

PROPOSAL SUMMARY AND TRANSMITTAL FORM

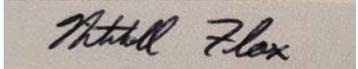
Proposed School Information			
Charter School Name:	Valence College Preparatory Charter School		
Education Corp. Name:	Valence College Preparatory Charter School, Inc.		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	CSD 24	Opening Date:	8/1/2019

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	5	112
Year 2	5,6	224
Year 3	5,6,7	336
Year 4	5,6,7,8	448
Year 5		

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	
Partner Public Contact Info (Name, Phone):	

Lead Applicant Contact Information			
First Lead Applicant Name:	Mitchell Flax		
Applicant is a:	<input type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input checked="" type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Organization Name:			
Applicant Mailing Address:	[REDACTED] Jackson Heights, NY 11372		
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]
Email:	[REDACTED]		
Second Lead Applicant Name:			
Applicant is a:	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Organization Name:			
Applicant Mailing Address:			
Primary Phone #:		Secondary Phone #:	
Email:			
List additional lead applicants in the "Other" section.	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Additional Applicants Listed in "Other"		

Media/Public Contact Information (required)			
Name:	Mitchell Flax	Phone #:	(646) 854-8414
Email:	mflax@buildingexcellentschools.org		

Lead Applicant Signature	
Signature:	
Date:	3/6/2018

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design**MISSION STATEMENT**

Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

KEY DESIGN ELEMENTS

Based on close study of high performing urban charter schools around the country through the Building Excellent Schools Fellowship, decades of educational research, and the continuing input of multiple community voices, Valence College Preparatory Charter School ("Valence College Prep") is built on seven core principles.

1. Excellent teaching yields strong academic performance.
2. An intentionally structured school environment drives academic achievement.
3. Character underpins success in college and life.
4. Literacy unlocks achievement as a learner.
5. Success requires skills to solve challenging problems.
6. Applying a growth mindset ensures a drive toward mastery.
7. Family partnerships support student outcomes.

BRIEF OVERVIEW OF ACADEMIC PROGRAM

Based on close study of high performing urban charter schools around the country through the Building Excellent Schools Fellowship, the conclusions of decades of educational research, and the continuing input of multiple community voices, Valence College Prep is built on seven core principles.

1. Excellent teaching yields strong academic performance.

An excellent teaching staff is the result of (a) hiring a mission-driven team and (b) providing intentional development, frequent coaching, and targeted resources. Our teachers will implement proven instructional strategies and will be coached to execute successfully on these strategies every day. Teachers will be equipped with quality instructional resources to develop challenging and scaffolded work for each of our scholars, and teachers will be trained and coached to strategically use technological tools to individualize student instruction and academic supports as needed. This will ensure that all struggling scholars receive the help they need and that all scholars already at mastery are challenged with extended learning. With these resources, training, and support, Valence College Prep teachers will ensure the maximum possible academic performance of our scholars.

2. An intentionally structured school environment drives academic achievement.

When scholars know precisely what is expected of them, a structured environment frees capacity in scholars' minds to (a) maximize academic achievement and (b) develop professional habits. Our classrooms will have common structures and routines to ensure a consistently safe and positive learning space. These routines and structures will be aligned and adjusted by grade level to ensure that our scholars sequentially and intentionally build habits to prepare them for the independence and expectations of high school and college.

3. Character underpins success in college and life.

Our scholars will build strong character to persevere through challenges and succeed in and out of school. Valence College Prep will build our scholars' character by teaching, honoring, and holding them accountable to doing the right thing. Our school's RIGHT values – Respect, Integrity, Gratitude, Hard work, and Teamwork – will be a common language for teaching character, ritualizing and honoring the demonstration of that character, and holding our scholars accountable to acting ethically within the framework of these values. We know that excellence is a habit, and that in addition to achieving academically, our scholars will need to matriculate from Valence College Prep with the habits of character to be ethical people – able to make the right choices in the difficult situations they will face and able to be positive members of every personal, academic, professional, and civic community of which they are a part.

4. Literacy unlocks achievement as a learner.

One critical key to learning in college and beyond is the ability to master challenging texts in volume. Valence College Prep will provide extended time for literacy instruction, create structures for scholars to read independently inside and outside of class, and use cultural elements like posted reading trackers and schoolwide reading competitions to emphasize the importance and celebrate the joy of reading. Because literacy is critical across content areas, science and social studies curricula will utilize reading, writing, and discourse with text as primary instructional tools. Our scholars will become comfortable reading a large volume of texts of many kinds, and they will become strong readers with the skills to navigate unfamiliar structures and vocabulary.

5. Success requires skills to solve challenging problems.

Today's pace of technological and societal change will place new and complex problems before our scholars that we cannot readily predict. We believe that among our scholars are the next generation's great engineers, scientists, policymakers, and business leaders. Our school will provide extended time for a strong conceptual foundation in mathematics so that our scholars have the prerequisite tools and understandings to be successful in calculus and science at the high school and college levels. To empower them to chart their own paths in areas of study including engineering and the hard sciences, we will ensure that all of our scholars also receive instruction in digital literacy, introductory and intermediate computer science, and robotics. For our scholars to be successful in any college and career path they choose, we will intentionally prepare them to be creative problem solvers.

6. Applying a growth mindset ensures a drive toward mastery.

When our scholars come to believe that their intelligence is in their own control, they will thrive. Psychologist Carol Dweck explains: "The passion for stretching yourself and sticking to it, even (or especially) when it's not going well, is the hallmark of the growth mindset" (Mindset, 2006). We will leverage the language of growth mindset, risk-taking, and learning from feedback to support our scholars' beliefs and actions to grow their brains every day. This is particularly critical in the early adolescent years and within a student community at high-risk for academic underachievement and therefore too frequently with access to a limited set of life choices. With the same mindset, our staff will use ongoing feedback and assessment data to tailor instruction to the specific needs of our scholars and to understand how to improve their own instructional knowledge and skills. At Valence College Prep, we believe that great teachers are made, not born, and our teachers will learn from student feedback, coaching feedback, and self-reflection to push scholars to greater achievement.

7. Family partnerships support student outcomes.

We believe that our families are critical partners in the academic development of our scholars. We will provide multiple points of engagement with families, both to understand their needs and to support them to reinforce the growth that their scholars make in school. Engagement will begin with multiple orientation sessions and a home visit before the school year begins, all of which will provide families with information about how to help their scholars be successful at Valence College Prep and for them to communicate specific needs and concerns to our staff. Our partnership with families will continue with weekly scholar performance reports to ensure awareness of how scholars are succeeding, trimester conferences to create conversations between scholars, their families, and staff, and monthly events to develop our school's community and support our scholars on their path to and through college.

At Valence College Prep, we believe that our scholars can reach the same levels of achievement as the highest performing students in New York City. Our school will be a structured, positive learning environment in which our scholars grow into academically and professionally skilled, knowledgeable, and principled young people. We envision a future in which our scholars graduate from the high schools, colleges, and universities of their choice and, empowered by education, choose their own paths in life. Most of our scholars will be the first in their families to go to college, and many will be first generation-high school graduates. Decades of research demonstrate the lasting positive impact of a college education on future generations' educational attainment. As such, we believe that the education of Valence College Prep scholars will, in the short- and long-term, expand opportunity for

families in our community.

School Management

MANAGEMENT STRUCTURE

Valence College Preparatory Charter School (“Valence College Prep”) will be governed by its Board of Trustees. The Board assumes responsibility and accountability for governance of the school and oversight responsibility oversight of the administration of the school in pursuit of our mission and in accordance with all relevant laws and regulations. The Head of School will be hired, supported, and evaluated by the Board.

To fulfill our mission of providing our scholars with an education that drives them toward college graduation, we believe that a mission-aligned and capable staff is critical. Valence College prep intends to hire Mitchell Flax as the Founding Head of School. Mr. Flax’s professional experience, skills, and dedication to the mission suit the demands of the role, whose qualifications and expectations are detailed below.

The Head of School will directly supervise the Director of Operations, Dean of Student Support, Dean of Students, Faculty, and as the school grows, other members of the administrative staff. Following the model of high-performing charter schools, we will clearly divide the school’s operational roles and responsibilities from academic roles and responsibilities. We believe that if our school’s operational leadership and staff executes effectively, our instructional leaders and faculty will be best positioned to execute our academic program and thus to best educate our scholars on their path to college.

ROLE OF CMO OR PARTNER(S)

Request is not applicable.

School Facility Plans

Valence College Preparatory Charter School (“Valence College Prep”) plans to seek co-location in a NYC DOE facility in CSD 24 and has filed a request with the DOE via its online request portal. Because District 24 is one of the most overcrowded districts in the city, we anticipate that the DOE will likely deny Valence College Prep co-location. In this case, we will apply for rental assistance from the DOE to rent a private facility in Corona or one of the neighboring communities.

Our founding team is prepared with the experience to meet the challenge of finding a private facility. Two founding team members have experience in commercial real estate, with one working specifically in finance for charter school facilities. Should we be authorized, the DOE is required to notify us of its ability to co-locate Valence College Prep within 30 days. We have thus already begun our search for a private facility and will be prepared to secure a facility soon after authorization.

Board Member Names and Biographical Summaries

Our proposed founding board members, along with their professional affiliations and brief biographical information, are provided below:

Luke DeGrossi is an Associate at HKS Capital Partners, where he is responsible for structuring and sourcing commercial capital for clients as it pertains to debt, equity, and structured finance. Prior to joining HKS Capital Partners in 2017, Mr. DeGrossi worked at RPM Development Group, where he oversaw the daily financial analysis and accounting for several commercial real estate properties within the firm's \$1B portfolio. He obtained his B.S. in Finance and International Business from Villanova University and also studied at Columbia University and La Universidad de Cadiz. Mr. DeGrossi has mentored and tutored children in a variety of settings and currently dedicates his time to The Big Brother Big Sister Foundation of America and The Daytop Village Preparatory School.

Rashid Duroseau is a sixth grade history teacher and Grade Level Leader at Democracy Prep Charter Middle School. Mr. Duroseau also serves as Civics Coordinator, creating and facilitating programs to engage the community in activism and politics. He graduated from Williams College in Massachusetts with a B.A. in Political Philosophy and a certificate in Africana Studies. Mr. Duroseau is also an alumnus of the 2009 Teach For America (Mid-Atlantic) Corps and a Cohort VII fellow of the National Academy of Advanced Teacher Education. He brings extensive experience in curriculum development and instruction to the founding board.

Angie Guerrero is an Investment Associate at Civic Builders working on the Building Equity Initiative, a \$250MM partnership with the Walton Family Foundation to strengthen capital access for charter schools. Ms. Guerrero is an experienced public finance professional, having held positions at The PFM Group and Fitch Ratings. Her work in public finance introduced her to the charter school sector, where she has worked with over 30 schools nationwide on their facilities plans. A resident of Queens, Ms. Guerrero is active in the local alumni networks for Harvard College and NYU's Leonard N. Stern School of Business and volunteers at a women's healthcare facility in Jamaica, Queens.

Arjun Kapoor is an Investment Analyst in Real Estate and Corporate Credit at MSD Partners LP, an investment firm formed by the partners of Michael Dell's Family Office. Previously, Mr. Kapoor was an Associate at Morgan Stanley trading Equity Derivatives. He graduated summa cum laude and Phi Beta Kappa from Columbia University with a B.A. in Mathematics and Economics-Operations Research. Mr. Kapoor has tutored low-income Manhattan area youth in mathematics and is passionate about addressing inequities in education.

Scott Kaye is the Clinical Director at New York-Presbyterian Medical Group in Flushing. Mr. Kaye was born and raised in Queens and is a Graduate of Townsend Harris High School in Flushing, NY. He earned his bachelor's degree in International Nursing from the Helsinki College of Healthcare and Social Services in Finland, completed his master's degree in Nursing Administration from Long Island University in Brooklyn, and is currently pursuing his Ph.D. at the Graduate Center in NY. Mr. Kaye's professional interests include online learning, clinical simulation, and qualitative research, and he has held numerous clinical, educational, and leadership positions in nursing.

Jose Santiago is Assistant Vice President of Client Services at Columbia University Information Technology. Raised in Spanish Harlem and educated in New York City public schools, including Aviation High School in Queens, Mr. Santiago persevered through dropping out of community college to eventually earn two degrees from Columbia University. He worked his way from entry level in the university's IT department to his current position overseeing the Client Services department and is the first Latino to serve at this level in the organization. He is a parent of a charter school scholar, and he brings experience as a board member and advocate for excellent charter schools in our city.

Elisabeth Shovers is Executive Director of Global Language Project (GLP), a New York City-based nonprofit that promotes the study of world languages through innovative teacher development and best-in-class curricula. Ms. Shovers taught kindergarten and first grade as a Teach For America corps member in Chicago where she also earned her M.Ed. Prior to that, she received a B.A. in International Affairs from George Washington University, and spent a year teaching English in France. Ms. Shovers brings experience in professional development, grant writing, and nonprofit governance.

India Sneed is an Assistant District Attorney in the Kings County District Attorney's Office. Ms. Sneed was previously the Executive Director for the New York State Assembly's Black, Puerto Rican, Hispanic, and Asian Legislative Caucus, where she championed the needs of black and brown constituents throughout New York State while galvanizing the support of caucus members. Bringing extensive knowledge of law, government, and board governance, Ms. Sneed is a native of New York City, graduate of CUNY, resident of Queens, and parent of a charter school scholar.

Rona Yang is Director of External Initiatives at New Classrooms, a non-profit organization focused on providing a personalized learning model to middle schools and high schools across the nation. Prior to serving in this role, Ms. Yang was the Founding Director of Operations at Achievement First University Prep, a charter high school in Brooklyn. She is a graduate of University of Oregon and the Stern School of Business at NYU, an Education Pioneer Fellow, and an INROADs Alumna. Ms. Yang brings extensive experience in school operations and strategy in charter schools to our board.

Other

R-00b - Replication Checklist

Request is not applicable.

R-01ac – Community Need and Proposed School Impact

a. Community Description and Need

Provide an analysis of the community and target population for the school including:

- A description of the community from which the proposed school intends to draw students;
- Community demographics;
- A description of the specific population of students the proposed school intends to serve;
- The applicant's rationale for selecting the community;
- Performance of local schools in meeting the community's need; and,
- How the proposed school would provide a needed alternative for the community.

"The long-term success not only of our economy but of our democracy depends on ensuring a quality education for all of our students. Today in our public schools we have a majority of our students who are students of color; we have 10 percent or more of our students who are English learners. We can't afford not to provide quality educational opportunities for all those students."

- John King, former United States Secretary of Education, March 2017

Valence College Preparatory Charter School ("Valence College Prep") proposes to open to all fifth through eighth grade students in New York City and is targeted toward the Queens communities of Corona, North Corona, Elmhurst, and Jackson Heights. In Corona in 2016-2017, 28% of students were on grade level in ELA, and 21% of students were on grade level in math, as measured by the New York State ELA test.¹ We believe that students of all races, ethnicities, incomes, home languages, and zip codes deserve an excellent education that prepares them to graduate from high school, excel in college and to choose their own paths in life. Valence College Prep will provide that education for students in central and northwestern Queens.

We have chosen to serve this community for the following reasons:

1. This community has populations of **English Language Learners (ELLs)**, **low-income families**, and **housing-insecure families** that are above the city average.
2. Existing middle schools in this community are **overcrowded** and currently **underperform** district and borough averages.
3. Parents in this community are currently **underserved** by existing charter school options.
4. Students in this community are graduating from high school **not ready for college**.
5. Our program aligns to **New York State goals** for education reform.

1. ELLs, Low-Income Families, Housing-Insecure Families

The neighborhoods of Corona (11368) and Elmhurst (11373) comprise the easternmost portion of Community School District (CSD) 24, and Jackson Heights (11372) falls primarily in CSD 30 but has portions falling into CSD 24. Known for its diversity, the community has a substantial population of immigrants and a proportion of Latinos more than twice that of Queens. Demographics for these neighborhoods are outlined in **Figure 1.01**. Specifically, 13% of students in New York City are English Language Learners (ELLs), but a substantially higher number of students in our community, over 30% in

¹ Grades 3 – 8 New York City Results." Test Results, NYC Department of Education, 22 Aug. 2017, schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.

the schools located in these zip codes, are ELLs. ² Our school will provide targeted supports, differentiated instruction, and a small school environment that meets the needs of this population.

Figure 1.01: Share of Population by Race/Ethnicity (Approximate)

Race/Ethnicity	Corona and North Corona (11368)	Elmhurst (11373)	Jackson Heights (11372)	Queens	New York City
White, non-Hispanic or Latino	4%	7%	17%	26%	33%
Black or African American	13%	2%	1%	18%	23%
Hispanic or Latino ⁴ (White & Other)	71%	41%	59%	28%	29%
Asian	10%	50%	20%	25%	12%
Two or More Races	2%	2%	3%	3%	3%
Total Population⁵	112,709	98,554	64,754	2,301,139	8,426,743

Families in our community are disproportionately low-income, with 56% of residents of Elmhurst and Corona paying more than half of their income on rent, which is twice the New York City average.⁶ A shelter in the community houses 200 families, there are eight times as many students living in multiple-family apartments as living in shelters, and 93% of students in public schools in this community qualify for free or reduced lunch.⁷ Valence College Prep believes that homeless or housing insecure students deserve the same quality of education as all other students. Our school will provide social and academic supports in a structured, small school environment for all students in our community.

Figure 1.02 shows the percentage of students in each of our target neighborhoods receiving free or reduced lunch and classified as English Language Learners (ELLs).⁸

Figure 1.02: FRL and ELL Population in Community⁹

Neighborhood	Total School Population	% Free or Reduced Lunch	% ELL
Corona	5,396	98%	30%
North Corona	8,393	98%	43%
Elmhurst	6,826	88%	32%
Jackson Heights	7,923	90%	21%

² "Demographic Snapshots." NYC Data. New York City Department of Education, 26 Aug. 2016. Web. 27 Mar. 2017.

³ American Community Survey, 2015. United States Census Bureau. census.gov. 15 Sept 2017. <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>.

⁴ "Hispanic or Latino" is a best approximation of the largest groups identifying as such. Census race is collected in two questions, one of which asks Latino Americans to either identify as 'White' or 'Some Other Race'. See [here](#) for details.

⁵ Total does not equal the sum of parts above because it includes respondents in other smaller categories and non-respondents to questions on race.

⁶ Erb-Downward, Jennifer. "A Neighborhood Divided: Gentrification, Poverty, and Homelessness in Elmhurst/Corona." Institute for Children, Poverty & Children, Feb. 2016, www.icphusa.org/wp-content/uploads/2016/09/ICPH-Elmhurst-Corona_WEB.pdf.

⁷ "Demographic Snapshots."

⁸ The % of students receiving special education services in the community is, on average, 14%.

⁹ Ibid.

Educational attainment in our community lags below the borough and city averages, particularly among Latinos. In Corona and North Corona, 6.2% of Latinos have bachelor’s degrees, a fraction of the 35.7% city average and less than half the achievement rate of 16.4% among Latinos citywide.¹⁰ We believe that a college preparatory education in middle school is a key to closing this gap over time among adults.

2. Overcrowding and Underachievement

The high density of multi-family apartments in the community also contributes to crowding in local district schools. As detailed in **Figure 1.03**, among the seven middle schools in the community for which data are available, five are enrolled above the target capacity of their buildings.¹¹ Over 800 students are enrolled in middle schools in our community in excess of the target capacity of their buildings, demonstrating a need for more middle school seats for families in Corona, East Elmhurst, and Jackson Heights.

Figure 1.03: Crowding of Middle Schools in Corona, Elmhurst, and Jackson Heights¹²

School	Building Capacity		
	Actual # of Students	Planned # of Students	% Utilization of Space
I.S. 061 Leonardo Da Vinci	2,158	2,103	103%
Corona Arts & Sciences Academy	305	207	147%
I.S. 145 Joseph Pulitzer	1,925	1,640	117%
I.S. 230	1,198	1,131	106%
Central Queens Academy Charter School	391	n/a	n/a
Forte Preparatory Academy Charter School	n/a	n/a	n/a
Renaissance Charter School	567	446	127%

The middle schools in the community perform, on average, at 41% proficiency in ELA (the New York City average) and 36% proficiency in math (two points below the city average).¹³ On its own, this average indicates that less than half of local students are ready for rigorous high school work after leaving middle school. Yet, as **Figures 1.04 and 1.05** evidence, all of our schools, including the two middle schools whose averages beat the city average, have a substantial achievement gap between Asian and white students’ proficiency and that of black and Hispanic students. Because of the concentration of the Hispanic population residing within our target community, we anticipate serving a majority-Hispanic population, and thus more academically underperforming, and are targeting our program toward closing this gap.

¹⁰ American Community Survey, 2015.

¹¹ “Enrollment, Capacity and Utilization Report 2015 - 2016.” NYCSCA, New York City School Construction Authority, Nov. 2016, www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69.

¹² Ibid.

¹³ “Grades 3 – 8 New York City Results.” Test Results, NYC Department of Education, 22 Aug. 2017, schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.

Figure 1.04: ELA Performance of MS in Corona, Elmhurst, and Jackson Heights¹⁴

School or Comparison Point	Students Tested	% of Students Proficient or Advanced in ELA 2016-2017				
		Overall	Asian	Black	Hispanic	White
I.S. 061 Leonardo Da Vinci	2,041	29%	48%	29%	27%	38%
Corona Arts & Sciences Academy	517	28%	73%	-	27%	-
I.S. 145 Joseph Pulitzer	1,733	36%	53%	23%	35%	32%
I.S. 230	1,236	52%	66%	44%	42%	61%
Central Queens Academy Charter School	391	59%	-	-	-	-
Renaissance Charter School	245	40%	-	-	-	-
Forte Preparatory Academy Charter School	-	-	-	-	-	-
Community School District 24	26,934	41%	63%	32%	30%	57%
Community School District 30	18,330	48%	66%	29%	38%	64%
Queens	121,671	46%	63%	31%	34%	57%
New York City	397,448	41%	61%	29%	30%	61%

Figure 1.05: Math Performance of Middle Schools in Corona, Elmhurst, and Jackson Heights¹⁵

School or Comparison Point	Students Tested	% of Students Proficient or Advanced in Math 2016-2017				
		Overall	Asian	Black	Hispanic	White
I.S. 061 Leonardo Da Vinci	2,041	17%	39%	7%	16%	18%
Corona Arts & Sciences Academy	517	23%	73%	-	22%	-
I.S. 145 Joseph Pulitzer	1,733	30%	51%	19%	28%	23%
I.S. 230	1,236	48%	67%	33%	36%	52%
Central Queens Academy Charter School	391	66%	-	-	-	-
Renaissance Charter School	245	48%	-	-	-	-
Forte Preparatory Academy Charter School	-	-	-	-	-	-
Community School District 24	26,934	41%	68%	23%	29%	57%
Community School District 30	18,330	45%	68%	20%	34%	62%
Queens	121,671	44%	67%	21%	31%	56%
New York City	397,448	38%	68%	21%	25%	59%

3. Underserved by Charter Options¹⁴ Ibid.¹⁵ Ibid.

Parents in the community have demonstrated a need for more options by filing charter applications inside and outside of their home neighborhoods. Currently, charter school options in the community are limited for middle school children. Renaissance Charter School and Forte Preparatory Academy Charter School are the only two options serving middle school grades. In CSD 24, for the 2017-2018 school year, there were 3.55 applications per open charter school seat.¹⁶ In CSD 30, there were 5.83 applications per open seat. Further, a substantial number of parents in the community are going far outside the neighborhood to find a quality charter school option. Among 3000 charter applications for the 2017-2018 school year from parents in this community, for example, approximately 700 went to charter schools in Brooklyn and Manhattan.¹⁷ Parents in our community should not need to travel 60 minutes or more each way to reach a quality school option. Valence College Prep aims to provide that option locally.

4. Non-College Ready

Despite rising high school graduation rates in New York City, too many of our students are still receiving their high school diploma without the academic skills required to succeed in college. In 2016, the four-year graduation rate citywide reached its historic high of 72.6%¹⁸ yet 78.3% of city students that enrolled at a City University of New York (“CUNY”) campus in 2014 needed to enroll in remedial coursework because of underperformance on placement exams.¹⁹ An analysis from GraduateNYC in 2014 estimated that 47% of graduates of NYC DOE high schools are college-ready.²⁰ Valence College Prep believes that all of our students must be prepared to graduate from college, and our program will prioritize academic preparation for college from the moment that our fifth grade students enter our doors, so that all matriculating eighth graders are prepared to access and succeed in ambitious college preparatory high schools, including such schools as Brooklyn Technical High School or the Dalton School, or whichever high school option they and their families choose for their needs, on their way to college.

5. New York State Goals

Valence College Prep will further the educational reform goals of New York State in its implementation of the Every Student Succeeds Act (“ESSA”). The state’s draft plan aims for more schools to offer “advanced coursework and career readiness opportunities.”²¹ Our curriculum and instruction will specifically aim to provide college preparatory material to ensure that our students are adequately prepared for both college and careers. We will also provide instruction to every student in technological problem solving, including computer science and robotics, because we believe that computational thinking will be critical to many of the careers of the future (for details, see **R-5a – Curriculum Selection and Processes**). The state ESSA plan also aims to support all students with “utilization of technology to personalize learning.” Valence College Prep believes that every student deserves individualized support to be pushed to their greatest potential, and we also believe that teachers must be trained and

¹⁶ New York City Charter Schools: 2017-18 Enrollment Lottery Estimates. New York City Charter School Center, May 2017, www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf.

¹⁷ Neighborhoods Primed for Charter Growth. New York City Charter School Center, May 2017, www.nyccharterschools.org/sites/default/files/resources/Neighborhoods-Primed-for-Growth.pdf.

¹⁸ “Mayor De Blasio, Chancellor Fariña Announce Highest-Ever Graduation Rate.” City of New York, Press Office of the City of New York, 10 Feb. 2017, www1.nyc.gov/office-of-the-mayor/news/076-17/mayor-de-blasio-chancellor-fari-a-highest-ever-graduation-rate#/0.

¹⁹ Short, Aaron. “Most NYC High School Graduates at CUNY Community Colleges Get Remedial Help.” *New York Post*, 7 July 2015, nypost.com/2015/07/05/most-nyc-high-school-graduates-at-cuny-need-remedial-classes/.

²⁰ The State of College Readiness & Degree Completion in New York City. GraduateNYC, June 2016, www.graduatency.org/the-state-of-college-readiness-and-degree-completion-in-new-york-city/.

²¹ Revised State Template for the Consolidated State Plan. The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act. New York State Education Department, March 2017, <http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-technical-plan-draft-9-18-17-to-usdoe.pdf>.

supported to use technical platforms to provide the greatest opportunities for that support. We will use self-paced learning platforms like Zearn and Khan Academy in strategically chosen portions of our math program and as a tool for all teachers to implement as necessary for differentiation. We will also use immediate feedback assessment platforms like Gooru and Quizizz in instruction to efficiently understand and quickly meet the individual needs of each of our students. For more details of this instructional strategy, please see **R-5c – Instructional Methods**.

b. Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;
- Information demonstrating a thorough analysis of existing educational options for the community and target population;
- Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,
- Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.

Corona, Elmhurst, and Jackson Heights are tremendously dense neighborhoods, collectively housing more than a quarter of a million people.²² Among schools serving any grade 5-8, there are 16 public elementary schools, 6 public middle schools, and one public K-12 serving over 15,000 students in our neighborhoods.²³ As discussed in **R-05a – Community Description and Need**, these facilities are overcrowded, prompting continuing new construction from the School Construction Authority to bring new school space online, including 10,000 seats currently in the development pipeline for CSD 24.²⁴ The schools in our community currently serving any of the grades in our proposed grade span are listed in **Figure 1.06**.

Figure 1.06: Schools Serving Any Grades 5-8 in Corona, Elmhurst, or Jackson Heights

School	School Type	Grades	Neighborhood	2017 Enrollment
P.S. 014 Fairview	Elementary	K-5	Corona	931
Elm Tree Elementary School	Elementary	K-5	Corona	40
P.S. 013 Clement C. Moore	Elementary	K-5	Elmhurst	758
P.S. 089 Elmhurst	Elementary	K-5	Elmhurst	996
P.S. 069 Jackson Heights	Elementary	PK-5	Jackson Heights	515
P.S. 148 Queens	Elementary	PK-5	Jackson Heights	430
P.S. 149 Christa McAuliffe	Elementary	K-5	Jackson Heights	664

²² American Community Survey, 2015. United States Census Bureau. census.gov. 15 Sept 2017. <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>.

²³ <http://schools.nyc.gov/schoolsearch/Maps.aspx>.

²⁴ Barca, Christopher. "SCA Talks New School Projects with CEC 24." Queens Chronicle, 14 Dec. 2017, www.qchron.com/editions/central/sca-talks-new-school-projects-with-cec/article_2b52059e-f9b6-514f-9010-9a9853f21dd4.html.

P.S. 212	Elementary	K-5	Jackson Heights	384
P.S. 280	Elementary	K-5	Jackson Heights	355
P.S. Q016 The Nancy DeBenedittis School	Elementary	K-5	North Corona	968
P.S. 019 Marino Jeantet	Elementary	K-5	North Corona	907
P.S. 110	Elementary	K-5	North Corona	95
P.S. 143 Louis Armstrong	Elementary	K-5	North Corona	928
Pioneer Academy	Elementary	K-5	North Corona	476
P.S. 330	Elementary	K-5	North Corona	298
P.S. 092 Harry T. Stewart Sr.	Elementary	PK-5	North Corona	419
I.S. 061 Leonardo Da Vinci	Middle	6-8	Corona	2041
Central Queens Academy Charter School	Middle	5-8	Elmhurst	391
I.S. 145 Joseph Pulitzer	Middle	6-8	Jackson Heights	1,733
I.S. 230	Middle	6-8	Jackson Heights	1,236
Corona Arts & Sciences Academy	Middle	6-8	North Corona	517
Forte Preparatory Charter School	Middle	5-8	North Corona	90
Sesame Sprout, Inc (Private)	Elementary	PK, 3-5	Corona	n/a
Saint Leo School (Private)	PK-8	PK-8	Corona	n/a
Garden School (Private)	PK-12	PK-12	Jackson Heights	n/a
Renaissance Charter School	K-12	K-12	Jackson Heights	245
Total PK-8 Students				15,172
Total Middle School Students				6,008

Valence College Prep proposes to serve 112 scholars per grade level and grow to a full enrollment of 448 scholars. As a percentage of the total K-8 population in public schools that enroll some part of our grade span, our school represents 2.9% of this enrollment at full growth. As a percentage of the middle school population alone, our 6-8 population of 336 scholars represents 5.6% of the population. Though our fifth grade start will require parents to pull their children out of an elementary school a year before their full term there is complete, our small population in comparison to the number of elementary seats in the neighborhood will minimize the impact of these enrollments on any single elementary school. Particularly given the overcrowding in our district and existing need for more seats, we believe that our impact on the surrounding district and schools will be minimal or positive in terms of enrollment.

We also plan to backfill through the eighth grade, providing all of our seats when families demand them, regardless of whether they began an earlier grade with Valence College Prep. In a community with substantial housing insecurity and majority immigrant population, we believe that it is our responsibility to accept scholars whenever they come to us and to support them in their transition to be successful in our school. For more information on our plans to backfill and support scholars who come to us in the seventh and eighth grades, please see **R-15f – Admissions Policy**.

Valence College Prep will add an educational program to the community that does not currently exist and meet the specific needs of families to make a positive impact on the educational landscape of Corona, Elmhurst, and Jackson Heights. While there are two other small charter middle schools in our community, and both are college preparatory schools, their curricular focuses vary from ours. Forte Prep offers a performing arts program, and Central Queens Academy offers a strong focus on diversity and language instruction. Our program and schedule will focus on creative problem-solving through

computer science and robotics in addition to meeting the specific educational needs of English Language Learners (ELLs) in our community through our extended time for literacy and small group supports for literacy instruction. “Having upwards of 2.5 hours each day to focus on skills needed for reading and writing allows schools to include lots of repetition [and] differentiation,” according to a report from the National Center on Time and Learning.²⁵ “Subdividing students into much smaller groups of students who display similar needs (e.g., vocabulary, fluency, etc.) and pairing them with a teacher who has received training in how to overcome these specific obstacles can be an efficient, effective way to advance their overall learning.”²⁶ We will use dedicated time and small groups in Reading Circle and Tutorial blocks and small group stations during our ELA Reading and Writing blocks to deliver multiple daily opportunities for small group instruction for our ELL scholars. Brooke Charter School and BES school Liberty Collegiate both effectively use targeted small group literacy instruction during intervention blocks and core class time to achieve results for ELL scholars.²⁷ For more details on Reading Circle, Tutorial, and our ELA Reading and Writing blocks, please see **R-5a - Curriculum Selection and Processes**.

Our technological problem-solving program is a key differentiator that will add to the educational landscape in central and northwest Queens. In fifth grade, we will equip our scholars for success in a connected world and teach them core computer skills – typing, email, document creation, and academic and practical use of the Internet’s resources. In sixth grade, our scholars will begin a progression in computer science aligned to the New York City Computer Science For All Blueprint, which prepares our eighth grade scholars for Advanced Placement Computer Science (AP CS) Principles in the year they enter high school. In seventh grade, all scholars will take a course in robotics, where they apply their computer science knowledge and the problem-solving skills they have developed in computer science and mathematics. This grounding in computational thinking, design, and engineering is a unique element that Valence College Prep will offer in our community.

c. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- *Enrollment expectations;*
- *Per Pupil Allocation assumptions;*
- *Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;*
- *Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);*
- *Projected budget for the school district of location (please note the source and year for this figure); and,*
- *Yearly projected impact as a percentage of each sending district’s budget (for districts projected to send at least 10 students).*

²⁵ Farbman, David A. “Giving English Language Learners the Time They Need to Succeed.” Time and Learning, National Center on Time and Learning, 31 Aug. 2016, timeandlearning.org/publications/giving-english-language-learners-time.

²⁶ Ibid.

²⁷ Liberty Collegiate achieved 64% proficiency in 2015 for 5th-8th graders, as compared to 42% proficiency in Metro Nashville public schools (<https://republiccharterschools.org/our-impact-1/>). 97% of Edward W. Brooke 8th grade scholars achieved proficiency on the 2016 MCAS exam.

Valence College Prep proposes to enroll 112 students in 2019-2020, drawing revenue of \$1,571,024 in per-pupil aid and other district revenues of \$604,714, including rental assistance, special education funding, and NYSTL, NYSSL, and NYSLIB funding. In total, we expect to receive \$2,175,738 in funding from the district. At full growth in 2023-2024, assuming zero growth in per-pupil aid, we anticipate total per-pupil aid of \$6,284,096 for our 448 enrolled scholars and \$2,418,856 in other district revenue for a total of \$8,702,952. Based on the District budget of \$24.3 billion, Valence College Prep’s budget represents 0.01% of the District budget in 2019-2020 and 0.04% of the District budget in 2023-2024 and going forward. This does not represent a substantial burden on the District budget. This impact, supported by R-21e – Budget Template, is presented in Figure 1.07.

Figure 1.07: Fiscal Impact Table

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	112	14,027	1,571,024	604,714	2,175,738	24,300,000,000	0.009%
Year 2 (2020-21)	224	14,027	3,142,048	1,209,428	4,351,476	24,300,000,000	0.018%
Year 3 (2021-22)	336	14,027	4,713,072	1,814,142	6,527,214	24,300,000,000	0.027%
Year 4 (2022-23)	448	14,027	6,284,096	2,418,856	8,702,952	24,300,000,000	0.036%
Year 5 (2023-24)	448	14,027	6,284,096	2,418,856	8,702,952	24,300,000,000	0.036%

Valence College Prep will be targeted at scholars in our community with the greatest educational needs for a small college preparatory environment, and we do not anticipate substantial numbers of scholars leaving area private schools to attend our school. As such, we anticipate minimal enrollment impact on these schools of the opening of our school.

R-02ab - Addressing Need

a. Mission

Provide the mission statement for the proposed charter school.

Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

b. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. This should not exceed five pages in length.

Valence College Prep is founded on the belief that students can achieve at high levels and all decisions will be driven toward that achievement. We set a high standard for academics and behavior to ensure students can graduate from college and have the education to chart their own life paths. The curricula we provide, structures we implement, and staff we hire will deliver a school that ensures our scholars are prepared to succeed in high school and college. Our philosophy is grounded in seven key levers.

1) Excellent teaching yields strong academic performance.

Every scholar needs an excellent teacher in every class to deliver rigorous material in a positive, supportive setting. An excellent teaching staff is the result of mission-driven hiring and intentional development, frequent coaching, and resources. We hire high-capacity educators who believe in our students, give them quality lesson plans and classroom systems, and train them to execute these plans and systems with fidelity. Every day, because of the care put into the right people given the right growth, our staff does the urgent work of developing our scholars' skills and habits to ready them for success in college and life.

Teacher quality is a consistent predictor of student achievement.¹ We hire motivated educators who believe in our mission and have the capacity and willingness to grow every day. Our budget sets aside \$1000 per position for recruiting and hiring to ensure we access the best candidates. There is little evidence to suggest that advanced degrees in a teacher's subject area have a positive impact on achievement, especially in elementary and middle school.² Our best teaching candidates are those who (a) believe all children can achieve at the highest levels, (b) seek out feedback and use it to improve, and (c) have experience in education or elsewhere that demonstrates these mindsets. All candidates complete a sample lesson multiple times, with a feedback and practice session to allow the candidate to improve. We believe that our teachers must improve based on data and coaching feedback to hold our students to the highest expectations and push them to their highest achievement.

We purchase or, based on models from high-performing schools, develop curricula to ensure students receive rigorous college preparatory work with appropriate and necessary scaffolds. We provide teachers with a script and materials for effective lesson delivery and allow them to focus preparation

¹ Hightower, Amy M, et al. "Improving Student Learning by Supporting Quality Teaching: Key Issues, Effective Strategies." *EdWeek*, Dec. 2011, www.edweek.org/media/eperc_qualityteaching_12.11.pdf.

² Ibid.

time on critical details of the lesson, structures and times for intervention, and modifications based on real-time assessment of student mastery. All scholars deserve to be pushed to their maximum potential, whether they need extensions to increase rigor or extra help to reach mastery. Providing curricula allows teachers the planning time to develop supports for individual learners, including in-class or pull-out small group instruction, technology-based reteaching, individual check-ins during work time, strategic groupings of students, remedial assignments, extension assignments, and targeted checks for understanding.

Professional development (PD) starts nearly four weeks before the first day of school; staff will (a) internalize our vision for success, (b) practice common systems with fidelity, and (c) practice strong common instructional practices with multiple rounds of feedback. We follow the example of Uncommon Schools, and particularly Uncommon's *Get Better Faster* model for new teacher development which lays out a core set of teaching competencies for classroom management and academic rigor;³ the primary purpose of our summer PD is for all teachers to drill these core skills among colleagues and be able to execute them with students on day one. For our scholars to reach college, they need great teaching, and great teaching comes from careful practice of proven teaching techniques.

Teachers learn and rehearse instructional best practices like clear instructions, positive behavior narration, "100%" expectations for participation, and cold calling. Drawn from high performing urban charter schools, these practices ensure all students are meeting our vision for learning and mastery and hold students accountable to a high bar for learning.⁴ Research supports that teacher practice grows substantially when regular PD provides the theory, exemplars, practice time, and feedback for classroom practice.⁵ Teachers participate in over two hours of weekly PD on instructional strategies, determined by leader and peer observation of classroom practices and students' needs, as achievement hinges on them.

Teachers are observed on a weekly basis at minimum, providing 40+ annual feedback opportunities. We use weekly observation notes and video to develop plans and practice for swift growth. Instructional leaders use modeling and video exemplars from peers in our school and high-performing schools around the country, including North Star Academy in Newark, NJ⁶ and Roxbury Prep in Boston, MA,⁷ both of whom provide exemplars for consistent high-quality instruction. Coaching meetings include drilling and rapid feedback on skills identified in observation and demonstrated by exemplars.

Instructional leaders coach staff during instruction to correct and improve instruction in real time, especially when staff are new. Great teachers are made, not born, and they will improve the education that they provide if they are given explicit examples and feedback. We know that teachers who are supported with strong instructional leadership and given quality professional development are likely to stay on our staff longer, which has been demonstrated to have positive effects on student achievement.⁸

When integrated into a larger plan for teaching and learning, the strategic use of classroom technology for individualized learning yields positive impacts on achievement, especially (a) in middle school and (b)

³ Bambrick-Santoyo, Paul. *Get better faster: a 90-Day plan for developing new teachers*. San Francisco, CA: Jossey-Bass, 2016.

⁴ Lemov, Doug. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco, CA: Jossey-Bass, 2010. Print.

⁵ Cooper, David J. "Professional Development." STEM Education Research, Houghton-Mifflin Harcourt Professional Development, 1 Jan. 2014, www.washingtonstem.org/STEM/media/Media/Resources/Professional-Development-An-Effective-Research-Based-Model-COOPER.pdf.

⁶ At North Star, 70%+ of 8th graders are proficient in math, compared to 20% in Newark. <http://northstar.uncommonschoools.org/nsa/results>.

⁷ Roxbury Prep's 7th graders double the city average in math proficiency. For details, see <http://roxburyprep.uncommonschoools.org/rpc/results>.

⁸ Krasnoff, Basha. "What the Research Says About: Class Size, Professional Development, and Recruitment, Induction, and Retention of Highly Qualified Teachers." 2014, www.schoolturnaroundsupport.org/sites/default/files/resources/compendium-of-evidence-on-titleIA-strategies.pdf.

when teachers' technology proficiency is greatest. Technology enables greater differentiation to meet individualized needs; we train and coach teachers to use various platforms strategically, especially for assessment, reteaching, and review. Teachers use rapid feedback and assessment platforms to provide instantly available data on mastery. They use video annotation and delivery platforms to provide students with content that can be watched multiple times and completed at a student's pace. Students develop and practice new vocabulary and skills on self-paced learning platforms. When applied to learning goals, these technologies are powerful tools for supporting students toward their maximum academic potential.

2) An intentionally structured school environment drives academic achievement.

All scholars are held to the highest academic and behavioral expectations. We draw on routines and systems of some of the highest performing charter schools in the country.⁹ Scholars are taught the precise behaviors expected of them and the reasoning for the structures we provide. Scholars are taught the listening position when a partner speaks and how to walk calmly between parts of the classroom without disturbing others. Scholars are taught how to manage their materials and how to keep binders and writing utensils in specific places during specific times. A disciplined and structured environment is our foundation for learning and achievement. We hold students to positive participation in class and respecting and helping their peers. We model what we expect and hold scholars accountable to meeting the standard.

We use a proven system of merits and demerits to signal to students that they have met or exceeded expectations.¹⁰ Students earn merits in and out of class for behaviors that further learning and uphold the school's values. They earn demerits for negative behaviors or damaging the community. Students who earn an exemplary number of merits in a week receive special recognition. Students who earn five or more demerits in a day earn a lunch detention, temporarily lose social lunch privileges, and have their families notified. The Dean of Students meets with students who earn more than six detentions in a month to design an individualized behavior plan. Students will be recognized for making positive choices for themselves and their community.

3) Character underpins success in college and life.

Students must build strong character skills to persevere through challenges and succeed in and out of school. There is a growing body of evidence in education that college and career success are built not only on achievement, but on "noncognitive factors" including social skills, academic persistence, and academic mindsets.¹¹ We build character by teaching and holding students accountable to doing the right thing. Our **RIGHT** values – Respect, Integrity, Gratitude, Hard work, and Teamwork – are a common language for teaching character and holding our students accountable and a code that adults are expected to model.

Teachers positively narrate students' behaviors in the language of these values, recognizing a student's teamwork when he assists a peer with a problem or a student's hard work when she perseveres through a challenge. A teacher may narrate a child's partner work, "Strong respect, looking your partner in the

⁹ At BES schools Excel Academy in Boston, MA and Intrepid College Prep in Nashville, TN fifth graders are given precise expectations for how to arrive in class, how to move through hallways, and how to sit in class. 100% of Excel's 8th grade in 2014 was proficient or advanced on the state English exam, and Intrepid's eighth graders grew more in mathematics on the state exam than any eighth graders in the state.

¹⁰ At Excel Academy, teachers log merits and demerits on a printed template with all students' names on it. Merits and demerits have codes for categories of behaviors, like those that adhere to a value or break an expectation. The tally of these merits and demerits allows leaders and teachers to understand trends in where students are succeeding and where they need help.

¹¹ Farrington, Camille A. et.al. "Teaching Adolescents to Become Learners." The University of Chicago Consortium on Research, June 2012, consortium.uchicago.edu/publications/teaching-adolescents-become-learners-role-noncognitive-factors-shaping-school.

eye when he speaks,” or correct a misbehavior, “95% of students are showing strong integrity and writing their sentence independently. Get to 100%.” At the end of each class, teachers assess whether the class met the value for 100% of the class time to earn points for their advisories. That assessment helps students to understand where they must grow themselves.¹² Part of each of our school’s weekly community meetings for each of our grade levels is reserved for character development, and our classroom assessments of values guides us to address the values where our students are having the most trouble. Scholars are children and will make mistakes as their maturity grows; it is our responsibility to facilitate that character growth and build their moral compass that they will carry beyond their time in our school.

4) Literacy unlocks achievement as a learner.

There is recognition in education that the achievement gap is a literacy gap. Children’s reading levels in elementary school are predictive of their chance to graduate from high school 10 years later.¹³ By kindergarten, children from low income families have heard 30 million fewer words than their affluent peers.¹⁴ It is our responsibility to support scholars to overcome this gap, and we believe that literacy unlocks our scholars’ ability to learn. In Corona, where 27% of middle schoolers are on grade level in English, the middle school literacy gap must be closed if our students are to access college. The key to learning in college is to master challenging texts in volume; our program prepares our students to tackle high school-level texts with confidence and fluency by the time they finish eighth grade.

Modeled after charter schools across the country that close the literacy gap,¹⁵ we provide extended time for literacy instruction in the school day. Scholars receive reading, writing, and vocabulary instruction daily to build each skill. Classrooms will have fiction and non-fiction libraries with books at a range of reading levels. All scholars independently read books of their choice, referred to as DEAR books (Drop Everything and Read), and part of our daily routine includes dedicated reading time for DEAR books. We track the number of books students read and recognize our scholars for the volume of books read and lexile score growth. Because literacy is critical to all content areas, science and social studies curricula utilize reading, writing, and discourse with text as primary instructional tools. Scholars are taught a common set of annotation strategies to use across content areas and to develop the set of reading and understanding strategies that accompany them.

5) Success requires skills to solve challenging problems.

For scholars to be college ready, our school must put them on a path to take calculus by the end of high school. Valence College Prep provides extended daily time for scholars to master numeracy and fundamental algebraic reasoning in fifth and sixth grades. All scholars master algebra before entering high school so they are ready for the rigor of high school geometry, advanced algebra, and pre-calculus.

Scholars must be able to develop strategies to solve tangible problems across fields. Because computers have become embedded deeply in our daily lives, scholars are exposed to computer science early and given an understanding of the problems that computers can solve. The number of internet-connected devices is expected to grow from 11 billion today to 80 billion in 2025¹⁶, fueling greater demand for computing-fluent workers. There are currently 30,000+ open jobs in computer science in New York

¹² At Excel Academy and at Democracy Prep, teachers assess scholars on each value in that class period, asking scholars to reflect and discuss strategically chosen one or more blocks that they did not earn to point out each day’s opportunities to improve.

¹³ *Double Jeopardy*. The Annie E. Casey Foundation, 1 Jan. 2012, www.aecf.org/resources/double-jeopardy/.

¹⁴ Hart, Betty and Risely, Todd. “The Early Catastrophe: The 30 Million Word Gap by Age 5,” *American Educator*. Spring 2005.

¹⁵ Intrepid College Prep and Liberty Collegiate provide 100 minutes+ of literacy instruction. Roxbury Prep provides two literacy blocks per day.

¹⁶ Kanellios, Michael. “152,000 Smart Devices Every Minute In 2025.” *Forbes*, 9 Mar. 2016, www.forbes.com/sites/michaelkanellios/2016/03/03/152000-smart-devices-every-minute-in-2025-idx-outlines-the-future-of-smart-things..

State, but only 3,801 computer science graduates in New York in 2015.¹⁷ Science, technology, engineering, and math (STEM) jobs are growing at a rate 70% greater than non-STEM jobs.¹⁸ For those scholars who will go on to STEM fields in college, computer science is a foundational skill to put them on even footing with affluent peers. For those who choose the humanities, social science, or business pathways, computer science will enhance their problem-solving skills and fluency in how their world works. We provide instruction in computer science for all scholars in every year because we believe it will enable scholars' problem-solving success in life and open access to STEM pathways in college and beyond.

6) Applying a growth mindset ensures a drive toward mastery.

When students learn and believe that intelligence is malleable, they thrive.¹⁹ We teach growth mindset explicitly, and integrate it into our language to ensure students feel empowered to learn from mistakes and feedback. To grow into strong learners and succeed in college, students must take risks and offer up ideas of which they are uncertain. The language with which our teachers respond to incorrect answers and with which we expect our scholars to speak about learning reflects this. We know that "when teachers believe that everybody's ability can grow, and they give all students opportunities to achieve at high levels, students achieve at high levels."²⁰ Our staff's capacity to deliver instruction must grow every day based on feedback from two sources – data that show what students did or did not learn from an instructional strategy and the coaching they get from our team. It is our responsibility to grow our own brains every day in our understanding of how to drive our students toward the highest achievement possible.

A growth mindset also motivates our use of student achievement and disciplinary data to improve our program every day and respond to student needs as they arise. We use online systems like Kickboard to collect data on student exit tickets, homework completion, and merits and demerits to drive instructional and disciplinary decision-making. While teachers use data to drive instructional decisions for intervention, leadership uses data to drive PD design, community meetings, and interventions with students and staff.

7) Family partnerships support student outcomes.

Families are critical partners in encouraging and supporting students to meet high expectations during and outside of the school day. While we believe that all scholars, regardless of their home life, can and will succeed, we also believe we must engage our scholars' parents in the work of pushing them to their highest academic potential. When a parent and teacher are unified in setting and holding high expectations, the student will reach or exceed them.²¹ Parents begin the year with a home visit and parent-scholar orientation night to establish expectations and their rationale. Research has shown home visits to be effective in establishing a connection between school and home, especially for immigrant families who benefit from resources for how to communicate with the school.²² Also documented in a comprehensive student and family handbook, expectations include supporting their children to complete homework, come to school prepared, and begin to plan their path to college and beyond. We

¹⁷ Promote Computer Science. Code.org, code.org/promote/ny.

¹⁸ Duncan, Arne. *Educational Equality and Excellence Will Drive a Stronger Economy*. Brookings Institution, 15 Aug. 2017, www.brookings.edu/blog/brown-center-chalkboard/2017/03/02/educational-equality-and-excellence-will-drive-a-stronger-economy/.

¹⁹ Boaler, Jo. "Ability and Mathematics." FORUM, Symposium Books, 30 Nov. 2012, eric.ed.gov/?id=EJ1016613.

²⁰ Ibid.

²¹ Benner, A & R. Mistry. "Congruence of mother and teacher educational expectations and low-income youth's academic competence." *Journal of Educational Psychology*. Vol 99, No. 1. 2007.

²² Byrd, David R. "Conducting Successful Home Visits in Multicultural Communities." *Journal of Curriculum and Instruction*, May 2012, www.joci.ecu.edu/index.php/JoCI/article/download/128/PDF.

send monthly newsletters to families that keep them informed of school events and news. We base these expectations on the practices of high performing schools that believe, as we do, that families are the most powerful partners, aside from scholars themselves, in the academic development of our scholars.²³

We provide report cards three times per year and provide an online gradebook that families can use to check their child's progress. We provide weekly behavior reports for fifth and sixth graders and biweekly behavior reports for seventh and eighth graders. Staff make regular phone calls home. Because we believe scholars must own their academic progress toward college, we hold two student-led conferences each year with a student's parent and advisor.

²³ Intrepid College Prep provides a full Family Involvement Policy with requests and requirements of parents. Nashville Collegiate and Cornerstone Preparatory in San Jose, CA both describe a list of parent expectations in their handbooks.

R-02c – Accountability Plan

Complete the Accountability Plan template available on the Institute’s website at: <http://www.newyorkcharters.org/reporting-requirements/accountability-plan-draft/>. The web page includes additional detail to assist the applicant in drafting the required SUNY academic Accountability Plan. This Response should serve as a draft based on the applicant’s understanding of the Institute’s accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school’s first year of operation to finalize the plan.

Valence College Preparatory Charter School

Accountability Plan

for the Accountability Period 2019-20 TO 2023-24

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient in English language arts.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 5-8.
- Each year, the school’s aggregate Performance Level Index (PLI)⁸ on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.
- At least 75% of each cohort of students attending for two or more years will read at or above grade level as defined by performance on the Scholastic Reading Inventory, or similar national reading inventory. At least 80% will read at or above grade level after year three and at least 90% after year four.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures



Elementary/Middle School

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 5-8 will be above the state's unadjusted median growth percentile.
- Each year, in a cohort analysis of longitudinal growth, the average annual increase of percentiles among the school's students on the Reading Comprehension section of the Measure of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75, or the upper quartile of national performance.
- Each year, 95% of students, including ELL students and students with IEPs, will show at least one year of growth on New York State Standards-aligned NWEA MAP results in Reading and Language Usage.

GOAL II: MATHEMATICS

Goal: Students will be proficient in mathematics.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI)¹⁰ on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

- Each year, in a cohort analysis of longitudinal growth, the average annual increase of percentiles among the school's students on the Mathematics section of the Measure of Academic Progress (MAP) will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75, or the upper quartile of national performance.
- Each year, 95% of students, including ELL students and students with IEPs, will show at least one year of growth on New York State Standards-aligned NWEA MAP results in Reading and Language Usage.

GOAL III: SCIENCE

Goal: Students will be proficient in science.

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: SOCIAL STUDIES

Request is not applicable.

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

GOAL VI: HIGH SCHOOL GRADUATION

Request is not applicable.

GOAL VII: COLLEGE PREPARATION (only for college prep high schools)

Request is not applicable.

GOAL VIII: DIGITAL LITERACY & COMPUTER SCIENCE

Goal: Students will be fluent users of computers and proficient in computer programming.

- Each year, at least 75% of students who have attended for at least two years will be able to complete a two-minute timed writing with 95% high-frequency words and key by touch at 35 words per minute with four or fewer errors.¹
- By the end of the sixth grade, 90% of scholars who have attended for at least two years will have completed a game design project in Scratch or a similar block programming platform.²
- By the end of the eighth grade, 90% of scholars who have attended for at least three years will be able to program as defined by an end-of-course assessment aligned to the New York City Computer Science Blueprint.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: ENROLLMENT

Goal: The school will be fully enrolled with high levels of daily attendance.

- The school will enroll and maintain a class of students equal to our projected enrollment each year.
- The school will average 95% or higher daily student attendance each year.

GOAL II: FISCAL SOUNDNESS

Goal: The school will consistently demonstrate fiscal responsibility.

- Each year, the school will operate on a balanced budget.
- Each year, the annual financial audit will demonstrate that the school meets or exceeds the standards of generally accepted accounting principles (GAAP).

GOAL III: FAMILY SATISFACTION

Goal: Parents will report satisfaction with the school’s academic program and family communication.

- As measured by an annual end-of-year survey, satisfaction with the school’s academic program will, on average, exceed 85%, with 85% of families responding.
- As measured by an annual end-of-year survey, satisfaction with the school’s family communication will, on average, exceed 85%, with 85% of families responding.

GOAL IV: BOARD GOVERNANCE

¹ Based on the Utah state standards for a seventh to ninth grade keyboarding class.

² Scratch is an accessible but powerful visual programming language that scholars will learn in the sixth grade at Valence College Prep. Research has demonstrated that mastery of Scratch projects supports academic achievement in mathematics. “[T]his intervention has a great possibility as an alternative way to teach mathematics in ways that stimulate learners’ various abilities, such as creativity, problem solving, logical thinking and the like, as well as that build a positive attitude toward mathematics.”

Choi, B., Jung, J. & Baek, Y. (2013). In what way can technology enhance student learning?: A preliminary study of Technology Supported learning in Mathematics. In R. McBride & M. Searson (Eds.), Proceedings of SITE 2013--Society for Information Technology & Teacher Education International Conference (pp. 3-9). New Orleans, Louisiana, United States: Association for the Advancement of Computing in Education (AACE). Retrieved February 25, 2018 from <https://www.learntechlib.org/p/48061/>.

Goal: The Board of Trustees will provide sound oversight of the school.

- The Board will conduct a formal annual review of the school leader.
- The Board will conduct an annual self-evaluation to assess its strengths and weaknesses.
- The Board will conduct a formal annual review of bylaws and policy.
- The Board will conduct an annual review of organizational strengths and weaknesses.

R-03af – Proposal History

a. Applicant Information

Indicate whether each applicant is a parent, teacher, administrator, and/or community resident as required by the Act. Provide a brief biographical description for the applicant(s) including relevant background and experience. Include applicant resume(s) as Response 3(h) - Founding Team Resumes.

Lead Applicant Mitchell Flax is a Queens community resident and a proven teacher and leader who brings to the founding team experience in education as well as in organizational planning and culture. He will utilize his experience in curriculum development, instructional delivery and leadership, strategic planning, and team development as the proposed Head of School of Valence College Preparatory Charter School (“Valence College Prep”).

Mr. Flax led the ninth-grade team, science department, biology content team, and staff culture leadership team at Leadership Public Schools (“LPS”) in Richmond, CA. He also completed the Building Excellent Schools (“BES”) Summer Leadership Internship, designing middle school curriculum for Alpha Public Schools in San Jose, CA. Prior to his work at LPS Richmond, Mr. Flax was an analyst in People Analytics at Google, where he produced modeling and advising on organizational growth, research on team dynamics, analyses of hiring practices, and reporting on organizational culture. In this role, he developed the tools and experience to use data to drive organizational decision-making. Mr. Flax was a 2009 Teach For America Bay Area corps member and was a School Operations Manager at Teach For America’s New York City Institute in 2010.

Mr. Flax is member of the 2017-2018 BES Fellowship, a rigorous and selective training program for aspiring charter school leaders. He has completed leadership residency at Democracy Prep Endurance Middle School, working alongside an experienced middle school leadership team at a successful charter middle school in an established and successful charter network founded and supported through BES. He will complete additional residencies at both Legacy College Preparatory, a BES charter school in its first year in the Bronx and Excel Academy in Boston, MA – a nationally recognized and high-achieving BES charter school network. Through the Fellowship, Mr. Flax has visited and studied 50+ of the most successful charter schools in the country to inform the design and implementation of Valence College Prep.

Mr. Flax received a B.A. in Economics-Mathematics from Columbia College at Columbia University in 2009. Mr. Flax’s resume is included in **R-3h - Founding Team Resumes**, and his contact information is listed below in **Figure 3.01**.

Figure 3.01: Lead Founder Contact information

Address: [REDACTED], Jackson Heights, NY 11372

Phone: [REDACTED]

Email: mflax@buildingexcellentschools.org

b. Proposal History



Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations, or consultants (even if these outside advisors are not active members of the founding group).

The founding team of Valence College Prep represents a diversity of skills, backgrounds, and points of view. Our team has experience in school operations, middle school curriculum and instruction, educational technology, finance, law, real estate, management, nonprofit governance, and strategic planning. It includes a former Founding Director of School Operations of a NYC charter school, a specialist in facilities finance for charter schools, an experienced middle school educator and curriculum writer, and five members who are residents of Queens or who attended schools in Queens. This founding team is supported by Building Excellent Schools (“BES”), a national nonprofit organization that trains high-capacity aspiring charter founders to found and lead high-achieving, college preparatory urban charter schools.

The recruitment of this team began in July 2017, when the lead applicant compiled a list of nearly 400 individuals in the New York area that might be invested in working as part of a founding team to establish a new college preparatory middle school in Queens. Supported by the BES Manager of Governance, the lead applicant identified individuals with two key attributes: (1) experience and knowledge in critical areas of need on a charter school board, including law, finance, education, and facilities, and (2) a track record of community volunteerism or public service. Mr. Flax conducted outreach to hundreds of prospective founding team members to share the early iterations of the vision for Valence College Prep and learn about their own experiences and alignment to this mission and vision. Working with the leadership of BES through the Fall of 2017, Mr. Flax identified, chose, and successfully recruited nine individuals with a range of experiences, backgrounds, and expertise who would be capable of owning our mission and vision.

Starting in November 2017, the founding team began communicating on a weekly basis, meeting at minimum on a monthly basis, and supporting the development of the charter petition. With Mr. Flax leading the writing of the charter petition, founding team members have provided oral and written feedback and conducted community outreach to support the ongoing iteration of our proposed school model. Over the past four months, the team has demonstrated that its individual strengths coupled with its diversity make it a strong body to move forward the proposed school design and oversee its execution.

The founding team operates in partnership with the leadership of BES, where the lead applicant is a Fellow. BES Fellows have founded over 100 schools across the country that educate over 27,000 children nationwide. BES provides expertise and training in board governance and school design, with intensive focus on training for the Fellow to found and lead a school that sets and maintains high expectations for scholars and which is focused on strong student achievement results in exchange for charter autonomies.

c. List of Founding Team Members

Provide a brief biography for any founding team member added since the Letter of Intent submission and use the Founding Team Members table to list the active members of the founding group, including the applicant(s), who developed this proposal and/or will be involved in the proposed school, if approved. Do not include proposed board members on this list.

Attach the founding team members’ resumes as Response 3(h)-Founding Team Resumes.

Figure 3.02 lists all non-board member founding team members. No non-board members have been added since submission of the Letter of Intent. Resumes of all founding team members were included with the Letter of Intent.

Figure 3.02: Non-Board Member Founding Team Members

	Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
1	Mitchell Flax	BES Fellow; former instructional leader and teacher	Head of School

d. Board Members

- Provide a brief narrative describing the methods used to recruit and select board members.
- Attach resumes for any board member added since the Letter of Intent Submission with Response 3(i) - Board Member Credentials.
- Use the Proposed Board Members table to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details. Proposed board members should intend to serve the school through its first charter term, if approved.
- Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Board Member - CMO Representative," etc.
- Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve.
- Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school's Parent Teacher Organization as an ex-officio member after PTO elections in December of the 1st year, that member should appear in the table below as: Name - TBD; Position on the Board - PTO Representative; Committee Affiliations - TBD; and Area of Expertise and/or Additional Role at School - Parent; and, indicate whether role would be "Voting," or non-voting and/or "Ex-Officio."
- NOTE: Paid employees of the school including administrators and teachers generally may not serve as voting members of the board, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Attach the founding team members' resumes as Response 3(h)-Founding Team Resumes.

The Founding Board of Trustees for Valence College Prep has been selected to intentionally convene a group of diverse experiences and perspectives and with a set of knowledge and skills that will support the opening of the proposed school and conduct its academic, financial, and organizational oversight. Under the guidance of leadership at Building Excellent Schools ("BES") and modeled after the practices of other established and successful charter schools, lead applicant and BES Fellow Mitch Flax worked to build a prospective board list with individuals experienced in education, finance, law, facilities, and management, as well as individuals personally connected to the Queens community. The lead applicant contacted hundreds of individuals in the New York City area with these skills, both using cold outreach and leveraging professional and personal networks to connect to former colleagues and acquaintances. This outreach also gained introductions to other individuals that might serve as board candidates. After over 150 conversations concerning the mission and vision for the school and the role of the governing board, the inaugural board was selected to create a group with the collective skills and experience to hold the charter and govern the academic program, fiscal health, and legally compliant operation of the school. More details of this process are provided in **R-3b - Proposal History**. All board members plan to serve on the Board of Trustees through our first charter term. Proposed Board Members are listed in **Figure 3.03** and all proposed Board Members' resumes were included with the Letter of Intent.

Figure 3.03: Proposed Board Members

	Trustee Name	Position on the Board (Officer or Constituent Representative)	Committee Affiliations (if any)	Expertise and/or Role at School (Parent, Staff, etc.)	Voting	Ex-Officio
1	Luke DeGrossi	Board Secretary	Governance	Finance, Facilities	Yes	
2	Rashid Duroseau	Member	Academic	Education	Yes	

			Achievement			
3	Angie Guerrero	Board Vice Chair	Finance	Finance, Facilities	Yes	
4	Arjun Kapoor	Member	Finance	Finance	Yes	
5	Scott Kaye	Board Chair	Governance	Organizational Management	Yes	
6	Jose Santiago	Member	Academic Achievement	Management, IT	Yes	
7	Elisabeth Shovers	Member	Academic Achievement	Nonprofit Governance, Education	Yes	
8	India Sneed	Member	Governance	Legal	Yes	
9	Rona Yang	Board Treasurer	Finance	School Operations, Finance	Yes	

e. Description of Community Outreach Efforts

NOTE: Community outreach is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook and to the Letter of Intent section of the RFP.

Explain:

- *The methods used to inform stakeholders in the intended community about the proposed charter school;*
- *The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;*
- *The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,*
- *The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.*

Centered on Corona but also including Jackson Heights and Elmhurst, Valence College Prep is committed to meeting the needs of our community for a rigorous, college preparatory, expanded middle school. We believe that to achieve our mission of putting our scholars on a path to graduate from college, we must deeply understand the needs of the families of our scholars and those of the broader community.

Since September 2017, we have engaged and continue to engage the community in a number of targeted venues and contacts and also within broad, open contexts. These targeted venues include outreach to community organizations and centers, faith-based organizations, libraries, existing district and charter schools, elected officials, Community Education Council 24, and Queens Community Board 4. We have engaged the community through broadly targeted engagement toward community members going about their business in the community and attending a wide variety of local events. Attending various community events and handing out flyers at high-traffic areas like subway stations and commercial districts in engagement we have called “Feet on the Street” (FOTS), we have met hundreds of community members to share our plans for Valence College Prep and to listen to their comments on the educational needs of our community and on our program. Following in this section are descriptions and documentation of this outreach, as well as the growing body of feedback we have collected and our plans to incorporate components of this feedback into the design of Valence College Prep. This outreach is a work in progress, as we will continue to collect feedback through the application

period and beyond to design a school that meets the needs of families in Corona and adjacent neighborhoods.

The lead applicant and members of the Founding Team have attended more than 20 community events on behalf of Valence College Prep, using these opportunities to meet stakeholders in the community, learn needs and priorities of the community, and share our plans to solicit feedback. A list of these events and the outreach accomplished through that work is outlined in **Figure 3.04**.

Figure 3.04: Community Events Attended by Lead Applicant and/or Founding Board Members		
Event Name	Date	Outreach accomplished
Viva La Comida 2017 (food & music festival)	9/16/2017	Networking with local vendors & community members
Carnaval de la Cultura	9/17/2017	Networking with local vendors & community members, schools
Queens Borough Board Meeting	9/18/2017	Networking with borough president's office, SCA plans for CSD 24 discussed and incorporated into community need assessment
Community Education Council 24 September Meeting	9/19/2017	Networking with CSD 24 parents
Queens Community Board 3 October Meeting	10/16/2017	Networking with community board members for the CB overseeing North Corona, Jackson Heights
STEM Career Fair presented by Congressman Joe Crowley, New York Hall of Science	10/17/2017	Networking with community organizations serving students in STEM
Jackson Heights Green Alliance Bike Festival & Ride (through Jackson Heights, East Elmhurst, North Corona)	10/22/2017	Networking with local community leaders from Community Board 3 and other community members
The People's Guide to Power, Queens Library – Flushing	10/30/2017	Networking with Queens & greater NYC community organizers
Jackson Heights Halloween Parade	10/31/2017	Flyers distributed to community members to promote school website and solicit survey feedback
Parent Advisory Board Meeting on Bullying	11/1/2017	Networking with Queens educators and parents, NYC DOE culture administrators, Queens Borough President's office
Wood Heights Democratic Club Meeting	11/2/2017	Networking with residents and local elected officials in Jackson Heights and Woodside
Queens Community Board 4 November Meeting	11/14/2017	Networking with community board members for the CB overseeing South Corona, Elmhurst, community members in South Corona
Forte Preparatory Academy (North Corona) Giving Tuesday Fundraiser	11/22/2017	Networking with Corona school administrators, teachers, and supporters
Community Education Council 24 Meeting	11/22/2017	Networking with CSD 24 parents, school administrators, DOE staff

Youth Committee, Queens Community Board 4	12/14/2017	Presenting to the committee and gathering feedback on the design of our program and needs of the community
Elmhurst Leaf & Snow Cleanup, Clement Clarke Park	12/16/2017	Meeting community youth and youth leaders
East Elmhurst-Corona Civic Association Meeting	12/18/2017	Presenting to civic association and networking with community members and leaders
Community Education Council 24 Meeting	12/19/2017	Presenting to parent leaders and community members, networking and distributing flyers
Community Health Fair, Corona Library	12/20/2017	Networking and flyer distribution with community organizations, including the Hispanic Federation and Plaza Del Sol Health center
Holiday Open House, Councilman Daniel Dromm	12/21/2017	Meeting the councilman and discussing priorities of the City Council Education Committee, networking with other community members
Queens Community Board 4 January Meeting	1/16/2018	Distributing flyers to community members, inviting community to Community Information Sessions, answering 1:1 questions of community board members and community members
Visioning Forum, PS 398	1/16/2018	Networking with parents in Jackson Heights, listening to community members' needs and opinions about a planned elementary school in District 30
110 th Precinct Neighborhood Coordination Officers Forum	2/7/2018	Networking with the Neighborhood Coordination Officers (NCOs) in Corona and other community members, listening to public safety concerns in the neighborhood including for youth
Black History Month Celebration, Langston Hughes Library and Cultural Center	2/8/2018	Networking with community stakeholders and listening to neighborhood leaders talk about the history and current needs of the community
Queens Community Board 4 February Meeting	2/13/2018	Presenting to full Community Board meeting and community members, networking and flyer distribution
Queens Community Board 4 February Meeting	2/15/2018	Presenting mission and requesting feedback from Community Board in neighboring community to our target area, networking with community members

In the process of engaging the community, we have reached out to more than 50 individuals representing organizations in education, nonprofit and community-based organizations, community businesses, faith-based organizations, and elected offices, listed in **Figure 3.05**. The contacts with these individuals and organizations have led to more than 30 fruitful conversations, and those with the richest

feedback are documented further in **Figure 3.08**. As we continue to present in different community venues, we continue to identify new individuals and organizations and will continue to solicit their feedback in the design of Valence College Prep.

Figure 3.05: Community Members & Stakeholders Contacted		
Individual & Organization Contacted	Date of Contact	Method(s)
<i>Education</i>		
Graham Browne, Founder and Executive Director, Forte Preparatory Charter School	10/17/2017	In-person
Stacey Gauthier, Principal, The Renaissance Charter School	10/24/2017	Email, phone, in-person
Suyin So, Executive Director, Central Queens Academy	10/26/2017	Email, phone
Monica Khan-Liriano, Board Member, Academy of the City & CSD 24 Parent	10/28/2017	Email, in-person
Charles Stewart, Organizational Development & Effectiveness Fellow, NYC Department of Education	11/12/2017	Email, phone
Priscilla Walton, Founder and Principal, Elm Community Charter School	11/30/2017	Email
Gregory Coles, Executive Director, A Child's Place School	12/17/2017	In-person
Matthew Brownstein, Assistant Principal, PS 330 (elementary)	12/20/2017	Email
Jerry Brito, Principal, PS 143 Louis Armstrong (elementary)	12/20/2017	Email
Kristen Niven, Interim Principal, PS 211 The Elm Tree School (elementary)	12/20/2017	Email
Helen Ponella, Principal, Louis Armstrong Middle School	12/20/2017	Email
Ana Zambrano-Burakov, Principal, High School for Arts and Business	12/20/2017	Email
Joseph Lisa, Principal, IS 61 Leonardo Da Vinci (middle)	12/20/2017	Email
Brandi Passantino, Assistant Principal, PS 110 (elementary)	12/21/2017	Email
Laura Pessutti, Principal, PS 28 (elementary)	12/21/2017	Email
Heather Benson, Principal, PS 14, The Fairview School (elementary)	12/21/2017	Email
Steve Zimmerman, Co-Director, Coalition of Community Charter Schools	12/31/2017	Email, phone
Juana Adames, Outreach Coordinator, Pan American International High School	1/2/2018	Email, phone
Evelyn Velez, Principal, PS 17 Clement C. Moore (elementary)	1/4/2018	Email
Shelley Newman Brevda, Former Founder, The Renaissance Charter School	2/8/2018	Email, phone
<i>Nonprofit and community-based organizations and</i>		

<i>professional organizations</i>		
Karen Wellington, Founder, Queens STEM Girls	10/17/2017	In-person, phone
Sonia Bhuta Sisodia, Executive Director, South Asian Youth Action (SAYA)	10/19/2017	Email, in-person
Greg Gao, Manager, Queens Library – Lefrak City	10/20/2017	In-person, email
Vilma Daza, Manager, Queens Library – Corona	10/20/2017	In-person, email
Lillian Rodriguez-Magliaro, Site Director, The Child Center of NY	11/1/2017	In-person, Email
Dominique Hernandez, Program Manager, Immigrant Movement International (IMI) Corona	11/2/2017	Email, in-person
William Spisak, Director of Programs, Chhaya CDC	11/2/2017	In-person, email
Jukay Hsu, Founder & CEO, Coalition for Queens (C4Q)	11/28/2017	Email
Catalina Cruz, President, Latino Lawyers Association of Queens County	11/29/2017	Email, phone
Leslie Ramos, Executive Director, 82 nd Street Partnership	11/29/2017	Email
Leyla Bermudez, Director, Elmcors Youth Services	11/29/2017	Phone, in-person
Yoselin Genao-Estrella, Executive Director, Neighborhood Housing Services of Queens CDC	11/30/2017	Email
Andrés Henríquez, Vice President of STEM Learning in Communities, New York Hall of Science	11/30/2017	Email
Plácida Rodriguez, Make the Road New York, Queens	11/30/2017	Phone, Email, in-person
Mallory Tompkins, Director of Instruction & Learning, 82 nd Street Academics	11/30/2017	Phone
Walter Sinche, Executive Director, Alianza Ecuatoriana Internacional	12/21/2017	Email
Sra Amparo Gomez, President, Centro Civico Colombiano	12/21/2017	Email
Corona Lions	12/21/2017	Email
Alvaro F. Rodas, Director, Corona Youth Music Project	12/21/2017	Email, Phone
Martha Zambrano, Executive Director, Ecuadorian International	12/21/2017	Email
Oswaldo Guzman, President, Ecuadorian Civic Committee	12/21/2017	Email
John Kaiteris, Executive Director/CEO, HANAC	1/4/2018	Email
D. Leslie Winter, President, Queens Business Outreach Center	1/5/2018	Email
Alfonso Quiroz, President, Hispanic Chamber of Commerce of Queens	1/5/2018	Email
Thomas Grech, President & CEO, Queens Chamber of Commerce	1/6/2018	Email
Maurelhena Wallis, Executive Director, Fit 4 Life NYC	1/7/2018	Email, phone
Chelsey Roebuck, Executive Director, Emerging	1/16/2018	Email, phone

Leaders in Technology and Engineering, Inc.		
Jim Galloway, President, Lefrak City Merchants' Association	2/16/2018	In-person, phone
Mikisha T. Morris, Ed.D, Executive Director, Langston Hughes Community Library and Cultural Center	2/21/2018	Email
Michael Leary, Regional Leasing Director, LeFrak	2/21/2018	Phone
<i>Faith-based organizations</i>		
Reverend William M. Hoppe, Pastor, The R.C. Church of St. Leo	11/30/2017	In-person, phone
Reverend Raymond P. Roden, Administrator, Our Lady of Sorrows Church	12/1/2017	In-person, phone
Reverend Dr. Marvin J Bentley, Senior Pastor, Antioch Baptist Church of Corona	12/3/2017	In-person, email
Victor Vincas, Pastor, Iglesia Centro Cristiano Juda	12/20/2017	In-person
Reverend Victor Gunter, Associate Pastor, Reverend Patrick H. Young, Senior Pastor, First Baptist Church	12/19/2017	In-person, email
Thomas Overmiller, Pastor & Christian Acosta, Associate Pastor, Faith Baptist Church	1/2/2018	Email, phone
<i>Elected & public officials</i>		
Charlotte Martin, District Representative, Larry Gallegos, Deputy District Director, Office of Congressman Joseph Crowley	10/17/2017	In-person, phone
Lily Pioche, District Representative, Office of Assemblyman Jeffrion Aubry	10/17/2017	Email, phone
Miriam Aldana, Deputy Director of Community Relations, Office of Senator Jose Peralta	10/19/2017	Email, in-person
Ari Espinal, Chief of Staff, Office of Assemblyman Francisco Moya ¹	10/30/2017	Phone, in-person
Ingrid Gomez, Chair of Youth Services Committee, Queens Community Board 4	11/1/2017	In-person
Christian Cassagnol, District Manager, Community Board 4	11/2/2017	Email, phone, in-person
Daniel Dromm, Councilman & Chair of Committee on Education	12/15/2017	Email, in-person

We have established a web presence and social media presence to provide families and community stakeholders opportunities to learn about the proposed school and provide feedback on its design. Our site has seen over 250 unique visits and 480 page views since its launch, and our Facebook page has over 60 Likes. We have begun sending a monthly newsletter which has more than 100 subscribers and which we plan to grow to create regular touchpoints for community members and supporters to learn about the progress of our school and to provide feedback on that progress.

We have also initiated a series of events to reach out to community members and provide opportunities to learn about our proposed school and provide input. In a series of "Feet on the Street" ("FOTS")

¹ Since our initial outreach, Assemblyman Moya is now the City Councilperson from the 21st Council District, which includes Corona.

tabling events, we have set up a table in high-traffic commercial areas and outside of local bus and subway stations, distributing flyers, collecting signatures from supportive community members, and inviting community members to our Community Information Sessions. A listing of such outreach completed prior to submission of this letter is provided in **Figure 3.06**. Going forward and throughout the application period, we plan to hold information sessions or publicized tabling sessions, at minimum, on a monthly basis to invite community members to continue to provide their input on our design and progress.

Figure 3.06: Outreach Events Initiated by Valence College Prep Lead Founder and/or Founding Board Members			
Event Name	Location	Date	Outreach accomplished
Feet on the Street (FOTS) #1	William F. Moore Park, 108 th & Corona Ave	12/17/2017	~150 flyers distributed to community members, multiple signatures collected & conversations with community members
FOTS #2	Corona Plaza (103 rd & Roosevelt)	12/17/2017	~200 flyers distributed to community members, multiple signatures collected & conversations with community members
FOTS #3	Junction Blvd & 57 th Ave	12/22/2017	~100 flyers distributed to community members, multiple conversations with community members
FOTS #4	Food Bazar Lefrak City, 57 th Ave & 98 th St	12/22/2017	~150 flyers distributed to community members
FOTS #5	Junction Blvd & 57 th Ave	12/29/2017	~100 flyers distributed to community members
FOTS #6	Junction Blvd & 57 th Ave	1/9/2018	~50 flyers distributed to community members
FOTS #7	Junction Blvd & Roosevelt Ave	1/10/2018	~50 flyers distributed to community members
Community Information Session #1	Queens Library – Lefrak City	1/11/2018	Shared details of school design and plan, listened to feedback and needs of community members, collected information from supporters and families likely to enroll
FOTS #8	Corona Plaza (103 rd & Roosevelt)	1/13/2018	~100 flyers distributed to community members
FOTS #9	William F. Moore Park, 108 th & Corona Ave	1/15/2018	~30 flyers distributed to community members
FOTS #10	Corona Plaza (103 rd & Roosevelt)	1/16/2018	~100 flyers distributed to community members
Community Information Session #2	Queens Library – Corona	1/18/2018	Shared details of school design and plan, listened to feedback and needs of community members,

			collected information from supporters and families likely to enroll
FOTS #11	Junction Blvd & 57 th Ave	1/19/2018	~30 flyers distributed to community members
Community Information Session #3	Queens Library – Lefrak City	1/20/2018	Shared details of school design and plan, listened to feedback and needs of community members, collected information from supporters and families likely to enroll
Community Information Session #4	Queens Library – Corona	1/20/2018	Shared details of school design and plan, listened to feedback and needs of community members, collected information from supporters and families likely to enroll
Tabling Outreach #1	Queens Library – Corona	1/25/2018	Conversations with library patrons about proposed school
Tabling Outreach #2	Queens Library – Corona	2/17/2018	Conversations with library patrons about proposed school
FOTS #12	Corona Plaza (103 rd & Roosevelt)	2/24/2018	~50 flyers distributed, ~10 signatures collected
Tabling Outreach #3	Queens Library – Corona	2/24/2018	Conversations with library patrons about proposed school
Tabling Outreach #4	Queens Library – Corona	3/3/2018	Conversations with library patrons about proposed school
FOTS #13	Corona Plaza (103 rd & Roosevelt)	3/4/2018	~50 flyers distributed, ~30 signatures collected

We aim to open Valence College Prep because we believe that the education we will provide should be an option for parents of middle school-aged children in Corona. As such, we believe that parent feedback is a tremendously important input in the design of our school. Highlights of the written and oral feedback from our Community Information Sessions, Feet on the Street outreach, and tabling sessions, along with an explanation of its impact on school design, are provided in **Figure 3.07**.

Figure 3.07: Community Information Session Feedback		
Quotation or Paraphrase of Feedback	Frequency of Feedback	Analysis & Impact on School Design of Valence College Prep
<i>I want my child to read, write, and do math well, and I want them to understand English well.</i>	More than 75% of parents we have met provided this feedback.	The vast majority of parents we met explicitly expressed that the most important thing they want in a school is strong instruction in these core skills. Some were proud to tell us how well their child currently reads, and others told us that they bring their child to the library for tutoring in reading. Many of the parents we met were

		<p>Spanish speakers who want their children to be fluent English speakers, readers, and writers.</p> <p>At Valence College Prep, we believe that literacy is foundational to academic success and that reading unlocks the ability to learn almost anything. Our program will include extended time for reading and writing in the day as well as literacy intervention and independent reading time. We will employ a full-time EL Specialist to ensure that scholars who are learning English are given the support they need to grow their language skills daily. Our schedule will also include extended time for math instruction and a digital literacy and computer science curriculum to support scholars' math skills. We are eager to provide a middle school choice whose academic focus is to ensure that every scholar is proficient in these core skills.</p>
<p><i>My child currently wants to be a [doctor, lawyer, teacher, etc.], but I know that when he/she grows up, that will change. I want them to have the skills to choose what they will do.</i></p>	<p>More than 25% of parents we have met provided this feedback.</p>	<p>Our mission is to equip scholars with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity. We will not prepare scholars for a single profession or vocation, but rather prepare them for success in whatever educational path they pursue in college and beyond.</p>
<p><i>I am happy with the elementary school my child goes to because my child learns a lot there and they offer a lot of different programs.</i></p>	<p>More than 25% of parents we have met provided this feedback.</p>	<p>As a college preparatory school, we are committed to offering a rigorous academic program that creates multiple academic supports for scholars who have different needs. These supports will be designed to ensure that all of our scholars can be academically successful.</p> <p>Valence College Prep proposes to be a small middle school, but our size will be similar to the size of some of the smaller elementary schools in our community, with a maximum enrollment of 448 scholars. We recognize that a limitation of a small school may be a limit on the programs we can provide such as choices for physical education or choices of after-school activities. However, we plan to offer multiple after-school extracurricular options and to partner with multiple community organizations to expand these</p>

		choices for our scholars and families.
<i>I have a child in middle school right now, and I am worried because they were successful in elementary school but are struggling with middle school work.</i>	Multiple parents we have met provided this feedback.	We believe that each of our scholars can and must achieve New York's grade level standards in their path to college success. To get there, some of our scholars will need remedial supports. Modeled after the strongest urban charter schools in the country, our school will use frequent assessment and a tiered system of supports to give scholars interventions such as small-group instruction and individualized instruction where necessary for their success. We also believe that our core program, including the provision of extended time for literacy and math, will build the foundation for our scholars' academic success.
<i>I have a child in middle school who doesn't like school anymore, but they did in elementary school. My child learns well in school when the teachers make the learning fun.</i>	Multiple parents we have met provided this feedback.	We are intent on building a joyful school culture at Valence College Prep, and we believe that the core of that joy is ensuring that our scholars are successful and build on their successes every day. Though consistent recognition of our scholars' successes in classrooms and across our school and through instructional systems that infuse positivity in classrooms, we will build a school where scholars are happy because of how much they learn.
<i>My child usually gets a good amount of attention from teachers in their elementary school, and I want them to go to a middle school where their teachers will give them enough attention.</i>	Multiple parents we have met provided this feedback.	The previously named intervention systems at Valence College Prep will be a key method for ensuring that scholars get the attention they need from teachers. We will also train teachers in the use of technical tools that allow them to deliver small-group instruction while some scholars are engaged in technical learning through platforms such as Zearn. Finally, every child at Valence College Prep will be in a small advisory of 15 or fewer scholars with an adult responsible for social-emotional instruction and mentoring of each scholar. This advisory structure will provide individual attention to every scholar's overall needs in school.
<i>My child and others are struggling because their schools don't have the resources to give them enough help.</i>	Multiple parents we have met provided this feedback.	As explained above, based on close study of the country's highest performing urban charter schools, we believe that the design of our academic program and intervention

		program will provide the necessary support for scholars who initially or periodically struggle academically.
The following question arose enough to represent feedback: <i>Will your school have counseling for students who need it?</i>	Multiple parents we have met provided this feedback.	We have heard from multiple community members, including health care professionals and social workers, of the need for social-emotional support for scholars because of various challenges of families in our community. To meet this need for our scholars, Valence College Prep will provide contracted counseling services in our first year of operation and employ a social worker beginning in our second year of operation. At full scale, our school plans to employ two full-time social workers to provide our scholars with whatever supports are necessary for them to be successful in school. We also believe that our core Advisory program will provide social support for all of our scholars to have a positive relationship with an adult in our school.
<i>It is important to me that my child's teachers communicate with me about how my child is doing and what he/she is learning.</i>	Multiple parents we have met provided this feedback.	One of our core beliefs is that families are our partners in our mission to put our scholars on track to graduate from college. We plan to communicate with families on a weekly basis in writing, hold regular family conferences for deeper conversations about scholar needs, and communicate frequently with the parents of scholars with elevated needs for support.
<i>My child has a problem of using their phone too much. I think school should be helping with this.</i>	Multiple parents we have met provided this feedback.	While this may be a larger societal problem, part of our mission at Valence College Prep is to provide our scholars with professional habits, including the responsible use of technology. Our operational systems will ensure that scholars are not distracted by technology within our school day, but we will also teach scholars habits for efficiently completing homework without distractions and provide families support to build this habit at home.
<i>I want a school that will teach my child to communicate respectfully and appropriately with their peers and others, especially in English.</i>	Multiple Spanish-speaking parents we have met provided this feedback.	Our focus on literacy is not only in reading and writing but also in speaking. Our classrooms will be arranged for frequent partner talk and our lessons planned with frequent time for speaking to small groups and full classes. Based on study of these

		structures from high-performing schools, we believe that these approaches will develop strong habits of discussion that our scholars will take to high school, college, and beyond.
<i>The middle school here (IS 61) is so big, and I want more choices for my child.</i>	Multiple parents we have met provided this feedback.	We propose to open in southern Corona precisely to meet this need for a smaller additional middle school option.
<i>It is important for children to love reading.</i>	One teacher we met provided this feedback.	One of the core beliefs of our proposed school is that literacy unlocks achievement as a learner. We will build a culture of reading in our school via multiple strategies, including dedicated time for reading, rich classroom libraries, reading competitions and rewards, and modeling a love of reading among adults.
<i>My grandson has autism, and his school does a wonderful job giving him the help he needs. Your school should help children with different needs.</i>	One parent we met provided this feedback.	We will encourage all families to apply, including those whose children have special needs. Our school will educate every child who walks through our doors and set a high academic bar for them, including scholars who have special needs. We will provide all required accommodations from a scholar's individualized education plan (IEP) to ensure that scholars with individual needs are still provided an education to be prepared for college success.
<i>My son struggled at IS 61, so I send him to Catholic school now. But it's expensive even paying just half of the tuition, and he doesn't really get enough help there. I wish there were a small public school here.</i>	One parent we met provided this feedback.	We are eager to create a high-quality public education option to families in Corona and, as explained above, to provide the support necessary for scholars who struggle academically to thrive.
<i>There aren't any charter high schools in the area for my son to attend – they are all in Manhattan and Brooklyn.</i>	One parent we met provided this feedback.	We propose a fifth through eighth grade middle school that prepares our scholars for college, and the step just beyond our doors, is success in a rigorous college preparatory high school. In our third year of operation, we plan to hire a Dean of High School Placement and Alumni Support, who will support scholars to prepare for the process of high school application or selection and to find the best available high school placement for them.
<i>My daughter is in college now, but I looked for charter schools for her</i>	One parent we met provided this	We are eager to meet parent demand for a high-quality public charter school option to

<i>in middle school and high school, and there was nothing in Corona for her.</i>	feedback.	families in Corona.
<i>My daughter goes to high school in Flushing, and kids there are always fighting. I want a safe high school for her.</i>	One parent we met provided this feedback.	We agree that every scholar should learn in a safe environment. Our discipline system and school values are designed to teach and coach scholars to make mature and ethical choices, including resolving conflict without violence. In addition to creating a school culture of mutual respect, we will minimize unstructured spaces in our school where conflict might arise, build relationships to learn of budding conflict early, and via our Dean of Students and Social Workers, mediate conflicts between scholars.
<i>More schools in the area should offer technology classes since it's becoming so important.</i>	One teacher we met provided this feedback.	Digital literacy is a fifth-grade course at Valence College Prep, and we plan to grow our scholars' technological problem-solving skills with computer science and robotics courses throughout their four years in our school. We will also deliver course content partially via technology and teach our scholars to use technology responsibly as a learning and communication tool.

The purpose of our outreach has been both to inform and to gather feedback to best understand the educational needs of Corona and the larger community. Many of our community conversations have confirmed the needs we see in data – Corona’s schools are overcrowded, its middle school options are limited and have academic results below the DOE average, and there are parents in the community looking for charter school options. Some conversations with community leaders and stakeholders have provided substantial insight into the specific educational needs of the community, and these needs will be reflected in the design of Valence College Prep. A summary of a selection of these conversations is provided in **Figure 3.08**.

Figure 3.08: Selected Community Outreach Conversations & Impact on School Design

Individual & Organization Contacted	Key Feedback on Educational Need in Community & Feedback on Valence College Prep	Impact and Reflection in School Design of Valence College Prep
Ingrid Gomez, Social Worker, A Child’s Place of New York & Chair of Youth Committee, Queens Community Board 4	Ms. Gomez explained that in her work, she sees the full range of social needs in Corona. She believes that this is a community with tremendous social needs because of the substantial challenges of families in the community with substance abuse and the pressures and challenges of being immigrants to the country and	We understand that scholars need social support to be academically successful, and we plan to provide this support in school via contracted counseling services in our first year of operation. In our second year, we plan to hire a full time social worker, and at full scale, we plan to employ two social workers to serve the counseling

	<p>community. Ms. Gomez believes it is critical to provide counseling services to children who will arrive at school with needs for them.</p> <p>Ms. Gomez also described the struggles of providing true college preparation for first-generation college students. Having this experience herself, Ms. Gomez described the social challenges of coming from a community like Corona when entering into colleges where most peers have grown up in affluence and where expectations are high for every student. She believes a true college preparatory school must prepare students for these challenges.</p>	<p>needs of scholars.</p> <p>We are committed to creating a college-going culture for scholars, exposing them frequently to what college is, what it can enable for their lives, and what they will need to do to access it. We are also committed to helping our scholars access extracurricular opportunities, including summer programs that are available in greater New York City and that broaden our scholars' social exposure beyond that of their local community.</p>
<p>Leyla Bermudez, Director, Elmcot Youth Services</p>	<p>Ms. Bermudez believes that parents in the community, especially immigrant parents, often do not have information about the options available to their children and how they can be involved in schools and programs.</p> <p>Ms. Bermudez believes that character building is needed in the community - youth in the community sometimes need help to make good choices and to realize that the actions they take affect those around them.</p> <p>Finally, Ms. Bermudez explained that many students in the community are natural leaders, and some need help to channel that leadership positively and to avoid negative leadership that can manifest as bullying.</p>	<p>At Valence College Prep, we agree that parent partnership is critical, and we have plans for educating parents to support their scholars' progress and to provide regular touchpoints for parents to communicate with our school and their scholars' teachers.</p> <p>Character is also critical to our model in both day-to-day instruction and a social-emotional learning curriculum that we will include in our advisory program. Every scholar at Valence College Prep will be placed in a small-group advisory under the mentorship of an adult advisor. Part of our schoolwide literacy focus is an emphasis on developing scholar voice, and our advisory program and larger character education program are aimed at developing positive leadership among our scholars.</p>
<p>Sonia Bhuta, Executive Director, South Asian Youth Action (SAYA)</p>	<p>Ms. Bhuta's organization administers youth programs in Queens and Brooklyn, including a sizable program in Elmhurst that serves many youth also from Corona and Jackson Heights. She identified several key needs for youth and families in the</p>	<p>Valence College Prep believes that partnerships with families will be key to our scholars' success. We have planned multiple outreach points to our scholars' parents before their children start at our school, including a home visit and a parent orientation,</p>

	<p>community.</p> <p>First, she identified that immigrant families in the community do not always feel comfortable or empowered to advocate for their children in schools, and they do not always know how to take advantage of school choice in New York City for high school.</p> <p>Second, she explained that some students with whom SAYA works have developed a negative relationship with school by high school and are in different stages of finding their own voices, which begins in middle school. Ms. Bhuta expressed a need for social-emotional learning in middle school.</p> <p>Finally, Ms. Bhuta expressed a disappointment that many students do not have any teachers of their own race or ethnicity, which reinforces a divide between the school and its community of students and families.</p>	<p>that provides parents with knowledge about what they can expect of our staff and what we will expect of scholars and families. Families can expect weekly progress report information from our school that is signed and returned, conferences at least twice per year with their scholar and their scholar’s advisor, and monthly events to provide an open door for families to come into our space and provide feedback or ask questions.</p> <p>To be successful in college, we believe our scholars must be confident learners, which is why our mission is to develop not only academic skills but strength of character. Valence College Prep will place our scholars in small advisories that will provide social-emotional learning, and we will teach and reinforce a consistent set of school values. We believe that a strong school culture is critical to our scholars’ academic success.</p> <p>Our first priority in hiring will be to find teachers who believe in our mission and are willing to grow daily. To find these teachers, we will cast a wide net to bring in a broad group of candidates from various educational and career backgrounds, and we believe that this broad approach will generate a diverse team that will solve hard problems and bring cultural competencies in the range of our students’ cultures.</p>
<p>Queens Community Board 4 Youth Committee (Members present: Ingrid Gomez, Alexa Ponce, Cristian Romero, Vivian Tseng) & CB 4 District Manager Christian Cassagnol</p>	<p>The members of the Youth Committee voiced two primary concerns with our school model – the first is starting in fifth grade when most DOE middle schools start in sixth grade, and the second is not offering core instruction in Spanish. Members expressed that some elementary schools in the community could be impacted by</p>	<p>We recognize that starting in fifth grade will mean that some of our scholars will not complete the full term of their previous schools. This may not be preferred by some families in the community and may present an enrollment challenge for Valence College Prep. Our proposed school would represent a small</p>

	<p>losing fifth grade enrollment from a fifth-grade middle school opening, and they expressed that some parents might not want to pull their children out of their current elementary schools. They also shared that many schools in the community have a full bilingual program and that families in the community may be used to a program where instruction is offered in Spanish.</p>	<p>percentage of the total fifth grade student population in Corona, so we do not anticipate a substantial impact on existing schools.</p> <p>Based on study of high-performing urban charter schools like Excel Academy in Boston and multiple charter middle schools in New York City that start with fifth grade, we believe that these challenges of enrollment are outweighed by the advantages that will enable the achievement of our mission. Based on achievement data of neighboring elementary schools, we expect scholars to arrive one to two years behind in reading and in math achievement. Tasked with closing this gap and preparing scholars for independent high school success, we believe that we will maximize our opportunity for success to begin earlier and to have four years with our scholars before high school. We also aim to place our scholars in the best high schools, and programs like Prep for Prep and Oliver Scholars, which have high academic standards and prepare scholars for competitive high school admissions, begin by the end of sixth grade. We believe Valence College Prep scholars should have the best chance and sufficient preparation to enter these programs, which we are best able to provide by starting with our scholars in the fifth grade.</p> <p>We aim to meet the needs of bilingual students with extensive literacy support to ensure that each of our scholars reads and writes in English on grade level. While we believe strongly that our scholars who speak two or more languages have a tremendous asset to leverage, our primary literacy aim is to ensure that scholars achieve mastery in English reading, writing,</p>
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		and speech.
<p>George Gibson & Victor Gunter, East Elmhurst-Corona Civic Association members <i>Mr. Gibson is the Chapter President of the Corona-East Elmhurst NAACP, and Mr. Gunter is an Associate Minister at First Baptist Church and a retired New York City public school teacher.</i></p>	<p>Mr. Gibson voiced concerns about charter schools in general and the funding impact of our school on DOE schools in our surrounding areas. He also explained that he believes that excellent teaching is the thing that students in the community need most in schools and that they do not always have. Mr. Gunter expressed that there are challenges of retaining good teachers in city schools, that instructional priorities changed too often during his tenure, and that standardized testing too often led only to test preparation.</p>	<p>District 24 is one of New York’s most overcrowded districts.² As such, the funding impact on existing schools from creating a new charter middle school option will be limited, and given the proposed size of Valence College Prep as a percentage of the total middle school enrollment in the area, we do not anticipate negative impacts on the enrollments of neighboring schools.</p> <p>One of Valence College Prep’s core beliefs is that excellent teaching yields strong academic performance. We are planning intentionally to recruit strong teachers, develop them to drive scholars toward mastery of the state standards, and retain them by providing the resources and support to be successful in each classroom.</p>
<p>Juana Adames, Outreach Coordinator, Pan American International High School</p>	<p>Ms. Adames has years of experience working with immigrant families that Pan American is designed to serve. She described many program elements she believes are important to meet the needs of the immigrant families in Corona, including Spanish-speaking staff in the school to be able to listen to family needs, supplemental support programs for the academic needs of students who have missed school time, and social support for students in families that have a range of challenges including reunion after longtime separation. She also described the challenges of consistent student attendance and the need for the school to help students and families with their individual needs that might prevent attendance. Finally, she described the many services from community and</p>	<p>Valence College Prep proposes to open in a community where over 60% of the population is foreign-born, and we are prepared and eager to meet the needs of the immigrant families from which our scholars will come. We plan to provide parent communication in Spanish and Spanish-speaking staff on-site. One of the core beliefs of our school is that parent partnerships support positive student outcomes, and we will support parents and scholars with challenges that arise in school attendance or in meeting the expectations required for academic success. Our literacy program will provide extended time in the day and differentiation for the needs of English Language Learners (ELLs), and we will employ a full-time EL specialist to provide supports for this population</p>

² Cronin, Jon. “Most Overcrowded School District Gets Rezoned.” *Queens Tribune*, 1 June 2017, queenstribune.com/most-overcrowded-school-district-gets-rezoned/.

	<p>local government organizations that are available and the opportunity and need to connect families with these services inside and outside of the school. As an example, she explained that Queens Adult Learning Center provides English classes and job training that can be offered to parents of the school.</p>	<p>of students.</p> <p>Because our mission is to enable our scholars to be college-ready, we believe that it is our responsibility to meet their needs in our building to enable their academic achievement, including social services. We will provide contracted counseling services in our first year of operation and hire a full-time social worker beginning in the second year of operation. We also believe that social services for the families of our scholars may often fall outside of the scope of our mission, and in these cases, we plan to develop relationships with organizations like the Queens Adult Learning Center, IMI Corona, and Chhaya who provide these services in the community and to ensure shared information with families on how to access these resources within the community.</p>
<p>Shelley Newman Brevda, Jackson Heights Resident and Parent, School Clinician, and Founding Team Member, The Renaissance Charter School</p>	<p>Ms. Newman Brevda is a parent of a grown child who had special needs and provided services to students with special needs in New York City schools.</p> <p>Ms. Newman Brevda agreed that there should be more middle school seats and options for families in our communities. She expressed how important it is to assess the special needs of every child we serve, and she explained the training she used to provide for teachers to identify health needs in students that could be served by targeted care or special services. Many students, especially some who may have limited resources at home, may not have had proper treatment for minor health issues like ear infections or vision issues, and others may have misdiagnosed or undiagnosed dysgraphia or dyslexia.</p>	<p>We agree that it is our duty to set a high academic expectation for every scholar in our school, and we will include this high bar for all scholars receiving special education services.</p> <p>We also believe that educating scholars with special needs is not only the job of the special education teachers in our school but also of the general education teachers. We will provide training during summer professional development for all teachers to understand their duty and obligation to implement the accommodations and modifications in scholars' Individualized Education Plans (IEPs). More details of our plans to serve the needs of all scholars are provided in R-7b – Students with Disabilities.</p>

<p>State Senator Jose Peralta, 13th Senate District</p>	<p>Senator Peralta expressed general support for the mission of the school and our plans to open more high-quality middle school seats for families in Corona.</p> <p>Senator Peralta expressed particular concern with the process for high school admissions from middle school, explaining that this process was confusing for his own family and required delicate attention. He believes that this process may be particularly onerous for immigrant families with limited time and resources to understand the options available to their children.</p>	<p>We agree that it is critical for scholars to find a high school placement that meets their needs, as such a placement will provide a firm path to college acceptance and success. We will hire a Dean of High School Placement and Alumni Support in Year 3 to provide support to every scholar in their preparation for, research on, and application to high schools. We believe that it should not be a burden on families to find information on their options, but rather that we must support scholars with all of the necessary resources to work with their families in the search for their best high school placement.</p>
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Using the relationships that we have built in our initial outreach, our social media channels and newsletters, and our continued Feet on the Street outreach, tabling, and information sessions, we are continuing the process of designing and implementing a middle school that best meets the needs of families in Corona and surrounding neighborhoods.

f. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Request is not applicable.

R-03g – Letters of Justification

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal or denial of the application), attach the document(s) as part of this Response.

Request is not applicable.

R-03h – Founding Team Resumes

Submit a resume for each founding team member added after the Letter of Intent submission.

No new founding team members have been added since the submission of our Letter of Intent on 1/31/2018. All founding team resumes were submitted with our Letter of Intent.

R-03i – Board Member Credentials

- *Submit a resume for each board member added after the Letter of Intent submission.*
- *Board Members Request for Information Forms: Each proposed board trustee must complete, sign, and attach the "Request for Information from Prospective Charter School Trustees" ("RFI") form available on the Institute's website at: <http://www.newyorkcharters.org/reporting-requirements/board-members-new/>.*

No new board members have been added since the submission of our Letter of Intent on 1/31/2018. All board member resumes were submitted with our Letter of Intent.

Request for Information forms have been completed by all nine proposed founding board members and are attached below.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee. Valence College Preparatory Charter School.
2. Full name: Luca-John DeGrossi
Home Address: [REDACTED] Brooklyn, NY 11201
Business Name and Address: HKS Capital Partners, LLC
[REDACTED] New York, NY 10010
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

[REDACTED] *At present, I am involved with a prep school in NJ, which was founded for troubled children and kids who suffer from substance abuse problems. In retrospect, the experience was positive because I am now able to share my own experiences in order to serve these children and help them avoid some of the mistakes that I made during my younger years.*

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board

member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

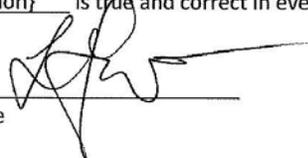
This would be an extremely detrimental action to the successful establishment of the school, so I would treat it accordingly. I would make the information known to the other board members and resolve the situation in the best and most proactive way possible. If the behavior cannot be amended then there would need to be severe repercussions to the individual(s) responsible, and I would likely classify this type of action as a grounds for immediate removal from the Board.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, _____ Luca-John DeGrossi _____, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the _____ {insert name of education corporation} _____ is true and correct in every respect.

Signature 

Date 2/9/18

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Valence College Preparatory Charter School
2. Full name: Rashid A. Duroseau
Home Address: [REDACTED]
Business Name and Address: Democracy Prep Charter Middle School [REDACTED] NY, NY
10037)
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, I serve on the Junior Board of ExpandedED Schools (an not-for-profit organization that promotes after school enrichment opportunities for students in New York City).
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would address this situation by following the proper legal and procedural steps as outlined in our Code of Ethics. I would document and report the incident with the appropriate authorities/governing bodies.*

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Rashid A. Duroseau, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Valence College Preparatory Charter School is true and correct in every respect.



Signature

February 8, 2018

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Valence College Preparatory Charter School
2. Full name: Angela Guerrero
Home Address: [REDACTED]
Jackson Heights, NY 11372
Business Name and Address: Civic Builders, Inc.
[REDACTED]
New York, NY 10013
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, I served on the junior board (in a non-governance capacity) of the Beginning with Children Foundation from 2011 - 2013.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.

My current employer, Civic Builders, Inc. is a non-profit real estate developer that serves the charter school market in New York. We at Valence College Preparatory Charter School do not currently anticipate requiring the services of a developer in the immediate to near-term. This, however, is subject to change as we begin to move forward with our search for a facility for our planned Fall 2019 opening.

When a relationship with a real estate developer is ultimately required – either with Civic Builders, Inc. or another developer – my actions will be governed by existing conflict of interest policies with both Valence College Preparatory Charter School and Civic Builders, Inc. Based on these policies, the extent of the involvement I would have if such a relationship were to move forward would be an introduction to the Real Estate team at Civic Builders, Inc.

The Board Chair and Head of School are aware of the nature of my employment. Should the situation arise, I will re-raise the issue to confirm how it will be managed to avoid any type of self-dealing. It is my intention to abstain from any votes or decisions that the Valence College Preparatory Charter School board may take involving Civic Builders, Inc.

My conflict of interest policy with Civic Builders, Inc. dictates that I similarly abstain from participation in any service or contract related to Valence College Preparatory Charter School. Civic Builders, Inc. is aware of my participation on the Valence College Preparatory Charter School Board. My role is currently on the Strategy Team, and my work would not naturally overlap with the potential development services that Civic Builders, Inc. could provide to Valence College Preparatory Charter School.

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

All conflicts will be presented to the Board Chair for evaluation. The Board Chair will investigate the presented conflict of interest, and, if found to be true, the conflicted trustee will be removed from the board. Our team has reviewed and discussed our conflict of

interest policy and is committed to taking proactive measures to prevent self-dealing and any conflicts of interest in all of our actions.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

As detailed above, I work for a non-profit real estate developer that services charter schools in New York. While my professional knowledge or real estate is an asset to the board, we are aware that it is possible that a conflict will arise that will require that I abstain from voting on the selection of a real estate partner as a result of my employment. If any further details are required to ensure that my primary fiduciary responsibility to the schools is carried out, I am happy to clarify or incorporate additional representations that appropriately mitigate this concern.

Certification

I, Angela Guerrero, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Valence College Preparatory Charter School is true and correct in every respect.



Signature

3/2/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Valence College Preparatory Charter School

2. Full name: Arjun Kapoor
Home Address: [REDACTED] New York, NY 10010
Business Name and Address: [REDACTED] New York, NY 10022
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
N.B: The lead founder was my college classmate, but he will not be a trustee of the school.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I will bring this to the attention of the board and, if self-dealing is shown, vote to remove the member(s) with the member(s) recused from discussion and voting. Self-dealing will not be tolerated.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, ARJUN KAPOOR, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Valence College Preparatory Charter School is true and correct in every respect.



 Signature

2/17/18

 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246
 (518) 445-4250 (phone)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Valence College Preparatory Charter School
2. Full name: Scott Paul Kaye
Home Address: [REDACTED] Bayside, NY 11361
Business Name and Address:
[REDACTED] Flushing NY 11355
Home telephone No. [REDACTED]
Work telephone No.: N/A
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, I am the owner of a sole-proprietorship, Nurseducation, which provides Medical Education and consulting services. Whereas I will not enter into any arrangement with the school or education corporation, I wish to disclose my status as an owner to be transparent.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Our COI policy will be reviewed annually and with COIs disclosed in writing by all members of the board on an annual basis. Any board member with a potential COI must recuse themselves from discussion and vote. If additional COIs arise throughout year, the board member must alert the board chair to disclose the potential COI. Any undisclosed conflicts of interest which lead to self-dealing are grounds for a board vote for removal from the board.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Scott Paul Kaye, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Valence College Preparatory Charter School is true and correct in every respect.



 Signature

2/8/18

 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Valence College Preparatory Charter School

2. Full name: Jose Santiago
Home Address: [REDACTED] New York, NY
Business Name and Address: Columbia University, New York, NY
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, Success Academy.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I will present any such incident to the rest of the board for investigation and dismissal of the board member involved.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Jose Santiago, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Valence College Preparatory Charter School is true and correct in every respect.

Jose Santiago
Signature

3/5/2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)

(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Valence College Preparatory Charter School
2. Full name: Elisabeth Shovers
Home Address: [REDACTED] New York, NY 10033
Business Name and Address: Global Language Project, [REDACTED] New York, NY 10185
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would notify the board chair and we would set up a meeting to evaluate the situation. If it did turn out that the individual was involved in self-dealing he/she would be immediately removed from the board as is outlined in our bylaws.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Elisabeth Shovers, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Valence College Preparatory Charter School is true and correct in every respect.

Elisabeth Shovers
Signature

2/8/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)

(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Valence College Preparatory Charter School

2. Full name: India Sneed
Home Address: [REDACTED] Jamaica, NY 11434
Business Name and Address: New York City Housing Authority, [REDACTED] New York,
NY 10007
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
Self-dealing has no place on our board. I would immediately notify the board chair, and if self-dealing were happening we would remove the board member in accordance with our by-laws.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, India Sneed, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Valence College Preparatory Charter School is true and correct in every respect.

Signature 

Date 3/1/18

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@sunv.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Valence College Preparatory Charter School
2. Full name: Rona Yang
Home Address: [REDACTED] Jersey City, NJ, 07302
Business Name and Address: New Classrooms Innovation Partners; [REDACTED]
New York, NY 10001
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
x Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. x I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). x Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. x Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
x Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons. Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business.
 Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

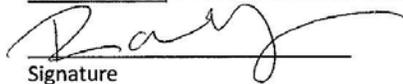
The education corporation's bylaws state that self-dealing is not tolerated. Therefore, I would report this information to the board chair and ensure that the matter and the involved board members are put up for a vote by the rest of the board for removal accordance with the by-laws.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Rona Yang, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Valence College Preparatory Charter School is true and correct in every respect.


Signature

2/8/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

R-03j – Outreach Evidence

This response should include ample and concrete evidence that the applicants conducted the described community outreach.

Evidence of the outreach described in **R-3e – Description of Community Outreach Efforts** is provided below.

Contents

Figure 3j.1: Valence College Prep Community Outreach Flyer #1.....	2
Figure 3j.2: Valence College Prep Community Outreach Flyer #2 in English.....	3
Figure 3j.3: Valence College Prep Community Outreach Flyer #2 in Spanish.....	4
Figure 3j.4: Valence College Prep Community Outreach Flyer #3, Information Session Outreach .	5
Figure 3j.5: Photos of Feet on the Street Flyer Distribution by Lead Founder & Founding Team...	6
Figure 3j.6: Valence College Prep Website (www.valencecollegeprep.org) and Facebook Page.....	8
Figure 3j.7: Valence College Prep January Newsletter	11
Figure 3j.8: Presentation to Community Board 4 Youth Committee.....	16
Figure 3j.9: Room Reservations for Community Information Sessions.....	18
Figure 3j.10: Online Survey & Samples of Completed Paper Surveys	20
Figure 3j.11: Queens Chronicle Coverage of Valence College Prep Outreach & Plans.....	23
Figure 3j.12: Photo of Community Information Session on 1/18/2018 at Queens Library – Corona	25
Figure 3j.13: Queens Chronicle Coverage of Valence College Prep Presentation to Community Board 4.....	26
Figure 3j.14: Photos of Tabling Outreach at Corona Library & Corona Plaza.....	28

Figure 3j.1: Valence College Prep Community Outreach Flyer #1



Valence College Preparatory Charter School

A proposed 5-8 charter school for the students of Queens

Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

Our Vision

At Valence College Prep, academic performance drives all of our beliefs and decisions. Every one of our scholars can achieve at the highest levels if they are supported and held to a high standard for both academic achievement and learning behaviors. We believe that the environment we create and the education we provide will put each of our scholars on the path to college and success in life.

We Believe

- An intentionally structured school environment drives academic achievement
- Excellent teaching yields strong academic performance
- Success requires skills to solve challenging problems
- Character underpins success in college and life
- Literacy unlocks achievement as a learner

Why Building Excellent Schools?

Following the BES approach of an academically rigorous program, increased instructional time, and a relentless focus on literacy and mathematics, BES schools routinely outperform their surrounding districts on standardized assessments and prepare their students for success in college and life. To date, BES Fellows have founded 100+ schools in 26 cities across 15 states and the District of Columbia for 25,000+ students.

Spread the Word

Share our mission and plans with parents, educators, and community leaders who can help to make our vision a reality. We are also looking for mission-driven leaders with backgrounds in law, education, finance, and more for our founding team.

Contact Us

Mitchell Flax, Lead Founder
(646) 854-8414 | mflax@buildingexcellentschools.org
www.valencecollegeprep.org



Mission. Impact. Urgency.

Figure 3j.2: Valence College Prep Community Outreach Flyer #2 in English



Valence College Preparatory Charter School
A proposed 5-8 tuition-free charter school for the students of Queens

Valence College Prep is a public charter school open to all students. We plan to open in Fall 2019 in Queens.

Our Mission
Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

Our Program

 Structured, safe environment	 College prep curriculum
 Focus on reading & writing	 Daily problem solving
 Character education	 Digital literacy & coding

CONTACT US

Sign up for our newsletter Complete our survey www.valencecollegeprep.org	Mitchell Flax, Lead Founder (646) 854-8414 mflax@buildingexcellentschools.org
--	--

Figure 3j.3: Valence College Prep Community Outreach Flyer #2 in Spanish



Valence College Preparatory Charter School
*Una escuela preparatoria autónoma de 5to-8vo grado
propuesta para los estudiantes de Queens*

**Valence College Prep es una escuela pública abierta a todos.
Nos proponemos abrir en Agosto del 2019 en Queens.**

Nuestra Misión
Valence College Preparatory Charter School
equipa a todos los estudiantes del quinto al octavo grado
con las habilidades académicas, los hábitos profesionales y la fuerza de carácter
para graduarse de la universidad y llevar vidas de oportunidades.

Nuestro Programa

 Entorno estructurado y seguro	 Preparación universitaria
 Un enfoque en lectura y escritura	 Solución de problemas
 Educación del carácter	 Ciencias de la computación

CONTACTENOS

Suscríbese a nuestro boletín Complete nuestra encuesta www.valencecollegeprep.org	Mitchell Flax, Fundador (646) 854-8414 mflax@buildingexcellentschools.org
---	---

Figure 3j.4: Valence College Prep Community Outreach Flyer #3, Information Session Outreach



Valence College Preparatory Charter School
*A proposed 5-8 tuition-free charter school
for the students of Queens*

Valence College Prep is a public charter school planning to open in Fall 2019.

Come to an information session to learn more about Valence College Prep:

Thursday, January 11, 6:45pm Queens Library, Lefrak City 98-30 57th Ave	Thursday, January 18, 6:15pm Queens Library, Corona 38-23 104th St
Saturday, January 20, 10:30am Queens Library, Lefrak City 98-30 57th Ave	Saturday, January 20, 1:15pm Queens Library, Corona 38-23 104th St

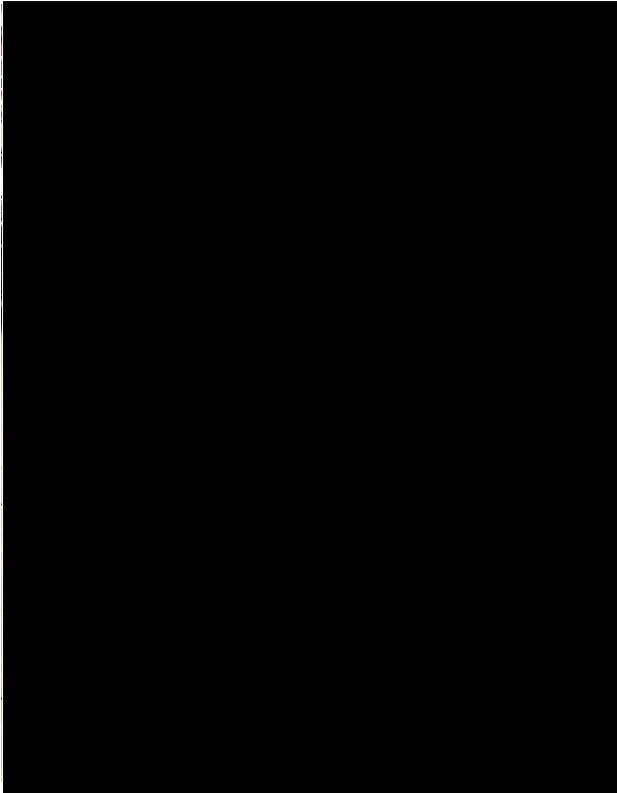
Our Mission
Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

Our Program

 Structured, safe environment	 College prep curriculum
 Focus on reading & writing	 Daily problem solving
 Character education	 Digital literacy & coding

CONTACT US
www.valencecollegeprep.org
Mitchell Flax, Lead Founder | (646) 854-8414 | mflax@buildingexcellentschools.org

Figure 3j.5: Photos of Feet on the Street Flyer Distribution by Lead Founder & Founding Team



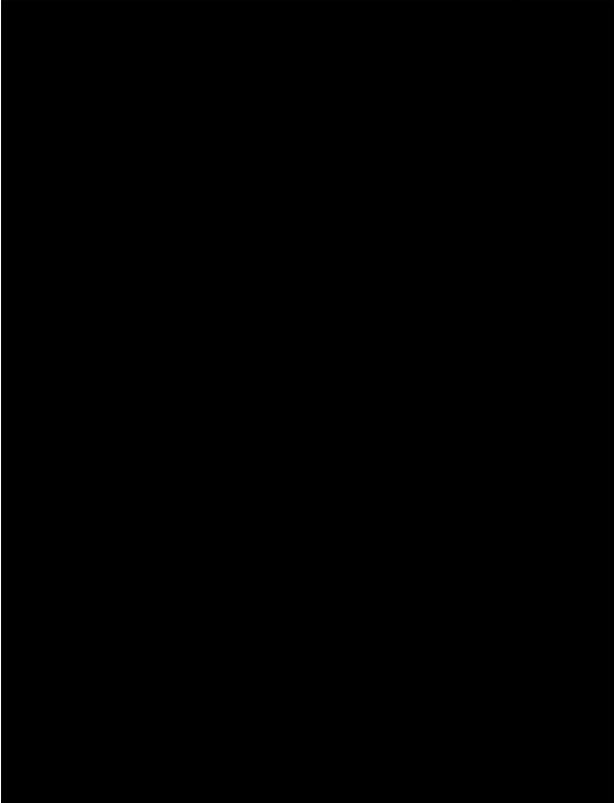
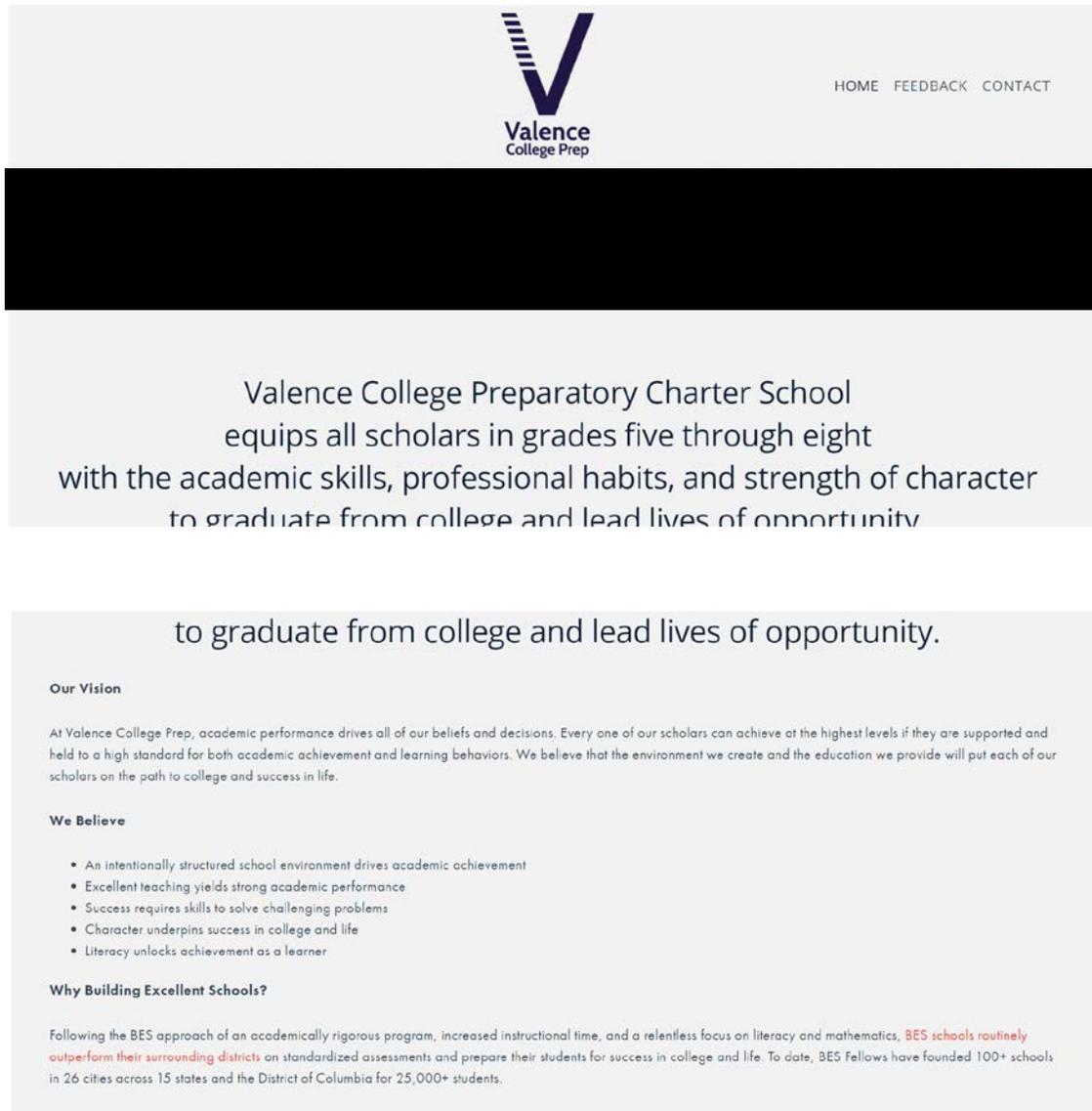


Figure 3j.6: Valence College Prep Website (www.valencecollegeprep.org) and Facebook Page



In 20 cities across 10 states and the District of Columbia for 20,000+ students.

“The long-term success not only of our economy but of our democracy depends on ensuring a quality education for all of our students.”

— JOHN KING

Subscribe to our newsletter

Sign up with your email address to receive news and updates from Valence College Prep.

We respect your privacy. Your email address will only be used to communicate with you about Valence College Prep.

TAKE OUR SURVEY

Contact Us

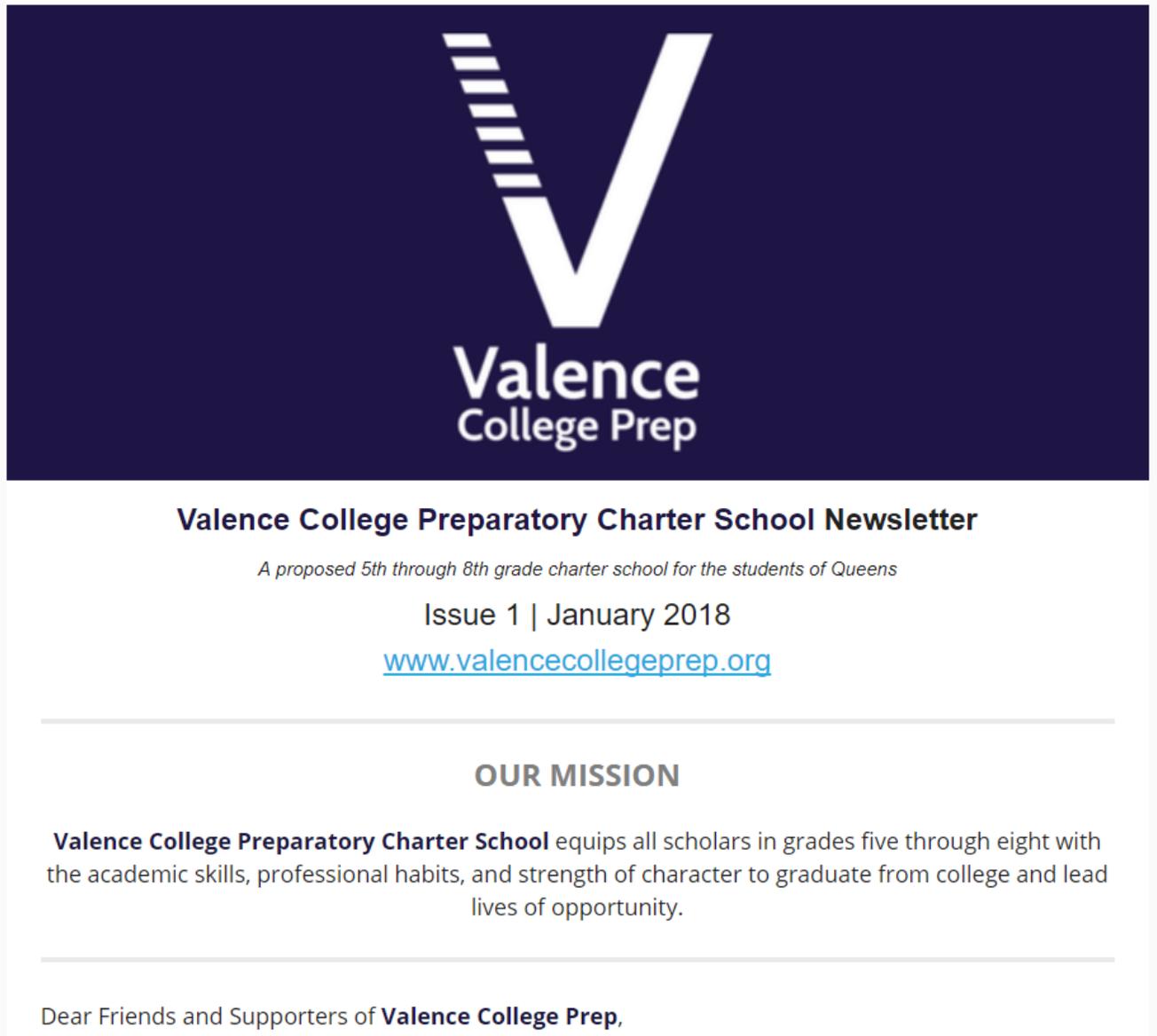
Mitch Flax, Lead Founder | (646) 854-8414 | mflax@buildingexcellentschools.org
Queens, NY

Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.



The image is a screenshot of a Facebook event page. At the top, there is a search bar and navigation links for 'Mitch', 'Home', and other user options. On the left side, there is a sidebar with 'Events' and a list of categories: 'Events', 'Calendar', 'Community Information Session - Valence College Prep', 'Birthdays', 'Discover', and 'Past'. A blue button labeled '+ Create Event' is visible at the bottom of this sidebar. The main content area features a large black placeholder image. Below the image, the event title 'Community Information Session - Valence College Prep' is displayed, along with the date 'JAN 11' and the status 'Public - Hosted by Valence College Prep'. There are buttons for 'Interested', 'Going', 'Invite Friends', and 'Share'. The event details include the date and time 'Thursday, January 11 at 6:45 PM - 7:15 PM' and the location 'Lefrak City Branch Queens Lbrary, 9530 57th Ave, Corona, New York 11368'. At the bottom of the event card, there are tabs for 'About' and 'Discussion'. On the right side, there is an 'EVENT TIPS' section with a 'Next Tip' and a 'Share Event' button. Below this, there are language options: 'English (US)', 'Español', 'Português (Brasil)', 'Français (France)', and 'Deutsch'. At the very bottom right, there are links for 'Privacy', 'Terms', 'Advertising', 'Ad Choices', 'Cookies', and 'More', along with the copyright notice 'Facebook © 2016'.

Figure 3j.7: Valence College Prep January Newsletter



Valence is the potential to combine and to create.

At **Valence College Prep**, we believe that education is the key to increasing a child's potential. As a proposed 5th through 8th grade school for students in Corona, Queens, we deeply believe that every child growing up in Corona deserves a college education that will allow them to chart their own course in life.

We begin 2018 determined to bring **Valence College Prep** to life as a school that bolsters our scholars' potential. A school that produces strong readers, writers, speakers, and problem solvers. A school that puts our scholars on a path to succeed in college in whatever area of study they choose. A school whose scholars graduate from college and lead lives of opportunity.

From the moment a scholar walks through our doors at **Valence College Prep**, we are committed to providing them a rigorous education that equips them with the academic skills, professional habits, and character necessary to graduate from college. To do so, we make the best use of every day, every hour, and every minute of time we have with our scholars. Every minute is precious.

This newsletter welcomes you to our school, to the core beliefs upon which **Valence College Prep** is built, and to the work that will deliver the education that every child in our community deserves. These monthly updates will inform you of our work to bring this school to life for families in Corona. We encourage you to share them with colleagues, friends, and family.

In commitment to our scholars' potential,

Mitch Flax

Lead Founder, Valence College Preparatory Charter School

mflax@buildingexcellentschools.org

OUR MODEL

At **Valence College Prep**, student academic performance drives all of our beliefs and decisions. Every one of our scholars can achieve at the highest levels if they are supported and held to a high standard for both academics and behavior. We believe that the environment we create and the education we provide will put each of our scholars on the path to college and success in life.

We Believe

- An intentionally structured school environment drives academic achievement
- Excellent teaching yields strong academic performance
- Success requires skills to solve challenging problems
- Character underpins success in college and life
- Literacy unlocks achievement as a learner

OUR TEAM

The Lead Founder of **Valence College Prep** is Mitchell Flax, a proven teacher and leader who brings experience in education as well as in organizational planning and culture. Mr. Flax led the 9th grade, science department, Biology content team, and staff culture leadership team at Leadership Public Schools in Richmond, CA. His prior experience includes applied research in People Analytics at Google and school operations leadership at Teach For America's New York City Institute. Currently, Mr. Flax is in the Building Excellent Schools Fellowship, a rigorous and selective training program for charter school leaders, and he is looking forward to leading the founding team to bring **Valence College Prep** to the students and families of Corona, Queens.



OUR PROGRESS

- **Valence College Prep** has a passionate and diverse team committed to building a college preparatory middle school for families in Corona. We are proud that **Luke Degrossi, Angie Guerrero, Arjun Kapoor, Scott Kaye, Jose Santiago, India Sneed,** and **Rona Yang** are bringing their skills in finance, law, management, education, technology, and operations to **Valence College Prep**. Our first board meeting included discussion of the core beliefs of our school and planning of broad community outreach.
- **Valence College Prep** spent over 15 hours in December distributing flyers and engaging families in high traffic areas in Corona, including subway stations, parks, and grocery stores. We are holding four information sessions this month to meet with families and community stakeholders in Corona to learn more of our community's needs and share our vision with families of prospective students.
- As part of the Building Excellent Schools Fellowship, Mr. Flax is currently in Leadership Residency at Democracy Prep Endurance, a high-performing middle school in Harlem. This residency provides a model for developing school culture and academic rigor that will inform the design and execution of our program at **Valence College Prep**.

IT TAKES A VILLAGE

To create the excellent school that families in Corona deserve, **Valence College Prep** needs your help.

- **Sign our petition.** We are preparing our Letter of Intent to send to our state authorizer, the SUNY Charter School Institute, and our petition to demonstrate support for our school. [Please sign our petition here](#) and share it with colleagues, friends, and family.
- **Provide your feedback.** Complete our survey [here](#) to provide your feedback on the school we're building.
- **Spread the word.** [Follow us on Facebook](#) and share our posts and events, including our four community information sessions this month.

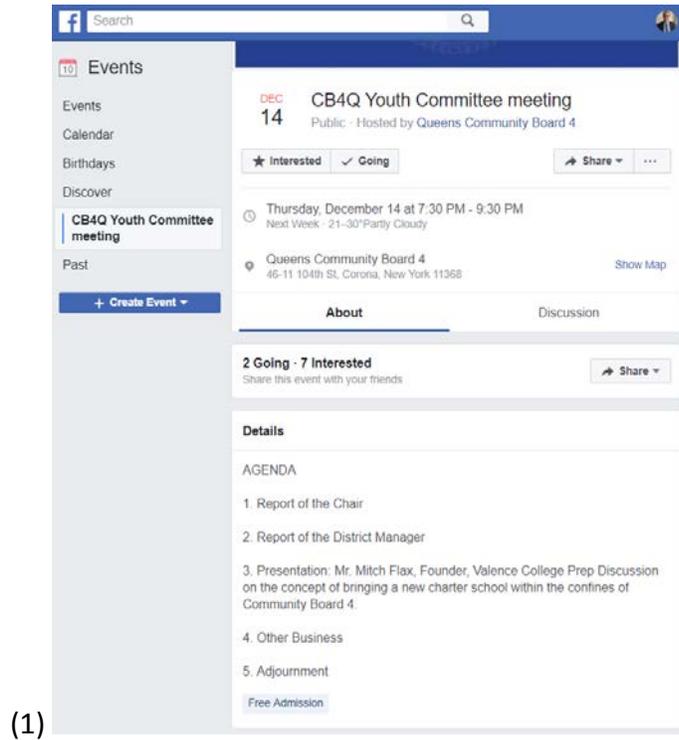
Valence College Preparatory Charter School | (646) 854-8414 | www.valencecollegeprep.org



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Figure 3j.8: Presentation to Community Board 4 Youth Committee

(1) Public Announcement of Presentation to Community Board 4 Youth Committee, and (2) Chair’s Report to the Community Board on the Lead Founder’s Presentation¹



(1)

¹ Full meeting minutes found at <http://www1.nyc.gov/assets/queenscb4/downloads/pdf/minutes/2017/12-19-2017.pdf>.

Youth Committee Chair, Ingrid Gomez announced that CB Member Alexa Ponce was elected as the new Vice Chair for the Youth Committee. Ms. Gomez announced that the committee met on December 14th with Mitchell Flax, Founder of Valence College Preparatory Charter School. Ms. Gomez reported there are just a few middle schools within the district and that Mr. Flax is looking to fill this gap Ms. Gomez read their mission statement:

“Valence College Prep equips all scholars in grades 5 – 8 with the academic skills with professional habits and strength of character to graduate from college and lead lives of opportunity.”

Mr. Flax will be seeking a letter of support when he presents to the full board in February 2018.

Ms. Gomez went on to state that info sessions would be held to members of the community who wish to learn more in advance of the February presentation.

Dates for the workshops are as follows:

Tuesday January 11th - 6:45pm at the Lefrak City Library

Thursday January 18th - 7:15pm at the Corona Library **

Saturday January 20th - 10:30 am Lefrak City Library

Saturday January 20th - 1:15pm at the Corona Library

**** Note that soon after the meeting, a correction was made to Thursday January 18th. The correct time is **6:15pm**, and not 7:15pm.**

CB Member Lucy Schilero asked about the location of the school. Ms. Gomez explained that no location has been chosen, but that there is an ongoing search.

(2)

Figure 3j.9: Room Reservations for Community Information Sessions

Mitchell Flax

From: Mitchell Flax
Sent: Thursday, December 7, 2017 5:08 PM
To: 'Desai, Tejas'
Cc: Daza, Vilma; Paredes, Edgar; Rowell-Peterson, Miquel
Subject: RE: Room scheduling at Queens Library at Corona for Community Meeting

Tejas,

That works perfectly. Thanks very much for hosting us, and please let me know if there is anything else I need to do prior to our sessions (paperwork, etc.).

Best,
Mitch

From: Desai, Tejas [mailto: [REDACTED]]
Sent: Thursday, December 7, 2017 12:30 PM
To: Mitchell Flax <mflax@buildingexcellentschools.org>
Cc: Daza, Vilma [REDACTED], Paredes, Edgar [REDACTED], Rowell-Peterson, Miquel [REDACTED]
Subject: Room scheduling at Queens Library at Corona for Community Meeting

Hello Mitchell,

My name is Tejas Desai and I am the Assistant Manager at Corona Community Library. We can accommodate your program on Thursday January 18 from 6:00-7:00 PM in our Meeting Room, and on Saturday January 20th from 1:00-2:00 PM in our Meeting Room.

Let me know if that works.

Thank you,

Tejas

Tejas Desai

Assistant Community Library Manager

Corona Community Library

[REDACTED]
Corona, NY 11368

tdesai@queenslibrary.org

From: Mitchell Flax [mflax@buildingexcellentschools.org]
Sent: Saturday, December 02, 2017 3:50 PM
To: Kennelley, Jamie
Subject: Room scheduling at Queens Library at Corona for community meeting

Jamie,

As I mentioned briefly this afternoon, I am working to found a new charter middle school in Corona, [Valence College Prep](#). We aim to provide a rigorous college preparatory education to each of our fifth through eighth grade scholars, one which will put them on a path to graduate from college and chart their own paths in life.

We are looking to hold community meetings in January to welcome in parents and other community stakeholders for a conversation about the school and an opportunity to provide feedback. I have already scheduled two of these meetings at the Queens Library at Lefrak City and would love to be able to hold one or two meetings at your library as well to reach families on this side of the neighborhood.

We would need the room for about an hour and would ideally have a time on a Saturday (e.g. 1/20) and optionally on one other weeknight, perhaps Monday or Thursday (e.g. 1/15 or 1/18) when the library is open later.

Please let me know if this might be possible and any questions or concerns you have. Thank you for your consideration and, of course, for the resources your library provides for so many families here.

Best,
Mitch Flax

Mitchell Flax | Fellow | Building Excellent Schools | 917. 361. 4555 | www.buildingexcellentschools.org

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Mitchell Flax

From: Mitchell Flax
Sent: Monday, December 11, 2017 11:24 PM
To: 'Gao, Greg'
Subject: RE: Meeting Room Form - Valence College Prep Community Information Sessions

Great! Thank you again, Greg.

Best,
Mitch

From: Gao, Greg [REDACTED]
Sent: Monday, December 11, 2017 5:45 PM
To: Mitchell Flax <mflax@buildingexcellentschools.org>
Cc: Diamond-Velox, Sharon N [REDACTED]; Wilson, Nikitia [REDACTED]
Gao, Greg [REDACTED]
Subject: RE: Meeting Room Form - Valence College Prep Community Information Sessions

Good afternoon, Mr. Flax,

Your room use for college preparation programs in Lefrak City Library are approved on 1/11 6:30pm Thursday and 1/20 10am Saturday.

Regards,

Greg

Greg Gao
Lefrak City Community Library Manager
Queens Public Library
[REDACTED]
Corona, NY 11368
[REDACTED]

From: Mitchell Flax [mflax@buildingexcellentschools.org]
Sent: Thursday, December 07, 2017 4:45 PM
To: Gao, Greg
Subject: Meeting Room Form - Valence College Prep Community Information Sessions

Mr. Gao,

As mentioned on the phone, the meeting room request form I filled last week is attached. Please let me know if there are any issues. Thank you again for opening your community space to our proposed school, Valence College Prep, and the families we will serve.

Best,
Mitch Flax

Mitchell Flax | Fellow | Building Excellent Schools | 917. 361. 4555 | www.buildingexcellentschools.org

1

Figure 3j.10: Online Survey & Samples of Completed Paper Surveys

The online version of our survey is at <http://www.valencecollegeprep.org/take-our-survey/>.

The screenshot shows a web browser window with the URL <https://www.valencecollegeprep.org/take-our-survey/>. The page content includes a paragraph of text: "We need your feedback to build a school that serves the educational needs of our community. We are building a school to ensure that children growing up in Corona and the surrounding neighborhoods have the education that enables them to graduate from college. Please take our survey below to tell us what you think our community needs in a rigorous, college preparatory school." Below this text are several form fields: a "Name *" field split into "First Name" and "Last Name" boxes; an "Email Address *" field; a question "Are you the parent or guardian of a school-aged child? *" with radio buttons for "Yes" and "No"; and a question "If you are the parent of a school-aged child, what grade is your child in now? Check all that apply." with checkboxes for "Pre-Kindergarten", "Kindergarten", "Grade 1", "Grade 2", and "Grade 3".



Valence College Preparatory Charter School

Community Feedback Survey

Valence College Prep is a proposed 5th through 8th grade school opening in Fall 2019 in Queens. We need your feedback to build a school that serves the educational needs of our community. We are building a school to ensure that children growing up in Corona and the surrounding neighborhoods have the education that enables them to graduate from college. Please take our survey below to tell us what you think our community needs in a rigorous, college preparatory school.

Name Eina Tullock

Email Address [redacted] Phone # (optional) _____

1) Are you the parent or guardian of a school-aged child? If so, how old are your children?

NO

2) Do you live or work in Queens? If so, please provide your address and zip code.

Your address will be used only for staying in touch with you about Valence College Prep.

[redacted] Corona 11368

3) Are you satisfied with the educational options in your community? Why or why not?

[redacted]

4) What do you think are the challenges that prevent student academic success in our community?

lack of motivation, parental/familial support, resources, general distractions (screen time); students should not be limited in their ability to find something they can be great at

5) What do you believe are the most important school subjects for children in our community to learn to be successful in life? Why?

reading comprehension, math, science, physical education/ activity

6) As a member of our community, would you be interested in supporting a new school that support students in Queens to get to and through college?

yes



Valence College Preparatory Charter School

Encuesta de Comentarios de la Comunidad

Valence College Prep es una escuela charter del quinto al octavo grado, propuesto de abrir en Agosto de 2019 en Queens. Estamos creando una escuela para garantizar que los niños que crecen en Corona y los vecindarios circundantes tengan la educación que les permita graduarse de la universidad. Lleve a cabo nuestra encuesta a continuación para decirnos qué cree que necesita nuestra comunidad en una escuela preparatoria rigurosa.

Name Erika Leon

Email Address _____ Phone # (optional) _____

1) ¿Es usted el padre de un niño en edad escolar? Si es así, ¿qué edad tienen sus hijos?

10 años

2) ¿Vive o trabaja usted en Queens? Si es así, proporcione su dirección y código postal.

Su dirección se utilizará solo para mantenerse en contacto con usted acerca de Valence College Prep.

3) ¿Está usted satisfecho con las opciones educativas en su comunidad? ¿Por qué o por qué no?

porque he va a tener muchos programas

4) ¿Cuáles cree que son los desafíos que impiden el éxito académico de los estudiantes en nuestra comunidad?

5) ¿Cuáles cree que son las materias escolares más importantes para que los niños de nuestra comunidad aprendan a tener éxito en la vida? ¿Por qué?

Matemáticas lectura escritura

6) Como miembro de nuestra comunidad, ¿le interesaría apoyar a una nueva escuela que apoye a los estudiantes de Queens para llegar a la universidad y a través de ella?

si me gustaria

Figure 3j.11: Queens Chronicle Coverage of Valence College Prep Outreach & Plans²

The screenshot shows the top portion of a news article on the Queens Chronicle website. The header includes the site logo, a navigation menu with categories like News, Editions, Opinion, and School News, and a weather widget showing 15° with few clouds. The article title is "Charters seek space in Corona, Elmhurst" with a sub-headline "K-5 school set to open in August, while 5-8 facility is eyeing 2019". The author is Christopher Barca, Editor, and the article is dated Thursday, January 4, 2018. The text discusses the plans for a new charter elementary school in Corona and Elmhurst, mentioning the involvement of Priscilla Walton and the challenges of finding a location. It also notes that the school will initially host kindergarten and first grade, with 100 seats split between the levels. Classes will average about 27 students, and the curriculum will lean heavily toward science, creativity, technology, art, and the humanities. The school will feature science labs and a woodshop. According to Walton, over 150 applications have already been received, and recruiting is only being conducted in Corona and Elmhurst, with up to 95 percent of applicants coming from School District 24. Students will be chosen through a lottery system, but where they will actually be learning is still up in the air. She and her colleagues have spent the better part of a year searching for a location, but she told CB 4 they are close to locking down space for the school. "The last time I stood before you, it was the concern of everyone. But we are looking and we've found some great sites. We're making sure they fit our school design. Hopefully in the next few months, we'll be able to tell you more." The last time Walton appeared before the board, a handful of members expressed skepticism over her plan. Judy D'Andrea said the curriculum is no different than that of public schools, while Jennifer Gutierrez said supporting a charter into the community would be akin to "turning our back" on public education. However, no members spoke of their opposition to the plan this time. A neighborhood listening session for anyone interested in applying to the school is set for 3 p.m. on Jan. 28 at The Rock Church, located at 57-02 Hoffman Drive in Elmhurst. Elm Community isn't the only such school planning to open in the area, as CB 4 Youth Committee Chairwoman Ingrid Gomez told the board that Valence College Preparatory Charter School is looking to do so in the fall of 2019.

² http://www.qchron.com/editions/central/charters-seek-space-in-corona-elmhurst/article_08721ead-fd87-58d1-819b-1a7113d1b340.html.

"There are just a few middle schools in our area," Gomez said, "and they want to fill in that gap with high-quality education."

She added that representatives will appear before CB 4 in February.

According to the school's website, it will "equip all scholars in grades five through eight with the academic skills, professional habits and strength of character to graduate from college and lead lives of opportunity."

Four listening sessions have been scheduled — two at the LeFrak City branch of the Queens Library on Jan. 11 at 6:45 p.m. and Jan. 20 at 10:30 a.m. and two at the Corona branch on Jan. 18 at 7:15 p.m. and Jan. 20 at 1:15 p.m.

Figure 3j.12: Photo of Community Information Session on 1/18/2018 at Queens Library – Corona

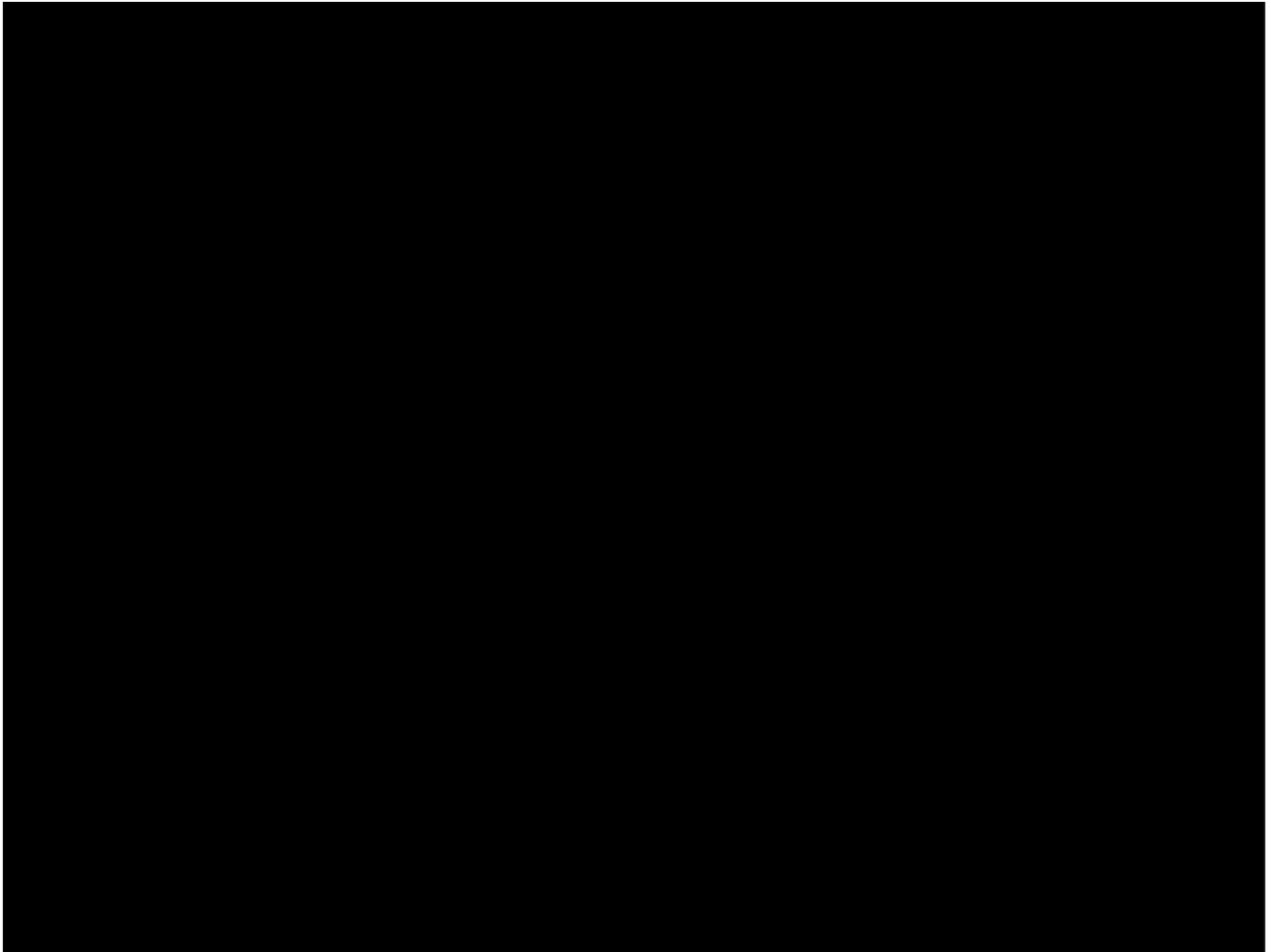


Figure 3j.13: Queens Chronicle Coverage of Valence College Prep Presentation to Community Board 4³

The image is a screenshot of a news article from the Queens Chronicle. The page features a blue header with the newspaper's logo, which includes a stylized Statue of Liberty. To the right of the logo, the temperature is listed as 44° with an overcast cloud icon. Below the header is a navigation bar with tabs for News, Editions, Opinion, qboro: Arts, Photos, School News, Classifieds, About Us, and Secti. A secondary navigation bar lists various Queens neighborhoods: South Queens, Central/Mid Queens, Eastern/Southeast Queens, North/Northeast Queens, Western Queens, and Queensw. The article's breadcrumb trail is Home > Editions > Central/Mid Queens News. The main headline is 'Charter school founder presents plans to CB4' in large, bold black font. Below the headline is a sub-headline: 'Valence College Prep head seeks South Corona for a potential site'. The article includes interactive elements for 'Story' and 'Comments', a 'Print' button, and a 'Font Size' control. The text of the article begins with 'Parents only have two choices of middle schools in the immediate South Corona area, according to Mitchell Flax. The public school, IS 61, is overcrowded. The private school, St. Leo Catholic Academy, might not be affordable to some low-income residents.' It continues with 'On Tuesday, Flax pitched a third option, the Valence College Preparatory Charter School, to Community Board 4.' and 'The Jackson Heights resident, former teacher and founder of VCP gave a lengthy presentation on the fifth-through eighth-grade public charter school planned for somewhere in South Corona, with space for 448 "scholars" at full capacity. The vision of the school, he said, will be on providing students with the framework needed in order to thrive at the college level and the chance to "live a life of opportunity."' The article concludes with a quote from Mitchell Flax: "My grandfather was an immigrant from Latvia. He came here with his family when he was a young child and he worked his way through college here in Corona," Flax said. "What we believe is that every immigrant family deserves that same opportunity. Our promise to the families in this community is that when you send your child to Valence College Prep, we're going to do everything in our power to ensure that when they walk out the door, they're college ready."

³ http://www.qchron.com/editions/central/charter-school-founder-presents-plans-to-cb/article_ebae397c-888-538d-88bc-1eb4e324f33a.html

The exact physical details of the school have yet to be sorted out. Flax said he and the rest of VCP's Board of Trustees are still having discussions with landlords across the area, including at LeFrak City and just across the border in Elmhurst.

Even if they don't find a space by their planned September 2019 opening — starting with a 112-student fifth-grade class, with one grade being added each year — the administrator said he would be content with holding class “in a church basement” temporarily.

“We will most likely move in between years. What we're committed to is staying close to the community as possible,” Flax said. “I don't have a crystal ball, I can't tell you what the future holds, but that is what we're committed to.”

There will be no admissions criteria, he added, and District 24 students will be prioritized in the entry lottery. A dean of high school placement will also be hired, and the official will be tasked with helping students choose a school that's best for them and, if necessary, prepare for placement tests.

In terms of curriculum, the school hopes to offer a top-notch computer science program, which Flax believes will have each student ready for advanced placement courses by ninth grade. There will also be a strong emphasis on teaching at least 135 minutes of literary education each day in the form of “socially progressive” reading and writing classes, with the goal of having students read 1 million words each year.

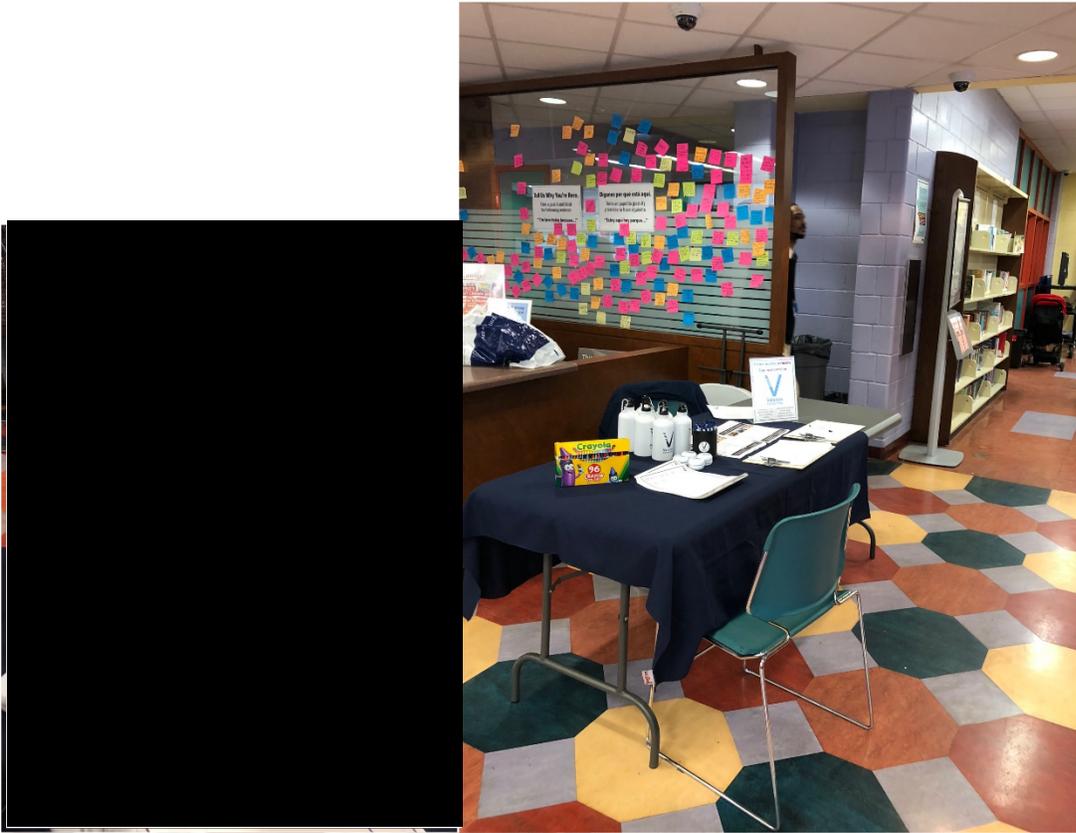
“What we don't want is to only give our scholars texts that are modern, and then they get to college, someone asks them to read Charles Dickens and they have no idea what's coming at them,” he said. “But we also don't want to only give them Charles Dickens and, by the time they get to college, they have no awareness of the world they're living in.”

But what Flax said he heard most from parents during four listening sessions last month was they want their child to simply learn how to excel with the English language.

“This should not be surprising in an immigrant community where folks are themselves learning, that they want their children to be excellent communicators and excellent learners,” he said.

Flax said VCP is still in the process of compiling its application to the state, which should be sent in within three weeks.

Figure 3j.14: Photos of Tabling Outreach at Corona Library & Corona Plaza



R-04ab – Enrollment

(a) In a narrative response, describe the following aspects of the school's enrollment plan including:

- The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;
- Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;
- The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;
- A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and
- A statement regarding whether the school might seek to apply for a full-day universal pre-K program. (Note, pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.)

Valence College Preparatory Charter School (“Valence College Prep”) is a middle school serving grades 5 through 8 because this age is the most critical point of intervention to ensure that students’ academic skills prepare them for high school readiness and ensure they have the foundation to access college preparatory work and thus give them the roadmap to be college ready. “Success at this level is a prerequisite for entering high school prepared for a college- and career-ready path”¹ and our mission is to equip all of our scholars to graduate from college.

Our inaugural class of fifth graders will target a size of 112 students to fill four cohorts of 28 students each. We follow a slow growth model of growing a single grade in each year to intentionally set the student culture, staff culture, professional development, and curriculum of the school. We believe that successfully executing each of these components is critical to fulfilling our mission of providing our students a college preparatory expanded middle school education.

At full enrollment in 2023-2024, Valence College Prep will reach a capacity of 448 students. To ensure that all 448 students receive the attention of a small-school environment, our school will have separate and targeted academic leadership for the fifth and sixth grade Lower School and for the seventh and eighth grade Upper School. Our target enrollment for the years of our proposed charter term are detailed in **section (b)** of this request and in **Figure 4.01**.

Traditional NYC DOE middle schools begin with students in sixth grade, and we thus will not align perfectly with the district around us, requiring most parents to pull their children out of an elementary school one year early to attend Valence College Prep. We will finish our grade range at a natural grade break for our scholars to go to most high schools in New York City. From a recruitment standpoint, beginning in fifth grade will require us to be proactive in our community outreach to ensure that families from all parts of our community know about the option we can provide for their children starting in fifth grade. But recognizing the importance of a rigorous middle school education and to give our scholars an additional year of that education, we believe that we put our scholars at an advantage by starting our middle school in fifth grade. Our instructional toolkit, including data-driven instruction, extended time for literacy and math, computer courses at each grade level, and structured support for all students, will position our scholars for a rigorous high school experience by the time they graduate from Valence College Prep. We also know that many programs like Prep for Prep that form a pipeline for our students to the top high schools begin in sixth grade, and we prepare them best for these programs by starting our program in the fifth grade. This grade range is common in other boroughs, and other charter schools in Queens, like Forte Preparatory Academy and Central Queens Academy, also start in fifth grade and have successfully attracted and retained students in that grade level.

¹ American Enterprise Institute. “Gaining Ground in the Middle Grades.” January 2011. <https://www.aei.org/wpcontent/uploads/2011/10/2011-EDU-01-g.pdf>.

The enrollment plan assumes enrollment of 112 students in the fifth grade each year and backfilling in all years through the eighth grade. Based on the attrition rates of other New York City charter schools², we expect approximately 10% annual attrition, and we will backfill every seat. We are a public school and strongly believe that our responsibility is to educate all students that our school has the capacity to accept, and to ensure the supports are in place regardless of when a student may enroll. There is high demand for college preparatory school seats in our community, with 3.55 applications per open seat filed in CSD 24 last year and 5.83 applications filed per open seat in CSD 30 last year.³ Valence College Prep will meet that demand and backfill students from our waitlist through the eighth grade. The backfilling process is described further in **R-15f -Admissions Policy**.

Because our program is designed to build a strong, positive academic culture in the fifth and sixth grade Lower School, we understand that scholars who enter in the seventh or eighth grade will not be accustomed to our approach and expectations for academics and behavior. To ensure that these scholars can be successful, we will provide a number of supports for new students. We will assign them a peer advisor, another student in their grade level or in the grade level above theirs to help them navigate our school and ease their social transition. In partnership with the Dean of Student Support, their Advisor will check in with them on a weekly basis at minimum to provide them coaching in their transition to the academic expectations at our school. During Tutorial blocks, we will also provide intensive remediation and tutoring to ensure that they are prepared to handle the academic rigor of Upper School courses. We are committed to preparing every Valence College Prep student for success in college, including those students who join us in the seventh or eighth grade.

Because our mission is to enable each of our scholars to graduate from college and lead a life of opportunity, we have ambitions to either extend our grade range to 5-12 or to charter a 9-12 school in the future with a parallel mission. This plan is, among other things, contingent on our ability to deliver success for our scholars in grades 5-8. Our ambition to educate scholars through high school reflects our belief that we will be more successful in delivering college success for all of our scholars if they stay with us until they apply to, are accepted to, and enroll in college. We believe that our program for our fifth through eighth grade scholars will position them to be successful in a rigorous high school, and we intent to hire a full-time Dean of High School Placement and Alumni Support in our third year of operation to ensure that each of our scholars find and are accepted to the best high school placement for them. Placements for our scholars will include the city’s selective high schools, private high schools, and the full range of options that New York City’s public high schools provide, in and out of Queens. Some of these options require substantial preparation, placement assessment, and applications, and we will ensure that scholars are supported in this process. Our hope is that we may be able to provide such a viable option in our own program and to bring our scholars through their full primary and secondary education to college. We will reassess the viability of accommodating our scholars in high school in our second and third years of operation.

b. Figure 4.01: Enrollment Table

Figure 4.01: CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2019-2020	2021-2022	2022-2023	2023-2024	2024-2025
Kindergarten	Elementary School	-	-	-	-	-
1 st Grade	Elementary School	-	-	-	-	-

² Fertig, Beth, and Jenny Ye. NYC Charters Retain Students Better Than Traditional Schools. WNYC, 15 Mar. 2016, www.wnyc.org/story/nyc-charter-school-attrition-rates/.

³ New York City Charter Schools: 2017-18 Enrollment Lottery Estimates. New York City Charter School Center, May 2017, www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf.

2 nd Grade	Elementary School	-	-	-	-	-
3 rd Grade	Elementary School	-	-	-	-	-
4 th Grade	Elementary School	-	-	-	-	-
5 th Grade	Middle School	112	112	112	112	112
6 th Grade	Middle School	-	112	112	112	112
7 th Grade	Middle School	-	-	112	112	112
8 th Grade	Middle School	-	-	-	112	112
9 th Grade	High School	-	-	-	-	-
10 th Grade	High School	-	-	-	-	-
11 th Grade	High School	-	-	-	-	-
12 th Grade	High School	-	-	-	-	-
TOTAL		112	224	336	448	448

R-04c - Statistical Overview

Request is not applicable.

R-05ae - Curriculum and Instruction

a. Curriculum Selection and Processes

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;
- Discussion of how the school's curriculum is aligned to New York State standards;
- An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission and unique themes, if applicable;
- How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,
- The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all scholars, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.

Valence College Preparatory Charter School ("Valence College Prep") will provide rigorous, standards-aligned, college preparatory instruction in all subjects to all scholars. We will incorporate instruction that remediates academic gaps with which scholars enter our school and that accelerates them as efficiently as possible to grade-level work. We will use a mixture of purchased curricula where strong exemplars exist and internally developed curricula where we believe that a purchased curriculum will not meet our scholars' needs. We will evaluate curricula for: (a) strong and explicit alignment to New York State's Common Core Learning Standards and, starting in 2021, the Next Generation Learning Standards (NGLS), (b) evidence-based effectiveness in other high-performing urban schools, and (c) their proven success with scholars who have specific learning needs, including scholars who require special education services and our English Language Learners (ELLs).

Valence College Prep models its curriculum and instructional practices after the highest performing charter schools in the country, including the Achievement First and Democracy Prep networks, as well as North Star schools in Newark, NJ. Each of these networks have drastically outperformed their districts in academic achievement, and we believe that the rigor of their curricula and proven instructional models are key to their success. We will rely heavily on the instructional practices outlined in Lemov's *Teach Like a Champion 2.0*¹, instructional practices and curricular choices in Lemov's *Reading Reconsidered*², and the coaching techniques for instruction in Bambrick-Santoyo's *Get Better Faster*.³

The Head of School (in year 1) and Dean of Academics (in year 2 and beyond) will use the current New York State standards and NGLS to plan all curricular materials and all assessment tools developed at the school. Materials will be grounded in existing materials from proven charter schools that have shared their curricular materials, including scope and sequence documents, assessments (end-of-year, interim, and unit), unit plans, and daily lesson plans in all subjects. Achievement First, in alignment with its theory of change, has opened access to its curricular materials, which are published on its website for download, and we will take advantage of this sharing. Achievement First is an established, well-resourced network with a history of strong performance, including eighth grade ELA proficiency of 68%

¹ Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College*. San Francisco, CA: Jossey-Bass, 2015.

² Lemov, Doug, et al. *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. San Francisco, CA: Jossey-Bass, 2016.

³ Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Developing New Teachers*. San Francisco, CA: Jossey-Bass, 2016.

and math proficiency of 75% across its New York middle schools.⁴ This centralized curriculum development process is to ensure vertical alignment between grade levels and intentional horizontal alignment between content areas and together will allow us to build strong knowledge bases and emphasize critical skills. Our current curricular choices are outlined in **Figure 5.01**.

Figure 5.01: Curricula Used in Core Content Areas

Grade Level	Literacy	Mathematics	Science	Social Studies
5	Achievement First ELA	Core Skills/Numeracy: EngageNY, Zearn CGI: TERC Investigations (5)	FOSS	Internally Developed
6	Achievement First ELA	Core Skills/Numeracy: EngageNY, Zearn CGI: Connected Mathematics Project (6-8)	FOSS	Internally Developed
7	Achievement First ELA	Core Skills/Numeracy: EngageNY, Zearn CGI: Connected Mathematics Project (6-8)	FOSS	Internally Developed
8	Achievement First ELA	Core Skills/Numeracy: EngageNY, Zearn CGI: Connected Mathematics Project (6-8)	FOSS	Internally Developed

Each of the choices we have made for the curricular basis in each content area are based on a track record of success for the curriculum. Achievement First has developed its ELA curriculum based on nearly two decades of experience and has experienced success in its New York schools serving similar populations s that of Nexus Prep, including students with disabilities and ELLS, with 68% of its eighth graders proficient in ELA in 2016. We have chosen EngageNY as the basis for our mathematics curriculum because of its prevalence, success in schools across the country, and “more opportunities to engage in standards-aligned practices compared with other materials.”⁵ The Zearn program’s workbook-based and technology-based accompaniments to EngageNY have driven strong results for schools in the NWEA MAP, a nationally normed assessment. “On the NWEA MAP assessment, students learning with Zearn Math experienced 1.27 to 1.55 years of academic growth on average.”⁶ We also believe that Cognitively Guided Instruction is an important complement to skills instruction, and we will implement the Connected Mathematics Project, a curriculum with two decades of implementation and proven success,⁷ as the basis for CGI at Valence College Prep. We will implement FOSS in science, a proven curriculum in teaching both the practice and content of science.⁸ In social studies, we will internally develop a curriculum with a heavy emphasis on engagement with text and discussion for understanding

⁴ <http://www.achievementfirst.org/results/in-new-york/>.

⁵ Kaufman, Julia H., et al. Use of Open Educational Resources in an Era of Common Standards. RAND Corporation, 27 Mar. 2017, www.rand.org/pubs/research_reports/RR1773.html.

⁶ http://webassets.zearn.org/app_assets/landing_page/Zearn_MCP_Case_Study_Part_1.pdf.

⁷ <https://connectedmath.msu.edu/research/connected-mathematics-a-research-overview/>.

⁸ Valadez, Yvonne Freve, Analyst Fresno Unified School District—Urban Systemic Program. Fresno, California, Jerry D, and Yvonne Freve. Teaching Hands-On/Minds-On Science Improves Student Achievement in Reading: A Fresno Study. Fresno Unified School District—Urban Systemic Program, 24 Sept. 2002, www.deltaeducation.com/resources/blog/sep-2002/a-fresno-study.

the world around us. We will leverage resources from EngageNY and shared resources from other strong charter networks, including Achievement First, Democracy Prep, and Brooke Charter Schools, who have each developed strong components that can form part of the program we plan. For example, Democracy Prep has developed a strong sixth grade Global Literacy curriculum that provides a strong perspective on civics. The Head of School (in year 1) and Dean of Academics (in year 2 and beyond) will be responsible for alignment of each of these resources to the Valence College Prep scope and sequence calendar and curricular resources and making any necessary modifications to the scope and sequence of each course and unit plans in each course to meet the needs of our scholars.⁹

Scope and sequence will be provided at the start of the year to teachers, with the full assessment portfolio in their course for the year included. Unit plans and lesson plans for the first unit will be available from the start of summer professional development for teachers to begin internalizing these lessons. Each will be created, using the curricular resources described in **Figure 5.01**, by the Head of School in year 1 and Dean of Academics with oversight from the Head of School thereafter. This approach follows the practice of strong charter schools across the country, including Democracy Prep and Excel Academy - one which standardizes the quality of curricular materials and allows teachers to focus their planning time on delivering excellent instruction. The planning responsibility of teachers at Valence College Prep will primarily be to internalize lesson plans, script checks for understanding and plans for circulation, and plan reteaching based on formative assessments. Teachers will submit lesson plans with these enhancements on Tuesday of the week prior to teaching, receive feedback from the Head of School (in year 1) or Dean of Academics (in year 2 and beyond) by Friday of the week prior to teaching, and submit finalized plans for the week by Sunday evening. This cycle will ensure that teachers have time to internalize lesson plans and that leaders have time to meet with teachers to practice instructional strategies where they foresee challenges. We are confident that this cycle of internalization, delivery, analysis, and reflection will result in stronger delivery of instruction and academic rigor that our scholars deserve and need to achieve at the highest levels of college readiness.

We will revisit our curricular choices annually, using student mastery data, teacher feedback, and consultation with other high performing urban schools and networks, including schools in the Building Excellent Schools Network,¹⁰ to make the adjustments and changes to serve our scholars best. The Dean of Academics overseeing a subject area, or the Head of School in our first year, will oversee the year-end review of curriculum for each course in that grade level, in partnership with individual subject teachers and in consultation with the Dean of Student Support (DSS). The DSS will be involved in this process specifically because of our commitment to serve every scholar in our building, regardless of special needs or status as an English Language Learner (ELL). The DSS will provide a perspective on our curriculum most directly informed by the success or needs of scholars with intervention needs, scholars with IEPs, or scholars who are ELLs. Our scholars' academic mastery is our greatest priority, and we will reevaluate annually whether our curriculum best achieves the mastery to prepare our scholars for college success. Inputs to this process will include scholar mastery data from assessments, as detailed in **section b** below, survey data from teachers and scholars, and individual conversations as necessary with

⁹ All the curricula described in this paragraph and **Figure 5.01** are either available publicly, budgeted for purchase, or available via relationships of the founding team. All Achievement First curricula are available for free via their online platform. We have budgeted for Zearn, CMP, and FOSS in each of years one through five (see line items for Classroom / Teaching Supplies & Materials and Textbooks / Workbooks in **R-21e – Budget Template**). Brooke Charter Schools has made their scope and sequence and unit plans freely available on their website. The Lead Founder spent time in leadership residency at Democracy Prep, also a member of Building Excellent Schools Network, and has established relationships to be able to review and create curriculum, with specific focus on their social studies curricula.

¹⁰ The Founding Team has existing connections with Democracy Prep, Leadership Public Schools, and Achievement First, as well as connections with other schools in the Building Excellent Schools Network via Follow On Support. We plan to leverage these connections informally as a professional network to learn from the work of other schools with similar missions in communities with similar challenges, goals, and demographics as ours.

teachers in each subject. Results of this process could be to proceed with a curriculum unchanged into the following year, to change or supplement one portion of a curriculum, or to seek alternative curricula, depending on what data reveal about the needs of scholars. For example, a review of our sixth grade science curriculum may reveal that scholars struggled most with a unit on gravity and kinetic energy,¹¹ achieving an average mastery of 74% as compared to an overall course mastery average of 81%. The Dean of Academics would center the conversation with the sixth grade science teacher on the source of this gap, using unit assessment data, weekly quiz data, and the experience of the teacher to identify the degree to which the curriculum played a role in the underperformance of scholars in this unit. The teacher might identify from weekly quiz data that scholars did not have enough practice in a particular set of skills and thus recommend a supplement to the curriculum for the following year to target these skills.

We will also analyze the efficacy of our curriculum across subgroups, including demographics such as ethnicity, sex, and FRL status, and including designations of students' special needs or status as an English Language Learner (ELL). The Dean of Student Support will be involved in the process of data analysis and discussion of trends observed for scholars with special needs or status as an ELL. Adjustments included might be to the overall curriculum or to the services provided. For example, an analysis of the success of ELLs on a fifth grade literacy unit in which scholars read *Esperanza Rising* might find ELLs specifically struggled with mastering the writing task in this unit. The DSS and DOA might conclude that scholars need greater pull-out support for writing this unit's essay in the following year and plan to engage the special education teacher to discuss modifications to the support plan in the following year. This process of annual curriculum review is critical because these curricula are the primary implement in each teacher's toolkit to move scholars toward mastery, and must therefore be informed by data from the year in which that curriculum as constructed was implemented within the classroom.

Academic Areas

Literacy

Children's reading levels in elementary school are predictive of their chance to graduate from high school 10 years later.¹² In Corona, where 27% of middle schoolers are on grade level in English and where over 30% of our scholars are anticipated to be English Language Learners (ELLs) (see **R-1a – Community Description and Need**), the middle school literacy gap must be closed if our students are to access college. The earlier a scholar becomes a strong reader, the sooner the scholar is able to read more challenging texts and with greater speed, learning more and more quickly. Our literacy program, therefore, is mission-critical because it underpins all other academic learning that our scholars will do. Across subject areas, our scholars read to learn, and they also will read to learn throughout their lives beyond our school. Reflecting this importance are our decisions to (1) extend time for literacy instruction daily, weekly, and annually, (2) differentiate literacy instruction for greatest impact on all individual scholars' and subgroups of scholars' academic growth and absolute achievement, and (3) close tracking of our scholars' reading skills to inform all instructional strategies, student supports, and professional development needs.

¹¹ Standards included in this unit, if implemented based on the FOSS Gravity and Kinetic Energy unit, would include the following Next Generation Science Standards: Physical Sciences – MS-PS2-1, MS-PS2-2, MS-PS2-4, MS-PS2-5 (foundational), MS-PS3-1, MS-PS3-2, MS-PS3-5, Earth and Space Sciences – MS-ESS1-2 (foundational), Engineering, Technology, and the Applications of Science – MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, MS-ETS1-4.

¹² Double Jeopardy. The Annie E. Casey Foundation, 1 Jan. 2012, www.aecf.org/resources/double-jeopardy/.

Our model engages scholars in 135 minutes of core literacy instruction on full days, translating to 590 minutes per week and 21,830 minutes per year,¹³ with the breakdown detailed in **Figure 5.02**. Including social studies, given its heavy focus on text, scholars receive 190 minutes of literacy instruction on a full day, 860 minutes per week, and 31,820 minutes per year. These blocks of learning time are designed to ensure that our scholars become excellent readers and excellent communicators in writing and speech. For more details of the structure of time devoted to literacy, please see **R-6b – Sample Student Schedule**.

Figure 5.02: Literacy Program Elements		
Literacy Program	Time Allotted	Key Learning Areas
Reading	55m	<ul style="list-style-type: none"> • Reading comprehension skills • Text-based discussion skills • Analysis of fiction and non-fiction texts, using primary fiction text supplemented by multiple short fiction and non-fiction texts across multiple genres • High-leverage vocabulary words for reading comprehension and written/oral expression • Establishment of knowledge base through nonfiction texts
Writing	55m	<ul style="list-style-type: none"> • Creating and editing clear, logical, and accurate text-based arguments • Clear communication • Applying new vocabulary in changing contexts
Reading Circle (Extension and Intervention)	25m	<ul style="list-style-type: none"> • Guided reading support for scholars with substantial reading skill gaps • Book club for scholars whose skills approach grade level and need accountable independent reading • Independent reading for scholars whose reading skills are at or above grade level
Science & Social Studies	110m	<ul style="list-style-type: none"> • Planned toward state standards in each subject and taught primarily through text • Non-narrative nonfiction reading practice and skill development • Knowledge base development

In addition to assessments of reading and writing in core Reading and Writing blocks, Valence College Prep will carefully track the volume of texts that our scholars read and their growth in reading level. Research supports that “expanding reading activity will improve reading achievement and reading fluency as well.”¹⁴ We will measure reading progress using Accelerated Reader and track progress in the year toward one million words read for each of our scholars. Our scholars’ reading level will be assessed 4 times per year using the Houghton Mifflin Harcourt (HMH) Reading Inventory to measure their growth

¹³ With 50 minutes of literacy instruction on an abbreviated day, scholars receive a weighted average of 118 minutes of instruction per day. 185 * 118 = 21,830

¹⁴ Allington, Richard L. How reading volume affects both reading fluency and reading achievement. International Electronic Journal of Elementary Education, 9 Aug. 2017, www.iejee.com/index.php/IEJEE/article/view/61.

as readers throughout each year, using Tutorial time or ELA time in the schedule as appropriate to administer these assessments. Data from these assessments will be used at multiple levels of the school for intervention, progress reporting, instructional planning, evaluation, and oversight. Teachers of ELA will use reading assessment to create intervention groups in class and, in partnership with the Dean of Student Support, in Tutorial. Teachers of ELA will also report on the results of these assessments to scholars to guide them in selections of independent reading and to celebrate their growth. Our scholars will have choices of both fiction and nonfiction texts from leveled classroom libraries. We believe that to encourage positive investment in reading, part of what our scholars read should be a text of their own choosing. Providing a broad range of texts in genre and level is critical, therefore, to enabling that choice. Teachers of ELA will use this data in partnership with the Dean of Academics to guide instructional needs and modifications to the Reading or Writing curriculum. At the instructional leadership level, the Academic Leadership Team and Student Success Leadership Team (please see **R-8a – Instructional Leadership Roles** for details of these teams) will analyze data from each of these assessments, divided by subgroup, to monitor and act on the growth of all scholars’ reading skills. The Academic Achievement Committee of the Board of Trustees will also monitor these assessment results as part of their review of the academic progress of Valence College Prep (please see details of the role of the committee in the Academic Oversight section of **R-13a – Education Corporation Board Roles and Responsibilities**).

Text selection in our ELA Reading courses will also be an important method for developing our scholars’ reading skills and range. “[S]tudents need to wrestle with *specific* types of challenges posed by a rich array of challenging texts, systematically introduced starting in elementary school.”¹⁵ In *Reading Reconsidered*, Lemov establishes the case for using a purposeful mixture of a long piece of fiction as the primary text in a course and shorter, mostly nonfiction texts to “give content, provide background, show a contrast, or develop a useful idea that helps students better engage the primary text.” **Figure 5.03** provides a sample pairing of a primary fiction text with shorter supporting nonfiction texts and their purpose.

Figure 5.03: Sample Primary & Secondary Text Selections¹⁶

Grade	Primary Text	Sample Secondary Texts & Purpose
5	<i>Esperanza Rising</i> by Pam Muñoz Ryan	<ul style="list-style-type: none"> • Article on Mexican Revolution to set historical scene leading to Papa’s death at start of novel • Article about vultures, for analysis of figurative language about Tio Luis and Tio Marco • Article about women’s role during Mexican Revolution to develop students’ consciousness of gender roles and position of widow in this time period • Article about phoenix, to support analysis of Esperanza’s characterization of herself as phoenix • Article on Mexican emigration to United States • Nonfiction article by John Steinbeck describing his research on immigrant agricultural workers’ lives completed in preparation to write <i>The Grapes of Wrath</i>

¹⁵ Lemov, Doug, et al. *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. San Francisco CA: Jossey-Bass, 2016. (17)

¹⁶ *Ibid.* (368-370).

		<ul style="list-style-type: none"> • Article about Cesar Chavez and farm workers' movement
8	<i>To Kill a Mockingbird</i> by Harper Lee	<ul style="list-style-type: none"> • FDR speech containing "we have nothing to fear but fear itself" for context on the Great Depression • Article describing life during Great Depression • Article about caste system • Article about historical causes of racism for analysis of root causes of racism in Maycomb • Excerpt from memoir about life in small Southern town by African American author

Our non-literacy courses will also rely on text as the basis for instruction and discussion. Research has demonstrated the efficacy of literacy instruction in social studies to improve content and vocabulary acquisition. In one study, "[o]n the measure of vocabulary and knowledge acquisition, students in the treatment condition outperformed those in the comparison condition at all time points."¹⁷ In this way, our social studies courses will further supplement our 135 minutes of daily literacy instruction with an additional 55 minutes of text-based instruction in social studies. This will build our scholars' knowledge base about the world around them, critical to their ability to understand context in reading that they will do later in their schooling.¹⁸ It also will create constant practice for our scholars in close reading and in discussion, which builds their oral communication skills. We believe that providing our scholars with an extended literacy program and expanding our literacy instruction across subjects is a scaffold that will allow them to access rigorous high school and college material independently, particularly in the community we serve, where over 30% of our scholars are expected to be ELLs. "Having upwards of 2.5 hours each day to focus on skills needed for reading and writing allows schools to include lots of repetition [and] differentiation," according to a report from the National Center on Time and Learning.¹⁹ Our literacy program, with its extended time and varied strategies for skill building, is thus critical to our mission for each of our scholars to graduate from college.

Mathematics

Our mathematics program aligns with the New York Next Generation Learning Standards²⁰ built from the Common Core State Standards and Standards for Mathematical Practice. Valence College Prep believes that preparing our scholars well requires us to ensure they are equipped with a strong conceptual understanding of mathematics and strong numeracy skills, and that they are provided extensive opportunities for practice of procedural methods for problem solving as well as practice applying mathematic concepts, with explanation of their thinking and those concepts in a variety of contexts. According to New York State's Common Core Learning Standards for mathematics, "Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness,"²¹ Scholars will receive 110 minutes of math instruction daily. Of the 490 weekly minutes of mathematics instruction that our scholars receive, 245 will be in

¹⁷ Vaughn, Sharon, et al. "Improving Middle-School Students' Knowledge and Comprehension in Social Studies: a Replication." SpringerLink, The Meadows Center for Preventing Educational Risk, 26 June 2014, link.springer.com/article/10.1007/s10648-014-9274-2.

¹⁸ Ibid

¹⁹ Farbman, David A. "Giving English Language Learners the Time They Need to Succeed." Time and Learning, National Center on Time and Learning, 31 Aug. 2016, timeandlearning.org/publications/giving-english-language-learners-time.

²⁰ "Next Generation Learning Standards." New York State Education Department, 11 Sept. 2017, www.nysed.gov/next-generation-learning-standards.

²¹ http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsmath.pdf.

foundational skills, 122.5 on average dedicated to application of problem-solving skills, and 122.5 on average dedicated to intervention or extension in numeracy and foundational skills, depending on each scholar’s individual level.

Our foundational skills curriculum will be driven by content from the EngageNY and supplemented when necessary for horizontal alignment and to match our internal bar for academic rigor. To support our scholars to thrive in this curriculum and to develop college-ready math skills, our second math block will divide time between cognitively guided instruction (CGI) two to three times per week and a differentiated instructional block, using blended learning and small-group instruction, two to three times per week. Our differentiated instructional block will use a blended learning model for scholars to work on self-paced numeracy instruction and receive small-group instruction for remediation or extension. This design is grounded in the anticipated differentiated needs of our community, where 27% of scholars in grades 3-8 are proficient in math (please see **R-1a – Community Description and Need** for details). At BES school Nashville Prep (part of RePublic Schools), CGI blocks are used for scholars to think about fresh problems and apply various skills that they have learned for novel problems.²² In this way, they apply the tools that they have learned in their core math blocks and develop metacognition around the application of those tools. During our blended learning blocks, which we will also utilize for small-group intervention, our scholars will use the Zearn program, based on Eureka math and EngageNY, and with a track record of strong results in schools that have implemented it.²³ **Figure 5.04** details this program for a sample week.

Figure 5.04: Sample Week, Mathematics Program

Day	Core Math Block (50m)	CGI/Blended Math Block (50m)
Monday	Core Instruction (EngageNY)	Blended (Zearn) / Small Group Instruction
Tuesday	Core Instruction (EngageNY)	CGI (CMP)
Wednesday	Core Instruction (EngageNY)	Blended (Zearn) / Small Group Instruction
Thursday	Core Instruction (EngageNY)	CGI (CMP)
Friday	Core Instruction (EngageNY)	Blended (Zearn) / Small Group Instruction

Science

Our science sequences are aligned to the Next Generation Science Standards (NGSS) emphasizing science and engineering practices such as developing models, interpreting data, and engaging in argument from evidence.²⁴ The standards emphasize the importance of science learning in three dimensions – practices, crosscutting concepts, and disciplinary core ideas. To build mastery in these science and engineering practices and simultaneously build conceptual knowledge required in middle school science, scholars will frequently learn via inquiry, developing and answering questions and problems via observation and discussion. Over their four years, scholars will be exposed to multiple sciences to introduce the full range of standard disciplinary core ideas, and we will repeatedly teach the same cross-cutting concepts to ensure that scholars understand their application to multiple sciences, including life science and physical science. According to the National Science Teachers Association, “Inquiry-based laboratory investigations at every level should be at the core of the science program and

²² RePublic Schools scholars achieved 74% proficiency in mathematics in 2015, as compared to 45% proficiency in Metro Nashville Public Schools. For details, see <https://republiccharterschools.org/our-impact-1/>.

²³ http://webassets.zearn.org/app_assets/landing_page/Zearn_MCP_Case_Study_Part_1.pdf.

²⁴ “Next Generation Science Standards.” Next Generation Science Standards, 11 Oct. 2017, www.nextgenscience.org/.

should be woven into every lesson and concept strand.”²⁵ Scholars at Valence College Prep will engage in laboratory experimentation at all grade levels and practice writing skills in the context of explaining their observations with scientific principles. For example, a sixth grade unit on the Diversity of Life may investigate photosynthesis via an experiment on the effects of light exposure on plant growth. This unit would address the middle school NGSS standard **MS-LS1-6 – From Molecules to Organisms: Structures and Processes** – *Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.* Scholars would spend time understanding the experiment’s design, carrying out the experiment, learning the knowledge of photosynthesis in plant cells underpinning the results, and measuring and writing a report explaining the results and how they demonstrate a hypothesis based on knowledge of photosynthesis.

Scholars will develop their literacy skills with non-fiction texts that introduce new science material or explain applications of the principles they learn. According to the developers of the FOSS curriculum, “Language plays two crucial roles in science learning: (1) it facilitates the communication of conceptual and procedural knowledge, questions, and propositions, and (2) it mediates thinking—a process necessary for understanding.”²⁶ This knowledge-building in science will enhance scholars’ ability to be successful in any courses or projects that reference science language in their future. We know that our scholars will need to be successful analysts of nonfiction texts and vocabulary in science in the Regents Earth Science and Regents Living Environment courses that they may take in high school, and especially in the college science courses they will take. The program is thus intentionally designed to be a complement to our literacy program in a coordinated push to ready our scholars for the rigors of high school and college curricula. To put offer our scholars in the strongest academic position entering high school, in the eighth grade, we will offer the Regents Living Environment course to scholars whose language mastery, as demonstrated by previous year science grades, literacy grades, reading assessment, and MAP Growth assessment indicates that they will be successful in this course.

Social Studies

Valence College Prep will create an engaging social studies curriculum utilizing inquiry-based and text-based instruction focused on history and geography. Our teachers will utilize elements of the EngageNY and Ready curricula to plan units that paint a nuanced picture of the past with which scholars will critically engage. We believe that social studies must be a critical space for scholars to apply literacy skills to learning about the world. This practice is based on the success of Democracy Prep’s Global Literacy course, which interweaves history with the civic challenges of the present. Scholars at Valence College Prep will argue orally and in written form about the past and how it applies to our present, strengthening their oral and written literacy skills and ability to communicate productively with others in college and beyond. We understand that our scholars will need to succeed in the US History and Government Regents exam, as well as the Global History and Geography Regents exam, both of which place substantial demands of scholars in reading comprehension and pure knowledge. Our scholars will thus need to be able to master a large volume of nonfiction texts when they encounter each of these courses in high school, and they will also need to be able to analyze varied primary sources and write analysis that leverages many sources of information in a Document Based Question (DBQ).

²⁵ <http://www.nsta.org/about/positions/laboratory.aspx>.

²⁶ <https://www.fossweb.com/delegate/ssi-wdf-ucm-webContent?dDocName=G3871662>.

To provide an example of each of these priorities, to provide our scholars with history, awareness of global issues, and reading and writing practice, in sixth grade Global Literacy II, scholars learning about Hatsheput would undertake the following lesson sequence.²⁷

Learning Targets: (1) I can use textual evidence to analyze Hatsheput’s character and legacy. (2) I can identify examples of the frequency of female political leadership in history.

- **Launch:** Review and annotation of a map/infographic containing data on women achieving elected office; Multiple choice question with requirement for scholars to explain whether each choice may be correct/incorrect and why – Whole class
- **Introduction of new material:** Text reading/annotation of article about Hatsheput, when she lived, and how she acted as Pharaoh of Egypt
- **Guided questions & individual questions:** Practice referencing and processing the text and annotations
- **Supplemental text reading and discussion:** Two quotations concerning female political representation in today’s world and history – reading and analysis of the quotations in relation to one another and to content learned about Hatsheput
- **Paragraph-length writing assignment explaining Hatsheput’s accomplishments:** Creation of a RACERS paragraph to synthesize information from the lesson

This sixth grade history lesson provides history instruction with context that makes the history relevant in a modern light, and it also includes reading and writing practice. Providing each of these elements to scholars daily is the goal of social studies at Valence College Prep.

Digital Literacy and Computer Science

At Valence College Prep, we believe that coding skills are literacy skills. As words are a technology for communication and numbers are a technology for computation, code is a technology for computational problem-solving. “More and more, no matter what you’re interested in, being computationally savvy will allow you to do a better job,” says Jay Cuny of the National Science Foundation (NSF).²⁸ In fifth grade, we will begin by equipping our scholars for success in a connected world and teach them core computer skills – typing, email, document creation, and academic and practical use of the Internet’s resources. In sixth grade, our scholars will begin a progression in computer science aligned to the New York City Computer Science For All Blueprint, which prepares our eighth grade scholars for Advanced Placement Computer Science (AP CS) Principles in the year they enter high school. In the seventh grade, all scholars will take a course in robotics, where they will apply their computer science knowledge and the problem-solving skills they have developed in computer science and mathematics. We do not believe that all our scholars will be professional programmers or mechanical engineers, but we do believe in the profound power of understanding the basis for the computing devices and connected devices that increasingly operate our lives. RePublic Schools in Nashville, TN, a successful network initially created by two BES schools that joined forces,²⁹ has made coding a core subject accessible across its campuses. “Beyond awareness, students must also view software as a tool to solve problems. Software solutions will be critical to making Africa agriculturally self-sustaining, Indians in poverty

²⁷ This lesson sequence was adapted from a lesson observed at Democracy Prep Endurance. For brevity, the lesson sequence has omitted the scripted spaces for partner discussion, whole-class discussion, and whole-class and individual checks for understanding.

²⁸ Raja, Tasneem. “Is Coding the New Literacy?” Mother Jones, 24 June 2017, www.motherjones.com/media/2014/06/computer-science-programming-code-diversity-sexism-education/.

²⁹ RePublic Schools scholars achieved 74% proficiency in mathematics in 2015, as compared to 45% proficiency in Metro Nashville Public Schools. For details, see <https://republiccharterschools.org/our-impact-1/>.

capable of securing property and loans, and corrupt governments more accountable.”³⁰ Just as we believe that few of our scholars will ultimately be journalists but that all must know how to write fluently regardless of their ultimate professional choices, we believe that each of our scholars must develop a literacy in reading code and understanding the problems that computation and networking can solve.

Physical Education

Childhood obesity rates in New York City have dropped for all children, but Latino and African-American youth have experienced a fraction of the drop seen among non-Hispanic white youth.³¹ Serving a majority Latino community, we believe that every scholar deserves an education in how to live a healthy life, including knowledge about a healthy diet and the multitude of ways to be physically active. Scholars will set and work toward fitness and health goals. We are currently considering consulting with an organization like Kids in the Game (KING) in the design of our physical education program, particularly because of the specialized demands of designing a physical education program inside of a limited, temporary facility. We will work creatively, leveraging all nearby resources including parks and recreational centers, to deliver a physical education program that meets the activity and learning needs of our scholars.

Arts

Arts are not provided through a dedicated course, but arts will be provided instead through integrated instruction in our Digital Arts, Computer Science, and Robotics courses, after-school enrichment programming, and our Social Studies courses. Our after-school enrichment programming will be two-pronged, with teachers optionally providing arts clubs (and earning a stipend, for which we have budgeted in **R-21e – Budget Template**) and through partnerships with community organizations like Elmcors, SAYA, and 82nd Street Academics. Our technological problem-solving programs will also provide an outlet for creativity and arts, including the opportunity to design games involving visual arts and music, the opportunity to design web sites and apps, and the creative challenges of building and designing robots.

Non-Academic Areas

Advisory

When a child has a relationship with an adult, research shows that the child’s achievement and growth trajectory see positive gains.³² “[T]here is extensive research on the positive effects of teacher-student relationships,” though the evidence is more dated and sparse for middle and high school students than for elementary school. A range of studies have demonstrated positive effects of such a relationship – in one, “students who went from low teacher closeness to high teacher closeness significantly increased in math skills over the transition year, from elementary to middle school.”³³ At Valence College Prep, all

³⁰ <http://www.republicmanifesto.com/>.

³¹ Preventing Chronic Disease | Severe Obesity Among Children in New York City Public Elementary and Middle Schools, School Years 2006–07 Through 2010–11 - CDC. Centers for Disease Control and Prevention, 10 July 2014, www.cdc.gov/pcd/issues/2014/13_0439.htm.

³² Gallagher, Emily. “The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Scholars - Applied Psychology OPUS - NYU Steinhardt.” Department of Applied Psychology, New York University-Steinhardt, steinhardt.nyu.edu/appsy/opus/issues/2013/fall/gallagher.

³³ Ibid.

adults will develop meaningful relationships with our scholars in the work of putting them on a path to college and life success. To facilitate one of these relationships intentionally, scholars will be part of a small advisory class of fewer than 15 scholars with an adult advisor responsible for mentoring and guiding each scholar. Scholars' advisors help them to set goals, facilitate family conferences, and monitor their performance and progress. Our Advisory program is based on the implementations of Advisory at Excel Academy in Boston and Chelsea, MA³⁴ and Leadership Public Schools in Richmond, CA.³⁵ The relationships we will build with scholars are particularly important in the low-income community we will serve in Queens. In one study of teacher-student relationships in low-income communities, for example, "[t]eacher-student relationship quality accounted for a significant amount of variance in student-reported engagement, grades in language arts, grades in mathematics, and mathematical achievement."³⁶

Our Advisory curriculum is planned intentionally to align with the professional habits and character traits that we believe scholars must develop to be ready for college. Topics include professional verbal and written communication, time management, and collaboration, and they also include current events and social issues with which our scholars will grapple as they develop their own belief systems. At Valence College Prep, Advisory is the dedicated space to support our scholars' professional and character development, which in turn supports their academic development and path to college and beyond.

Tutorial

Tutorial blocks provide 30 minutes on Tuesdays through Thursdays (90 minutes weekly) for academic intervention and for all scholars to develop personal organizational and time management skills. Tutorial is also a space for implementation of the Response to Intervention (RTI) supports for which scholars may demonstrate need. Our Tutorial system is based on the successful Tutorial structure at Leadership Public Schools in Richmond, CA. Research supports creating such a space for intervention: "For RTI to work, there must be enough time for instruction based on students' needs.... The best way to do this is to create a 'skills' or 'intervention' block as part of the daily schedule for all students."³⁷ Scholars receiving Tier 2 and Tier 3 supports will work in small groups during Tutorial as deemed appropriate by the Dean of Student Support. For details of the RTI process for supporting all scholars, please see **R-7a – Struggling Students**. Scholars demonstrating strong academic mastery will be placed in large group Tutorial, where teachers will expect a silent and productive workspace and will provide academic assistance as needed. Scholars demonstrating a need for organizational help, as well as those identified as needing small-group support as part of the RTI process, may instead be placed in a small group Tutorial where a teacher provides individualized and small group support for organization or a specific academic content. Scholars who need this support but may not be otherwise identified as part of the RTI process will be identified in grade-level collaboration time, with referrals for this intervention passed onto the Dean of Student Support by the Grade Level Lead. Tutorial is thus also a scaffold for scholars to develop the professional habits of organization and time management to succeed in college and beyond.

³⁴ Excel Academy's mission is to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities. Excel serves an approximately 80% FRL population and achieved 100% MCAS ELA proficiency in 2014. Excel is a BES network of schools founded in 2002 and continuously supported by BES since that time.

³⁵ LPS Richmond's mission is to ensure all its scholars get to and through college. It educates a 95% FRL population and achieved 74% proficiency on the SBAC English exam in 2017. For details, please see www.leadps.org.

³⁶ Murray, Christopher. "Parent and Teacher Relationships as Predictors of School Engagement and Functioning Among Low-Income Urban Youth." *The Journal of Early Adolescence*, 13 Jan. 2009, [journals.sagepub.com/doi/abs/10.1177/0272431608322940](https://doi.org/10.1177/0272431608322940).

³⁷ Brown-Chidsey, Rachel, and Mark W. Steege. *Response to intervention: principles and strategies for effective practice*. Guilford Press, 2010.

Homework Center

Research indicates, and the experience of high achieving schools reinforces, that student homework completion is often a predictor of academic achievement.³⁸ At Valence College Prep, we believe that our scholars must build habits of completing homework to be able to maintain strong independent work habits when they reach high school and college.³⁹ We also believe in the profound power of repetition to imprint new skills and knowledge, a power that is confirmed by recent psychological research. “Learning is better when two or more exposures to information are separated in time (i.e., spaced apart) than when the same number of exposures occurs back-to-back in immediate succession.”⁴⁰ Scholars’ retention of learning is improved by both spacing of instruction and practice and interleaving of it with other topics. Homework thus provides timely, important practice and reinforcement of topics that scholars have learned during the school day. Scholars who do not complete any homework assignment on any given day will spend intentional time in our Homework Center on the same day to complete the assignment with full effort and then work on current homework for the remainder of the 45-minute block.

b. Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- *Describe each assessment’s purpose, design, format, and rationale for its selection;*
- *Describe key considerations in the selection or creation of any assessments not yet identified;*
- *Describe how the school will collect and analyze assessment results;*
- *Explain how the school will ensure assessment results are valid and reliable;*
- *Describe who will be responsible for administering assessments and collecting and analyzing the results; and,*
- *Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;*
- *Explain how the following stakeholders will have access to and be able to use assessment results:*
 - *Teachers;*
 - *School leaders;*
 - *The education corporation’s board of trustees; and,*
 - *Students and parents; and,*
- *Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the feedback.*

To accomplish our mission of putting our scholars on a path to college, we bring a clear vision for the academic skills and knowledge that they must reach in each grade level at Valence College Prep. Knowing our scholars’ current academic skills, our content-specific and grade-level-specific goals for them, and the alignment of those goals to the next stage of their education at the high school level will allow us to provide instruction that will drive our scholars toward appropriate grade-level mastery in literacy, mathematics, science, and social studies. Strategic analysis of data will allow us to meet the needs of our scholars as a group and to provide targeted supports to individual students and subgroups

³⁸ McMullen, Steven, and David Busscher. “Homework and Academic Achievement in Elementary School.” Academia.edu, Hope College, www.academia.edu/187437/Homework_and_Academic_Achievement_in_Elementary_School.

³⁹ At BES school Democracy Prep Endurance Middle School, scholars submit homework in the sixth and seventh grades to their Advisory teachers upon entry in the morning. Homework is spot-checked and returned to scholars, and those who have not completed homework must complete it in mandatory homework time after dismissal. In the eighth grade, scholars’ homework is checked in class by teachers to prepare them for the expectations of independence in a rigorous high school.

⁴⁰ Carpenter, S. K. (2014). “Spacing and interleaving of study and practice.” In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.), *Applying the science of learning in education: Infusing psychological science into the curriculum* (pp. 131-141). American Psychological Association.

of students. This will be particularly important in our community because we anticipate an English Language Learner (ELL) population of over 30% of our scholars (for details, please see **R-1a – Community Description and Need**), and it will be important for us to meet the specific learning needs of all our scholars. The data we collect and analyze will help us to target small-group instruction and understand where our scholars in this subgroup and others are succeeding or struggling. We will utilize an intentional range of daily, weekly, unit-level, interim, and annual assessments to build a comprehensive picture of the progress students are making towards mastery of grade level material by the end of the year. We will assess our scholars frequently and prioritize time within our annual and weekly professional development calendars for teachers to use the data gathered to drive instruction.

The range of assessments we will administer include school-created, state-mandated, nationally normed assessments, and reading inventories. Prior to the start of the year, under the oversight of the Head of School, the Dean of Academics (DOA), or the Head of School in Year 1, will use released questions from NWEA MAP, Common Core State Standard (CCSS) assessments, and Achievement Network interim assessments to create the End-of-Year Assessment for all core subjects at all grade levels.⁴¹ These assessments will be designed as a comprehensive measure of mastery of content for each course and taken and vetted by both the Head of School and, in years 1-2, an experienced academic coach from Building Excellent Schools.⁴² The DOA will also utilize the Houghton Mifflin Harcourt (HMH) Reading Inventory and the New York State English as a Second Language Achievement Test (NYSESLAT) to backwards plan grade level goals of our literacy program and cross-subject literacy goals.

For the DOA, these End-of-Year assessments and assessments of reading mastery measured through reading inventories will then guide the design of the scope and sequence for each core subject and the design of unit assessments. Unit assessments will be designed to mirror the skills that students will need for the End-of-Year assessment, but in smaller groups of skills that can be taught in approximately half of a trimester. The scope and sequence will reflect this buildup of skills. The DOA will also use the goals of reading assessments and language mastery to align remedial or targeted support that we may provide to scholars at various points in the scope of a course. At a daily level, all Valence College Prep teachers will backwards plan from an exit ticket aligned to these unit assessment questions and use exit ticket results to assess student mastery of each lesson.

Figure 5.05 describes the assessments that we will use, their purpose, and how we will use data from these assessments to drive mastery for our students.

Figure 5.05: Assessment Portfolio			
Assessment	Description	Purpose	Process for Analysis & Use
Daily Exit Tickets	Short (<5m) assessment of daily classroom learning aligned to lesson objective	Gauge mastery of daily lesson	Teachers score exit tickets daily to determine if students mastered learning target; results drive whole class reteaching of common misunderstandings or small group and individual remediation.
Weekly Quizzes	Short (~10m) assessment of	Gauge mastery and retention of	Teachers score weekly quizzes and identify mastery and needs for

⁴¹ Valence College Prep plans to purchase interim assessments and related tools from Achievement Network, as well as NWEA MAP assessments for all scholars, and has budgeted for this cost (see **R-21e – Budget Template**).

⁴² Building Excellent Schools Director of Leadership Development Paul Adler will coach the leadership team in the planning year and Years 1-2. Mr. Adler is a former math teacher and spent six years as the founding Principal of Achievement First Brooklyn High School. He led the first three graduating classes to college readiness, with all students being accepted to four-year colleges, and he led the school to be ranked in the top third of 29 schools in the Achievement First network for academic performance.

	week's learning	knowledge and skills taught throughout week; assesses multiple skills	reteaching or small group remediation; students track to learn how to monitor their own progress.
Unit Exams	Assessment of all key learning in a unit in each core content area; mix of multiple choice and free response questions in all subjects	Assess mastery of key skills and knowledge for entire unit (4-8 weeks)	Teachers score unit exams to identify which learning goals have been mastered and where scholars still have skill gaps; this informs reteaching content in future units, homogeneous grouping for small group instruction, and individuals in need of remediation; students track results and eventually build skill to monitor their own progress using trackers.
Interim Assessments	Assessment of key learning in a course, given at midpoint or endpoint of trimester; internally developed to align to New York State exam; mix of multiple choice and free response questions in all subjects	Assess mastery of standards taught throughout year and assess how scholars will demonstrate mastery on the state assessment	Teachers use interim assessment data on Data Days to analyze how student performance currently predicts success on state exam and to modify curriculum and instruction for following six-week period.
Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) ⁴³	Nationally-normed adaptive assessment administered at start, midpoint, and end of each year by Instructional Leadership Team (ILT); computer-adaptive test	Assesses reading, math, and language abilities and report percentile ranking that approximates grade level; allows measurement of growth throughout year and from year to year; allows comparison to students across country	At start of each year, the ILT and teachers use MAP data for student grouping and scheduling and to ensure appropriate supports for all students; tool allows us to measure our scholars' academic growth within one year as well as year to year and allows us to compare our performance as a whole school to that of schools across the country.
New York State Exam	Comprehensive state assessment, administered by	Measure proficiency in core academic subjects as defined by state	State exam data reflects efficacy of our instructional program which is aligned directly to state standards; we use

⁴³ We will administer the MAP Growth assessment, which measures scholars in Reading, Language usage, Math, and Science. As implemented at Democracy Prep Endurance and Leadership Public Schools, administration of this test at beginning of year, mid-year, and end-of-year allows measurement of broad growth on a nationally normed assessment.

	school staff trained in mandated NYS proctoring protocol; aligned to Common Core Learning Standards and, starting in 2021, New York Next Generation Learning Standards in Math, Reading, and Science; mix of multiple choice and free response questions	standards	data to compare our school's performance to that of schools in our local Community School District, city, and state; we use it to reflect on curricular choices, instructional strategy, and teacher effectiveness to improve our academic program every year; we also use this data to understand long-term progress of our scholars in their time at Valence College Prep.
Accelerated Reader	Assessment of reading comprehension of leveled texts, taken by students in online testing platform when they finish an independent reading text	Assesses degree to which students understood a text; holds students accountable to independent reading	We track number of words students read independently throughout the year, with goal of 1 million words for all scholars; ⁴⁴ scholars track their own progress toward this goal and must master these assessments on each completed book to count words read toward their goal.
Houghton Mifflin Harcourt (HMH) Reading Inventory	Computer-based reading assessment administered five times throughout the year by classroom teachers	Assesses reading level in form of Lexile score	Tracking every student's reading level is necessary to provide them support to grow rapidly as readers; ⁴⁵ we use reading level to match scholars to appropriately leveled independent reading book, to create or adjust groups for small group instruction, and to make most targeted curricular choices.

Data Days, whose purpose is to ensure that leadership and staff have prioritized time to reflect on curricular and instructional practices based on student mastery of content, will be a core component of our professional development. At Valence College Prep, we believe that it is our responsibility to grow and learn every day as educators and that data should guide the instruction, resources, and supports

⁴⁴ The goal of 1 million words is used at Democracy Prep in New York City, which is approximately the number of words in the entire Harry Potter series (using the word count algorithm at www.wordcounter.net, there are 1,084,170 words in the series). Democracy Prep has found that for the average scholar, 1 million words in one year is an ambitious but attainable goal alongside the rigorous academic demands of their full program, requiring the devotion of substantial independent reading time daily to achieve this goal. Democracy Prep Endurance awards wristbands touting the number of words read when scholars demonstrate achievement of a multiple of a 100,000-word milestone toward the 1 million-word goal.

⁴⁵ Use of the HMH Reading Inventory and the Lexile framework is widespread, with demonstrated results in urban settings. "Studies have shown that when students read text within the same difficulty range as their reading ability, they will comprehend what they read with 70- to 85-percent accuracy, and their reading comprehension ability can grow without frustration (Schnick & Knickelbine, 2000)." For details, see <https://www.hmhco.com/programs/reading-inventory/research>.

that we provide to our scholars and the training, resources, and supports we provide to our teachers. Interim assessments, administered at mid-trimester and end-of-trimester, will be graded by teachers in the two days following the assessments in preparation for our five annual Data Days, which will be scheduled within one week of assessments to ensure that we can use the data to act quickly to address our students' needs (for scheduling of Data Days, please see **R-6a – School Calendar**). The Instructional Leadership Team (ILT), including the Head of School, Dean of Academics (DOA),⁴⁶ and Director of Student Support (DSS), will review all data prior to the Data Day to support teachers in reflection and action planning. Members of the ILT will lead teams of teachers on Data Days to identify successes and learning gaps as evidenced by the results of interim assessments. Teachers will identify questions that students missed and plan to address the misunderstandings, either through whole class reteaching or structured review in Launches,⁴⁷ Brain Breakfast assignments,⁴⁸ and small group Tutorial.⁴⁹ Through this cycle of using data to target our students' learning gaps, we will ensure that all students are given the instruction necessary to reach mastery and the path to college-readiness.

We will also ensure that scholars and parents are informed of the results of assessment as a measure of their progress. Teachers will use common routines for the tracking of assessment results by scholars in class, both to ensure that scholars are aware of their progress and to develop the skill of self-reflection for scholars. Scholars will also look at their progress data holistically as part of our Advisory curriculum, and Advisors will teach and coach scholars to reflect weekly on where they succeeded or fell short on exit tickets and weekly quizzes and where they may need to focus their study time or tutoring time. Weekly, as part of progress reporting, parents will receive written updates on their scholars' academic and behavioral progress that will be signed and returned. Ongoing, parents will have access to an online grading system that will allow them easy access to see their scholars' specific assessment results class by class. Each trimester, scholars and parents will be given the resources and space, via scholar-led family conferences⁵⁰ to know and understand these assessment results because we believe they must understand their own progress to take control of it in their path to college success. Monthly, the Board, first through its Academic Achievement Committee and then through the full membership of the Board will review the results of all assessments, on a grade-cohort basis, as well as disaggregated across subgroups, and in comparison to the year-end growth and absolute goals outlined in our Accountability Plan. Annually, the Board will use that data to inform their evaluation of the Head of School. Ongoing, they will use these academic dashboards to examine and ensure that we are putting into place the resources needed to reach our ambitious goals for all scholars.

c. Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- *The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;*
- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 5(a); and,*

⁴⁶ The DOA will be hired in year 2, with this role fulfilled by the Head of School in year 1.

⁴⁷ A Launch, also known as a "Do Now," "Warm Up," or "Catalyst" is a simple, consistent lesson structure used in strong schools across the country, in which scholars begin class with a silent, approximately 3-5-minute assignment to begin each class with a focused tone.

⁴⁸ Brain Breakfast is a short worksheet, varying in subject by day, provided as part of the curriculum by the Dean of Academics (or Head of School in Year 1) and prepared by general education teachers. It is often based on topics learned in the previous week. It is intended as a review and warm-up for the day for scholars. North Star Academy in Newark, NJ and BES school Purpose Prep in Nashville, TN utilize Brain Breakfast during their morning routines and use this routine to set the tone for the day and provide supplemental review.

⁴⁹ For details on Tutorial, see **section (a)** of this response.

⁵⁰ See **R-6a – School Calendar** for the scheduling of family conferences and the Advisory section of **R-9a – Culture and Discipline** for more information on the planning of family conferences.

- *How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.*

At Valence College Prep, we believe that great teaching is the single greatest driver of strong student achievement. We model our instructional practices after the highest performing charter schools in the country, including the Achievement First and Democracy Prep networks, as well as North Star schools in Newark, NJ. We will rely heavily on the instructional practices of Lemov's *Teach Like a Champion 2.0*⁵¹ and *Reading Reconsidered*⁵², as well as Bambrick-Santoyo's *Get Better Faster*.⁵³ In tandem with professional development and coaching that allows all teachers to execute these practices at a high level (please see **R-8c – Professional Development** for more details), these instructional practices will move our scholars toward high academic achievement and readiness for the academic rigors of college.

Direct Instruction, Inquiry-Based Instruction, Differentiated Instruction, and Blended Learning

We know that scholars learn different contents best from different models of learning, and such knowledge informs our approach to implementation of difference instructional approaches. Our teachers will use a direct instruction model for introducing new material, however, because active learning is also critical to our scholars, teachers will limit the timing of direct instruction to 10-15 minutes of a 55-minute instructional period and follow direct instruction with guided practice and independent practice. This method of instruction, often referred to as a gradual release model, is critical to building understanding of new material and thus is a cornerstone of our middle school instructional model.⁵⁴

This approach is supported pragmatically by the practices of successful schools and empirically through research. At Nashville Prep, a BES and RePublic Schools middle school, scholars receive direct instruction with a gradual release of control for core math concepts, and they practice CGI and allow scholars to develop and share their own methods for problem-solving through inquiry. At Excel Academy in Massachusetts, science lessons sometimes involve inquiry activities for introductions to new phenomena or full-period experiments, but the science curriculum also includes direct, explicit instruction in science concepts. "Scholars who receive a blend of teacher-directed and inquiry-based instruction have the best outcomes," according to a 2017 analysis from McKinsey.⁵⁵ Our teachers will use inquiry-based instruction for extension of new material and for stretching student understanding of concepts already introduced. Especially in science and in social studies, but also in any contexts in which scholars begin from a novel text, our scholars will be presented with problems and asked to use their intuition and prior knowledge and skills to solve these problems. This type of instruction will develop the skills of exploration and discussion that will serve our scholars in high school and college and in a life of new and exciting challenges and opportunities.

Classrooms will utilize blended learning to provide purposeful differentiation in literacy and mathematics. Recent research has provided support for the efficacy of differentiation to improve learning outcomes for all scholars. The findings of a 2011 experimental study in 24 elementary classrooms, for example, "support the effectiveness of differentiation for all students in mixed ability

⁵¹ Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College*. San Francisco, CA: Jossey-Bass, 2015.

⁵² Lemov, Doug, et al. *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*. San Francisco, CA: Jossey-Bass, 2016.

⁵³ Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Developing New Teachers*. San Francisco, CA: Jossey-Bass, 2016.

⁵⁴ Fisher, Douglas, and Nancy Frey. *Guided instruction: how to develop confident and successful learners*. Alexandria, VA, ASCD, 2010.

⁵⁵ Mona Mourshed, Marc Krawitz, and Emma Dorn. *How to improve student educational outcomes: New insights from data analytics*. McKinsey & Company, Sept. 2017, www.mckinsey.com/industries/social-sector/our-insights/how-to-improve-student-educational-outcomes-new-insights-from-data-analytics.

classrooms.”⁵⁶ Blended learning enables two distinct opportunities: (1) personalization via technology, because different scholars can be assigned to different learning tasks, and (2) reduced classroom ratios to enable small-group instruction by interweaving teacher-facilitated learning with blended learning, which can require only basic adult supervision. This model will utilize a range of online tools, from personalized learning tools like Zearn and Khan Academy to platforms like EdPuzzle and Quizlet, as companions to classroom-based instruction and practice. We believe that every scholar should be pushed to grow from their current level every day, and blended learning allows them to grow both in self-paced digital learning and in the small group instruction enabled by that learning for other scholars in a class. In our dedicated time for blended learning in math and in our Reading Circle blocks, scholars will be divided into groups for small group instruction and self-paced learning to allow both teachers and our technological learning tools to meet scholars in a more targeted level for their individual skills. For example, in a sixth grade math course working through ratio problems,⁵⁷ scholars might be split into three homogeneous groups. Spread across the three blended blocks in a week, scholars will rotate between three stations: (1) a workbook- and web-based Zearn module for practice of core learning in ratio problems, (2) web-based DeltaMath personalized practice, with basic fractions skills practice for scholars struggling with the skill and challenge practice with ratio problems for scholars who have mastered ratio fundamentals, and (3) small-group instruction in ratio word problems, allowing guided reading of word problems for scholars needing it and skills reteaching, or extension for groups who have mastered.

Integrated Coteaching

For at least one classroom in each grade level, Valence College Prep will use an Integrated Coteaching (ICT) model in which two teachers are in the classroom at most times. One of these will be a special educator focused on providing supports to scholars with special needs in the class; both teachers will share the responsibility of facilitating daily learning activities and leading the positive learning culture of the class. This model will enable small group instruction and increases individualized attention for scholars, especially those with special needs. At Democracy Prep Endurance Middle School, ICT classrooms feature two teachers frequently handing off lead instruction for circulation to scholars with IEPs, and vice versa. At strategically planned times, one teacher reads a list of scholars to go to a pull-out room for small-group instruction during independent practice or another learning activity. This practice will provide supplemental support for scholars who have special needs, and it will hold all scholars to the same academic bar and reduces differentiation in cultural terms between the special educator and general educator.

Habits of Discussion

As a part of their college-ready skill set, all scholars will learn to speak with fluency and confidence, and they will learn to actively listen to form respective responses to peers as a tool for learning. To reach a high level of academic discussion, scholars will need supports to use the language to communicate effectively with one another. These supports will be helpful to all scholars but particularly to the ELL population we serve, expected to comprise over 30% of our scholars. Recent research has confirmed that “[l]anguage development and cognitive development are interrelated and mutually dependent; ELs

⁵⁶ Stavroula, Valiande A, et al. Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: Its impact on the Quality and Equity Dimensions of Education Effectiveness. International Congress for School Effectiveness and Improvement (ICSEI), Jan. 2011, www.icsei.net/icsei2011/Full%20Papers/0155.pdf.

⁵⁷ The aligned standard for this lesson is: CCSS.MATH.CONTENT.6.RP.A.1 – Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

learn language as they learn content.”⁵⁸ Teachers will be taught and coached to provide frequent practice and feedback for scholars in speaking and writing to process new ideas and respond to one another’s thinking. ELL scholars will particularly be well served by this focus on frequent practice, but this routine benefits the learning of all scholars. To provide a scaffold for scholars in all classes, our school will use consistent prompts across classrooms to habituate scholars to utilize varied methods of discussion response.⁵⁹ **Figure 5.06** outlines sample sentence stems posted for our scholars.

Figure 5.06: Sample Sentence Stems to Facilitate Discussion

I agree with _____ because...
I respectfully disagree with _____ because...
I know my answer is correct because...
I can build on your answer because...
I think _____ because...
I do understand _____, but I do not understand _____ because...
Why do you think that?

Classroom Physical Space

Valence College Prep classrooms will be designed to support the instructional models executed throughout the school. Research has revealed a “significant impact of the built environment on pupils’ learning progression” in schools in the United Kingdom.⁶⁰ In *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools*, Ron Ritchhart writes that “[t]he constructed environment sets up and facilitates certain ways of acting and interacting. It sends messages about what is valued, important, expected, and encouraged.”⁶¹ Valence College Prep scholars will be seated in pairs at most times to be able to turn and talk when the teacher provides the opportunity for partner discussion. These pairings will be purposefully and strategically chosen to enable the habits of discussion described in the previous paragraph, and they will be particularly important for the ELLs we will educate.⁶² Desks will have rubber bands arranged to hold binders at the sides of the desk. Tape on the floor will direct the direction in which scholars walk through the classroom. A consistent configuration of

⁵⁸ Bunch, George C., et al. “Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards.” Understanding Language Initiative, 2015, http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf.

⁵⁹ Sentence stems for discussion are successfully used in a range of strong urban charter schools serving ELLs, including Democracy Prep Endurance and Leadership Public Schools – Richmond.

⁶⁰ Barrett, Peter, et al. “A holistic, multi-Level analysis.” Building and Environment, 22 Sept. 2012, ecadmin.wdfiles.com/local--files/facilities/Impact%20of%20Classroom%20Design%20on%20Learning.pdf.

⁶¹ Ritchhart, Ron. *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools*. Jossey-Bass, 2015.

⁶² This structure is consistently and successfully executed at Excel Academy middle schools in Massachusetts, which serve a demographically similar community to ours and where 100% of eighth graders were proficient on the MCAS in 2014.

all teachers' boards will show scholars in any classroom the homework, objective, and agenda for the day in each class. These structures of the physical classroom will be consistent because they enhance the clarity of what is expected of scholars and reciprocally of teachers and believe that this clarity enhances the focus that scholars can bring to their academic work and thus their achievement.

Cognitively Guided Instruction (CGI)

Cognitively Guided Instruction is an approach to math instruction that leverages scholars' different problem-solving abilities as a pathway to teaching mathematical skills. Our school will utilize CGI math instruction between two and three times per week to ensure that scholars tie mathematics to intuitive problem solving and develop different views of the solutions to a problem. The CMP curriculum that we will utilize for CGI has a history of improved problem-solving outcomes.⁶³ This instructional method is aligned with the creative problem-solving skills we believe are critical to develop in our scholars to serve their college-readiness, especially in math and science, and it also enhances the thinking that our scholars will develop in our technological problem-solving courses in computer science and robotics.

Ratio

To build a positive learning culture in which our scholars will practice professional habits of communication, and efficiently acquire academic skills, Valence College Prep will focus on three specific ratios in every classroom. We will maintain a positive ratio of positive to negative teacher-student interactions, a positive ratio of student talk to teacher talk, and a positive ratio of independent practice to direct instruction.

Research shows that the ratio of positive to negative interactions in a person's day affects humans' emotional and cognitive wellbeing.⁶⁴ This reinforces the need for a positive learning culture and a goal ratio of four positive interactions for every one negative interaction between our teachers and scholars. At Valence College Prep, each of our classroom teachers will use positive behavior narration and specific praise of learning to balance corrective language with a strongly positive ratio.

It is commonly recognized that scholars learn best when they are actively engaged. At Valence College Prep, one of our primary tools to push and measure that engagement will be in the positive ratio of student talk to teacher talk and of independent practice to guided practice. Our teachers will be given curriculum and coaching that ensures frequent opportunities for scholars to turn and talk with a partner or to speak before the class. They will also use curriculum that emphasizes independent and partner practice that ensures that scholars do the greatest proportion of cognitive work.

Infused Character Education

Character education is a part of the daily routine in every class at Valence College Prep. Our school's **RIGHT** values – Respect, Integrity, Gratitude, Hard work, and Teamwork – are a common language for teaching character and holding our scholars accountable to acting ethically. In addition to positive narration of behaviors that meet our **RIGHT** values when scholars do the right thing, the end of each class will include an assessment of whether 100% of the class exemplified each value throughout the class period. This will hold our scholars accountable to the character development that we expect of them at least six times daily. The advisory group with the greatest number of **RIGHT** achievement blocks weekly will receive bragging rights and the claim to a trophy for the following week. At BES school Democracy Prep Endurance Middle, which executes a similar system, this trophy is a giant stuffed

⁶³ <https://connectedmath.msu.edu/research/connected-mathematics-a-research-overview/>.

⁶⁴ Fredrickson, B L, and M F Losada. "Positive affect and the complex dynamics of human flourishing." *The American Psychologist*, U.S. National Library of Medicine, Oct. 2005, www.ncbi.nlm.nih.gov/pubmed/16221001. Accessed 2 Oct. 2017.

animal passed between the winners on a weekly basis. Scholars celebrate loudly on Fridays in Family Meeting⁶⁵ if their advisory claims the honors for the week and gets to hold the mascot. The system has an incentive, but the purpose of the RIGHT blocks system is to build in time to discuss values in every class period. For example, a teacher might begin, “We earned our H block today because I saw pencils moving after every instruction to solve a problem today. We did not earn our T block today. Think for a moment about why not.” A scholar might raise his hand and volunteer, “Some people worked independently during partner work time,” to explain why the class did not demonstrate 100% teamwork. We will also use these character values in our staff development to model for our staff the methods for bringing this language into everyday interactions with scholars. For example, a positive narration of upholding a value should use the language of that value. “Good job, Jocelyn and Jerrold are listening attentively to Leslie,” is a stronger narration if it is given as, “Strong **teamwork**, Jocelyn and Jerrold are listening attentively to Leslie.” The language of our values acts as an anchor for scholars to think about their behaviors as opportunities to uphold our values. To infuse character education into our program fully requires all adults in our building to internalize our values and live them with each other and with our students.

Core Instructional Taxonomies

Core to engaging 100% of scholars in academic, professional, and character learning are the taxonomies detailed in Lemov’s *Teach Like a Champion*.⁶⁶ We will develop teachers in the following taxonomies to ensure that from the first day of school, all scholars are held to high academic and behavioral expectations that put them on the path to college. Valence College Prep subscribes to the philosophy of a layered model for teaching expertise detailed in *Get Better Faster*, which the high-performing Uncommon Schools network uses as a basis to provide tiered support for teachers. The taxonomies outlined in **Figure 5.07** will be the most crucial to setting and maintaining high expectations for scholars.

Figure 5.07: Core Instructional Taxonomies

Taxonomy	Criteria for Success
What to Do directions	<ul style="list-style-type: none"> Teacher scripts directions prior to lesson delivery Directions given to scholars are concrete, actionable, sequential, specific, and observable
Positive Narration	<ul style="list-style-type: none"> Following directions, teacher narrates actions that exemplify directions Narrations motivate scholars to reach 100% compliance with directions Narrations given in neutral tone that does not praise that which is simply expected
Do It Again	<ul style="list-style-type: none"> When scholars do not fully meet expectation, they repeat full procedure When scholars do not meet expectation with enough urgency, they repeat full procedure When an individual student’s behavior requires correction, they must repeat the action in which the behavior arose

⁶⁵ Family Meeting is an assembly structure for culture-building and values reinforcement in large-group settings. For more details, see “Family Meeting and Weekly Awards” in this section.

⁶⁶ Lemov, Doug. *Teach Like a Champion 2.0*. San Francisco, CA: Jossey-Bass, 2015.

100%	<ul style="list-style-type: none"> • All scholars follow a clear direction fully and without exception • Teachers do not move on until a direction is fully executed by scholars
Cold Call / Show Call	<ul style="list-style-type: none"> • Teacher frequently calls on scholars at random • Teacher prompts class response where 100% should have answer and waits for 100% of hands before calling on a scholar at random • Teacher gives appropriate wait time for all scholars to be able to answer when cold called
Format Matters	<ul style="list-style-type: none"> • When scholars do not answer in a complete sentence, the teacher prompts them to answer again and do so • When scholars do not provide units or required information, the teacher prompts them to answer again and do so • When scholars do not answer with correct grammar or pronunciation, the teacher prompts them to answer again and do so
Precise Praise	<ul style="list-style-type: none"> • Teacher praises student actions with the academic or behavioral standard they exceed

d. Course or Subject Overview

Provide course descriptions by subject for each grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas. This should include, at minimum:

- A general description of the content and skills that would be addressed in the course; if known;
- The curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course;
- Essential course specific assessments (e.g., the state’s 3-8 assessments/Regents exams, end of course portfolios or performances, etc.); and,
- If serving students in 12th grade, provide an outline of course sequences leading to graduation.

With the goal of preparing all of our scholars for independent success in high school and college, our curriculum will be aligned to mastery of the state standards in all courses and vertically aligned to increase the content skills and overall academic capability of our scholars. Our focus on literacy is rooted in the belief that if scholars can read with comprehension and insight, they can learn anything, and if they can write and speak articulately and with a wide vocabulary, they will succeed in a multitude of high school and college areas of study. Indeed, a 2006 ACT study determined that the greatest predictor of college success was the ability to read “complex texts.”⁶⁷ In parallel, the extended time we will provide in mathematics and our curriculum in digital literacy, coding, and robotics will develop general problem-solving ability that will underpin success in college courses and careers. Our mission is to provide the academic skills that will allow college success and a life of opportunity for scholars in Queens, and that mission will not be fulfilled unless our scholars have the skills to succeed in any course of study in college, including those with high problem-solving demands in the hard sciences and engineering. Our courses will also be built to provide, largely by text, a broad base of knowledge for our scholars to build upon as they tackle subjects of greater complexity when they reach high school and college. This knowledge base will be critical to their ability to contextualize new knowledge, which will be presented to them in high school and college more quickly and with fewer supports. “Much of the

⁶⁷ Reading Between the Lines: What the ACT Reveals about ... ACT, 2006, www.act.org/content/dam/act/unsecured/documents/reading_summary.pdf.

difference among readers is due to how wide a range of knowledge they have,” says cognitive scientist Daniel Willingham.⁶⁸ The courses we will provide to scholars will be vertically aligned to develop each of these core skills and to build a broad set of knowledge so that when our scholars must succeed independently in college, they are ready to do so.

The basic outline of the courses a scholar will take at Valence College Prep is provided in **Figure 5.08**. All courses in the strands for technical problem solving and physical education are denoted as .5 because each one occupies half of the instructional time as all other courses as listed.

Figure 5.08: Course Sequence					
Subject	Grade 5	Grade 6	Grade 7	Grade 8	
English Language Arts	Reading 5	Reading 6	Reading 7	Reading 8	
	Writing 5	Writing 6	Writing 7	Writing 8	
Mathematics	Core Math 5	Core Math 6	Pre-Algebra 7	Pre-Algebra 8	Regents Algebra I
	CGI/Blended Math 5	CGI/Blended Math 6	CGI/Blended Math 7	CGI/Blended Math 8	
Science	Integrated Science 5	Integrated Science 6	Integrated Science 7	Integrated Science 8	Regents Living Environment
Social Studies	Global Literacy I	Global Literacy II	US History I	US History II	
Technological Problem Solving	Digital Arts (.5)	Computer Science I (.5)	Robotics (.5)	Computer Science II (.5)	
Physical Education	Physical Education (.5)	Physical Education (.5)	Physical Education (.5)	Physical Education (.5)	

Course Descriptions

Figures 5.09, 5.10, 5.11, and 5.12 provide detailed course descriptions for the fifth, sixth, seventh, and eighth grade courses listed in Figure 5.08.

Figure 5.09: Fifth Grade Course Descriptions
English Language Arts: Reading 5 and Writing 5
Fifth grade ELA Reading and Writing are focused on scholars developing a strong foundation of skills in literacy, regardless of existing skills when a scholar arrives at Valence College Prep. Through guided reading, close reading, vocabulary instruction, comprehension strategies, and phonics as necessary, scholars will get the support needed in grade level texts to increase their reading level. In writing, scholars will focus on grammar, spelling, punctuation, and the structure of paragraphs. Scholars will learn to take notes from close reading and use them in a coherent paragraph in response to a prompt. They will read 1 million words independently but with the support of the ELA teacher. Scholars will read primary texts such as “Casey at the Bat” by Ernest Lawrence Thayer and <i>Esperanza Rising</i> by Pam Muñoz Ryan, and these texts will be supplemented by short non-fiction texts. As a New York Common Core Learning Standards-aligned class, scholars will develop the skills through text of determining

⁶⁸ Willingham, Daniel. “School time, knowledge, and reading comprehension.” Daniel Willingham--Science & Education, 7 Mar. 2012, www.danielwillingham.com/1/post/2012/03/school-time-knowledge-and-reading-comprehension.html.

theme, comparing and contrasting characters, examining the specific meaning of words in the text, and descriptions of author point of view.

Mathematics: Core Math 5 and CGI/Blended Math 5

Following the New York Common Core Learning Standards for fifth grade math, scholars will learn fundamentals of writing numerical expressions and create expressions based on words. They will master the place value system and what it represents, multiply and divide multi-digit whole numbers fluently, and complete arithmetic operations on decimals. They will add, subtract, multiply, divide, and simplify fractions. They will solve real world problems using mixed numbers and fractions. They will use measurement to master volume. They will master the skill of explaining each of these with clarity and correct vocabulary. Through Cognitively Guided Instruction (CGI), scholars will tackle novel problems with the skills they have acquired in core math instruction and novel problem-solving techniques, some discovered by intuition. They will learn new logical thinking from one another to reinforce the problem-solving and core skills they have already learned. Blended support in Math 5 will provide skills practice, extension, or remediation for all scholars.

Integrated Science 5

Following the Next Generation Science Standards for fifth grade science, scholars will engage science practices while exploring core ideas in physical science, earth science, and life science. Scholars will explore matter and be able to explain the ideas that matter is made up of many small particles too small to see and that matter undergoes changes but that its mass is conserved. They will develop and text models for the interaction of the geosphere, biosphere, hydrosphere, and atmosphere, and they will describe and chart data about the distribution of water on Earth. In life science, they will be able to describe the flow of energy between living things and their environment on Earth. They will access the following cross-cutting concepts: patterns; cause and effect; scale, proportion, and quantity; energy and matter. Scholars will meet the performance expectations in developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

Global Literacy I

In fifth grade, scholars will study early humans, early civilizations, and early religions around the world. Scholars will be prepared in the skills to gather, interpret, and use evidence. They will develop skills in chronological reasoning, and comparison and contextualization, and they will acquire knowledge of geography, economics, and different models and history of civic participation. Content will include: present-day geography of the eastern hemisphere and the influence of geography on human settlement patterns and culture; early river valley civilizations and their defining characteristics; world religions developed in the eastern hemisphere; comparison of civilizations and how they changed over time; the importance of trade and economics to culture and the structures of civilizations. The course will integrate New York State's Common Core Learning Standards in ELA in the choice and analysis of text and its writing demands.

Digital Arts

Scholars will develop the foundational skills for using a computer as a tool for productivity and communication. Instruction will include typing, use of Google Docs, Google Slides, and Google Sheets, and an introduction to computer hardware. Scholars will learn to write an email to a peer or teacher. They will learn fundamentals of internet research and source selection. Scholars will use technology for creation, choosing projects that demonstrate their mastery of productivity tools and creative tools. Scholars will also get their first exposure to the Scratch programming language and use Scratch for a creative project to display an animation based on user input.

Physical Education

Scholars will learn fundamentals of healthy living, including multiple modes of activity and principles of healthy eating and self-care, including the importance of sleep. They will also develop skills in teamwork and sportsmanship. In exercise and games designed by the physical education teachers, scholars will learn various methods for physical activity, as well as the ability to measure their own health using tracking of activities and measurements of strength and endurance.

Figure 5.10: Sixth Grade Course Descriptions

English Language Arts: Reading 6 and Writing 6

Sixth grade ELA is designed to develop and deepen scholar engagement with text. Scholars will analyze, identify, define, and explain based on the texts they read, increasingly in comparison with one another. In writing, scholars will focus on multi-paragraph responses with strong paragraphs to communicate key ideas. Scholars will complete close reading of grade level texts. They will read 1 million words independently but with the support of the ELA teacher. Scholars will read fiction and non-fiction primary texts such as *The Giver* by Lois Lowry, *A Wrinkle in Time* by Madeleine L'Engle, and *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry, and these texts will be supplemented by short fiction and non-fiction texts. As a New York Common Core Learning Standards-aligned class, scholars will develop the skills through text of determining theme and identifying key ideas in increasingly complex texts, comparing and contrasting characters in multiple texts, analyzing choices of the author in words and syntax, and analysis of author point of view.

Mathematics: Core Math 6 and CGI/Blended Math 6

Following the New York Common Core Learning Standards for sixth grade math, scholars will master the use of fractions and ratios, including fluent multiplication and division of fractions. Scholars will develop a theoretical and practical understanding of negative numbers in contrast to positive numbers, and they will master ordering and operations with positive and negative numbers. They will graph points in all quadrants of the coordinate plane. They will simplify expressions with variables and solve single-variable equations. Scholars will solve real-world geometry problems of area and volume. They will learn how to interpret a statistical set of data, including measures of center and variability. Through Cognitively Guided Instruction (CGI), scholars will tackle novel problems with the skills they have acquired in core math instruction and novel problem-solving techniques, some discovered by intuition. They will learn new logical thinking from one another to reinforce the problem-solving and core skills they have already learned. Blended support in Math 6 will provide skills practice, extension, or remediation for all scholars.

Integrated Science 6

Following the Next Generation Science Standards for sixth grade science, scholars will engage science practices while exploring core ideas in physical science, earth science, and life science. Scholars will study weather and the importance of water to life on earth, both in its physical properties and as a resource to ecosystems. They will study the diversity of life and the conditions leading to that diversity, including observational study of the environment around them. They will study the human body and how its systems maintain homeostasis. They will access the following cross-cutting concepts: patterns; cause and effect; scale, proportion, and quantity; energy and matter; structure and function. Scholars will meet the performance expectations in the following science and engineering practices: developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information.

Global Literacy II

In sixth grade, scholars will continue study of global civilizations. Scholars will be prepared in the skills

to gather, interpret, and use evidence. They will continue to develop skills in chronological reasoning, and comparison and contextualization, and they will acquire knowledge of geography, economics, and different models and history of civic participation. Content will include: present-day geography of the western hemisphere and the history of settlement patterns in the western hemisphere; comparison of civilizations and how they changed over time; the importance of trade and economics to culture and the structures of civilizations. The course will also prioritize texts that compare the historical events hundreds and thousands of years in the past with current events and the context of our modern world. The course will integrate New York State's Common Core Learning Standards in ELA in the choice and analysis of text and its writing demands.

Computer Science I

Scholars will learn the Scratch programming language and progress through units that demand both artistic growth and creativity and new modes of problem-solving. Scholars will design a story presented in Scratch, a game presented in Scratch, and projects of their own choice using this platform. They will develop and remix art for their projects, and they will solve computational problems to present the experience they design. Scholars will, in these creative endeavors, also learn the fundamental building blocks of computer programming – lines of code, variables, conditional statements, loops, and actions.

Physical Education

Scholars will continue the study of fundamentals of healthy living, including multiple modes of activity and principles of healthy eating and self-care, including the importance of sleep. They will also develop skills in teamwork and sportsmanship. In exercise and games designed by the physical education teacher, scholars will learn various methods for physical activity, as well as the ability to measure their own health using tracking of activities and measurements of strength and endurance.

Figure 5.11: Seventh Grade Course Descriptions

English Language Arts: Reading 7 and Writing 7

Seventh grade ELA is designed to develop independent learning from text and engagement with text. Scholars will build their academic vocabulary, orally and in writing, and take on increasing challenges in text complexity. In writing, scholars will focus on essay structure and improving the use of vocabulary to communicate complex ideas clearly and using relevant evidence from text. Scholars will complete close reading of grade level texts and compare and contrast author perspectives in those texts. They will read 1 million words independently but with the support of the ELA teacher. Scholars will read fiction and non-fiction primary texts such as *The Call of The Wild* by Jack London, *Absolutely True Diary of a Part-time Indian* by Sherman Alexie, and *The Hobbit* by J.R.R. Tolkien, and these texts will be supplemented by short fiction and non-fiction texts. As a New York Common Core Learning Standards-aligned class, scholars will develop the skills of argument in writing, authoring clear and well-designed narratives, and using research to support writing. They will cite textual evidence in explaining the theme of a text and placing it in conversation with that of another text.

Mathematics: Pre-Algebra 7 and CGI/Blended Math 7

Following the New York Common Core Learning Standards for seventh grade math, and in preparation for Algebra, scholars will use proportional relationships to solve logical and real-world problems. They will master operations with fractions, decimals, negative and positive integers and decimals, and simple algebraic expressions. They will convert descriptions of expressions in text and word problems to symbolic and algebraic representations. They will draw geometric figures to model problems, describe two-dimensional slicing of three-dimensional figures, and solve problems using angle measures, area, surface area, and volume. Scholars will continue to develop statistical knowledge and learn fundamentals of probability. Through Cognitively Guided Instruction (CGI), scholars will tackle

novel problems with the skills they have acquired in core math instruction and novel problem-solving techniques, some discovered by intuition. They will learn new logical thinking from one another to reinforce the problem-solving and core skills they have already learned. Blended support in Math 7 will provide skills practice, extension, or remediation for all scholars.

Integrated Science 7

Following the Next Generation Science Standards for seventh grade science, scholars will engage science practices while exploring core ideas in physical science, earth science, and life science. Scholars will study chemical interactions and the differences between physical changes and chemical changes. They will learn the history of the earth and the basis for the evidence of that history. They will study population changes in ecosystems and use mathematical representations of biological systems to explain and predict changes in these systems based on interactions and changes in the environment. They will access the following cross-cutting concepts: patterns; cause and effect; scale, proportion, and quantity; energy and matter. Scholars will meet the performance expectations in the following science and engineering practices: developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information.

US History I

In seventh grade, scholars will study US History from the first settlers in America through the Civil War. Scholars will be prepared in the skills to gather, interpret, and use evidence. They will continue to develop skills in chronological reasoning, and comparison and contextualization, and they will acquire knowledge of geography, economics, and different models and history of civic participation, including the specific history and current context of such participation in the United States. Content covered will include: Native American societies across North America; colonial development and European exploration of the Americas; American independence and the American revolution; development of the Constitution and the Bill of Rights; westward expansion; reform movements and the Second Great Awakening, and New York State's role in those movements; events leading to the Civil War, and the Civil War. The course will connect the country's history with its political, social, and cultural present. It will integrate New York State's Common Core Learning Standards in ELA in the choice and analysis of text and its writing demands.

Robotics I

Scholars will build on the computational problem-solving developed in Computer Science I to design robots and robot instructions for solving problems. Content will include instruction on circuits, power, inputs and outputs, and control mechanisms. It will also include design principles and engineering practices like prototyping, testing, and collection and analysis of data. Scholars will design robots for multiple challenges and work in teams to compete with one another. Scholars will also develop a broader understanding of the applications of robotics and consider the role of robotics in current and anticipated changes to the New York, American, and world labor force.

Physical Education

Scholars will continue the study of fundamentals of healthy living, including multiple modes of activity and principles of healthy eating and self-care, including the importance of sleep. They will also develop skills in teamwork and sportsmanship. In exercise and games designed by the physical education teacher, scholars will learn various methods for physical activity, as well as the ability to measure their own health using tracking of activities and measurements of strength and endurance.

Figure 5.12: Eighth Grade Course Descriptions

English Language Arts: Reading 8 and Writing 8

Eighth grade ELA is designed to build readers ready for a range of rigorous high school texts and writers ready to compose short and essay-length written responses confidently and based on a variety of sources or demands. Scholars will regularly take on texts with complex structure, complete close reading of fiction and non-fiction to compare texts, and analyze underlying patterns and subtle meaning in a range of texts. In writing, scholars will compare texts fluently and using the full range of vocabulary to describe literary devices. Scholars will complete close reading of grade level texts and utilize author perspectives in those texts in conversation. They will read 1 million words independently but with the support of the ELA teacher. Scholars will read fiction and non-fiction primary texts such as *Lord of the Flies* by William Golding, *A Raisin in the Sun* by Lorraine Hansbury, *A Merchant of Venice* by William Shakespeare, and *To Kill a Mockingbird* by Harper Lee. These texts will be supplemented by short fiction and non-fiction texts. As a New York Common Core Learning Standards-aligned class, scholars will develop the skills of argument in writing, authoring clear and well-designed narratives, and using research to support writing, including in self-generated research tasks. They will cite textual evidence in explaining the theme of a text and placing it in conversation with that of another text, including the explanation of figurative meaning and connotation.

Mathematics: Pre-Algebra 8 & CGI/Blended Math 8

Following the New York Common Core Learning Standards for eighth grade math, and in preparation for Algebra I, scholars will focus on three areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Through Cognitively Guided Instruction (CGI), scholars will tackle novel problems with the skills they have acquired in core math instruction and novel problem-solving techniques, some discovered by intuition. They will learn new logical thinking from one another to reinforce the problem-solving and core skills they have already learned. Blended support in Math 8 will provide skills practice, extension, or remediation for all scholars.

Mathematics: Regents Algebra I

Following the New York State Common Core Learning Standards in Algebra I, and offered to scholars whose assessment results and commitment to the course predict success on the Regents Exam, scholars will prepare to master the Regents Exam in Algebra I. They will master the structure of expressions, arithmetic with polynomials and rational functions, and create equations based on word problems or described relationships. They will solve equations and inequalities, use functions to model situations, and use multiple representations of functions to solve real-world and abstract problems. Scholars will engage in advanced mathematical practices that they will need to be successful in high school mathematics, including abstract and quantitative reasoning, constructing arguments and critiquing reasoning of others, modeling with mathematics, using tools strategically, describing and attending to precision, and making use of structure.

Integrated Science 8

Following the Next Generation Science Standards for eighth grade science, scholars will engage science practices while exploring core ideas in physical science, earth science, and life science. Scholars will study chemical interactions and the differences between physical changes and chemical changes. They will learn the history of the earth and the basis for the evidence of that history. They will study population changes in ecosystems and use mathematical representations of biological systems to explain and predict changes in these systems based on interactions and changes in the environment. They will access the following cross-cutting concepts: patterns; cause and effect; scale, proportion, and quantity; energy and matter. Scholars will meet the performance expectations in the

following science and engineering practices: developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information.

Regents Living Environment

Following the Next Generation Science Standards for middle school and high school life sciences, and offered to scholars whose literacy skills and commitment to the course predict success, the Regents Living Environment course will prepare scholars for mastery on the Regents Living Environment Exam. They will master topics in ecology, biochemistry, molecular and Mendelian genetics, and evolution. Scholars will access cross-cutting concepts including patterns, cause and effect, scale, proportion, and quantity, and energy and matter. They will develop all eight NGSS science and engineering practices: asking questions; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations (for science) and designing solutions (for engineering); engaging in argument from evidence; obtaining, evaluating, and communicating information.

US History I

In eighth grade, scholars will study US History from Reconstruction to the present day. Scholars will be prepared in the skills to gather, interpret, and use evidence. They will continue to develop skills in chronological reasoning, and comparison and contextualization, and they will acquire knowledge of geography, economics, and different models and history of civic participation, including the specific history and current context of such participation in the United States. Content covered will include: Reconstruction and regional tensions after the Civil War; industrialization and immigration leading to urbanization; the Progressive movement; expansion and imperialism; World War I and the roaring twenties; the Great Depression and FDR's New Deal; World War II & the Holocaust; Post-war realignment of world powers and creation of the UN; the Cold War; the Civil Rights movement. The course will connect the country's history with its political, social, and cultural present. It will integrate New York State's Common Core Learning Standards in ELA in the choice and analysis of text and its writing demands.

Computer Science II

Building on the learning of Computer Science I and Robotics I, scholars will learn to program in Python and learn fundamentals of program design. Topics will include programming methodology, practices, language syntax, algorithms, data structures, and functions. Scholars will develop their problem-solving skills and continue to creatively design applications of programming. This course will provide the mastery of computer science knowledge and skills required for AP Computer Science readiness in the ninth grade.

Physical Education

Scholars will continue the study of fundamentals of healthy living, including multiple modes of activity and principles of healthy eating and self-care, including the importance of sleep. They will also develop skills in teamwork and sportsmanship. In exercise and games designed by the physical education instructor, scholars will learn various methods for physical activity, as well as the ability to measure their own health using tracking of activities and measurements of strength and endurance.

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school will offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each;
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,
- Include any additional specific graduation requirements and the rationale for their selection.

Because the mission of our school is for each of our scholars to graduate from college, the core of our program is to set a high academic standard and support all our scholars to meet it. Scholars at Valence College Prep will earn promotion to the next grade by demonstrating that they have mastered the standards for their grade and are ready for the rigorous academic material of the grade that follows. We do not believe in social promotion, in which students are passed to the next grade based on their age. At Valence College Prep, being in the seventh grade means that a scholar demonstrated by the end of the sixth grade that they are ready for seventh grade material. We are committed to holding this high standard for every scholar, including for those who come into our school academically behind. Based on the experiences of other area schools, we expect scholars to come in between a third and fourth grade reading level as fifth graders, and we believe that the intensive supports we provide in the fifth grade via extended literacy time, Reading Circle, and Tutorial will allow the vast majority of scholars to perform on grade level in the fifth grade by the end of the third trimester. For scholars who come in drastically behind, entering between the beginning reader level and a first grade reading level, we expect our supports to achieve substantial growth but possibly not to meet fifth grade standards. For these scholars, we believe that repeating the fifth grade may be the best route to their eventual college success, and this decision will be made by the Head of School on a case-by-case basis. This potential outcome may be difficult for families of these scholars, and we will explain this possibility to families of struggling scholars as part of the academic RTI meetings that we will initiate with them. For more information on our RTI process, please see **Section R-07a - Struggling Students**.

Scholars with Individualized Education Plans (IEPs) will be graded according to any modifications detailed within their IEP, but they will otherwise be held to the same academic standard as all scholars and supported to do so, both by our core program and by all accommodations and modifications detailed in their IEP.

Teachers at Valence College Prep will grade scholars on a 100-point scale, with corresponding letter grades indicated by **Figure 5.13**.

Figure 5.13: Grading Scale		
Points	Letter grade	Description
97-100	A+	Scholar has mastered the content standards with few or no gaps in understanding or execution.
93-96	A	
90-92	A-	
87-89	B+	Scholar has demonstrated proficiency in the content standards with only minor gaps in understanding or execution.
83-86	B	
80-82	B-	
77-79	C+	Scholar demonstrates basic competency with the content standards, but may still have minor gaps in understanding and/or execution.
73-76	C	
70-72	C-	
60-69	D	Scholar has not yet mastered the content standards and must demonstrate at least basic competency to earn credit.
0-59	F	

Valence College Prep will employ mastery-based grading, which means that a scholar’s grade will be determined by a weighted average of mastery of the learning targets for each content area, not by completion of different types of assignments. Our curriculum will be built on the grade- and content-appropriate skills that our scholars will need to be successful in college, and our grading system will thus be aligned to assess those skills and report to our scholars and their families their mastery of that learning.

Scholars will take a comprehensive assessment in all courses at the end of each trimester, and this assessment will count as 25% of the trimester grade. A scholar’s grade in a course will be calculated as the average of their three trimester grades. Criteria for promotion by grade level are described in **Figure 5.14**.

Figure 5.14: Promotion Criteria

Grade Level	Core Academic Achievement	Reading ⁶⁹	Attendance
5	70% mastery or greater in all core courses ⁷⁰	900,000 words read	9 or fewer absences
6	70% mastery or greater in all core courses	1,000,000 words read	9 or fewer absences
7	70% mastery or greater in all core courses	1,100,000 words read	9 or fewer absences
8	70% mastery or greater in all core courses	1,200,000 words read	9 or fewer absences

Barring extenuating circumstances, scholars who are below 70% mastery in three or more core courses will be retained. Scholars who are below 70% mastery in any subject will be invited to Summer Academy, and scholars who are below 70% in just one or two subjects will have the opportunity and supplemental support to master the content standards that they have not yet mastered during the academic year. Scholars who are within 100,000 words from the promotion requirement may also be invited to Summer Academy. Summer Academy is a two-week, half-day program with two courses provided each day in four total hours of instruction (see **R-6a – School Calendar** for the scheduling of Summer Academy). Summer Academy will be staffed by a small group of Valence College Prep teachers (approximately 20% of the teaching staff), who will be provided a supplemental stipend for this time, which we have budgeted under “School Operations – Other” in **R-21e – Budget Template**. At the end of Summer Academy, cumulative assessments will be administered to determine if a scholar is ready for promotion to the next grade or would be better served by retention, and scholars earning a 70% or greater will be deemed prepared for promotion to the next grade. As described in the Attendance Policy, extenuating circumstances will be considered in the application of the attendance requirement for promotion. It is unlikely that a scholar who has met a high standard of academic growth despite excessive absence will be retained.

⁶⁹ Reading is measured using the Accelerated Reader program, as described in **R-05a – Curriculum Selection and Processes**.

⁷⁰ Core courses are ELA, mathematics, science, and social studies.

Because we believe that every scholar is capable of academic excellence and college success, Valence College Prep is committed to providing every scholar the support to reach promotion to the next grade and to graduate the eighth grade ready for a rigorous high school experience. To that end, our school is designed to utilize a comprehensive Response to Intervention (RTI) process to ensure that scholars who are struggling get the support they need and that families are engaged as partners in that support. For more information on our RTI process, please see **Section R-07a - Struggling Students**. Via this process, scholars who are on a trajectory with a likelihood of retention will have had multiple family meetings in the year prior to a discussion of retention. If a scholar is still at risk for retention in the second half of the third trimester, the Dean of Student Support and Head of School will convene a meeting with a scholar's family, and the Head of School will have the ultimate responsibility to decide if a scholar will be retained.

Attendance Policy

We believe that scholars need to be in school daily to reach the ambitious academic goals that put them on the path to college success. Our expectations for scholar attendance are as follows.

Scholars with three or more absences in a single trimester are considered to be of concern, and the school may initiate meetings with a scholar's family and an action plan in this case. Scholars with ten or more absences in a school year may be considered truant and may be at risk of retention in the following school year. If a scholar reaches this number of absences, the school may call in the scholar's family for a meeting to discuss retention, and the Head of School reserves the right to retain any scholar who misses ten or more days of school. The school also may initiate a report with the New York City Administration for Children's Services or the New York State Office of Children and Family Services. A scholar with twenty or more absences in a school year may be considered habitually truant, and the school may initiate a report with the New York City Administration for Children's Services or the New York State Office of Children and Family Services. The Board of Trustees of Valence College Prep, or their designee, will file an annual report with the New York State Office of Children and Family Services detailing the number of habitually truant students enrolled at Valence College Prep.

Tardiness and early dismissal both constitute a loss of learning time and are treated seriously. Scholars who are tardy or dismissed early three times in a trimester may have the family contacted to develop a tardiness reduction plan. Three tardies or early dismissals count as a single absence from Valence College Prep, and our policy remains that ten absences, whether triggered by full absence or three tardies, may be cause for a scholar's retention.

Modifications to this policy for scholars with a serious health-related need will be made as necessary, managed and communicated among school staff by the Dean of Student Support, and detailed in reliance on documentation from a medical or mental health professional. Valence College Prep will write and implement 504 plans as necessary for these needs or collaborate with the Committee on Special Education (CSE) for any necessary addition to or implementation of accommodations in a scholar's Individualized Education Plan.

We will communicate these policies and their rationale with our incoming families as part of home visits in the spring and summer before a scholar begins at Valence College Prep, as well as in our orientation nights for families and in writing within our Student and Family Handbook provided to every family annually in their home language. Our scholars' families are the most important partners in ensuring that every scholar is at school as much as possible, and they need to understand the importance of

attendance and impact of absence, tardiness, or early dismissal on a scholar's learning. Our meetings with scholars' families about attendance, tardiness, or early dismissal will focus on the impact of these on the scholar's learning, understanding the root of the problem, and creating a plan for the scholar and family to solve or mitigate what is preventing their full attendance at Valence College Prep.

R-05f – Programmatic Audit

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- Purpose and objectives;
- Areas to be audited;
- Schedule of events;
- Responsible persons, which may include outside consultants;
- Description of written end product;
- How and to whom such written end product will be disseminated; and,
- Any plans to hire outside consultants to perform such audits.

Valence College Preparatory Charter School (“Valence College Prep”) will conduct annual audits to ensure that we operate an academically successful, financially and ethically sound, and legally compliant organization and school. These audits will include internal audits of each area for purposes of iterating our program and operations, and they will also include external audits to provide independent assessment and validation of the financial soundness of the organization, as well as to produce reports on the financial state of the organization for public use.

Internal Program Audit

Valence College Prep will conduct an internal audit of our academic program and operations using five primary sources of data:

- Academic achievement data
- Survey of staff
- Survey of scholars
- Survey of families
- Operations audit results

Academic achievement data will be used primarily in this audit for evaluation of our curricular resources and instructional practices. More information on the use of this data to iterate on curriculum and instruction is found in **R-5a – Curriculum Selection and Processes** and **R-8c – Professional Development**.

In addition to ad hoc surveys administered throughout the year, staff, scholars, and families will be surveyed formally twice per year – at the mid-point and at the end-point of the academic year about each of their respective experiences of our school and program. For staff, this survey will cover a range of topics, including but not limited to, typical employee engagement and satisfaction to the lesson planning process and the coverage systems of the school. For scholars and parents, the survey will look to gauge how they experience scholar learning, various key design features of the school including communication between home and school, and the day-to-day operation of the school. Based on all of this feedback, the Staff Leadership Team (SLT), including the Head of School, Dean(s) of Academics after year 1, Dean of Students, and Director of Operations, will convene to analyze the results of these surveys and create action plans based on areas of concern. These action plans will identify the areas of concern, hypotheses for drivers of these areas, and the plan, timeline, and owners to address each area. Following up and checking in on these action plans will be a priority from the summer months into the following school year to ensure that the planned actions are taken and to learn whether the planned actions have worked. The Head of School will report the results of the surveys and the action plans created in response to those results to the Board at a regular monthly board meeting.

Valence College Prep will also complete an operations audit on a minimum of a quarterly basis to identify opportunities for operational excellence, large and small. We believe in modeling excellence in all that we do, and we specifically believe that strong school operations create a productive and clean space and time for learning. We also recognize that operational excellence goes hand in hand with orderly fiscal and regulatory oversight of the school. Modeled after the practices of Brooke Charter Schools and Noble Schools, we will complete an audit of operational systems in physical spaces on a monthly basis. **Figure 5f.01** provides a sample of the summary page of this audit.

Figure 5f.01: Sample Summary Page from Operations Audit of Physical Space



		Total Possible Score	August	August Score	September	September Score
% Weight						
A. Main Office	10%	24	22.00	92%		0%
B. Teacher Print/Copier Areas	5%	8	7.00	88%		0%
C. Classrooms						
<i>Middle School Classroom 3</i>		3.8	3.80		0.00	
<i>Middle School Classroom 4</i>		3.8	3.40		0.00	
Classroom Average	20%	3.8	3.65	96%	0.00	0%
D. Bathrooms						
<i>First FL Girls Bathroom</i>		3.25	3.00		0.00	
<i>First FL Boys Bathroom</i>		3.25	2.25		0.00	
<i>First FL Adults Bathroom</i>		3.25	3.33		0.00	
Bathroom Average	20%	3.25	2.89	89%	0.00	0%
E. Supply/Storage Area	2.50%	8	8.00	100%	0.00	0%
F. Large Common Areas	10%	4	3.50	88%	0.00	0%
G. Conference/Meeting Area	2.50%	4	2.00	50%	0.00	0%
H. Teacher Work Area	10%	20	20.00	100%	0.00	0%
I. Outdoor Space/Grounds	5%	4	3.00	75%	0.00	0%
J. Cross Facility/Stairwells/Hallways	15%	35	31.00	89%	0.00	0%

Total Score

100.00%

114

103.0

90%

0.0

0%

Financial Audit

The external financial audit of the school will ensure that Valence College Prep manages taxpayer funds in an ethically sound, legal, and proper way. We will be a public charter school and thus stewards of public funds. The Finance Committee of the Board of Valence College Prep will oversee the annual hiring of an external auditor to complete the annual financial audit and generate a report for the Board, the authorizer, and the public.

The Finance Committee's role in the financial audit will begin with the preparation, approval, and adoption of the annual budget, a process that will begin annually in February and conclude by June 30 with the submission of the approved budget to the SUNY Charter Schools Institute. Nearing the conclusion of the fiscal year, in the May meeting, the committee will vet potential auditors, make recommendation to the Board regarding final selection, and the Board will approve such selection in public vote. The committee will then provide the auditor access to the financial reporting necessary for them to access and reconcile the financial reports or documentation of the school staff, back-office provider, and committee. The Finance Committee, in partnership with the back-office provider, Director of Operations, and Head of School, will provide any and all documentation requested by the auditor to ensure completion of a full and satisfactory audit.

At the first board meeting following the end of the academic year, the auditor will provide the board with an overview of the process for the audit, including the timeline, and answer any questions of the board. Once the audit is complete, the Finance Committee will review the results of the audit and report to the full board with any recommendations of the auditor. Major findings of the audit would include deliberate misdirection of funds, fraudulent manipulation of any financial process, or any operations that threaten the operation of the school. Minor findings of the audit could be any financial negligence or mistakes that could be corrected by improvements to the financial policy or procedures of the school. If the financial audit reveals a problem that requires corrective action, the Board will report a corrective plan to the SUNY Charter Schools Institute and the Board of Regents as part of the Annual Report. The audit will be submitted to the New York State Education Department and the SUNY Charter Schools Institute by November 1.¹

Annual Reports

In compliance with New York State Education Law § 2851(2)(f), Valence College Prep will conduct annual audits of our academic program, curriculum, assessments, and academic results to evaluate the efficacy of these elements to deliver on our mission – to ensure that all scholars will be successful in college. Our annual report to the SUNY Charter Schools Institute and the New York State Board of Regents will include the following information:

- Financial health of our organization, based on revenues, expenses, and enrollment
- Academic health of the organization, including student assessment results and growth and data concerning our rates of scholar retention

¹ <http://www.p12.nysed.gov/psc/documents/auditguide2017.pdf>.

- The overall health of the organization and strategic planning based on key issues raised by our annual survey, including highlighted accomplishments and areas for growth of the previous year

Valence College Prep will also employ an outside contractor to perform a full school review of our program. The contractor will speak with the Board, staff, families, and students. They will also observe classrooms, operational systems, and the work of the school leadership to manage the school. The outcomes of this audit will be shared with staff and the Board. The annual report of the organization will also be made available on the Valence College Prep website.

Administrative Review

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

- Board of Trustees' self-review
- Board of Trustees' review of the Head of School
- Head of School's review of the Dean(s) of Academics and Director of Operations

This internal review will involve a performance review and will also incorporate discussion of how best to improve administrative communication and board processes. The Governance Committee of the Board will initiate both the Board's self-review and its review of the Head of School, and it will request of the Head of School the documentation of the reviews of the Dean(s) of Academics (after year 1) and Director of Operations.

R-06ac - Calendar and Schedules

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- Total number of days of instruction for the school year including whole and half days;*
- Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;*
- First and last day of classes;*
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);*
- All planned holidays and other days off, as well as planned half days; and,*
- Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.*

Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.

The school calendar of Valence College Preparatory Charter School (“Valence College Prep”) prioritizes learning time for our scholars, an assessment and data analysis cycle to ensure that we know what our scholars know and where they need help or challenge, dedicated time for purposeful engagement with families, and professional development to give our staff the time to execute on our vision for driving our scholars toward success. Each of these represents key elements of what we believe will put our scholars on track to graduate from college – extended time, excellent instruction, family partnerships, and data-driven instruction. We start the year with nearly four weeks of professional development for staff before the first student has walked in our doors. During this time, we set the professional culture for our staff, teach and practice the systems that set a culture for our students, plan our curriculum, and practice the instructional strategies to drive our scholars toward academic success.

Our academic year, starting on August 28, 2019 and ending on June 26, 2020, provides 185 days of instruction for all students and is organized into trimesters to be able to assess and reflect on results approximately every six weeks (mid-trimester and end-of-trimester), a model that has been proven in high performing urban charter schools, including BES networks of schools Democracy Prep in New York and Excel Academy in Massachusetts. Along with these assessments, we provide 10 full days of professional development, with one approximately every six weeks during the school year, with five of these being Data Days devoted fully to the work of analyzing student assessments and using this information to drive instruction and intervention. Valence College Prep also utilizes one abbreviated day weekly, on Fridays, to allow the space for whole staff professional development. For scholars, this day dismisses earlier than other days, at 1:20pm, but still provides a full day of instruction in core subjects and cultural elements critical to our scholars’ success. Full days provide 440 minutes of instructional minutes, and abbreviated days provide 280 instructional minutes. With 185 days in our academic year, this amounts to 98,790 academic minutes in the year. Including the available 45 minutes of tutoring on 80% of days, scholars could have as much as 105,450 minutes of instruction each year. Details of the structure of those minutes are provided in **R-06b – Sample Student Schedule**. We will also provide 15 Saturday Academy sessions for our scholars with the greatest skill gaps to receive the remediation they need for success during the regular academic week and two weeks of Summer Academy for scholars who need remediation of content taught in core courses during the academic year.

Our trimester system is the frame for interim assessments that we administer approximately every six weeks, at the midpoint and end of each trimester. For more information on the rationale for and planned use of these assessments, please see **R-05b – Assessment**.

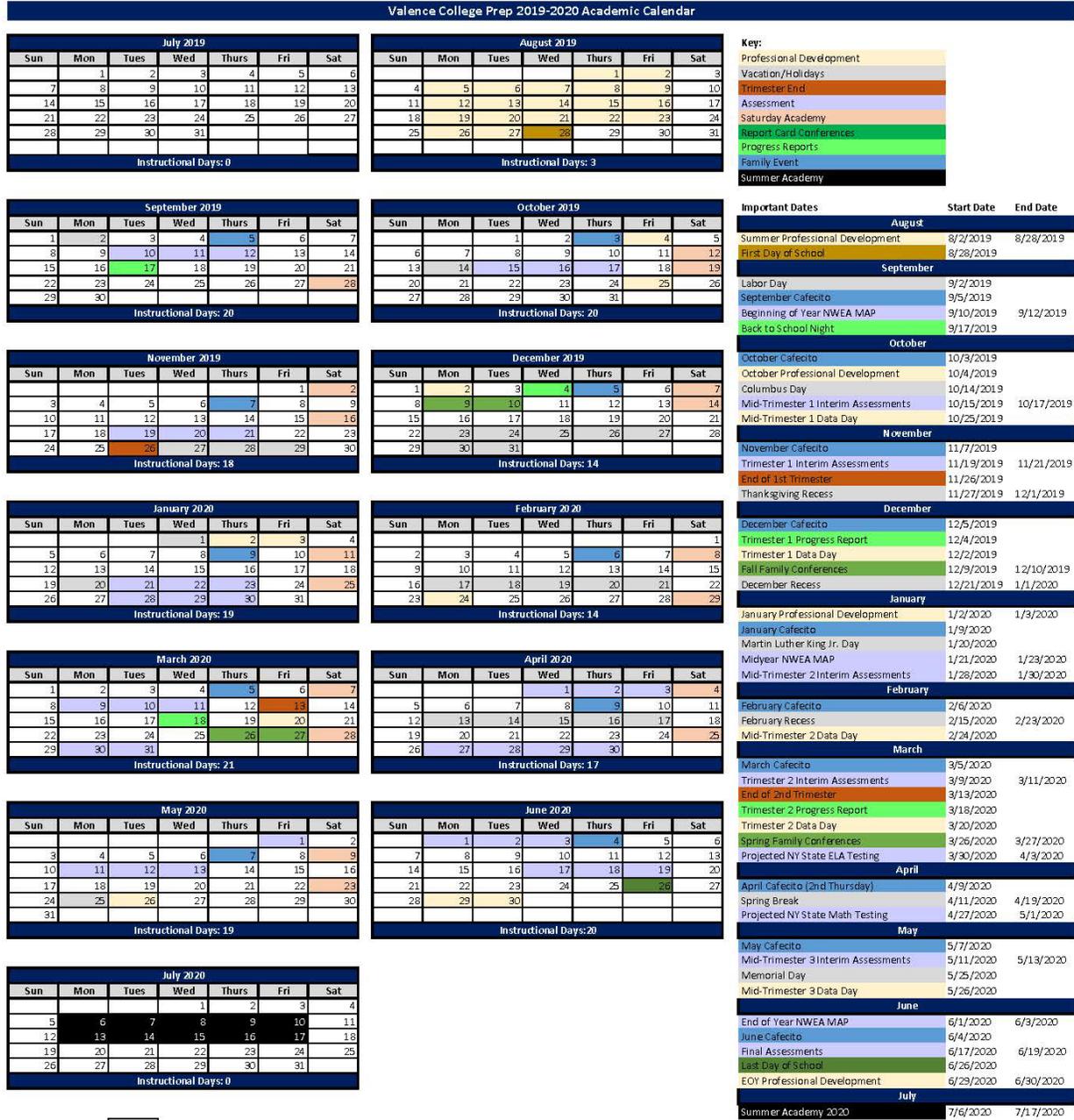
Saturday Academy offers a supplemental three hours of support over 15 Saturday sessions per year that will provide our scholars with the greatest skill gaps a supplemental support for the development of grade-level reading and math skills. For students struggling in reading, our program will reinforce core reading comprehension skills. For students struggling in math, this time will be focused on numeracy and on academic support for the content and skills addressed in the remainder of that academic week. Students will be invited and required to attend Saturday Academy when their Interim Assessment data indicate a substantial need for supplemental instruction – 50% achievement or less on a math or ELA interim assessment. We expect less than 20% of scholars to present a need for Saturday Academy, which will be staffed by two teachers per grade level. All teachers will be required to staff at least three Saturday Academy days each year. Absences from Saturday Academy will be counted equivalently to those in the regular school week. We will track the success of Saturday Academy using assessments of the specific skills taught in these sessions and progress on the assessments that scholars who have had Saturday Academy take during the regular school week.

Summer Academy is an intervention space with two weeks of half-days and two classes each day for scholars who have struggled to meet grade level standards during the academic year. In 2020, Summer Academy will take place July 6 to July 17. All scholars who are on track for retention will be invited to Summer Academy, and scholars who do not meet the passing standard in only one or two courses may master the material in Summer Academy to demonstrate and earn promotion. For more information about the structure of Summer Academy, please see **R-5e - Promotion and Graduation Policy**.

Parents will be engaged actively via their scholars on a daily and weekly basis, and they will be engaged and welcomed for events in our school monthly. These events include Back to School Night, Scholar Work Showcase Nights, monthly Cafecitos (coffee open houses), and Holiday Events, including events that celebrate the cultures of our scholars' families. All are opportunities for families to get to know the school better and vice versa, and these engagement opportunities will lead to stronger relationships that aid scholar achievement. We will provide translation for all school programming in the home languages of our scholars to ensure that families of all home languages can access these opportunities for partnership. This includes the translation of Back to School Night materials from individual teachers for the home languages of our scholars. We anticipate providing translation into Spanish and, depending on the location of our facility and resulting enrollment, translation into Mandarin Chinese, Bengali, and/or French.

Our preliminary annual calendar for the first year of our proposed charter term, 2019-2020, is in **Figure 6.01**. It includes the dates of holidays like Memorial Day and breaks in February and April. It includes monthly Cafecitos for parent engagement and the schedule of NWEA MAP testing, interim assessments, and projected state exam dates. It includes all professional development days, Data Days, and progress report days. It includes the dates of all Saturday Academy sessions and of Summer Academy.

Figure 6.01: Annual Calendar



b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

Our daily schedule is designed to provide extended time for our scholars in literacy and mathematics, differentiated reading time, a tutorial period for intervention, and advisory periods to start and end the day by reinforcing our culture and values and taking care of logistical needs. We believe that this extended time in core academic skill development and explicitly planned intervention time are key to the academic success our scholars need to put them on a path to college. We provide two blocks of both literacy and math because we believe that these subjects are those most critical to our scholars' future success as learners. Based on the proficiency rates of elementary schools in our community, we know that most of our scholars will enter our school performing below grade level in literacy and math.¹ PS 14, PS 16, and PS 19 all had ELA proficiency of less than 30% in 2016-2017.² PS 143's ELA proficiency rate was 18%. The goals of charter schools, as laid out by the New York State Charter Schools Act of 1998, include the need to "[i]mprove student learning and achievement" and "increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure."³ Our school's mission is to ensure that all scholars who come through our doors will leave on a trajectory to graduate from college. It is thus our responsibility to close any skill gaps that they have with extended instructional time, differentiated instruction within those blocks, and supplemental blocks for targeted intervention. Given our projected 185-day calendar and a weighted average of 408 instructional minutes per day⁴, students will receive 75,480 minutes of instruction in our school year, providing them 10% more instructional minutes than the 68,400 minutes of total school time provided at IS 61.⁵ Because this comparison is total school time and not instructional minutes, the extra time we will provide is substantially more than 10% greater than the time provided in a DOE middle school. Comparing the total minutes in school, our 98,790 minutes of total time is 44% greater than the total time students spend in a DOE middle school. Research supports the power of extended time to drive gains for our scholars: "Schools that add 25 percent or more instructional time compared to traditional public schools have annual gains that are 0.084 σ (0.022) higher in math and 0.043 σ (0.024) higher in ELA."⁶ We believe that this extra time is a critical tool to close the achievement gap for our students and setting them on a path to succeed in college. **Figure 6.02** lists the instructional minutes we will provide in each subject each week.

¹ For details, see section **R-01a – Community Need**.

² "Grades 3 – 8 New York City Results." Test Results, NYC Department of Education, 22 Aug. 2017, schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.

³ http://schools.nyc.gov/NR/rdonlyres/BFE40F47-A2B4-4AB6-B551-CEEBFF4EC6B3/109596/new_york_state_charter_schools_act4.pdf.

⁴ Scholars will receive 440 instructional minutes Monday-Thursday and 280 instructional minutes on Friday. With 2040 total instructional minutes in a full week, this averages to 408 instructional minutes per day.

⁵ Different DOE schools have different start and end times, but this length of day is typical. IS 61 begins their day at 8:20am and ends at 2:40pm, providing 380 total minutes in the building.

⁶ Dobbie, Will, and Roland G Jr Fryer. "Getting Beneath the Veil of Effective Schools: Evidence from New York City." NBER, Dec. 2011, www.nber.org/papers/w17632.

Figure 6.02: Instructional Minutes Per Subject Area Per Week

Subject	Average Instructional Minutes Per Week
English Language Arts (ELA)	590
Mathematics	490
Science	270
Social Studies	270
Physical Education	135
Technological Problem Solving	135
Total Instructional Time Per Week (exclusive of Tutorial, Monday Advisory, Family Meeting)	1890
Monday Advisory (social-emotional learning)	30
Tutorial (intervention)	90
Family Meeting (large-group academic & cultural learning)	30
Total Instructional Time Per Week (inclusive of Tutorial, Monday Advisory, Family Meeting)	2040

Scholars have seven full academic blocks of 55 minutes each daily on Mondays through Thursdays. A sample schedule for each day and one fifth grade cohort is provided in **Figures 6.03-6.05**. On Mondays, the schedule provides extended Advisory time, which creates a space for extended small-group culture building, social-emotional learning, and relationship building among scholars and with the Advisor. On Tuesdays through Thursdays, the schedule creates time for our Tutorial block, which allows for intervention time during the school day (for details on this structure, see **R-5a - Curriculum Selection and Processes**). On Fridays, the schedule retains all core instructional blocks but abbreviates the scholar day to create time for ongoing staff professional development.

Figure 6.03: Sample Monday Schedule

Valence College Prep Year 1 Monday Schedule				
Start	End	Duration	Pd	Stanford
7:30 AM	7:45 AM	15		Breakfast
7:45 AM	8:30 AM	45		Extended AM Advisory
8:30 AM	9:25 AM	55	1	Science
9:25 AM	10:20 AM	55	2	Social Studies
10:20 AM	10:30 AM	10		Break
10:30 AM	11:25 AM	55	3	Core Math
11:25 AM	12:20 PM	55	4	CGI/Blended Math
12:20 PM	12:45 PM	25		Lunch
12:45 PM	1:10 PM	25		Reading Circle
1:10 PM	2:05 PM	55	5	PE / Digital Literacy
2:05 PM	2:15 PM	10		Break
2:15 PM	3:10 PM	55	6	ELA Reading
3:10 PM	4:05 PM	55	7	ELA Writing

4:05 PM	4:15 PM	10		PM Advisory
4:15 PM	5:00 PM	45		Enrichment/Tutoring Homework Center
Total		570		

Figure 6.04: Sample Tuesday through Thursday Schedule

Valence College Prep Year 1 Tues-Thurs Schedule				
Start	End	Duration	Pd	Stanford
7:30 AM	7:45 AM	15		Breakfast
7:45 AM	8:00 AM	15		AM Advisory
8:00 AM	8:55 AM	55	1	Science
8:55 AM	9:50 AM	55	2	Social Studies
9:50 AM	10:00 AM	10		Break
10:00 AM	10:55 AM	55	3	Core Math
10:55 AM	11:50 AM	55	4	CGI/Blended Math
11:50 AM	12:15 PM	25		Lunch
12:15 PM	12:40 PM	25		Reading Circle
12:40 PM	1:35 PM	55	5	PE / Digital Arts
1:35 PM	1:40 PM	5		Transition
1:40 PM	2:10 PM	30		Tutorial
2:10 PM	2:15 PM	5		Transition
2:15 PM	3:10 PM	55	6	ELA Reading
3:10 PM	4:05 PM	55	7	ELA Writing
4:05 PM	4:15 PM	10		PM Advisory
4:15 PM	5:00 PM	45		Enrichment/Tutoring Homework Center
Total		570		

Figure 6.05: Sample Friday Schedule

Valence College Prep Year 1 Daily Schedule, Abbreviated Day				
Start	End	Duration	Pd	Stanford
7:30 AM	7:45 AM	15		Breakfast
7:45 AM	8:00 AM	15		AM Advisory
8:00 AM	8:30 AM	30		Family Meeting
8:30 AM	9:20 AM	50	1	Science
9:20 AM	10:10 AM	50	2	Social Studies
10:10 AM	11:00 AM	50	3	A: Core Math B: CGI / Blended Math
11:00 AM	11:50 AM	50	4	A: ELA Reading B: ELA Writing
11:50 AM	12:15 PM	25		Lunch
12:15 PM	1:05 PM	50	5	PE / Digital Literacy
1:05 PM	1:20 PM	15		PM Advisory

1:20 PM	2:00 PM	40		Enrichment/Tutoring Homework Center
2:00 PM	4:30 PM	150		Teacher PD
Total		540		

Scholars begin the day in breakfast with their Advisory. This is a time for students to prepare for the day, to focus on a silent Brain Breakfast⁷ activity while eating, gather materials and submit homework, and take care of personal needs. Students are tardy if they are not in Advisory by 7:45 AM. By 8:00 AM, all students are ready for their first academic content of the day. Students remain in their same classroom throughout the day, except for the Tutorial and Reading Circle periods, with teachers transitioning to save the time necessary for frequent classroom transitions of all students. Minimal time, thus, is lost in transition, and precious minutes of our school day are kept for instruction, which we believe to be critical to our students' paths to college. We anticipate transitions of under one minute for teachers between classes.⁸ Our Physical Education and Digital Arts courses will be in the same period and initially taught by the same staff member, with 50% of class periods devoted to each subject and alternating, by week, between three classes or two classes of each subject, a plan that will be managed and tracked by the teacher to ensure scholars get the required and proper minutes of physical education each week. The end of our day includes time for enrichment, tutoring, and Homework Center. Enrichment will be teacher-led and will include a range of options for scholars to participate in arts, sports, or whatever interests them. In our startup year, options for enrichment may be limited because of our small staff, but options and offerings in enrichment for scholars to choose based on their interest will grow as our school grows.

Each Friday, Valence College Prep has an abbreviated day for scholars followed by whole staff professional development after scholars are dismissed. Scholars still receive all core academic subjects on abbreviated days, with 250 minutes of academic instruction and 30 minutes of culture building via Advisory and Family Meeting. In Advisory, scholars meet in a small group with their Advisor to receive small group attention to build academic and professional habits and a small space for social attention and development. Family Meeting builds our culture as a school and in grade levels and is a space for showcasing our values before the full group. Family Meeting showcases these values in multiple ways, from weekly student awards for students exemplifying our values to student skits in which students act out our values.

After scholars are dismissed on Fridays, teachers meet for 150 minutes of professional development. We believe that we need to develop as a team on a weekly basis to meet the needs of our scholars, and this time is designed to provide the space for collaboration and development necessary to do so. Part of this time is dedicated to grade level and content collaboration, but much of it is reserved for the Instructional Leadership Team to deliver development in the areas of highest need for our school. Details of this professional development are provided in **R-08c – Professional Development**.

⁷ Brain Breakfast is a short worksheet, varying in subject by day, provided as part of the curriculum by the Dean of Academics (or Head of School in Year 1) and prepared by general education teachers. It is often based on topics learned in the previous week. It is intended as a review and warm-up for the day for scholars. North Star Academy in Newark, NJ and BES school Purpose Prep in Nashville, TN utilize Brain Breakfast during their morning routines and use this routine to set the tone for the day and provide supplemental review.

⁸ Teacher transitions in place of student transitions have been successfully implemented at BES schools Excel Academy in Chelsea, MA and Democracy Prep in New York City. 6th graders at Democracy Prep stay in the same classroom for all classes, while 7th and 8th graders transition between classrooms to build independence in these grades as part of preparation for high school.

Day in the Life of a Valence College Prep Scholar

Andrea walks with her father from their apartment on Junction Boulevard to Valence College Prep every day, and he drops her off at 7:30 AM on his walk to the 7 train. Andrea carries a backpack containing her homework folder, independent reading book, and pencil case – all provided to her by the school at the start of the year. When she arrives at the front door, she hugs her father and approaches the Head of School, who stands in the doorway. The Head of School extends his hand to shake Andrea’s hand, and he says, “Good morning, Andrea. Are you ready to learn today?” She looks him in the eye and says, “Good morning, Mr. Flax. I am ready to learn today.” Andrea speaks with clarity and confidence, something she struggled to do in her first weeks of school at Valence College Prep as a fifth grader. As she shakes Mr. Flax’s hand, he checks her uniform – grey slacks, a blue polo with the Valence College Prep logo, a black belt, and black socks and shoes – and then says, “Welcome!” as he motions her into the building.

Andrea enters the building and walks silently and in a straight line along the right side of the hallway until she reaches her classroom. Her PE teacher stands in the hallway, and he smiles and nods as she passes. The silent hallway makes Andrea feel calm and settled as she begins her school day. Her Advisory teacher is just inside the door and greets her with a smile and a handshake. Her teacher prompts, “How are you this morning, Andrea?” “Good morning, Ms. Nolan. I’m cold!” The teacher gives a half-laugh and motions Andrea into the classroom. Andrea walks to the storage squares at the back of the room, where she hangs her coat, takes her materials out of her backpack, and puts her backpack at the end of the backpack line. When she arrives there, her breakfast is waiting for her, as is her Brain Breakfast, a sheet of review of material from the previous week’s learning. She silently eats her breakfast and works on Brain Breakfast. She feels calm, enjoys the focused start to the day, and builds her confidence as she feels success in multiplying fractions, which she remembers from reviewing it last week in her Numeracy Practice part of her math course.

By 7:45 AM, Andrea’s full Advisory has arrived and are finishing breakfast and Brain Breakfast or reading. She and her Advisory, named after her teacher’s alma mater, are the Columbia Lions. Andrea’s Advisor, Ms. Nolan, calls her class’s attention, “Good morning, Lions!” Andrea chants back with her classmates, “Good morning, Ms. Nolan!” Ms. Nolan leads her Advisory through the morning routine for discarding trash from breakfast and then for submitting homework. “Take out your math homework, 5, 4, 3, 2, 1, UP!!” says Ms. Nolan, and Andrea holds her homework high in the air. “Flow it forward,” says Ms. Nolan, and Andrea passes forward the homework, enjoying the rhythm of the routine and following it for her reading, writing, science, and social studies homework as well. Andrea prepares her supplies for the day, and Ms. Nolan delivers announcements for Columbia about the schedule for the day. To finish morning Advisory, Ms. Nolan points out that Columbia only earned the H block for Hard work in three of their seven periods yesterday and that she hopes to see Columbia do the **RIGHT** thing more today and then she smiles, telling them that she knows that they can do it. Andrea thinks to herself that she will need to remember to keep working hard after lunch, which can be a struggle for her.

At exactly 8:00 AM, Mr. Gonzalez enters the classroom and has the class stand for their transition ritual. Within 90 seconds, Andrea and all students have the packet for the day in Reading. She begins her Launch, where she reads and annotates a short paragraph excerpted from the story she read for homework. She answers two questions about it. After four minutes, Mr. Gonzalez gets the class’s attention and gives instructions for all students to turn to their partners and share their response to the second question of the Launch, which asked students to identify the author’s claim in the paragraph. Andrea listens to her partner’s answer and compares it to her own, and Andrea responds that she disagrees about part of the claim. Mr. Gonzalez brings the class together to discuss the question, and

Andrea listens to three classmates' perspectives on the question. She realizes that she misunderstood the meaning of the word "unsettled" in the paragraph, and she changes her description of the author's claim on her sheet. Mr. Gonzalez describes the class's objective for the day, to identify key ideas from the first three pages of text in the book that they are starting today, *The Outsiders*. Mr. Gonzalez calls up each row of students to pick up their copy of the book, and Andrea is excited to get this new book because Mr. Gonzalez has been hyping it for two weeks. The class first does a close reading of the first paragraph, and Andrea and her partner then do a close reading of the second paragraph before discussing it as a class. Andrea and her partner are given a merit by Mr. Gonzalez for hard work, which is one of Valence College Prep's core values. Andrea feels proud that her effort was recognized. She then has 15 minutes to read before completing her exit ticket, which assesses whether she understood the key ideas in the first several pages of the text. Andrea is confident that she got 100% and looking forward to reading more of *The Outsiders* during Tutorial this afternoon to complete her homework questions.

Mr. Gonzalez asks all scholars to stand up and leads the class in a 30-second brain break. Andrea gets to give a high five to the four students in reach of her before returning her attention to Mr. Gonzalez, and the class starts their Writing block. In this 55-minute period, Andrea's objective is to identify evidence to write an organized body paragraph. Mr. Gonzalez leads the class through a Launch activity, an example, partner practice, and independent practice before giving another exit ticket to assess the class's mastery. During partner practice, Andrea asks her partner multiple questions, and he patiently explains what he thinks – Mr. Gonzalez gives them a merit for teamwork, another core value at Valence College Prep. But Andrea feels confused after Writing today, and she doesn't think she mastered identifying evidence on her exit ticket. She hopes Mr. Gonzalez will give the class more practice tomorrow on this.

The time is 9:50 AM, and it is break time. Andrea adds herself to the bathroom list and heads to the bathroom, where she waits in line for a stall. At Valence College Prep, the bathroom opens into the hall, and only four students are allowed inside at one time. At first, Andrea thought it was weird, but she likes that the bathrooms here are clean and bright, unlike the bathrooms at her old school. She returns to the classroom with enough time to play a quick game of mancala with her friend, Desiree.

At 10:00 AM, Ms. Jenkins enters the classroom, and Andrea and her classmates return to their assigned seats and stand for the transition ritual. "Lions, I am ready to teach!" she says. "Ms. Jenkins, we are ready to learn," they respond. Andrea is ready to start her math block, and the class is working through a word problem today. She has time to work on the problem herself, to compare her solution with her those of partner and row, and to see three different ways that classmates solve the problem. Afterward, she works through a similar problem in her independent practice packet, and she decides that she will try a different method for solving the problem. At 10:55 AM, Ms. Jenkins gives the class a brain break and then breaks the class into three groups. Andrea spends the first 15 minutes of the Blended Math block on a Chromebook in Delta Math. In her second 15 minutes, Andrea works independently on numeracy drills, practicing adding decimals. In the last 15 minutes, Ms. Jenkins works directly with her small group practicing mental math with decimals.

It is 11:50 AM, and it is time for lunch. Andrea's brain is ready for a break, and she is definitely hungry. Her turkey sandwich, carrots, and juice are good fuel for her afternoon, and she eats at her desk while talking to Desiree, who sits in the next row. Lunch is at a volume level 2 for students who do not have detention, which Andrea has only earned twice this year. At the end of lunch, and after Mr. Lee has directed students to clean up lunch, it is time for Reading Circle. Mr. Lee announces the transition to Reading Circle. Some students transition to different classrooms, but Andrea stays in Columbia. Here, Andrea loses herself in a book of her choice. Right now, Andrea is reading *Harry Potter and the Prisoner*

of Azkaban. It is appropriately challenging for her reading level, and she has heard good things about the Harry Potter series from her cousin. It is now 12:40 PM, and time for the transition to afternoon classes.

Andrea's Social Studies class involves guided reading about the Ottoman Empire, and Andrea draws and presents to her small group a diagram of the branches of its rule. She practices her literacy skills of close reading and oral literacy in this subject. At the end of Social Studies, Andrea's name is called to go to the SUNY Binghamton classroom for Tutorial; she lines up when it is called by her teacher. She walks to that classroom with the others in her Advisory who are in that Tutorial, and Ms. Kapoor greets her with a handshake on her way in. Andrea has a B or A in every class, so in Ms. Kapoor's Tutorial, she gets to use this time to work on her homework and ask any questions she has to Ms. Kapoor. Andrea works on her math homework first, and she raises her hand twice with a math question for Ms. Kapoor. She then works on her writing homework until Ms. Kapoor calls time to return to her Advisory classroom. Her next class, Science, is similarly aligned to develop her reading skills. Andrea reads and discusses a text about the properties of water, and then writes a hypothesis about an experiment that she can do with water and a pipette. Tomorrow, she will be able to test this hypothesis in her Science class and will write a lab report about her development and testing of the hypothesis. During Science class, Andrea starts to get tired while writing her hypothesis and starts daydreaming about Harry Potter and his owl, Hedwig. "Demerit, Andrea, hard work. Back to it," directs Ms. Fuller calmly. Andrea has still earned more merits for today than demerits, and she understands that she was not working hard a moment ago, so she gets right back to work.

The time is now 2:55 PM. Andrea has another break for personal needs, and at exactly 3:10 PM, her Physical Education ("PE") teacher arrives to take her class to the park across the street. In PE, Andrea plays a game in which her team has to move recreation balls across the play field without touching the ground. She enjoys this activity because she likes the competition and likes to run around, and she also learns some cooperation and problem solving.

At 4:00 PM, Andrea returns to her classroom for PM Advisory. Her Advisor reviews the Lions' performance in each value – today was a great day for Hard Work, but a challenging day for Integrity. In multiple periods, the class did not earn their Integrity blocks because students did not work fully independently during independent practice. Ms. Nolan asks Andrea's class to think about why it might be important to work independently during independent practice, and Andrea thinks about what it feels like to struggle with a hard problem and solve it. The school day is nearly over, and Andrea prepares her backpack with her homework folder for this evening. She completed all her homework last night and had it signed by her father, so she does not need to go to Homework Center today, and her painting club with Ms. Kim does not meet today. Ms. Nolan dismisses walkers from Advisory after she has dismissed students boarding the buses; Andrea walks out the door of the school at 4:15 PM and heads toward her family's apartment.

When she gets home at about 4:40 PM, Andrea's mother is at home preparing to leave for work. Andrea's parents have a rule – she must complete her homework before she can use her phone to text with her friends. She sits at the table in her kitchen and reads *The Outsiders*, and then she works to complete all of her math homework. When she has finished all of her homework, she calls her mother over and asks her to check and sign her homework. As she signs, her mother asks, "What did you learn about in science class today?" "Water sticks to itself," Andrea responds. "The property is called *cohesion*."

c. Sample Teacher Schedule

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers’ work day;
- Time devoted to core teaching assignments, planning, and other activities; and,
- A brief scenario describing a typical teacher day and week.

Teachers at Valence College Prep start their day arriving by 7:00 AM and at our staff huddle by 7:06 AM. The teacher work day is over at 5:00 PM, which constitutes a 10-hour work day, during which teachers are afforded each day 165 dedicated minutes of preparation time as part of the work-day schedule. A sample schedule is provided in **Figure 6.06**.

Figure 6.06: Sample Teacher Schedule

Valence College Prep Year 1 Sample Teacher Schedules						supervision duty
Start	End	Duration	Pd	ELA Teacher	Science Teacher	non-academic teaching
7:06 AM	7:16 AM	10		Staff Huddle	Staff Huddle	academic teaching
7:30 AM	7:45 AM	15		Breakfast	Breakfast	intervention teaching
7:45 AM	8:00 AM	15		AM Advisory	AM Advisory	preparation time
8:00 AM	8:55 AM	55	1	Preparation Time	Science (Stanford)	
8:55 AM	9:50 AM	55	2	Preparation Time	Preparation Time	
9:50 AM	10:00 AM	10		Break	Break	
10:00 AM	10:55 AM	55	3	ELA Reading (UChicago)	Science (Georgia Tech)	
10:55 AM	11:50 AM	55	4	ELA Writing (UChicago)	Preparation Time	
11:50 AM	12:15 PM	25		Lunch	Lunch	
12:15 PM	12:40 PM	25		Reading Circle	Reading Circle	
12:40 PM	1:35 PM	55	5	Preparation Time	Preparation Time	
1:35 PM	1:40 PM	5		Transition	Transition	
1:40 PM	2:10 PM	30		Tutorial	Tutorial	
2:10 PM	2:15 PM	5		Transition	Transition	
2:15 PM	3:10 PM	55	6	ELA Reading (Stanford)	Science (Columbia)	
3:10 PM	4:05 PM	55	7	ELA Writing (Stanford)	Science (UChicago)	
4:05 PM	4:15 PM	10		PM Advisory	PM Advisory	
4:15 PM	5:00 PM	45		Homework Center	Enrichment – Painting	
Total		570				

Although a 10-hour day is longer than a traditional teacher workday, we believe that the supports we provide to teachers and most particularly the dedicated 165 minutes of preparation time we provide, which constitutes 2 hours and 45 minutes of that professional day, will allow teachers to finish their full workload of grading and planning within the workday.

Math and ELA teachers at Valence College Prep are responsible for two periods of instruction for each of two cohorts. Each grade level thus has two teachers in each of these subjects to provide the greatest

continuity for a cohort between the learning in each block of the same subject. Science, social studies, and PE/Digital Literacy teachers at Valence College Prep teach all students in a grade level for a single 55-minute period each day. All staff will have the option to lead weekly enrichment opportunities based on the confluence of their own interests and the interests of our scholars, and staff who choose to lead Enrichment will receive a stipend, for which we have budgeted in **R-21e – Budget Template**. The Dean of Students will lead the Enrichment program, including proposals, student sign-up, and staffing of all options, which may include visual arts, performing arts, games, reading discussion groups, affinity groups, sports, or other interests that will develop and enrich our scholars’ education with non-academic content or not-explicitly-academic content. All staff will be required to lead Homework Center or Tutoring at least twice weekly, a responsibility coordinated by the Director of Operations.

On Fridays, because our school has an abbreviated day, our teacher schedule is also abbreviated, particularly in the instructional minutes for which an ELA or math teacher is responsible. Because these teachers shoulder twice the planning load of other core subject teachers, they use this time for co-planning of the following week’s instruction and modifying grouping for literacy and math intervention. **Figure 6.07** provides a sample abbreviated day schedule for a teacher in ELA and one in science.

Figure 6.07: Sample Teacher Schedule on Abbreviated Day

Valence College Prep Year 1 Sample Teacher Schedules, Abbreviated Day						supervision duty
Start	End	Duration	Pd	ELA Teacher	Science Teacher	non-academic teaching
7:04 AM	7:14 AM	10		Staff Huddle	Staff Huddle	academic teaching
7:30 AM	7:45 AM	15		Breakfast	Breakfast	intervention teaching
7:45 AM	8:00 AM	15		AM Advisory	AM Advisory	preparation time
8:00 AM	8:30 AM	30		Family Meeting	Family Meeting	
8:30 AM	9:20 AM	50	1	ELA Meeting: Co-planning	Science (Stanford)	
9:20 AM	10:10 AM	50	2	Meeting: Intervention groups	Preparation Time	
10:10 AM	11:00 AM	50	3	ELA Reading/Writing (UChicago)	Science (Georgia Tech)	
11:00 AM	11:50 AM	50	4	Preparation Time	Science (Columbia)	
11:50 AM	12:15 PM	25		Lunch	Lunch	
12:15 PM	1:05 PM	50	5	ELA Reading/Writing (Stanford)	Science (UChicago)	
1:05 PM	1:20 PM	15		PM Advisory	PM Advisory	
1:20 PM	2:00 PM	40		Homework Center	Enrichment – Painting	
2:00 PM	4:30 PM	150		Teacher PD	Teacher PD	
Total		540				

Day in the Life of a Valence College Prep Teacher

Ms. Kim steps out of her apartment door at 6:15 AM and hustles toward the 7 train. Luckily, she has a “reverse commute,” so she gets a seat on the train and spends her 18-minute trip closely reading the chapter of *The Outsiders* that her ELA Reading class will be reading two weeks from today. She walks in the front door of the school at 6:55 AM, waves hello to the Director of Operations preparing arrival in the hall, and heads to the teacher work room to put down her things. She has just enough time to use the restroom and grab her coffee and clipboard for the morning huddle at 7:04 AM. In the morning

huddle, she hears a reminder that all Advisory scholars need a parent conference for next week scheduled by the end of day tomorrow, and she makes a note to herself that she needs to follow up with two scholars' parents that have not yet scheduled their conference. Ms. Fiske, the Dean of Academics, reminds teachers that the instructional focus this week is Format Matters – scholars need to be pushed to restate their answers in complete and correct sentences. Ms. Kim thinks briefly of her roleplay in last Friday's professional development, pausing a scholar, "Complete sentence, 'Ponyboy loves Sodapop because...'" Finally, Ms. Kim provides a quick hit of her own when the staff whip around. "Scholars in my Advisory, Georgia Tech, have had two days already this week earning the Teamwork block in just two of their seven classes. When you are in there with them, clear and explicit directions for partner work and cooperation will help them a lot there." At the end of the huddle at 7:16 AM, Ms. Kim and all staff put their hands together in the center and chant, "We grow brains," before breaking up.

Ms. Kim heads to her morning post in her Advisory classroom, Georgia Tech. The Director of Ops has already placed her class's breakfast crates in a designated space at the rear of the classroom, and she does a lap of the classroom to ensure that all seats have Brain Breakfast where she placed it last night before leaving the school. She also checks her teacher cart, currently parked at the front of the room, to be sure her ELA materials are ready for her first class after Advisory. At 7:31 AM, her first student, Diajah, arrives at the door. She shakes Diajah's hand and greets her with a smile, and she monitors Diajah's routine in the classroom. As more of her students stream in, Ms. Kim monitors the volume and activities of students in the classroom. "It is 7:37, Yellow Jackets, you will need to work on that Brain Breakfast with urgency to finish it by 7:45 and earn your bonus merits," she reminds students. "Demerit, Teresa, volume 0." At 7:45 AM, with 25 of the 28 students in Georgia Tech arrived and calmly eating or working, Ms. Kim closes the door to the classroom and says, "7:45, last bites." Ms. Kim leads Morning Advisory with her Yellow Jackets, ensuring every scholar is prepared for the day with the correct materials and with words of affirmation in preparation for their focus on Teamwork today. She asks Corina to step to the front of the class to lead the Yellow Jacket chant, and Ms. Fiske arrives to lead a brain break at 7:59 AM while teachers transition.

Ms. Kim leads her cart across the hall to SUNY Binghamton, takes leadership of the class from Ms. Kapoor, and leads the Bearcats in their greeting ritual. "Good morning, Bearcats, I am ready to teach." "Good morning, Ms. Kim, we are ready to learn," they respond, and Ms. Kim motions them to sit down. Ms. Kim says, "Bearcats, track me. When I say go, flow your packets back and begin your Launch. You have four minutes." She places stacks of five packets on each of the front desks and says, "Go!" She starts her timer at the front of the room and begins to circulate the classroom. "Jamaal has annotated the first two sentences," she narrates. "Cecilia is focused, eyes glued to the Launch. Neat heading from Raul." Ms. Kim scans the full room and is satisfied that 100% of scholars are working. With one minute left on the timer, Ms. Kim spots a student whispering to her partner and says calmly, "Demerit, Darlene, following directions." Half of scholars are finishing their Launch, and half have moved on to their independent reading books when Ms. Kim says, "I need your attention in 5, stop what you are doing, 4, sit up straight, 3, eyes here in 2, STAR in 1, 0. Darrell is in STAR, straight back. Luis is ready, tracking me. Good, 100%" Ms. Kim begins the class's discussion of the Launch, engaging students with a variety of requests for volunteers' hands and cold-calling. She uses her cold calls to check for understanding of the Launch, and she then describes today's objective – to identify the key ideas from a paragraph in the first three pages of *The Outsiders*, which her ELA class is beginning today.

Ms. Kim leads her class through the lesson, first modeling the close reading under a document camera and checking for understanding as she teaches. She then gives the class directions for reading the next section aloud with partners. She circulates as students read, redirecting two minor misbehaviors and narrating students who are making strong progress. "Strong listening to your partner, Darlene, merit,"

she says. As she circulates, she makes note of the four students who struggled the most with annotation so that she can target this skill with them during independent practice. When partner reading time is nearly up, Ms. Kim provides a countdown timer for the transition to independent practice, shouts out the strongest learning behaviors in partner practice, and then provides explicit expectations for independent practice. During independent practice, she monitors behavior for the full class and circulates specifically between the four focus students that she identified as struggling from partner practice. Nearing the end of the period, she instructs students to put away today's packet in their ELA binders and to clear their desks for their exit ticket.

It is now 8:50 AM. Period 2 is also an instructional period for Ms. Kim – because she teaches ELA, she has two different Advisory groups of scholars daily for two 50-minute periods, one in Reading and the other in Writing. Ms. Kim is able to focus instructionally on just her 56 students' language abilities, and teaching both of these courses allows her to align the goals of each one when appropriate. When Period 2 ends at 9:40 AM, Ms. Kim monitors SUNY Binghamton's break until 9:50 AM, when she is relieved by Ms. Gore. Ms. Kim heads to the teacher work room for her two consecutive periods of preparation time.

Ms. Kim spends her preparation time on three primary responsibilities – assessing student learning, planning instruction, and collaborating to improve instruction, including for students with special needs. Today, Tuesday, Ms. Kim is finishing lesson plans for next week. Lesson plans are due on Tuesday afternoon by 6:00 PM, and Ms. Kim needs to finish planning for next Thursday and Friday. She opens the Google Drive folder of lesson plans and her scope and sequence document, and she prints copies of the lesson plans she has been given for these sets of objectives. Valence College Prep uses the Achievement First literacy curriculum, and Ms. Kim appreciates not having to plan lessons from scratch. Rather, she uses her planning time to internalize the lessons, script checks for understanding, and script her plans to circulate and differentiate for students she expects to struggle. She starts today's planning by completing the student work and trying to think about where her students may struggle. She writes supplemental checks for understanding into the document where she is writing her own copy of the lesson plan, and she creates a supplemental example that she can use to reteach the concept if her checks for understanding reveal that students do not understand the concept. She finishes her plans and submits them in Google Drive for review by her coach, Ms. Fiske, the Dean of Academics.

Ms. Kim eats the lunch she brought at the end of her prep period and returns to Georgia Tech for scholar lunch. She reminds scholars of lunchtime expectations before working with her advisory teaching partner, Mr. Kahn, and three designated students to distribute lunch. She monitors lunch, has time to check in with a few of her scholars about how their day is going and what they have learned, and facilitates disposal of lunch. As the lunch period ends, she readies scholars to transition to Reading Circle. Approximately 1/3 of Georgia Tech scholars are going to another classroom for Reading Circle, and she leads them there while the remainder of scholars in Georgia Tech take out their independent reading books. During Reading Circle, Ms. Kim facilitates guided reading with a small group of scholars who are currently reading on a third grade level but growing every day. The group has been working their way through *Charlotte's Web* and pausing to discuss characters and plot each chapter. At the end of Reading Circle, Ms. Kim leads the transition for her Reading Circle group back to their advisories. She has the next period for preparation and spends it meeting with the special education teacher that supports her class. They discuss the next week's plans and two students of concern to plan for the specific supports their scholars will need.

Ms. Kim works with another small group of her ELA class scholars during Tutorial, where they work together on skills that they have been learning this week, revisiting problems from last week's homework that many scholars in the group did not do correctly. After Tutorial, Ms. Kim teaches her two

instructional periods to the scholars in SUNY Binghamton. She stays in the same room for PM Advisory and leads dismissal for her Advisory scholars.

It is now 4:15 PM. Today, Ms. Kim is not leading a tutoring group or her painting club, so she spends most of the last 45 minutes of her day preparing envelopes for an activity that she has planned into next Monday's class. She answers several emails from her grade level team about scholars of concern and an email from the Head of School about the upcoming state testing practice day. She reaches into her handouts preparation crate and takes out the handouts she created last week for tomorrow's lessons, neatly arranging them onto her cart. She also checks each of the supply bins in SUNY Binghamton to ensure that they will be ready for tomorrow's class. She does a visual sweep of her cart and the Advisory classroom, and she picks up her things. It is 5:17 PM, and Ms. Kim is ready to walk to the 7 train and go home, proud of her students and her team at Valence College Prep.

R-07ad - Specific Populations

a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;*
- *The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

The average proficiency in literacy in the schools in our community is approximately 30%. We expect that more than half of the students entering Valence College Prep will need to acquire academic skills and knowledge that precede expectations at their grade level. It is core to our mission for all scholars to be given the space to develop and practice these foundational skills and to provide them with the rigor of grade level instruction required at middle school to push them toward high school success and ultimately college readiness. We believe that all students can succeed in rigorous college preparatory work, and we recognize that many of our students will need substantial support to reach this standard, both as part the academic program that we provide to all students and in intentional supplemental support to address their individual needs. Providing that support is our responsibility and privilege.

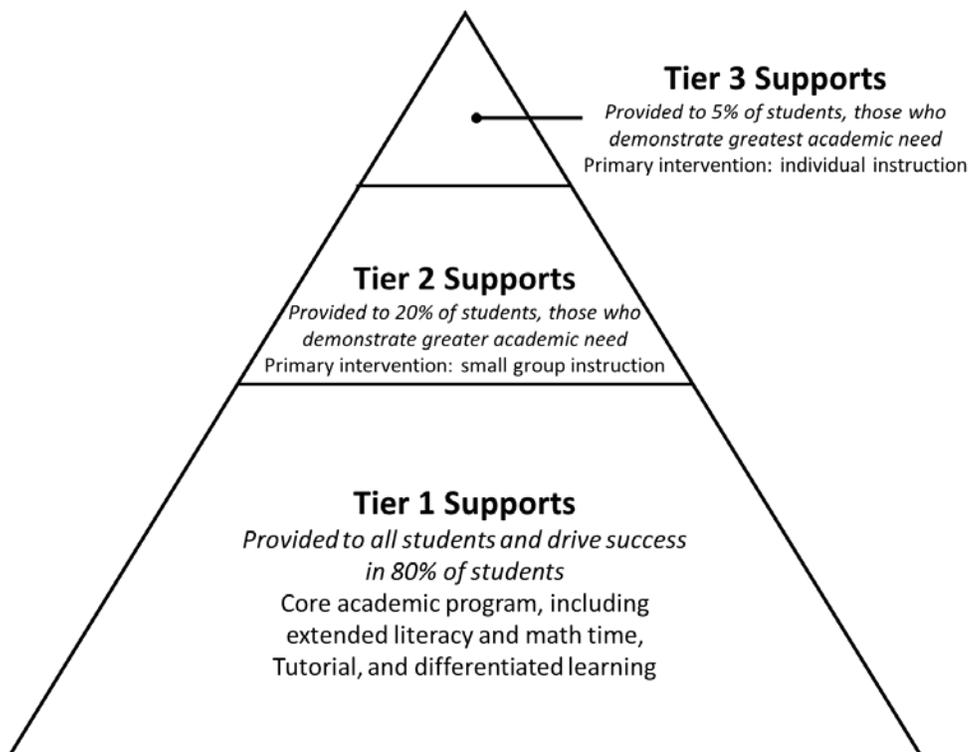
To achieve our mission at Valence College Prep of preparing every one of our scholars for college success, we will use a program of tiered supports and an urgent focus on learning from data to improve our targeting of these supports. In students' first week of school, we will use the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments in literacy and mathematics to diagnose our students' levels and initial academic need. Going forward, we will monitor which of our students are consistently struggling with a daily, weekly, and mid-trimester and end-of-trimester assessment data collection system. Our school designates five Data Days in our academic calendar to focus exclusively on using student performance data to direct our program, including and most importantly to plan the implementation of our Response to Intervention (RTI) framework and programming (see **R-6a – School Calendar** for the schedule of Data Days and **R-5b – Assessment System** for an explanation of Data Days). Our RTI program allows us to identify the students who are struggling so that we can implement supports that correct their academic path toward college.

Academic Response to Intervention

The academic RTI framework incorporates three tiers of support. Tier 1 is initially inclusive of every student at Valence College Prep. Supports for Tier 1 are all of those that our school provides to all students, including differentiated Tutorial, Advisory, Homework Center, and our extended instructional day. At the start of the year, the only students not placed entirely in Tier 1 are those who have already been identified as having an IEP or 504 Plan – these scholars will immediately receive accommodations and modifications required and will otherwise follow the same intervention process as all scholars. Students with an IEP or 504 Plan are given access to all the supports detailed in these documents and are assigned a case manager, either a special education teacher or the Dean of Student Support, both of whom will be licensed special educators in New York State. These supports are described in greater

detail in section R-07b - Students with Disabilities. A diagram of this system of tiered support is in Figure 7.01.

Figure 7.01: Response to Intervention (RTI) Tiers of Support¹



After our first interim assessments are complete, by October of each year, any scholars performing in the bottom quartile of assessment results or receiving a failing grade (below 70%) in any class will begin receiving Tier 2 interventions of the RTI program. At this point, teachers, administrators, advisors, or parents may also refer a scholar for Tier 2 interventions if they believe that performance data do not accurately reflect a child's need. Tier 2 interventions include, but are not limited to, a Tutorial assignment of small group instruction, Reading Circle assignment of guided reading instead of independent reading, individualized trackers of academic behaviors, a family conference targeted at work habits outside of school, and assignment of Saturday Academy. These interventions will be determined by the Advisor and Dean of Student Support based on feedback from all scholar's teachers, collected on a mid-trimester and trimester basis. The Advisor will monitor the implementation of these interventions and maintain communication with the scholar's family, minimally every two weeks or more frequently as needed.

Scholars who continue to struggle despite receiving Tier 2 interventions will begin to receive Tier 3 interventions. Initially, the primary intervention for scholars in Tier 3 will be individual instruction, conducted during our Tutorial block or at times during the independent practice portions of classes. After two weeks of receiving individual intervention, the Dean of Student Support will be responsible for collecting feedback from the staff member providing these interventions and will categorize the scholar's primary challenge. The Dean of Student Support will communicate progress with families and the next steps determined toward the scholar's success.

¹ Valence College Prep's RTI model is adapted from the New York State Response to Intervention Technical Assistance Center Framework, available at www.nysrti.org.

The primary challenges to performance that we anticipate for most scholars will be categorized as skills, motivation, or attendance. Research has demonstrated the importance of each of these areas to scholar achievement. In the example of literacy, “Teachers have two primary issues to contend with when trying to improve the literacy skills of unmotivated struggling readers and writers: (1) getting them to engage with academic literacy tasks, and (2) teaching them how to complete academic literacy tasks successfully.”² Put another way, scholars must be in our school to learn, and they must be engaged in learning before we can assess their specific learning needs. This categorization allows continued intervention in the area of a scholar’s greatest need. Scholars with issues of motivation will be referred to the Dean of Students for biweekly conversations, at minimum, about goals and priorities. Scholars with attendance issues will be referred to the Social Worker, or the Dean of Students in year 1, to formulate an attendance plan in collaboration with their families. Interventions in the case of motivation- or attendance-driven academic struggle may include daily or weekly incentives for changes in the behaviors or mindsets that are causing a scholar to struggle.

For a scholar struggling with skills, individual tutoring during our Tutorial and/or Reading Circle blocks will continue and may become more targeted based on a scholar’s specific gaps. The scholar may at this time be referred for daily or weekly tutoring sessions with specific teachers during the teacher’s tutoring, held directly after school on at least two days per week, Monday through Thursday. Because this tutoring will be after the end of the required school day, this supplemental intervention will be offered and encouraged to a scholar’s family but not required. Teachers will track the progress of scholars sent to their tutoring sessions and report this progress to the Dean of Student Support. The Dean of Student Support will communicate with scholars’ families, at minimum, on a biweekly basis, or more often as needed, to communicate the scholar’s academic progress. Tracking progress on a biweekly basis, if the Dean of Student Support and a scholar’s teachers agree that the scholar may need to be evaluated for a potential learning disability, they will begin the identification process, as detailed in **R-7b – Students with Disabilities**.

Behavioral Response to Intervention

Because we believe that scholars are most successful when they have clear expectations, Valence College Prep will be a structured environment with clear behavioral expectations and consequences provided via a merit and demerit system. Scholars who receive five or more demerits in a day receive a lunch detention on the following day and miss social lunch with their peers. Similarly, scholars who receive three demerits in a class period will be referred to the Dean of Students and must reflect on their actions and take responsibility before returning to class, and they will receive a lunch detention on the following day. Each detention incident will result in a phone call to a scholar’s parent(s) to update them on the actions that led to the consequence. We believe that for our scholars to be their best selves, they must understand that their actions have consequences and be given opportunities to recover and do better. Based on the experiences of other high-performing charter schools around the country and in New York City, we believe that more than 80% of our scholars will respond to this system and act in an exemplary fashion at most times in our school. This system of clear expectations and consequences, including our larger discipline policy described in **R-09b - Discipline Policy**, can be considered our Tier 1 intervention for scholar behavior.

Some scholars will not respond to our Tier 1 intervention and will earn a large number of demerits and detentions. We believe that every scholar deserves an excellent education, including those who repeatedly violate behavioral expectations, and it is our responsibility to help them to modify their

² Irvin, Judith L, et al. “Student Motivation, Engagement, and Achievement.” *Taking Action on Adolescent Literacy*, ASCD, June 2007, www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-and-Achievement.aspx.

behaviors. On a weekly basis, the Student Success Team (SST) will review the accumulated demerits and detentions for all scholars and discuss any scholars who are outliers in either or both metrics. Scholars who have received six or more detentions in a single month period will be considered eligible for Tier 2 interventions. Scholars in Tier 2 will begin to meet with the Dean of Students on a weekly basis and set goals and strategies for improving behavior. After each of these conferences, the Dean of Students will communicate these goals and strategies with the scholar's parent(s). Scholars will track their own progress via merits and demerits in each of their classes, and they will have incentives arranged by the Dean of Students for limiting demerits and earning merits. Scholars who show consistent improvement over a period of three weeks will be considered to have returned to Tier 1 and will stop meeting with the Dean of Students weekly, but these scholars may be returned to Tier 2 if they demonstrate a week of slipping back into poor behavioral habits that earn them two or more lunch detentions in one week. Scholars in Tier 2 who show no improvement will be considered eligible for Tier 3 interventions, including a weekly parent meeting and daily check-ins with the Dean of Students before school to set daily goals. These scholars also may be referred for counseling if their behaviors reveal a possible need for mental health services; in this case, the parent(s) will be contacted by the Dean of Students before beginning any services and kept updated on these services by the Social Worker (or Dean of Students in year 1). We believe in the potential of every scholar to be both behaviorally and academically successful, and our RTI system for behavior is designed to provide greater levels of reflection, accountability, and individual counseling for scholars who need these supports to modify their behaviors.

Attendance Response to Intervention

To be successful at Valence College Prep, a scholar must be at school every day. We believe that every learning moment is precious, and a full day absence is an enormous loss of such learning moments. Scholars and families will be kept updated on the number of late arrivals and absences they have on weekly progress reports, and all families with a late or absent scholar will receive a call from the office staff of Valence College Prep on the day of the absence or tardy. We will monitor the attendance of scholars in our weekly Student Success Team (SST) meeting to identify any needs for scholars struggling with coming to school each day or coming to school on time. Scholars with four or more absences in a two-month period will be considered to need Tier 1 supports. The Social Worker, or the Dean of Students in year 1, will meet individually with the scholar to discuss their absences and will also phone home to discuss absences with the parent. If deemed necessary by the circumstances, a plan will be devised to ensure the scholar makes it to school on time each day. This might include assisting the family to create a transportation plan or facilitating the purchase of an alarm clock. Scholars with six or more absences in a two-month period will be considered in need of Tier 3 interventions, including an in-person meeting with the Social Worker (or Dean of Students in year 1), Advisor, scholar, and parent. This meeting will include action planning for a scholar to set and meet attendance goals, reiteration of the importance of attendance and expectation of attendance, and information about the potential consequences of continuing excessive absence, including danger of retention if a scholar has ten (10) or more absences and notification of New York State Office of Children and Family Services if the scholar has 20 or more absences. For details of the attendance policy, see **R-5e – Promotion and Graduation Policy**.

Program Evaluation of Response to Intervention

As part of our annual internal program audit, we will thoroughly review the efficacy of our Response to Intervention processes to determine the rate of success of these processes to help our scholars improve their academic achievement, behaviors, or attendance. We believe that every scholar can be successful and that it is our duty to understand as well as possible their specific needs and provide whatever

supports are required to meet them. Led by the Dean of Student Support and supported by the Head of School, we will analyze academic, behavioral, and attendance metrics for scholars before, during, and after the administration of interventions, specifically seeking to understand whether each tier of intervention was successful in supporting a majority of scholars receiving it to improve. We will also consider the feedback of scholars, families, and staff surveys in understanding the success of our intervention program. We may undertake case studies of scholars whose improvement or lack thereof is an outlier to generate, with the supportive expertise of the Dean of Student Support and special education teachers, which modifications to our processes may aid more scholars to become successful. For more details of this review's place in our annual internal program audit, see **R-5f – Programmatic Audit**.

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.*
- *The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;*
- *The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);*
- *The services or settings that will be provided by the school district of the student's residency or through a third party contract (pursuant to the Act);*
- *Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;*
- *The process for coordination between general education teachers and special education teachers or service providers;*
- *The process that will be used to monitor the achievement and progress of students with disabilities;*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,*
- *Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.*

To prepare all scholars for college, Valence College Prep believes deeply in developing every scholar to meet a high academic standard. We agree to abide by all the assurances regarding the provision of special education services provided in Appendix B the RFP, *Assurances Regarding the Provision of Special Education Services*. These assurances are reproduced 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 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.*

Valence College Prep provides a Free and Appropriate Public Education to serve all children identified to have disabilities under the law or whom we suspect to have such disabilities. We will comply with all relevant federal and state law, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. Our school will provide all students with a special need with the least restrictive environment (LRE) alongside their peers without disabilities, to the greatest extent possible and as determined in their Individualized Education Program (IEP). Based on current demographic data for Community School Districts (CSD) 24 and 30, we expect approximately 15% of our incoming students to have IEPs. Our school does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities. To provide the appropriate services to all our students, we will work in partnership with the

Committee on Special Education (CSE) from the NYCDOE and other local partner organizations, including the New York City Charter School Center and various providers of contracted services for scholars with specific needs like hearing loss or speech therapy.

Identification

When a new scholar enrolls at Valence College Prep, we will conduct orientation activities that include asking the family whether their child has an IEP. For those students identified to have an existing IEP, our Dean of Student Support (DSS) will follow up with the sending schools and/or the CSE within 30 days to obtain these documents for use at our school. We anticipate that some of our students will enter our school with disabilities that were not identified prior to enrollment. Our DSS, a special educator licensed in New York, will train our teachers and staff to closely monitor students' individual performance via classroom assessments and qualitative observation. Annual summer professional development will include training by the DSS on the specific methods for teachers and staff to identify students who may have a disability that impedes their academic growth. This training will be part of larger development in the implementation of our larger RTI process to ensure that our students in each tier receive the support and interventions they need to be successful, as well as any referrals for those students who do not respond to those interventions.

When a student's performance does not improve given the interventions in each progressive tier of our RTI process, or when teachers or staff believe that a student may have a disability, the student will be referred to the Committee on Special Education (CSE). The findings of our internal assessments and process will be shared with our scholar's family before this referral to the CSE. If the CSE's assessment determines that the student has a disability that impedes their academic progress, Valence College Prep will work in partnership with the CSE to ensure that we adhere to all laws and regulations to implement the services outlined in the student's IEP. We will also collaborate with CSE on the annual review of the IEP, triennial reassessment, and progress toward the student's goals, which may prompt review of the IEP if it no longer meets the student's needs.

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. Valence College Prep adheres to all obligations under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1974. 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. The Dean of Student Support serves as our Section 504 Coordinator to ensure that Valence College Prep fulfills the legal rights and fulfills the special needs of such students.

Our 504 Identification Process is as follows³:

1. Teacher or parent requests referral for 504 accommodations, and Dean of Student Support (DSS) contacts parents to discuss referral and arrange process
2. Within 5 days, DSS gets parent's permission for evaluation and informs parents of rights and non-discrimination

³ Adapted from 504 Identification Process at Achievement First, shared by New York City Charter School Center: http://www.nyccharterschools.org/sites/default/files/resources/Section_504_Identification_Flowchart_0.pdf.

3. If there is no need for a special education referral for an IEP, the DSS schedules a 504 meeting for parents within 30 days and with at least 5 days' notice
4. If the DSS determines that the child has a disability that impedes their educational attainment, he/she writes a 504 Eligibility and Accommodation Plan
5. The DSS ensures that the 504 plan is implemented, including communication with any teachers and staff who need to participate in the implementation
6. The DSS reconvenes an annual meeting to determine the student's continued eligibility, and a continuation template is signed by parents if accommodations are still needed

Services

Valence College Prep believes that all students, including those with disabilities, can achieve college readiness. We will provide all students with the resources, accommodations, and modifications they need to achieve academic success. For all our teachers and staff to provide such accommodations and modifications, our Dean of Student Support (DSS) provides annual professional development in understanding and implementing accommodations specified in IEPs for our students with disabilities and for employing strategies that are effective in educating our students with disabilities. This professional development is delivered both in the summer and throughout the year, and the DSS provides additional support for individual staff members throughout the year in strategies to implement the instructional services outlined in our students' IEPs. This professional development will be scheduled into Friday or full-day professional development agendas, including portions of Data Days to look specifically at the performance of scholars with special needs (for details on Data Days, see **R-8c – Professional Development**). Following up on these sessions, the DSS or teachers may choose to schedule follow-up meetings on an ad-hoc or regular basis to discuss the needs of individual scholars. The DSS, in partnership with the CSE, will ensure that additional services are provided as required during the school day, including but not limited to speech therapy, counseling, occupational therapy, and hearing or vision services.

In the first year, our Dean of Student Support will act in an administrative and instructional role, devoting half of their time to administration of Valence College Prep's RTI program and half of their time to special education push-in and pull-out services for students. In subsequent years until we reach full enrollment, Valence College Prep will hire a minimum of one special education teacher licensed in New York State. These teachers will support students on a specific grade level and will work with the DSS to monitor students' progress and the implementation of accommodations and modifications for each student on their case load.

In tandem with professional development in implementing our students' IEPs, staff at Valence College Prep will receive a copy of the specific accommodations and modifications necessary for specific students in their classes based on their IEPs. All general education teachers will meet individually with a special education teacher in the first 30 days of the school year to review the IEPs for students in the general educator's classes and to discuss the supports needed for each individual student, including those with BIPs. Special educators will meet on a weekly basis with general education teachers in each of the core subjects to ensure that our students' needs are being met. These meetings will be set up on a recurring basis during a common prep period for the special education and general education teacher. Based on classroom observations of the Head of School, Dean of Student Support, and special education teachers, ongoing professional development throughout the year for general education teachers will target accommodations that our staff can grow to implement more effectively or more often. As may be required by individual IEPs, Valence College Prep will also enlist appropriately licensed experts as

contractors to provide tutoring, counseling, occupational therapy, or speech and language therapy services.

Based on the district average of 14% of scholars having IEPs, we expect approximately 16 scholars in each class of 112 to have an IEP. We plan to hire a licensed special education staff that will have sufficiently low ratios of scholars to be able to effectively provide services to our scholars with IEPs. **Figure 7.02** details our expected ratio of IEP scholars to licensed special education staff.

Figure 7.02: Expected Ratios of Scholars with IEPs to Special Education Staff

Year	Total Scholars	Total Planned Special Education Staff ⁴	Expected # of Scholars with IEPs	Expected Ratio of Scholars w/ IEPs to Special Educators
2019-2020	112	2	16	8:1
2020-2021	224	4	31	8:1
2021-2022	336	6	47	8:1
2022-2023	448	7	63	9:1

Program Management and Evaluation

Our Dean of Student Support, under the leadership of the Head of School, will be the administrator in charge of managing Valence College Prep’s special education program and performance. The Dean will:

- Manage and develop all special education teachers
- Lead special education teachers, each of whom are fully credentialed in Special Education in New York State, in tracking progress of our students receiving special education services and ensure that they receive the services detailed in the student’s IEP
- Lead professional development for all staff members, including general education teachers, to provide content-specific supports for all students with special needs
- Serve as the primary contact and liaison to CSE
- Complete all legal reporting requirements for the program
- Safeguard the privacy of IEPs and related documents in strict compliance with state and federal law
- In partnership with the Head of School, compare student mastery and growth data on standardized measures, including the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and internal assessments, to the same measures for general education students, to monitor and improve the efficacy of our program for all students with special needs

On a minimum of a monthly basis, as part of the weekly meeting of the Student Success Leadership Team, the Head of School, Dean of Academics, and Dean of Student Support will analyze assessment data comparing our special needs population’s progress to that of our general education population. If the data reveal specific groups of students or individual students who are making inadequate progress, we will adjust our supports to ensure that all students are given the supports they need to thrive. At the end of the school year, we will use end-of-year assessments and family survey data to evaluate adjustments necessary to our program, including staffing, professional development, and supports.⁵ Our

⁴ Includes special education teachers and the Dean of Student Support, who will be a licensed NYS special education teacher.

⁵ We will also provide a survey specifically for families of scholars with IEPs or 504 Plans to ensure that we understand their experience of our process and program and iterate on it as needed.

special education program is a critical lever to ensure that we reach our mission of every one of our scholars graduating from college and leading a life of opportunity.

d. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;*
- *The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;*
- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria;*
- *The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*
- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

In providing an equitable and excellent education to each of our scholars, Valence College Prep will comply with all applicable federal education law, including Title IV of the Civil Rights Act of 1964 and the Education Opportunities Act of 1974. We will also comply with New York State Education Law 3204, Section 3, which protects the educational standards set for scholars speaking home languages other than English. Based on the existing populations of schools in Corona, Elmhurst, and Jackson Heights, we expect a population of English Language Learners (ELLs) of approximately 32%. To support this population of scholars, we will employ a full-time EL Specialist certified to teach English to Speakers of Other Languages (ESOL), who will focus on providing push-in services and small group teaching to provide supports specifically for scholars whose English language skills are still developing. We will add an additional EL specialist in Year 3 to accommodate the needs of scholars at our school at full scale.

Identification of English Language Learners

When a student enrolls at Valence College Prep, we will request their records from prior schools and use the NYCDOE's ATS system to determine if the student has already been identified as an ELL. As part of our new student orientation, we will provide families with a Home Language Survey to understand whether English or another language is spoken at home. We will work with the NYCDOE to administer the New York State Identification Test for English Language Learners (NYSITELL) to assess whether each student needs English language support. For students who are identified as ELLs, we will provide all legally required services, as described below, and we will reassess their need on an annual basis using the NYSITELL in compliance with the legal requirement. For any scholars identified as both ELLs and having special needs, the Dean of Student Support will review the scholar's IEP and ensure that any assessments administered in a prior school placement were appropriately administered considering the scholar's language need. If there is evidence that such assessments may not have been appropriately modified based on the scholar's language need, the Dean of Student Support will contact the CSE to initiate a review of the scholar's IEP and determination of whether the scholar has been misidentified as requiring special education services. Any such scholar will continue to receive services based on their English language needs. We will communicate with families to provide a channel for communication

with our Dean of Student Support and to inform them of the supports for ELLs and the yearly reassessment process.

Services for English Language Learners

Scholars who are ELLs will have equitable access to all instruction and activities of our school and will receive additional supports to develop their English language skills and ensure that they are successful in our academic program. We will ensure that these supports are provided within the school day and will utilize push-in services from the EL Specialist, small-group instruction during our Tutorial period, and consultation between the EL Specialist and general education teachers to provide support to our ELL scholars. Decades of research on the best instructional practices for ELLs have shown that ELLs succeed when given high expectations, challenging and grade-level work alongside intentional development of academic vocabulary, as-needed scaffolds, and strategic grouping.⁶

We will use a structured English language immersion model to ensure that scholars are not separated from their peers or provided with different academic expectations. According to a research brief from the National Council of Teachers of English, “ELLs will perform much better if placed according to academic achievement rather than language proficiency; placement in challenging classes with quality instruction will enable them to learn more.”⁷ We expect that the majority of ELLs in our school will attend all of the same academic classes as their peers but will experience some supports in class and some small group pull-outs during independent practice times and during our Tutorial blocks. Only if a scholar’s English proficiency is so limited as to completely prevent normal classroom participation will we pull the student out of mainstream classes for purposes of English instruction. Our eventual objective with such a scholar will be to develop their English skills to reintegrate them into mainstream classes as soon as possible, and we will keep them in mainstream classes for part of the day to listen and speak English. We believe that every scholar that comes through our doors can perform academically, and our ELL supports are designed with the same goal for ELL scholars as for all other scholars.

One primary method for meeting the specific educational needs of ELLs will be our extended time for literacy and small group supports for literacy instruction. “Having upwards of 2.5 hours each day to focus on skills needed for reading and writing allows schools to include lots of repetition [and] differentiation,” according to a report from the National Center on Time and Learning.⁸ “Subdividing students into much smaller groups of students who display similar needs (e.g., vocabulary, fluency, etc.) and pairing them with a teacher who has received training in how to overcome these specific obstacles can be an efficient, effective way to advance their overall learning.”⁹ We will use dedicated time and small groups in Reading Circle and Tutorial blocks and small group stations during our ELA Reading and Writing blocks in order to deliver multiple daily opportunities for small group instruction for our ELL scholars. Edward W. Brooke Charter School and BES school Liberty Collegiate both effectively use targeted small group literacy instruction during intervention blocks and core class time to achieve results for ELL scholars¹⁰. For more details of Reading Circle, Tutorial, and our ELA Reading and Writing blocks, see **R-5a - Curriculum Selection and Processes**.

⁶ English Language Learners. National Council of Teachers of English, James R. Squire Office of Policy Research, 2008, www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf.

⁷ Ibid

⁸ Farbman, David A. “Giving English Language Learners the Time They Need to Succeed.” *Time and Learning*, National Center on Time and Learning, 31 Aug. 2016, timeandlearning.org/publications/giving-english-language-learners-time.

⁹ Ibid.

¹⁰ Liberty Collegiate achieved 64% proficiency in 2015 for fifth through eighth graders, as compared to 42% proficiency in Metro Nashville public schools (<https://republiccharterschools.org/our-impact-1/>). 97% of Brooke eighth grade scholars achieved proficiency on the 2016 MCAS exam.

The Dean of Student Support, in partnership with the EL Specialist, will oversee the implementation of an individualized support plan for all ELL scholars. This support plan is completely separate from the RTI process for struggling scholars and is specifically targeted toward the English language acquisition needs of ELL scholars. The plan will be carried out by general education teachers in partnership and with support from the EL Specialist. Using ongoing assessment data and the feedback of general education teachers, the Dean of Student Support and EL Specialist will check-in on a weekly basis to ensure that ELL scholars are receiving the necessary supports and adjusting the plans for these supports as necessary when scholars need greater or lesser intervention to succeed.

Both because we believe that literacy is foundational to success as a learner and because we believe it is our duty to set the same high academic bar for every scholar, we are committed to implementing best practices for literacy instruction in every subject, not just ELA. Every teacher at Valence College Prep will be a literacy teacher. We will follow the guidelines backed by research from the What Works Clearinghouse¹¹ to implement four proven strategies in all literacy, math, social studies, math, and technological problem-solving courses:

1. Intensively teaching academic vocabulary using a variety of instructional activities
2. Integrating oral and written English literacy into content instruction
3. Providing regular opportunities for writing
4. Providing small-group instruction for scholars struggling in literacy or English acquisition

Vocabulary Instruction

At Valence College Prep, we will identify a set of key vocabulary words to teach across multiple contents and Advisory each week. Research tells us that scholars need to see and hear vocabulary terms multiple times with multiple different contexts and multiple methods of expression.¹² The emphasis of these words will happen in English Language Arts classes and Social Studies, as well as in Advisory. The literacy teachers in each grade level, with oversight from the Dean of Academics or Head of School in year 1, will lead the selection of these key vocabulary terms and will share them with the Social Studies teacher and all Advisors for instruction in these other venues. The Dean of Academics, or Head of School in year 1, will observe this instruction and iterate this program as necessary to ensure that all scholars, including ELLs, are acquiring this academic vocabulary.

Integration of Oral and Written Literacy into Content Instruction

For ELLs and for every scholar, we believe that one key to being ready for college success is the development of a confident voice. Our scholars need the skills to speak with one another fluently and eloquently, and they will practice speaking to peers and to their class in all content areas. We will use common rubrics for spoken literacy and writing to ensure that scholars develop a unified skillset in English literacy across contents. Content presented in any course, whether text, images, video, or speech, will often be followed by an opportunity for scholars to respond in writing and in conversation with a partner. Recent research has confirmed that “[l]anguage development and cognitive development are interrelated and mutually dependent; ELs learn language as they learn content.”¹³ Teachers will be taught and coached to hold scholars accountable to their efforts in this writing and

¹¹ “Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.” What Works Clearinghouse, Apr. 2014, ies.ed.gov/ncee/wwc/PracticeGuide/19.

¹² “A Review of the Current Research on Vocabulary Instruction.” National Reading Technical Assistance Center, United States Department of Education, 2010, www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf.

¹³ Bunch, George C., et al. “Realizing Opportunities for English Learners in the Common Core English Language Arts and Disciplinary Literacy Standards.” *Understanding Language Initiative*, 2015, http://ell.stanford.edu/sites/default/files/pdf/academic-papers/01_Bunch_Kibler_Pimentel_RealizingOpp%20in%20ELA_FINAL_0.pdf.

conversation to provide frequent practice and feedback for scholars in speaking and writing to learn. ELL scholars will particularly be well served by this focus on frequent practice, but this routine benefits the learning of all scholars.

Regular Opportunities for Writing

Scholars will write constantly in the form of notes and responses to explain a concept they have just learned. To become strong writers, they will practice and receive frequent feedback from teachers and peers. To support ELL scholars, teachers will provide scaffolds such as graphic organizers, sentence starters, and vocabulary banks that will aid them to access both the content being reinforced and the skill of writing. Teachers will provide feedback on this writing in multiple ways, from informal assessment and commentary to formal grading based on writing rubrics that will be shared across contents.

Small Group Instruction

Intervention groups at Valence College Prep will be revisited on a weekly basis to ensure that scholars receive the help that they need in their literacy and math courses and during our Tutorial block. ELL scholars who need specific language acquisition help will be placed in aligned small groups for instruction in their specific area of need. For example, some scholars may be in a small group with one teacher working on vocabulary, and others may be in a small group working on reading comprehension. This differentiation allows us to provide scholars with what they need most to improve their English skills.

Program Implementation

The Dean of Student Support and EL Specialist will oversee the implementation of each of these strategies and leverage the support of the Dean(s) of Academics and Head of School as necessary to ensure that all teachers, including general education teachers, implement each of these strategies into instruction in their contents. The process for this implementation will start with professional development at the start of the academic year to provide all teachers with the knowledge of strategies and expectations to serve their ELL scholars. The EL Specialist will meet with grade level teams biweekly at minimum to check in on the progress of ELL scholars and the implementation of supports in all classes.

Monthly, the Dean of Student Support will meet with the Head of School and Dean(s) of Academics to review the academic progress of ELL scholars and determine any needs in redirection of the program. This academic progress will be measured by our assessment toolkit, including daily exit tickets, weekly quizzes, and unit assessments. On an annual basis, every identified ELL scholar will take the New York State English as a Second Language Achievement Test (NSYESLAT) to reassess their need for ELL services and status as an ELL. If their score is proficient on this exam, they will be exited from ELL services. We will also review the efficacy of our overall program in serving ELLs at the end of the academic year, using scholar performance data and survey data, in a review led by the Dean of Student Support and with the support of the Head of School. As a result of this review, we may consider new program initiatives or structural changes that should be undertaken to better meet the needs of our ELL scholars. For more details of this review's place in our annual internal program audit, see **R-5f – Programmatic Audit**.

Ensuring Equal Access for All Scholars and Families

Parent partnership is one of the key elements which we believe will drive scholar success at Valence College Prep. We will translate all communication with parents into the home language that families

provide to us when a scholar enrolls at Valence College Prep. This communication will ensure that families have equal access to all the programs and scholar expectations that our school will offer to put our scholars on the path to college success. These programs may include after-school or extra-curricular programs, and translation of this communication will ensure that parents have full access to our school and to programs like Back to School Night and other opportunities to engage with our school. We will employ multiple Spanish speakers on staff and will hire with a preference for Spanish proficiency in our Dean of Students and Office Manager, and we will contract with local translation services as necessary and appropriate for translation into other home languages of our families.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.*

At Valence College Prep, we believe that every scholar deserves to be pushed to achieve academically every day, whether that scholar is reading far below their actual grade level or whether they are above it. We thus believe that it is our duty to serve the learning needs of scholars who perform above their grade level and provide them with the challenge that they each deserve. We will identify these scholars early via the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments, which will provide us a snapshot of their literacy and math skill levels. Scholars who score above the 75th percentile on this assessment in either subject area will be identified as needing greater academic challenges in at least part of their program. Scholars who complete grade level work with ease will have several supports for greater challenge in their academic experience, including challenge work during our Tutorial block, leveled independent reading, and in-class challenges.

During our Tutorial block, we will provide scholars with extension and challenge work to push their thinking. This work might be math problems that pose a greater challenge than standard math work, science articles or videos about more advanced topics with challenge questions to accompany them, or special projects in technological problem-solving. Planning of this work will happen by Tutorial facilitators, typically general education teachers who are overseeing a whole-group Tutorial. Scholars who need the least intervention will be in large-group Tutorial sections, and the Dean(s) of Academics and Dean of Student Support will support teachers facilitating a whole-group Tutorial to identify appropriate challenges for scholars in their Tutorial group and to share these challenge opportunities to create a bank of such learning activities to provide to scholars who are gifted or advanced.

Scholars will also always have an independent reading book, and they will choose that book based on their reading level. Valence College Prep will ensure that advanced-level books are available to provide every scholar with an appropriate challenge. This challenge also reinforces a core belief of our school – a scholar who can read can learn anything.

General education teachers will provide challenges within their classes and will discuss these challenges as a grade level, at a minimum, monthly. Such challenges will be content specific and may range from reading a more advanced text to being given a special project leadership role. Valence College Prep will also offer two eighth grade advanced courses to provide a challenge and advantage to scholars ready for high school material. In math, we will offer Regents Algebra I to eighth graders, and in science, we will offer Regents Living Environment to eighth graders. For details of these courses, please see **R-5d** –

Course or Subject Overview, and for their place in our curricular overview, please see **R-5a – Curriculum Selection and Processes**.

R-08ad – Instructional Leadership

a. Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- *Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;*
- *The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,*
- *How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.*

One of the key beliefs of Valence College Prep is that great teaching is a key lever to increase academic achievement. Scholars cannot be successful and on track for college if the instruction they get is not consistently of high quality. The instructional leadership of our school is thus critical to drive our mission. We believe that the instructional leadership hires we make and development we do will be the keys to the success for our school. We also believe that in the startup years of Valence College Prep, the executive leader of the organization, our Head of School, must him or herself be an instructional leader invested in and leading forward the quality of classroom practice that scholars experience every day.

The roles of our Academic Leadership Team are outlined below.

The **Head of School** has an operational leadership role and an instructional leadership role. The full role is described in **R-11b – Qualifications and Responsibilities**, and the instructional role is as follows. The Head of School's role is driven by the mission of Valence College Prep, and s/he is responsible for all resources and management required for the school to fulfill its mission. S/he sets the instructional vision for the school and manages, directly or indirectly, all instructional staff to execute their roles to execute this vision. S/he manages the Dean(s) of Academics, the Dean of Student Support, and the Dean of Students. S/he leads the planning of all curriculum, instruction, student culture, and adult culture and professional development in accordance with the mission of Valence College Prep. S/he coaches all teachers in year 1 and will maintain a small coaching load in all years following. S/he will take an active role in the management of curriculum and instruction in year 1 before the first Dean of Academics is hired.

The **Dean of Academics** is the primary owner of curriculum and instruction in the school, primary planner of professional development, and coach for all teachers in their subject areas of purview. Valence College Prep will begin to employ a Dean of Academics in the second year of operation and add a second Dean of Academics in the third year of operation. At maturity of the school, each Dean of Academics will oversee either the Humanities program (ELA and Social Studies) or the Sciences program (Mathematics, Science, Digital Arts), ensuring vertical alignment across grade levels and content-specific implementation of best practices in instruction. Deans of Academics will plan and oversee all assessment program elements for the content areas of their responsibility. At maturity of the school, with two Deans, the Head of School will distribute responsibilities for these programs between those in each role.

The **Dean of Student Support** oversees the special education program, all services for English Language Learners (ELLs), and all social work and counseling services. S/he directly manages all special education teachers, social workers, and EL specialists, and manages the procurement and logistics of all contracted services to support scholars with IEPs. These services may include speech therapy, occupational therapy, counseling services, or other services detailed in scholars' IEPs. S/he is responsible for compliance with all applicable special education law, and s/he oversees all support and academic intervention systems, including Homework Center, state testing, Saturday Academy, and Summer Academy. S/he is

responsible for implementing the Academic Response to Intervention system (see **R-7a – Struggling Students** for details) and overseeing the tracking of scholars' progress within the system.

The **Dean of Students** is responsible for culture and discipline in the school, including all structures built to uphold our **RIGHT** values (Respect, Integrity, Gratitude, Hard Work, Teamwork). S/he oversees broad cultural systems like Family Meetings and the dress code as well as classroom cultural systems like **RIGHT** blocks competitions. S/he oversees the merit and demerit system and all student discipline, including detention, receiving scholars sent out of class, and all necessary family communication concerning behavioral RTI or any disciplinary consequences, except for teacher-to-family disciplinary consequence communication. Part of the Dean of Students' work of overseeing Family Meetings is the weekly analysis of merit and demerit data to understand where scholars are succeeding and struggling with values, which directly ties to the weekly presentation in Family Meeting.

Grade Level Leads are full-time teachers with the leadership responsibility to unify the adult and student cultures on their grade level team. They work in partnership with the Dean of Students to plan meetings and professional development for their grade level team to ensure that scholars receive a consistent experience of the cultural and disciplinary system, as well as the consistent academic systems in each grade level like writing rubrics or common vocabulary focuses. Grade level leads at Valence College Prep will be designated starting in Year 2, with grade level culture led fully by the Dean of Students in Year 1.

Instructional leaders will be selected based on their demonstrated ability to carry out the tasks in their job description, their belief in the mission of Valence College Prep, and their demonstrated work ethic, professionalism, and ability to collaborate. We aim to source some instructional leaders from inside of our organization as we grow and others from outside the organization to ensure that ideas and experience continue to flow into our leadership team. Leaders that are sourced from inside of Valence College Prep will be selected based on the results they achieved in their previous role, most importantly student achievement but also the results of manager reviews and survey results concerning their work. All leaders, including those sourced from within, will complete a formal interview process with the Head of School.

When we conduct an external search for an instructional leadership position, we will use online job postings and a national search to cast the widest net possible. We will recruit from Building Excellent Schools' extensive national talent database, professional networks through Teach For America, and various graduate schools of education where our leadership will be connected, as well as from existing charter schools and CMOs. All applicants to Valence College Prep will submit a resume and cover letter, participate in one to three phone interviews, and participate in a full-day interview including a demonstration lesson, coaching practice, and leadership planning exercise. We believe that to understand whether a candidate will be a strong instructional leader, we must provide them with multiple opportunities to show how they will instruct scholars and lead our staff. Our Academic Leadership Team's capacity and drive are a tremendous determinant of our scholars' success, and their thoughtful hiring and management are thus critical to our mission.

Monitoring the Academic Program

Our Academic Leadership Team will meet in multiple configurations and review a variety of data on a regular basis to reflect on the effectiveness of our program and specific areas of concern and to plan the ongoing work of special initiatives and professional development. These configurations are described in **Figure 8.01**.

Figure 8.01: Configurations of the Instructional Leadership

Team Configuration	Team Members	Meeting Frequency	Primary Data Sources & Purview	
Academic Leadership Team	Head of School Dean(s) of Academics Dean of Student Support Department Leads	Biweekly	<ul style="list-style-type: none"> • Academic achievement (all assessments) 	<ul style="list-style-type: none"> • Classroom curriculum • Instructional focuses • Professional development (academic)
School Culture Leadership Team	Head of School Dean(s) of Academics Dean of Student Support Dean of Students Grade Level Leads	Biweekly	<ul style="list-style-type: none"> • Student Survey Data • Disciplinary data (merits, demerits, detentions) • Attendance 	<ul style="list-style-type: none"> • Classroom culture • Schoolwide culture • Professional development (non-academic)
Student Success Leadership Team	Head of School Dean(s) of Academics Dean of Student Support Dean of Students	Weekly	<ul style="list-style-type: none"> • Disciplinary data • Attendance 	<ul style="list-style-type: none"> • Discipline systems • Response to Intervention systems • Scholars of concern • Professional development (intervention, special education, and ELLs)
Staff Leadership Team	Head of School Dean(s) of Academics Dean of Student Support Director of Operations	Weekly	<ul style="list-style-type: none"> • Staff survey data • Academic achievement • Operations data and audits 	<ul style="list-style-type: none"> • Staff culture • Coaching • Professional development (all)

Each of these teams will engage in cycles of inquiry and action planning using the data we collect to iterate on our program. We will also complete a formal annual audit of our program first through each of these lenses. For example, the Student Success Leadership Team will evaluate the efficacy of our behavioral RTI program in its aim of providing effective interventions to help scholars turn around their struggling behaviors. Centrally, with the most important source of data for our central program audit being the academic growth of our scholars, we will complete a formal audit of our curriculum and instruction. The Academic Leadership Team will use assessment data and staff survey data to evaluate the efficacy of our curricula and determine appropriate action plans for making changes or

improvements to them for the coming year. We will also use observation data tracked by instructional leadership, along with staff survey data and student achievement data, to reconsider our instructional strategies and plan changes to the strategies themselves and our professional development and coaching plans to implement them. The Academic Leadership Team will especially consider the performance of key subgroups in evaluating the efficacy of our program, including ELLs, scholars with IEPs and 504 Plans, and gender and ethnicity subgroups. If our data reveals that any of these subgroups have substantial gaps as compared to the performance of our overall scholar population, we will review all supports and resources being provided to these groups and seek to analyze detailed scholar performance data to determine the key drivers of these gaps and formulate action plans to close them.

The Academic Achievement Committee of the Board will oversee this process and review the results of the report from the Academic Leadership Team before reporting the results and action plan to the full Board. The annual review of our program is an important checkpoint to improve the achievement of our mission for each of our scholars to graduate from college.

b. Teacher Support and Supervision

Describe the school's approach to on-going individual teacher supervision and support including, but not limited to: coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

Valence College Prep believes that individual teachers need a variety of coaching and management supports to drive our students toward college success. Our Academic Leadership Team (ALT) is charged with supporting our teaching staff to deliver strong instruction daily that will move our scholars toward mastery in every class. We will intentionally establish a culture of constant feedback and open collaboration because our academic program's success rests on the execution of teachers in classrooms. Specifically, developing habits of discussion, optimizing ratio, and executing core taxonomies are all critical to the academic development of our scholars. The Dean of Academics and the Head of School in year 1, will lead our execution of our vision for instruction.

Quality coaching for teachers is a driver of both student achievement and teacher retention.¹ In any given week, every teacher will receive coaching in multiple venues to facilitate quick growth in instructional capacity. Teachers will receive a minimum of one drop-in observation per day, directed at observation of classroom culture and establishing a culture of a school leadership team that oversees every classroom. The Dean of Academics (DOA), or the Head of School in year 1, will observe every teacher a minimum of once weekly for an extended time, at least 30 minutes with a 30-minute feedback and practice meeting. Additionally, the DOA will provide 60 minutes of weekly live coaching to provide feedback and development in the moment, which develops teachers' ability to apply skills that were learned in professional development or coaching meetings.

We know that coaching must be tailored to the needs of an individual teacher, and we will adjust the focus of coaching based on the needs assessed by observation at the conclusion of summer professional development and in the first days of the year. Using a modified version of the *Get Better Faster* rubric, we will apply live coaching techniques and observation/debrief cycles to ensure that our teachers master a core set of instructional techniques to manage their classrooms effectively and to begin to increase the rigor of instruction. Weekly check-ins will include short-term goals and checking in on longer-term goals.

Because we will provide teachers with daily lesson plans for the full scope of each course, our coaching in planning will initially be in teachers' mastery of the plans they are given. We expect teachers to

¹ Bambrick-Santoyo, Paul. *Get better faster: a 90-Day plan for developing new teachers*. San Francisco, CA: Jossey-Bass, 2016, pp. 8-9.

internalize plans by completing the student work in the plans and then to insert scripting of directions, checks for understanding, and priorities for circulation in the plans that they will submit to their coach. Coaches (the Head of School or a Dean of Academics) will provide feedback on the quality of this planning and fidelity of execution during observation. As teachers demonstrate their mastery of this basic planning skill, we will focus on the skills for teachers to modify plans for differentiation or to vary instructional strategies as their practice grows.

c. Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- *An overview of the frequency and format of professional development;*
- *Who will be responsible for leading and providing professional development;*
- *How the school will identify professional development topics;*
- *How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;*
- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,*
- *The process for evaluating the efficacy of the professional development program.*

At Valence College Prep, we believe that every scholar should have an excellent teacher in every class to deliver rigorous material in a positive and supportive setting. An excellent teaching staff is the result of mission-driven hiring and providing intentional development, frequent coaching, and resources. We hire high-capacity educators who believe in our students, give them quality lesson plans and classroom systems, and train them to execute these plans and systems with fidelity. Every day, because of the care put into the right people given the right growth, our staff does the urgent work of developing our scholars' skills and habits to ready them for success in college and life.

Professional development at Valence College Prep will start four weeks before the first day of school. This will ensure that our staff has the time required to (a) internalize our vision for success, (b) learn to execute common school and classroom systems with fidelity, and (c) practice strong common instructional practices with multiple rounds of repetition and feedback. Because our work is strenuous and long, we will begin with sessions led by the Head of School to internalize the mission and vision of the school and to study the needs of the community. For our staff to be willing to put in the required effort, they must first understand the gap they are working to close and the goals towards which they are driving our scholars every day.

We will follow the instructional development example of Uncommon Schools like North Star Academy in Newark, where strong teaching yields middle school results between 60% and 80% proficiency in literacy and math. Uncommon's *Get Better Faster* model for new teacher development lays out a core set of teaching competencies for classroom management and academic rigor², and the primary purpose of summer professional development at Valence College Prep will be for all teachers to automate these core skills among colleagues to effectively execute them with students on the first day of school. Led by the Head of School and, beyond year 1, in partnership with the Dean of Academics, sessions will target one strategy at a time to ensure staff master the most critical elements of instruction at Valence College Prep. We will drill these core skills as a staff to ensure that we practice true exemplar classroom practices; practicing mediocrity does not deliver the exemplary teaching that our scholars need to excel. We will also train teachers in the structure of our intervention program, their instructional and legal duties to Individualized Education Plans (IEPs), and strategies to ensure the success of English Language

² Ibid.

Learners (ELLs). For our scholars to reach college, they need great teaching, and great teaching comes from careful practice of a multitude of proven teaching techniques.

Our onboarding and orientation will also teach staff our vision for executing the systems of the school. Operational systems that must be mastered by staff include but are not limited to: arrival, transitions, attendance, and nutrition. Systems ancillary to both culture and instruction that require knowledge and repetition include Advisory, Tutorial, merit and demerit tracking, and grading. We believe in the importance of practice, and we will rehearse key moves that staff will need to make to execute each system with fidelity. This might be practicing directions for a hallway transition, granting merits and demerits in roleplay, or practicing a grade conference with an Advisory student. The structure and clarity of expectations that we provide for scholars are only effective if all staff are united in their execution of it.

Throughout the year, our full staff comes together on 10 more full days. Half of these are reserved as Data Days, during which our staff dives deeply into student achievement data to guide instruction and our curriculum going forward. The purpose of Data Days is to reflect on curricular and instructional practices through the lens of what students did or did not understand. At Valence College Prep, we believe that it is our responsibility to grow and learn every day as educators, and we also believe that data holds powerful information to guide the supports that we provide to our scholars. Interim assessments will be graded by teachers in the two days following the assessments in preparation for Data Days, which will be scheduled within one week of assessments to ensure that we can use the data to act quickly to address our students' needs. The Academic Leadership Team (ALT), including the Head of School, Dean of Academics (DOA), and Dean of Student Support (DSS), will review all data prior to the Data Day to support teachers in reflection and action planning. Members of the ALT will lead teams of teachers on Data Days to identify successes and learning gaps in the results of interim assessments. Teachers will identify questions that students missed and plan to address the misunderstandings to drive them, either through whole class reteaching or structured review in Launches or Brain Breakfast assignments. Through this cycle of using data to target our students' learning gaps, and to do so whole cohort as well as across teachers and subgroups, we will ensure that all our students are given the instruction necessary to reach mastery and the path to college-readiness.

The second half of our full staff PD days are reserved for whole staff needs that will arise throughout the year. These may be cultural resets, systems that need to be adjusted or adapted, or instructional strategies that staff need to prioritize to drive towards results.

Our school creates intentional time for collaboration in grade level and content team configurations. In our weekly professional development, held on Friday afternoons, grade level teams meet weekly for at least 30 minutes to check in on cultural issues across the grade and cross-classroom systems that may need attention. Grade level teams are the primary collaboration time to address culture, which underpins our scholars' efforts to grow academically. Grade level teams analyze quantitative and qualitative data on discipline and habits to find the greatest points of leverage to help scholars grow their professional habits and character. Grade level teams also collaborate with the EL Specialist and special education teachers to ensure that scholars who are developing English language skills and those who have special needs are having their needs met to reach the same academic standard as all scholars. Content teams in ELA, math, science, and social studies also have dedicated collaboration time approximately every six weeks, and more frequently at the end of the academic year. The primary goal of this collaboration is to ensure vertical alignment and share content-specific instructional strategies.

We believe that we need to develop as a team on a weekly basis to meet the needs of our scholars, and we dismiss early on Friday afternoons to meet for 150 minutes of professional development. Part of this

time is dedicated to grade level and content collaboration, but much of it is reserved for the ALT to deliver development in the areas of highest need for our school. For example, if the ALT's observations reveal that teachers are struggling to hold our scholars accountable to strongly formatted answers, weekly professional development may be dedicated to the Format Matters taxonomy. We will also use this time to build our practices that reinforce the culture of our school, including planning for some elements of Family Meeting, nominating and voting on students for Scholar of the Week, and sharing instructional practices for positive engagement. Most PD will be led by members of the ALT, but outside experts may occasionally be employed to lead PD sessions where proven outside expertise will be helpful.

Because a core part of our program is technological problem-solving through computer science and robotics, all staff will receive a grounding in the instruction that scholars will get in technological problem-solving. We will annually train our full staff in the foundations of computer science for all staff to be able to support scholars in their growth as problem solvers. This will allow all staff to engage meaningfully with scholars in their journey of building software and hardware to solve problems, and it will also model a growth mindset for scholars because many of our staff will be novices in this field. We will create spaces in Advisory for scholars and staff to share these experiences, and our series of Friday professional development sessions on this topic will ready staff to learn with and from scholars in their Advisories.

With successful execution of our model of professional development and coaching, we are confident that many of our teachers will choose to stay at Valence College Prep for years and will develop mastery in all the core strategies critical to delivering quality instruction to scholars. To keep these teachers in the long-term and to continue to develop their service to our scholars, we must offer further development. We plan to provide professional development to experienced Valence College Prep teachers via collaborative growth, opportunities for external professional development, and opportunities for role expansion. Experienced teachers will be encouraged to observe one another and to take free periods or covered periods to observe strong educators in other schools. In this way, they can discover new instructional methods and work in partnership with their coaches to hone new skills. We will also offer opportunities for external professional development for some experienced teachers on some Fridays or full-day professional development days. For teachers who want to explore a different opportunity and have already reached our Accomplished Teacher or Master Teacher distinction, external development may offer growth that they cannot get from their coach. We will ask teachers that participate in external development opportunities to share their lessons from these opportunities with their coaches, both for our instructional development and to assist these teachers with implementing or experimenting with new techniques they have learned. Finally, we will encourage experienced teachers to take on roles as department leads, grade level leads, or part-time coaches that may arise as our school grows to scale.³ These roles will provide professional growth for teachers beyond the classroom and provide them career exploration in school leadership, which also may have a side benefit to Valence College Prep in building our bench of capable leaders within our school.

d. Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- *An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,*

³ Such part-time coaching positions are not part of our current organizational charts, but we anticipate that staffing events like maternity leave will create opportunities for such roles.

- *A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.*

We believe that excellent teaching is critical to scholar performance. We must have strong instruction in each of our classes to fulfill our mission of college success for each of our scholars. Strong instruction is the product of hiring motivated, mission-aligned, coachable individuals, being clear about academic standards in all subjects at all grade levels, and what mastery of those standards looks like in student work, and setting a high standard for their performance. We intend to provide coaching for every teacher we hire to be effective on their first day with scholars and excellent in time to drive substantial gains in proficiency for their scholars. We will use evaluation of areas that we know to be critical teaching competencies, from academic research and experience in the country's highest performing charter schools.

Our teacher evaluation rubric, which will be finalized in the Planning Year, is based on the rubric from North Star Academy in Newark, NJ. We will evaluate teachers on the following categories and subcategories:

- Instruction
 - Establishing learning expectations and student engagement
 - Use of instructional strategies
 - Reaching the range of learners in a classroom (differentiation)
 - Pace of instruction
 - Classroom environment
- Classroom Management
 - Tone, voice, and positive framing
 - Use of school systems and culture
 - Clear directions and routines
 - 100% on task
 - Refocus / do it again
 - Managing challenging scholars
 - Relationships with scholars
- Assessment
 - Classroom assessments
 - Checking for understanding and responsiveness to daily student learning
 - Ability to analyze assessment results
 - Appropriateness of response to assessment results
 - Student growth on assessments
- Curriculum
 - Completion and internalization of given lesson plans
 - Modification of lesson plans for execution
 - Modification and scaffolding of lesson plans for special education scholars
 - Production of lesson materials
- Professionalism and development
 - Family communication
 - Adherence to **RIGHT** values
 - Professional growth
 - Timeliness, getting things done, dress, and attitude

This rubric will have a four-point scale:

- 4 – Exemplary
- 3 – Meeting the standard
- 2 – Developing in the standard
- 1 – Not meeting the standard

We will communicate the teacher evaluation rubric to all teachers during summer professional development, and the Head of School or Dean of Academics will review it with all teachers in 1:1 meetings at the start of the academic year. It is important that teachers understand the criteria for their evaluation and that these criteria are aligned to the actions that we believe will achieve our mission for scholars.

While many of the areas of this rubric are teacher actions, several are explicitly student actions or student results, including on-task behaviors and refocusing and, most importantly, student academic growth. We will ensure that teachers understand that part of their evaluation will be based on what scholars in their classes do and how those actions result in academic results.

Teachers will be evaluated using this rubric on a semi-annual basis, with a midyear and end-of-year cycle, including a self-evaluation, evaluation by a teacher's coach, and a conversation to discuss the action steps resulting from the evaluation. Because we believe deeply in the power of coaching, we do not believe that teachers should ever hear a constructive piece of feedback for the first time in the context of their evaluation. Teachers should hear constructive feedback in a timeframe to be able to act on it, and we expect that teachers will be actively working to improve areas where they currently rank as a 1 or 2 on our evaluation rubric.

Teachers who rank as a 1 in multiple categories or appear to be tracking toward receiving a 1 in multiple categories may be placed on a Performance Improvement Plan (PIP). We will hire teachers that we believe can provide an excellent education to every scholar, but we will use a PIP to signal serious needs for improvement that currently impede the success of scholars or the school and thus must change. If we do not see substantial improvement in all critical areas of evaluation in the PIP's improvement period, the Head of School may decide to terminate the teacher's employment. Termination is the last outcome that we want for any teacher, but our mission is for each of our scholars to be college ready, and if terminating a teacher better serves scholars than allowing them to remain, we will make the decision that favors our scholars' learning.

R-09a – Culture and Discipline

(a) Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school's general approach to school culture and rationale for this approach;
- How the school will maintain a safe and orderly environment; and,
- If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

At Valence College Preparatory Charter School (“Valence College Prep”), our school culture is built upon four core beliefs that, together through their operationalization and execution, will create a positive learning environment for our scholars to achieve the ambitious academic achievement goals we have laid out for them to be ready for college success. Our approach is continuously informed by research which shows that “[w]hen students are engaged and motivated and feel minimal stress, information flows freely through the affective filter in the amygdala and they achieve higher levels of cognition, make connections, and experience ‘aha’ moments,” and that cumulatively these experiences and moments support school and life success for our scholars.¹

- 1) Learning is joyful.** Every scholar and every staff member at Valence College Prep grows every day, and from our leadership through our full staff, we broadcast positivity and warmth alongside structure. We celebrate small wins and big wins of the individuals and subgroups on our team (classroom or grade level, for example), and we celebrate curiosity across our learning community.²
- 2) Scholars thrive in structure.** Scholars are most successful when they have a clear understanding of what is expected of them. When children know what is expected of them as they walk down the hall or in how they put their binders away, they find a sense of safety and predictability that allows them to thrive and that allows them to apply their thinking entirely to academic learning.³
- 3) Character underpins success in college and life.** Doing the right thing is both a habit and a skill. Our school’s **RIGHT** values – Respect, Integrity, Gratitude, Hard work, and Teamwork – are a common language for teaching character and holding our scholars accountable to acting ethically. No one at Valence College Prep, scholar or staff, acts with perfect character at all times. We believe that it is our responsibility to teach these values explicitly and coach our scholars and one another to exemplify them.⁴
- 4) Teamwork accelerates learning.** To fulfill our mission requires continuous learning for all scholars and staff. We believe that when scholars share their ideas and questions with others, they learn from one another, not just from their teachers. Our school values frequent structured collaboration for scholars to work as a team in their drive to master new skills and knowledge. In

¹ Willis, Judy. *The Neuroscience of Joyful Education*. ASCD, 2007, www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Joy-in-School.aspx.

² Ibid.

³ Our vision for a structured environment that sets clear expectations for scholars comes most directly from Excel Academy in Chelsea, MA, whose mission – to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities – is similar to that of Valence College Prep. Excel serves an 80% FRL population, and 100% of Excel’s eighth grade in 2014 was proficient or advanced on the state English exam.

⁴ Character education has a robust research backing, including positive effects on socio-moral cognition, pro-social behaviors and attitudes, and problem-solving. Minimizing effects include those on risky sexual behavior and drug use.

Berkowitz, Marvin W. “What Works in Values Education.” *International Journal of Educational Research*, vol. 50, no. 3, 2011, pp. 153–158., doi: 10.1016/j.ijer.2011.07.003.

one study of the effects of collaborative learning, “several discussion approaches produced strong increases in the amount of student talk and concomitant reductions in teacher talk, as well as substantial improvements in text comprehension.”⁵ The structures we provide will generate a stronger academic culture and increases in academic understanding.

A number of cultural, instructional, and operational systems and structures at Valence College Prep will act to turn these beliefs into reality. The following details an initial set of these structures, which we will expand as we grow and learn which structures best create the culture detailed in these beliefs and which others may be needed to further strengthen our school community and support our students’ success.

Values

Our **RIGHT** core values provide a baseline for the character that we expect our scholars and staff to exemplify. We track our scholars’ cohorts for their adherence to these values in class each day, and we share language for identifying behaviors that do or do not demonstrate each value. Our set of character values is based on the most current research in character education. “Collectively, these findings affirm the supposition that character is plural. Interpersonal character enables children to develop harmonious, positive relationships with other people. Intrapersonal character facilitates the regulation of behavior, thoughts, and emotion in the service of personally valued goals.”⁶ While we believe these values to be worthy goals in themselves, the same research has also shown character to be a driver of academic achievement. For example, “[s]tudents high in intrapersonal character (e.g., persistence, paying attention during class, and being optimistic) earned higher grades at the end of the year.”⁷ Our values have been selected because together they encapsulate broad components of interpersonal and intrapersonal character which will underpin and inform school and life success for our scholars.

- **Respect** is acting with regard for the feelings of others. We respect our larger community, the peers and adults in our building and school community, and ourselves. We respect one another by speaking with kindness, by listening with intent to understand, and by accepting those who are different from us. We respect our personal and shared belongings by treating them with care. Scholars respect adults in the building as leaders of their academic environment by following directions and meeting the expectations of our spaces, and staff respect one another and the intellect and value of our scholars and their families.
- **Integrity** is doing the right thing when no one is watching. We act with integrity by being honest and owning our mistakes as opportunities to grow. We assess our actions and reflect on how we can become better. Scholars demonstrate this in their academic work and social interactions, and adults demonstrate this in their interactions with scholars, colleagues, and coaches. Staff demonstrate this in their dedication to the needs of scholars, their honesty and openness with colleagues, and their humility to admit when they are wrong or do not know what to do.
- **Gratitude** is the willingness and act of showing thanks for the kindness or generosity of others. Research has demonstrated the power of gratitude to improve not only happiness but positive

⁵ Murphy, P. Karen, et al. “Examining the Effects of Classroom Discussion on Students Comprehension of Text: A Meta-Analysis.” *Journal of Educational Psychology*, American Psychological Association. <http://www.apa.org/Publications>, 31 July 2009, eric.ed.gov/?id=EJ861185.

⁶ Park, Daeun, et al. “A tripartite taxonomy of character: Evidence for intrapersonal, interpersonal, and intellectual competencies in children.” *Contemporary Educational Psychology*, Academic Press, 12 Aug. 2016, www.sciencedirect.com/science/article/pii/S0361476X16300352.

⁷ Ibid.

behaviors like exercise.⁸ We express thanks for the academic help of peers, teachers, parents, or mentors. We thank the bus driver who gets us to school safely, the custodian who gives us a clean learning space, and the City and State of New York that provide our free public education. We thank our parents who provide for us, the school staff who work hard in service of education, and our siblings and friends who care about us. Staff thank scholars when they go the extra mile for their own learning or when they volunteer to help when it is not expected.

- **Hard work** is acting with urgency toward our goals. We have limited time in every day and use it to work toward what we care for most – an education that puts us on a path to graduate from college and the freedom it will enable in our lives. Scholars demonstrate this value in their attitude toward their academic work and extracurricular endeavors. Staff demonstrate it in their approach to their work, in-classroom and out-of-classroom diligence, and connections with families.
- **Teamwork** is the willingness and choice to collaborate with others. We ask and answer questions of one another to learn. We share our ideas and provide feedback on our peers’ ideas. We pause to help one another to ensure that everyone in our community succeeds. Scholars demonstrate this daily in their classes and extracurricular spaces. Staff demonstrate it in their coverages for one another, live feedback, co-teaching, grade level collaboration, and professional development.

Merit Points System

Valence College Prep will use a system of merits and demerits to signal to our scholars their behaviors that do or do not exemplify our values. Scholars earn merits for positive behaviors in class or in community spaces and earn demerits for negative behaviors counter to our values. Using Kickboard or a similar electronic tracking system, merits and demerits will be tracked in each of these categories to provide us with data to act on our scholars’ gaps during instructional periods and within community spaces. For example, if our scholars are disproportionately earning demerits in integrity, we can use this data in conjunction with teacher observations to target the problem, which could be that we have a growing problem of scholars copying classwork. We could then use our Family Meeting⁹ for a lesson and demonstration of this value and our extended Advisory time for small-group reflection on it. A list of sample behaviors that would earn merits or demerits for each value is listed in **Figure 9.01**.

Figure 9.01: RIGHT Values and Sample Behaviors		
Value	Sample Behaviors to Earn a Merit	Sample Behaviors Earning a Demerit
Respect	<ul style="list-style-type: none"> • I listen attentively to my peers when they speak in class. • When I accidentally harm one of my peers, I apologize. • I am careful with my belongings and the belongings of others. 	<ul style="list-style-type: none"> • Ignoring a teacher’s directions • Unfriendly language directed toward a peer
Integrity	<ul style="list-style-type: none"> • I complete assessments independently. • When my partner asks me for an 	<ul style="list-style-type: none"> • Looking at a partner’s classwork for an answer • Filling in an answer on homework due

⁸ Emmons RA, et al. "Counting Blessings Versus Burdens: An Experimental Investigation of Gratitude and Subjective Well-Being in Daily Life," *Journal of Personality and Social Psychology* (Feb. 2003): Vol. 84, No. 2, pp. 377–89.

⁹ Family Meeting is an assembly structure for culture-building and values reinforcement in large-group settings. For more details, please see "Family Meeting and Weekly Awards" in this section.

	<p>answer, I respond by explaining the process.</p> <ul style="list-style-type: none"> I fully finish my independent reading book before taking the mastery quiz in Accelerated Reader. 	<p>upon arrival to school as it is being handed in</p>
Gratitude	<ul style="list-style-type: none"> I say thank you to the staff member who hands me my lunch. I participate fully in gratitude circle in Friday Advisory. I tell a peer or staff member that I appreciate their help with a task I did not understand. 	<ul style="list-style-type: none"> Avoiding eye contact with a staff member who holds a door open Asking for a resource and then discarding it
Hard work	<ul style="list-style-type: none"> I move urgently to begin an assignment immediately after it is directed by the teacher. I persevere through multiple ways of solving a problem after one method fails. 	<ul style="list-style-type: none"> Off-task behavior Repeated or deliberate poor posture Incomplete sentences in answers to classwork
Teamwork	<ul style="list-style-type: none"> I look my partner in the eye and nod as they speak. I stay after school with a peer to tutor them in math. I help a peer by modeling a task for them. 	<ul style="list-style-type: none"> Inattention to a partner's answer in discussion Completing a team assignment independently Ignoring a peer's request for help during open collaboration time

Merit Point Rewards and Consequences

This system of merits and demerits and its mapping to values is based on the systems of high performing urban charter schools Excel Academy in Boston, MA¹⁰ and Freedom Prep in Memphis, TN.¹¹ Our scholars will receive a weekly report with an accounting of their merits and demerits in each category that must be signed by a parent or guardian. Scholars will start each week with an allotment of points, and they will gain points for merits and lose them for demerits. Starting at the midpoint of their first year at Valence College Prep, scholars ending the week with a preset number of points will earn gold status for the following week, which will confer to them privileges, for example, a special area in which to eat lunch or a special pin to wear on their shirt while at school. The Dean of Students will determine and communicate these privileges to scholars and set the standard of points that scholars must reach on a weekly basis to achieve them. Inversely, scholars who earn five or more demerits in a day will earn a lunch detention, temporarily lose social lunch privileges, and have their families notified. In this way, scholars who earn frequent detentions will receive behavioral supports as part of our Response to

¹⁰ Excel Academy's mission is to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities. Excel serves an approximately 80% FRL population and achieved 100% MCAS ELA proficiency in 2014. Excel Academy's teachers meticulously track merits and demerits on tracking sheets using codes that track to positive and negative behaviors, which allows detailed analysis of where scholars are succeeding and struggling behaviorally. Excel is a BES network of schools founded in 2002 and continuously supported by BES since that time.

¹¹ Freedom Preparatory Academy Charter Schools prepare all students grades PreK-12 to excel in college and in life. Scholars at Freedom Prep achieved 58% proficiency in 2015 TCAP results, as compared to 44% proficiency in Shelby County Schools. Freedom Prep utilizes a paycheck dollars system in which scholars earn paycheck dollars for positive actions and lose them for actions that do not exemplify the school values. Scholars earning above a certain number of paycheck dollars weekly earn special privileges. Freedom Prep is a BES network of schools, founded in 2008 and continuously supported by BES since that time.

Intervention (RTI) for Discipline plan, detailed further in **R-07a – Struggling Scholars**. We believe that all scholars deserve an excellent education that prepares them for college, including those that will have trouble meeting high behavioral expectations. Valence College Prep will embrace our responsibility to provide the supports necessary for scholars to demonstrate the behaviors that exemplify our RIGHT values.

Valence College Prep will maintain a strict dress code for both scholars and staff, with scholars dressed in a uniform daily. We believe that scholars can best focus on academic learning when their daily routine is unburdened by the choices of how to dress. Research demonstrates positive effects of student uniforms on attendance.¹² “By including student and school fixed-effects we find evidence that uniform adoption improves attendance in secondary grades, while in elementary schools they generate large increases in teacher retention.”¹³ We believe that every moment of our scholars’ time in school is critical to their path to college. Following the examples of strong charter schools incubated, trained, and supported through Building Excellent Schools, including Excel Academy and Democracy Prep, we are a team who all wear the same uniform. All scholars will wear a uniform daily, with the key elements being solid grey slacks, solid black shoes, and a navy polo shirt with the Valence College Prep logo. The full uniform policy is detailed in **R-09d – Dress Code Policy**. Funds within our budget will allow us to purchase a full uniform set for all families (see the Student Services – Other line item in **R-21e – Budget Template**), and our uniform policy supports fully non-branded elements to ensure that all families can outfit their scholars affordably.

We similarly believe that our staff must model professional dress for our scholars. Research indicates positive effects on student performance from increased professionalism of staff dress.¹⁴ In reference to an experiment measuring the effect of a change in an instructor’s dress, a study found a “total effect on learning from instructor attire” of “3.02 percentage points.”¹⁵ We believe that every bit of performance matters, and we will dress professionally both for this benefit and in order to model professionalism for our scholars. Our staff is expected to dress professionally for all instructional days, including either a dress shirt and tie, a professional dress, or a professional blouse or sweater, and a skirt or professional slacks. Professional footwear will be expected of all staff, and no jeans or T-shirts will be permissible except on specially designated days when scholars also have modified dress code. When we expect professionalism of our scholars, it is our responsibility to return it and model it.

Staff Expression of Values

We will expect our staff to model the values of our school for scholars and with one another, and these will form a language for adult conduct as well as scholar conduct. Summer professional development will include a session on adult culture with roleplay of situations that will require that adults do the RIGHT thing. A table of sample staff behaviors exemplifying the RIGHT values is provided in **Figure 9.02**.

Figure 9.02: RIGHT Values for Staff

Value	Sample Adult Behaviors Exemplifying the Value
Respect	<ul style="list-style-type: none"> Honest, straightforward feedback for a peer Active listening and avoiding use of technology in meetings

¹² Gentile, Elisabetta, and Scott A. Imberman. “Dressed for success? The effect of school uniforms on student achievement and behavior.” *Science Direct, Journal of Urban Economics*, 12 Oct. 2011, www.sciencedirect.com/science/article/pii/S0094119011000611.

¹³ Ibid.

¹⁴ Craig, J. Dean, and Scott J. Savage. “Instructor attire and student performance: Evidence from an undergraduate industrial organization experiment.” *Science Direct, International Review of Economics Education*, 22 July 2014, www.sciencedirect.com/science/article/pii/S1477388014000139.

¹⁵ Ibid.

	<ul style="list-style-type: none"> • Deliver consequence to scholar in even tone, communicating firmness without anger
Integrity	<ul style="list-style-type: none"> • Following through on an action agreed upon in a meeting • Bringing constructive feedback straight to colleague rather than gossiping to another • Admitting mistakes to peers and scholars
Gratitude	<ul style="list-style-type: none"> • Thanking a colleague for covering a post or offering useful advice • Appreciating scholar for voluntarily helping with classroom task or difficult situation • Thanking the office staff for making last-minute copies for a lesson
Hard work	<ul style="list-style-type: none"> • Grading quiz when tired because scholars need feedback to succeed on next lesson • Volunteering to cover a post or class for a colleague on short notice • Belief in scholar’s potential even following multiple incidents in which they struggled
Teamwork	<ul style="list-style-type: none"> • Soliciting feedback from another teacher • Providing feedback to another teacher • Identifying problem and convening grade-level or department team to act to solve it

We believe that culture must be intentionally set, or it will be unintentionally set. A school in which every adult does the RIGHT thing is the school we envision, and we will teach adults these values and provide feedback on the degree to which they fulfill these values. The RIGHT values will be taught from the first day of staff professional development alongside the mission of the school, and they will be evaluated in the professionalism and development strand of our teacher evaluation rubric.

RIGHT Blocks System

At the end of each class period, a teacher will approach a poster in the classroom that has a row for each period of the day and five columns for our five RIGHT values. The teacher will assess scholars’ achievement of each of these values based on whether the class exemplified the value for the full class period. For example, a teacher might award the R (respect) block because the class was respectful of one another and the teacher for the full class, but s/he might not award the H (hard work) block because the class needed multiple redirections to be 100% on task during independent practice.

The advisory group with the greatest number of RIGHT achievement blocks will receive bragging rights and the weekly claim to a trophy for the following week. At BES school Democracy Prep Endurance Middle, which executes a similar system, this trophy is a giant stuffed animal that is passed between the winners on a weekly basis. Scholars celebrate loudly on Fridays in Family Meeting¹⁶ if their advisory claims the honors for the week and gets to hold the mascot. The system has an incentive, but the purpose of the RIGHT blocks system is to build in time to discuss values in every class period. For example, a teacher might begin, “We earned our H block today because I saw pencils moving after every instruction to solve a problem today. We did not earn our T block today. Think for a moment about why not.” A scholar might raise his hand and volunteer, “Some people worked independently during partner work time,” to explain why the class did not demonstrate 100% teamwork. This is one operational and cultural system that encourages scholars to be regularly thinking about the degree to which they are living the values of our school, and this system to assess that forces reflection and discussion seven times per day as a group. Furthermore, because the assessment is for the group, this assessment creates positive social pressure for scholars to make the right choices. Research has demonstrated the power of social pressure to improve cognitive control.¹⁷ Specifically, “instructing participants to improve their

¹⁶ Family Meeting is an assembly structure for culture-building and values reinforcement in large-group settings. For more details, see “Family Meeting and Weekly Awards” in this section.

¹⁷ Ličen, Mina et al. “The Impact of Social Pressure and Monetary Incentive on Cognitive Control.” *Frontiers in Psychology* 7 (2016): 93. PMC. Web. 9 Feb. 2018.

performance on its own leads to a significant shift from a reactive to a proactive control mode and that both social pressure and monetary incentive further enhance performance.”¹⁸ In our school context, this accountability to the group for values adherence enhances scholars’ ability to adhere to the school values within the group.

Advisory

When a child has a relationship with an adult, research shows that the child’s achievement and growth trajectory see positive gains.¹⁹ “Students who perceive their relationship with their teacher as positive, warm and close are motivated to be more engaged in school and to improve their academic achievement.”²⁰ At Valence College Prep, it is a critical element of our culture to cultivate meaningful relationships with our students in the work of putting them on a path to college and life success. To facilitate one of these relationships intentionally, scholars at our school will be part of a small advisory class of fewer than 15 students with an adult advisor responsible for mentoring and guiding each scholar. Scholars’ advisors help them to set goals, facilitate family conferences, and monitor their advisees’ performance and progress.

Our Advisory curriculum will be planned intentionally to align with the professional habits and character traits that we believe scholars must develop to be ready for college. Topics will include professional verbal and written communication, time management, and collaboration, and they also will include current events and social issues that our scholars will grapple with as they develop their own belief systems. At Valence College Prep, Advisory is the dedicated space to support our scholars’ professional and character development, which in turn supports their academic development and path to college and beyond. Fifth grade topics for advisory will include what it means to be a team and a community, and scholars will begin to explore themselves as developing people. Sixth grade topics for advisory will include self-awareness and self-advocacy. As scholars age through their years at Valence College Prep, we will provide the skills scholars need to gradually ready themselves for a rigorous independent high school experience.

In service of every scholar developing and maintaining a positive relationship with an adult, we will aim for scholars to remain with the same advisor through their years at Valence College Prep, to the extent that staffing allows. Boston Prep, a member of the Network at BES, has experienced greater teacher retention via advisor looping.²¹ When teachers develop deep relationships with scholars, they are more likely to stay longer in the school in the interest of seeing their scholars through to their graduation from the school.

Modeled after the advisory systems at Excel Academy and Democracy Prep, both successful BES schools, our Advisory program will also provide an affinity group and cultural center for scholars to participate in schoolwide competitions. Advisories will face off in games during Family Meeting, will compete for weekly RIGHT blocks competitions and attendance competitions, and will complete various projects to represent their group identity for the rest of the school.

College-Going Culture

¹⁸ Ibid.

¹⁹ Gallagher, Emily. “The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students - Applied Psychology OPUS - NYU Steinhardt.” Department of Applied Psychology, New York University-Steinhardt, steinhardt.nyu.edu/appsych/opus/issues/2013/fall/gallagher.

²⁰ Ibid.

²¹ Boston Prep has a 100% four-year college acceptance rate and an 83% college persistence rate. For details, see www.bostonprep.org.

Scholars and families will be told early and often about our mission for them to attend and succeed in college, including at the time of recruitment and during their home visit. The strongest charter schools in the country, including Excel Academy in Boston, MA, Democracy Prep in New York City, NY and Purpose Prep in Nashville, TN, name their classrooms after colleges and refer to scholars in these classrooms by the mascot of their college. Classrooms at Excel Academy and Democracy Prep are decorated with college banners and posters, information about the programs and campus, and highlights of prominent alumni. These physical spaces are the foundation for frequent references to the goal for our scholars to attend and succeed in college, which are featured in Advisory lessons about college, field trips to local colleges, and events like College Day. Inspired by College Day at Democracy Prep and a similar annual event at Leadership Public Schools in Richmond, CA,²² College Day at Valence College Prep will provide scholars with a college-like experience within our walls. Teachers will facilitate an extended-block class in a topic of interest for them like graphic design or sports history, and scholars will choose their courses from a course catalog. We will recreate elements of the college-going experience, from dress to class transitions, and scholars will then reflect on this experience in their advisories.

As scholars begin to prepare for high school in the seventh and eighth grades, we will use Advisory as a space to consider their long-term goals and the actions that they will need to take as they enter high school to ensure that they reach them. Our Dean of High School Placement and Alumni Support, hired in Year 3, will support this process actively through counseling and support and indirectly by providing advisory curriculum to all advisors for supporting scholars in the high school search and application process. While we do not believe that scholars will be accurate predictors of exactly what they will want to achieve four or more years into the future, when we expect them to be in college, we do believe in the power of setting goals and taking actions to fulfill them. Research has supported the power of goal setting to increase scholars' ownership of their own learning.²³ "If [a student] embraces the mastery goals he will make himself a reference point."²⁴ We will support scholars to envision their future success in the college of their choice and plan to get there.

Weekly Reports

To achieve their long-term goals of college success, our scholars will need short-term successes throughout their time at Valence College Prep. As our classroom systems of merits and demerits and rapid feedback will support scholars' in-the-moment understanding of their success, their weekly progress reports will help scholars and their families to understand how they are tracking toward success each week, both behaviorally and academically. **Figure 9.03** provides a sample weekly progress report given to a scholar at Valence College Prep.²⁵

²² LPS Richmond's mission is to ensure all its scholars get to and through college. It educates a 95% FRL population and achieved 74% proficiency on the SBAC English exam in 2017. For details, please see www.leadps.org.

²³ Aslan, Ayşe Esra, and Berke Kirikkanat. "Achievement and Motivation: A Different Perspective on Familiar Concepts." *Procedia - Social and Behavioral Sciences, ScienceDirect*, 20 Jan. 2014, www.sciencedirect.com/science/article/pii/S187704281304651X.

²⁴ Ibid.

²⁵ Our progress report is modeled after the progress report at Democracy Prep Endurance Middle School.

Figure 9.03: Sample Weekly Scholar Progress Report

VALENCE COLLEGE PREP WEEKLY PROGRESS REPORT

Week of January 19th to January 25th, 2018



[Scholar Name]
[Scholar Advisory and Grade]

Questions? Contact your Advisor or the Head of School.
Advisor: [Advisor Name]
Advisor Email: advisorname@valencecollegeprep.org
Advisor Phone: (917) 555-5555

Scholar Attendance Year-to-Date

Days Absent	1
Days Tardy	6
Days Dismissed Early	0
Overall Attendance Rate	99%

Head of School: [Head of School Name]
Head of School Email: hosname@valencecollegeprep.org
Main Office Phone: (917) 555-5555

RIGHT Points

RIGHT points earned this week	80
RIGHT points earned this year	914
RIGHT points earned 1/19 – 1/25	110
RIGHT points earned 1/12 – 1/18	95
RIGHT points earned 1/5 – 1/11	133

> 125 points indicate an excellent week
105 – 125 points indicate that you met basic expectations
< 105 points indicate that you were not your best self this week

Earnings by Day

Friday 1/19	Monday 1/22	Tuesday 1/23	Wednesday 1/24	Thursday 1/25
20	12	15	17	16

Net earnings by RIGHT Value

Respect	Integrity	Gratitude	Hard Work	Teamwork
-18	-3	+5	-1	+8

Current Grades

Course	Grade	Teacher	Teacher Email	Teacher Phone
English Language Arts	89	Mr. A	a@valencecollegeprep.org	(917) 555-5555
Mathematics	45	Ms. B	b@valencecollegeprep.org	(646) 555-5555
Science	79	Ms. C	c@valencecollegeprep.org	(917) 555-5555
Social Studies	80	Mr. P	p@valencecollegeprep.org	(646) 555-5555
Digital Arts	88	Ms. Q	q@valencecollegeprep.org	(917) 555-5555
Physical Education	64	Ms. Q	r@valencecollegeprep.org	(646) 555-5555

Key Assignments This Week

Most Successful Assignments

Assignment	Grade
English Language Arts Esperanza Rising Chapter 4 Analysis	97
Mathematics Numeracy Quiz 19 – Adding Fractions	95

Assignments Presenting the Greatest Challenge

Assignment	Grade
Mathematics Ratios Quiz – Concepts 5-8	33
Social Studies Mayan Civilization Exit Ticket	41

Parent Signature

Progress reports will be distributed weekly on Fridays in Advisory and must be returned on Mondays with a parent signature. The Director of Operations and Office Manager will manage the production and distribution of progress reports. Advisors will track scholars who do not return progress reports signed, assign them to Homework Center to provide a consequence, and initiate parent contact if a scholar does not return a signed progress report in two successive weeks. It will be critical that parents are aware of their scholars' progress, and at our summer family orientation, we will introduce this report to families

and practice the skill of having a conversation with their scholar about their weekly report. While Advisors will make the time for scholars to reflect on their progress reports weekly in class, families will be the key partners to ensure that scholars are held accountable to their progress at home and that scholars have the necessary support at home to be successful in school.

Family Meeting and Weekly Awards

Family Meeting is our structure for gathering all scholars from different advisories together in one space on a weekly basis. Family meetings will happen usually in grade-level configurations and, if space allows, occasionally within a whole-school configuration, on approximately a semimonthly basis. At Excel Academy in Chelsea, MA grade level community meetings are focused on specific aspects of culture that are important for scholar success in that grade level. Each grade level works on a different set of cultural values that are aligned to grade-level needs. For example, a skill that fifth graders may be working toward is patient collaboration, but seventh graders in the same week may be working on perseverance. We will use Excel’s example, joined with the data we observe about the successes and struggles of our scholars, to plan the culture-building content that serves our scholars’ needs. This will be a space to build positive culture and school identity and to celebrate our progress toward college success. The structure of activities in a typical family meeting are described in **Figure 9.04**.

Figure 9.04: Family Meeting		
Time	Activity	Rationale & Details
5m	Welcome, Expectations, and Valence College Prep Call and Response Pledge	In all spaces, we believe that scholars need to understand expectations for their behaviors and purpose of the activity. The Head of School and, at times, the Dean of Students or Dean of Academics, will lead Family Meeting and set these expectations. Developed and tested during the planning year, our pledge will be to integrate the key parts of our mission in a call-and-response routine. It may begin, “ <i>What do we do at Valence College Prep? WORK HARD! And why do we do it? TO EXPAND OUR POTENTIAL! Where are we going? COLLEGE! And why are we going there? TO EXPAND OUR POTENTIAL!</i> ” This technique has been employed successfully at Excel Academy in Boston, MA and in North Star Academy, a high-performing charter school in Newark, NJ.
5-10m	Academic Drill	The academic drill in Family Meeting is based on the Community Circle Practice of North Star Academy in Newark, NJ and BES school University Prep in Denver, CO. ²⁶ Scholars demonstrate their thinking skills and knowledge on topics they have been learning or reviewing across the school, which reinforces the feeling among scholars that we are one team on a mission to acquire the skills and knowledge to be successful in college.

²⁶ University Prep is a small charter network, founded through BES in 2010 and continuously supported since that time, focused on college attainment and success for all scholars and serving a 79% FRL population. 49% of third through fifth grade University Prep scholars were proficient on PARCC in 2016, as compared to 35% in Denver Public Schools overall. See www.uprep.org for details.

5-15m	Advisory Competition, Values Discussion, or Cultural Presentation	<p>Advisory Competition: In some weeks, we will use this time to play a game for friendly competition between advisories, mostly or entirely for team-building purposes. This game could be trivia, a dance-off, a balloon toss, or some other simple competition.</p> <p>Values Discussion: In some weeks, we will use this time for a scenario, scholar performance, or video to prompt scholar discussion about one of our RIGHT values where scholars have been struggling.</p> <p>Cultural Presentation: In some weeks, we will use this time for scholars or teachers to present about something important going on in our school or the world. For example, during Black History Month, we may have scholars present tidbits of black history and culture, or when a performing arts club is preparing for a performance, we may use this time to showcase their performance.</p>
7m	Individual and Group Awards	<p>We will honor scholars weekly for upholding our school values. Modeled after the practices of high-performing schools including BES schools University Prep and Democracy Prep, and Leadership Public Schools, we will have staff speak and, for certain awards, scholars speak to honor scholars who have done excellent work for themselves and/or our school community in the previous week. We will award winning scholars school swag that they may wear on specially designated days. This routine will hold up our scholars who are most successful as an example to peers, and we will ensure that we award these prizes strategically at times to scholars who have shown substantial improvement. We will announce the weekly RIGHT blocks winning advisory and to give them the mascot for the coming week. This will recognize the advisory that has best upheld our values in the previous week and award them bragging rights.</p>

Family Partnership

At Valence College Prep, we know that our scholars’ families are key partners in our mission for all scholars to have the academic skills, professional habits, and strength of character to graduate from college. We are committed to engaging families frequently and strategically to support their scholars to succeed in school, both academically and behaviorally. The following is a partial list of structures we will employ to create a culture in which families are aligned with our staff to provide scholars all of the necessary supports for success.

- **Home Visits:** After scholars enroll at Valence College Prep in the spring, a staff member from will visit their home to speak with a family member and the scholar. Research has demonstrated the positive effects of home visits to break down cultural barriers that may exist between school

staff and families.²⁷ “Home visits enabled participants to see the families and children that they work with from a different and more positive perspective.”²⁸ These home visits are our first opportunity to establish a trusting relationship between our families and our school, and we will use this opportunity for several purposes. First and foremost, we will listen to family questions and concerns and learn about our scholars. We will also administer the San Diego Quick assessment, a rapid and rough measure for the reading level of a scholar, which will help us to gather enough information to understand which of our scholars will be exceptionally in need of intervention and which will be ready for immediate challenges. We will also communicate broad expectations about our school and specific expectations about family attendance at our two summer orientations.

- **Summer Orientations:** We will hold two orientation sessions in the summer before scholars arrive to ensure that they are ready for the expectations of our first week of school. These will include critical information about our dress code, arrival and dismissal times and procedures, procedures for storing technology during the school day, lunch systems, homework systems, values and discipline, and weekly progress reports. We will also offer families an opportunity to ask questions and to get to know our leadership in order to develop their comfort with the school to which they will entrust their children’s education and safety. At the second orientation, families, scholars, and a staff member will be asked to sign a contract for each scholar to agree to the expectations of our school.²⁹ We are committed to helping our scholars and families through challenges that they encounter, and we do not believe in lowering our expectations on an ad-hoc basis.
- **Ongoing communication:** We will send home weekly progress reports to be signed by families, as detailed in the **Weekly Reports** section above. We will also contact parents as necessary about individual disciplinary issues, any absence or tardiness, and special events or schedule changes. We do not believe that families should only hear from teachers with negative news, and we will require teachers to make at least two strictly positive calls home each week to ensure that families sometimes hear positive news about scholar progress directly from teachers. We will also require teachers to make eight calls home per week to their advisees’ families, ensuring that every family is contacted by their child’s advisor at least once every two weeks to check in on their child’s progress across subjects.
- **Family Conferences:** Because we believe that our scholars must own their academic progress toward college, we will hold two scholar-led conferences each year, each after the close of the first and second trimesters, with a scholar’s parent and advisor. We will hold family meetings near the end of the third trimester with those families whose students are encountering significant challenges and are at risk of retention. We will explicitly teach scholars how to lead these conferences during Advisory, and advisors will be there to support scholars during the conferences to facilitate a meaningful conversation about their progress over the previous trimester. These conferences will serve as an action-planning period for the subsequent trimester.³⁰

²⁷ Lin, Miranda, and Alan B. Bates. “Home Visits: How Do They Affect Teachers’ Beliefs about Teaching and Diversity?” *Early Childhood Education Journal*, vol. 38, no. 3, Oct. 2010, pp. 179–185.,

www.researchgate.net/publication/225370623_Home_Visits_How_Do_They_Affect_Teachers'_Beliefs_about_Teaching_and_Diversity.

²⁸ Ibid.

²⁹ Signing our expectations contract will not be required for enrollment at our school. We are a public school that educates all scholars who enroll through our enrollment and lottery process. We will strongly encourage families to sign this contract because it represents what is necessary for scholar success.

³⁰ This system is modeled after the student-led conference system at Leadership Public Schools in Richmond, CA.

- **Family Events:** Families will be welcomed for events in our school on a monthly basis at minimum. These events include Back to School Night, Scholar Work Showcase Nights, Coffee Open Houses, and holiday events. All are opportunities for families to get to know the school better and vice versa, and these engagement opportunities will lead to stronger relationships between families, scholars, and staff. For detail on the placement of these events, please see our annual calendar in **R-6a – School Calendar**.

Details of the Student Experience

To build a culture in which every scholar believes in his or her own ability to learn and grow every day and to follow a path toward college success, we believe that we must consider and deliberately arrange as many details as possible of their experience at Valence College Prep. In the same way that research has shown that increased usability of technology has positive effects on user satisfaction and continued usage³¹, we believe that the positive and streamlined learning environment we create for scholars will have positive effects on their experience of school and their likelihood to push themselves further into their academic experience. Research on the physical spaces of schools has confirmed the learning impact of the “built environment”³², and we think of the physical space as one large piece of a scholar’s daily experience of our school.

It is our responsibility to curate as much as possible in this experience, both to reduce the cognitive effort required for non-learning tasks and to message the values of our school to scholars through their experience. Following is a small sample of the details of the scholar experience that we will facilitate, both with the efforts of our operations team and in the expectations of our teachers and full staff:

- Ensuring that every scholar’s desk and chair is labeled with a number that indicates its place in the classroom and clean bright tape on the ground to indicate its place
- Large, purpose-built rubber bands installed at each desk to hold scholar binders not in use
- Consistent space in each classroom for a small whiteboard carried by each subject teacher that displays the day’s learning target, agenda, and homework
- Planner carried by every scholar with space to write homework for each subject, and dedicated time in every period to write down the homework for the day
- Brain breakfast (morning skills practice) laid out on each desk before a scholar arrives and ready for them to begin
- Bin of sharpened pencils available in each classroom and replenished daily to ensure that scholars will always have a set of sharp pencils to begin the day
- Consistent supply station replenished daily in each classroom for tissues, hand sanitizer, loose-leaf paper
- Bathrooms with a designated number of scholars allowed to enter based on a number of pass slots outside the door equal to the sum of the stalls, urinals, and sinks in the bathroom

We will strive to constantly improve the scholar experience of our school, analyzing data from our monthly operations audits (see **R-5f – Programmatic Audit**), iterating on procedures in grade-level teams (see **R-8c – Professional Development**), and analyzing student survey data on an annual basis. Our school’s design must be driven by our mission to provide every scholar with the academic skills,

³¹ Deng, Liqiong, et al. “User experience, satisfaction, and continual usage intention of IT.” *SpringerLink, European Journal of Information Systems*, 26 Jan. 2010, link.springer.com/article/10.1057/ejis.2009.50.

³² Barrett, Peter et al. “The Holistic Impact of Classroom Spaces on Learning in Specific Subjects.” *Environment and Behavior* 49.4 (2017): 425–451. PMC. Web. 9 Feb. 2018.

professional habits, and strength of character to graduate from college, and we believe that the details of that design and its implementation are key determinants of our fulfillment of this mission.

R-09b - Discipline Policy

(b) Discipline Policy (for general education scholars);

At Valence College Prep, we believe that if the behavioral expectations we set for our scholars are clear, they will meet those expectations the vast majority of the time. We also believe that our scholars must know the consequences of violating those expectations and that we must apply consequences fairly, reasonably, and consistently. For all scholars to meet the high academic bar we will set for them, they must be in an orderly classroom and learning the rigorous college preparatory material that we will prepare for them.

Our disciplinary system is designed to set clear lines for our scholars' behaviors and consequences for their violation. Our consequences are designed to correspond to the severity of the action and to include restorative steps for a student to repair the harm that a violation of our values inflicts on our community and to keep the student as a valued member of our community – especially as they grow and learn from human mistakes. In the extended professional development held prior to the school year, all staff are trained in the design of the discipline program and practice implementing their responsibilities in it. Consistency in this program is a key to showing scholars where their behaviors do and do not exemplify the values of our school and, most importantly, how to improve.

Behavior Consequences

Valence College Prep believes that our classrooms must be orderly for our scholars to focus on learning. We take disruptions of the learning environment seriously, and scholars are taught and held accountable to a system of consequences for serious violations of classroom or school expectations. Our structures of consequences are listed from least to most severe in **Figure 9b.01**.

Figure 9b.01: Behavior Consequence Structures	
Consequence	Description
Lunch Detention	Scholars who earn five or more demerits in one day or three or more demerits in one class period are assigned to lunch detention on the following day. They lose their social lunch privilege and eat separately from their peers.
Friday Detention	Scholars who have fewer than 85 RIGHT points at the end of Thursday in the preceding five days (Friday-Thursday) serve Friday detention the next day. This detention lasts one hour following the end of Friday's abbreviated day. Scholars spend this time reflecting on their behavior and setting goals for the following week, after which they may work silently on homework or reading.
Class Referral	Scholars who earn three or more demerits in a class period or who severely violate the class's expectations are referred to the Dean of Students, or the Head of School in year 1. Scholars reflect on their behavior and conference with the Dean, after which they prepare an apology for their class. They return to class when they have completed and deliver this apology to their class, and the class accepts the student back. ¹ All class referrals trigger a phone call home and a resolution conference with the teacher that referred the student to the Dean, held either during lunch or after school on the day of the referral.

¹ This practice is based on the discipline system of Excel Academy in Chelsea, MA, a highly successful urban charter school.

In-class Reflection (ICR)	Scholars who receive an In-class Reflection lose social privileges for a full day. They sit separately from their peers and are not permitted to speak with their peers. They thus have access to all class content but cannot work in partners or groups because of a community violation. Scholars are held accountable to behavior in each period with a tracker filled out by the teacher of that period. If scholars do not show appropriate behavior during their first day of ICR, they may be given a second day of ICR. Before returning to class, they deliver an apology to their class and have their apology accepted by the class.
In-school Suspension (ISS)	Scholars who receive an In-school Suspension do not attend classes and instead complete independent work in the office of the Dean of Students. Part of this work is curriculum-aligned practice, and part of it is behavioral reflection. All scholars receiving ISS must have an in-school parent meeting to address the behavior that led to the ISS. Before returning to class, they must deliver an apology to their class and have their apology accepted by the class.
Out-of-school Suspension (OSS)	Ranging from one to eight days, scholars who receive an Out-of-school Suspension do not attend school for the full duration of the suspension. All scholars receiving OSS must have an in-school parent meeting to address the behavior that led to the OSS. Before returning to class, they must deliver an apology to their class and have their apology accepted by the class.

At Valence College Prep, we believe that a consistent, reasonable, and fair system of consequences is a critical deterrent for our scholars to refrain from behaviors that hurt their own learning and that hurt our community and do not uphold our values. We have created the following matrix of consequences as a guide for the appropriate consequences for most negative student infractions. Infractions not fitting neatly into one of the categories laid out in **Figure 9b.02** will be assessed by the Dean of Students to determine the appropriate consequence.

Figure 9b.02: Consequence Matrix	
Violation	Consequence
<i>Language</i>	
Crude language, not directed at a peer or teacher	Demerit, optional outside conference with teacher
Crude language, directed at a peer or teacher	ICR
Swearing, not directed at a peer or teacher	Class Referral & Lunch Detention
Swearing or motions that represent swearing, directed at a peer or teacher	ISS
<i>Inappropriate Physical Contact, including Fighting</i>	
Horseplay, no harm intended	Class Referral & Lunch Detention
Attempted fighting, including physical intimidation of any kind	ISS
Minimal physical aggression, i.e. shoving	OSS (1 day)
Major physical aggression, i.e. punching or tackling	OSS (2 day)
Major physical aggression leading to a full physical conflict	OSS (3 day)
Any aggressive physical contact with an adult, including shoving or pushing past	OSS (5 day)
Major physical aggression toward an adult	OSS (8 day) & Disciplinary

	Hearing
<i>Bullying & threats</i>	
Mocking or unkind words toward a peer or adult	Class Referral & Lunch Detention
Name calling or cruel words toward a peer, written or spoken	Class Referral & [ICR if the Dean of Students determines the scholar's presence will not be detrimental to class community, ISS if the DOS determines that an apology or mediation is required first]
Name calling or cruel words toward an adult, written or spoken	ISS and apology
Hate speech, written or spoken but not directed at anyone	Class Referral, Lunch Detention, ICR
Hate speech, written or spoken and directed at a peer or adult	ISS and apology
Minimal cyber bullying, including rude or negative comments directed toward a peer via message or social media	Class Referral & Lunch Detention
Substantial cyber bullying, including repeated rude/negative comments, cruel or discriminatory comments directed toward a peer via message or social media	ICR if the Dean of Students determines the scholar's presence will not be detrimental to class community, ISS if the DOS determines that an apology or mediation is required first
Threatening vague or minor harm to another scholar, spoken, written, or sent digitally	ISS
Threatening substantial harm to another scholar, spoken, written, or sent digitally	OSS (1 day)
Threatening substantial harm to an adult	OSS (3 day)
Threatening to kill a peer or adult or to cause mass harm	OSS (5 day) & Disciplinary Hearing
<i>Sexually Physical Contact in School</i>	
Kissing or kissing-like actions at or around school	First infraction: Lunch Detention Subsequent infractions: ICR
Substantial sexually physical contact at or around school	OSS (2 day)
<i>Repeated Minor or Moderate Misbehaviors</i>	
3 warnings in referral room or detention	ICR
Repeated defiance of a school leader's instruction after a referral or in ISS and after 3 warnings	OSS (1 day)
3+ Class Referrals in one day	ISS
<i>Theft</i>	
Minor theft, including a pen or a book, where scholar admits the theft and apologizes	Lunch Detention
Minor theft, including a pen or a book, where scholar does not admit to the theft	ICR
Major theft, including a phone or article of clothing, where scholar admits to the theft and apologizes (item recovered)	OSS (1 day)
Major theft, including a phone or article of clothing, where scholar does not admit to the theft	OSS (2 day)

<i>Vandalism</i>	
Minor vandalism or graffiti that is easily cleaned or repaired	Cleaning work (ideally of the exact vandalism, but if not possible, of commensurate magnitude) & Lunch Detention
Major vandalism that is permanent and difficult or impossible to clean	OSS (1 day)
Major vandalism that is permanent and difficult or impossible to clean, containing vulgar or hateful speech	OSS (2 day)
<i>Contraband & Weapons</i>	
Possession of minor contraband, including stink bombs, lighters, or laser pointers	Lunch Detention
Use of minor contraband in a fashion disruptive to any scholar's learning	ICR
Major contraband, including smoke bombs, firecrackers, etc.	OSS (1 day)
Use of major contraband at or around school	OSS (3 day)
Possession of a toy weapon in school	OSS (1 day)
Threats involving a toy gun at or around school	OSS (3 day)
Possession of an item that could be used as a weapon at school without intention to use as a weapon , including a kitchen knife	OSS (1 day)
Possession of a non-firearm weapon at or near school	OSS (5 day) & Expulsion Hearing
Threat to use or actual use of a weapon at or near school, or threat of another scholar from our school off of our premises	OSS (8 day) & Expulsion Hearing
Possession of a firearm at or around school	OSS (1 year) & Expulsion Hearing
<i>Drugs or Alcohol</i>	
Being under the influence of alcohol or drugs on school premises (not in possession)	OSS (1 day)
Possession of any drugs or alcohol on school premises	First infraction: OSS (5 day) Second infraction: OSS (5 day) & Expulsion Hearing
Selling or trading any drugs or alcohol on school premises	OSS (5 day) & Expulsion Hearing

Suspension

Figure 9b.02 outlines the behaviors that trigger a suspension, either ISS or OSS. We believe that our scholars should spend the maximum possible amount of time in class and that minor behaviors should not warrant a child's removal from class and should be addressed by the teacher with less invasive responses. We also believe that we must create and preserve a safe and positive learning environment for all scholars. The infractions listed above that trigger suspensions constitute severe violations of our values and require time away from the classroom environment for a scholar to consider their actions and restore their wrong.

Following a violation, the student will have a conference with the Dean of Students or Head of School to explain the suspension and procedure that led to it. In compliance with *Goss v. Lopez*, 419 U.S. 565 (1975), the student is entitled to respond to the charges against them. The Dean or Head of School will determine the appropriate consequence. Using the consequence matrix presented in **Figure 9b.02**, the Dean of Students may issue an ISS of up to three days and the Head of School will approve any

additional days of ISS and all days of OSS. A parent or guardian will be informed by phone of a student's suspension on the day of the incident. Teachers of the student will provide work to complete for each day of a student's suspension, and suspended scholars will be permitted either to come in before or after school to make up a missed assessment or to make it up upon return from the suspension, at the discretion of the teacher. Scholars will be given the same number of days of the suspension upon their return to submit all work that was missed during the suspension. Scholars are expected to complete all missed work so as not to fall behind in the academic work of their class as a result of the suspension.

If a suspension is a long-term suspension of longer than 10 days, notification of a parent or guardian will also be in writing, and the student will receive alternative instruction for the student to receive their education while on suspension. This instruction will total at least two hours daily and will be supervised or administered by a certified teacher. It may occur in an isolated school space or in a community space like a library.

Expulsion

Because we believe that all of our scholars deserve the opportunity to graduate from college, we hope never to need to proceed with expulsion of a scholar. However, the safety of our scholars is our priority, and offenses that threaten that safety, as listed in **Figure 9b.02**, trigger a recommendation for expulsion. A recommendation for expulsion begins with all procedures listed above for a long-term suspension. An expulsion hearing will be scheduled to occur within 10 school days of the violation, and the family will be notified in writing, including in the family's home language, of the hearing for expulsion. The hearing will include a formal opportunity to respond to charges, including the opportunity to enlist legal counsel as representation and the presentation of witnesses or evidence. After the hearing, the Head of School will submit a written decision to the student, family, and the school's Board of Trustees, including notice of the family's right to appeal the decision to the Board of Trustees within 10 days. The Board of Trustees may affirm the decision of the Head of School, revoke the expulsion unconditionally, or revoke the expulsion under terms of the Board's determination. The decision of the Board is final.

Gun-Free Schools Act

Valence College Prep will be a gun-free campus. In compliance with the Gun-free Schools Act (20 U.S.C. § 7151), we will suspend any student who brings or possesses a firearm at our school for no less than one year. The Board of Trustees may increase the term of the suspension as it deems appropriate.

R-09c - Special Education Policy

(c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (“IDEA”) and regulations;

Valence College Preparatory Charter School (“Valence College Prep”) is committed to serving the needs of every scholar who comes through our doors and providing an education to enable them to graduate from college. We believe that scholars with special needs deserve the same high expectations as all other scholars, and we are committed to providing all behavioral supports and modifications that are necessary for scholars with Individualized Education Plans (IEPs) or 504 Plans to be successful. As such, we will comply with all federal, state, and local laws governing the discipline of children with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. We will work in partnership with the Committee on Special Education (CSE) of the New York City Department of Education to ensure that the individual needs of all scholars with disabilities are met.

The Dean of Student Support at Valence College Prep will be responsible for managing the implementation of any Behavior Intervention Plan (BIP) associated with a scholar’s IEP. In collaboration with the Dean of Students, s/he will make whatever modifications are required by the BIP and IEP to our discipline system. These may include, but are not limited to, (1) additional incentive systems for positive behavior, (2) break structures for the scholar in addition to our regularly scheduled breaks, (3) changes in seating or other in-class structures, (4) changes to the number of in-class redirections and warnings that would trigger a referral, or (5) changes to the number of referrals that would trigger an In-School Suspension (ISS). The Dean of Student Support will be responsible for communicating these modifications to a scholar’s teachers during collaborative time, either in scheduled one-on-one meetings or during weekly professional development.

In accordance with all relevant law, in any case that would otherwise warrant a recommendation for expulsion, the Head of School will convene a review committee to determine whether the scholar’s misconduct was related to their disability and whether s/he receiving the appropriate and required supports as detailed in his/her IEP and BIP at the time of his/her misconduct. If the misconduct was unrelated to his/her disability and s/he was provided all appropriate and required supports at the time of the misconduct, we will continue with expulsion proceedings. We will not continue expulsion proceedings for misconduct related to a scholar’s disability or if all appropriate and required supports were not in place at the time of the misconduct and will instead proceed in accordance with both our Behavioral Response to Intervention process (as documented in **R-7a – Struggling Students**) and our process for reevaluating the special education services to support the scholar’s success (as documented in **R-7b – Students with Disabilities**).

To ensure that we meet the requirements of all applicable law in the short- and medium-term removals of scholars with special needs, we will follow the guidance of the NYC DOE for such removals, reproduced in **Figure 9c.01**.

Figure 9c.01: NYC DOE Students with Disabilities Discipline in Charter Schools Quick Guidance¹

IDEA protections apply to:

- *Students with disabilities in Charter Schools; AND*
- *Students for whom the Charter School is deemed to have knowledge of a disability.*

When a Charter School student with a disability violates the Charter School's code of conduct and is removed (either immediately or following a hearing or conference consistent with due process), then the following procedures apply.

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:

- *whether the series of removals total more than ten (10) school days in a school year;*
- *whether the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in discipline; and*
- *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.*

¹ http://schools.nyc.gov/NR/rdonlyres/A81E86F2-7F4D-46FF-B429-C10A910C1154/0/NYCDOESWDDisciplineinCharterSchoolsQuickGuidance92013_CF.pdf

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.

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.

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

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).

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.

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:

- 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");
- Teacher observations; and
- 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:

- The conduct in question was caused by or had a direct and substantial relationship to the student's disability; **OR**
- 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:

- 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**
- 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

(d) Dress Code Policy.

All Valence College Prep scholars will dress in accordance with our dress code policy on all academic days, including on field trips. Our uniform dress creates a culture of equality, professionalism, and unity. We are a team, and we will dress like a team. Our policy is detailed in **Figure 9d.01**.

Figure 9d.01: Valence College Prep Dress Code	
Category	Requirement
Shirt/Top	<ul style="list-style-type: none"> • Navy polo shirt with Valence College Prep logo OR solid navy polo shirt with no logos or images of any kind and with 2 or 3 buttons • Optional solid navy sweatshirt with Valence College Prep logo OR solid navy sweatshirt with no logos or images of any kind and no hood • Optional undershirt, if worn and visible, must be solid white, grey, or black
Pants	<ul style="list-style-type: none"> • Solid grey slacks with belt loops, no logos or images, no pockets on the legs, regular fit (neither loose nor tight) • Solid black belt, either with holes or braided, cinched at the waist or above
Footwear	<ul style="list-style-type: none"> • Solid black or grey socks with no logos or images • Solid black shoes with no logos or images
Jewelry	<ul style="list-style-type: none"> • Earrings are permitted, except those that produce noise or otherwise create distractions • No jewelry aside from earrings
Hair and Headwear	<ul style="list-style-type: none"> • Hair must be free of unnatural color • No headwear except: <ul style="list-style-type: none"> ○ Simple elastic hair ties ○ Solid black, white, or grey headbands ○ Headwear worn as part of religious observance
Gym Uniform	<ul style="list-style-type: none"> • Navy shirt with Valence College Prep logo OR solid navy shirt with no logos or images • Navy sweatpants or shorts with Valence College Prep logo • Solid black, grey, or white socks with no logos or images • Solid black sneakers with no logos or images

All outerwear must be removed once scholars have entered the building and may not be worn during school hours until instructed during dismissal.

Scholars' uniforms will be checked as part of our daily entrance procedure at Valence College Prep. To balance holding scholars accountable to this expectation with the importance of every moment in the classroom, scholars not meeting the uniform expectation will be assigned a demerit and sent to the main office to borrow a dress code-compliant item of clothing before proceeding to class. For scholars receiving more than one demerit in one week for dress code infractions, the school will contact the scholar's family to recommunicate the dress code policy and discuss any challenges.

Starting on the first Friday in October, scholars may, as a school, earn College Sweatshirt Friday for meeting academic and behavioral goals. If it is a College Sweatshirt Friday, scholars may wear a non-hooded sweatshirt that has a college name or logo in place of their solid navy sweatshirt.

Families will be provided one full uniform set, with the exception of shoes, upon completing all orientation activities at Valence College Prep. The cost of this uniform for every scholar every year has been included in our budget. Families will also be provided with vendor information to purchase additional sets of branded uniforms, though our policy that does not require branding is intentionally designed to allow families to outfit scholars with dress code-compliant clothing without incurring the expense of multiple sets of branded uniforms. In our target community, where over 90% of our scholars will receive free or reduced lunch, we believe that this uniform policy will strike a balance to create uniformity and provide flexibility for families to purchase clothing that fits in their budgets.

R-10ab - School Management and Leadership

a. Organizational Chart

Provide organizational charts for the 1st and 5th years of operation showing clear reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

Figure 10.01: Valence College Prep Organizational Chart, Operational Year 1 (2019-2020)

Grade 5, 112 students, 16.0 FTE

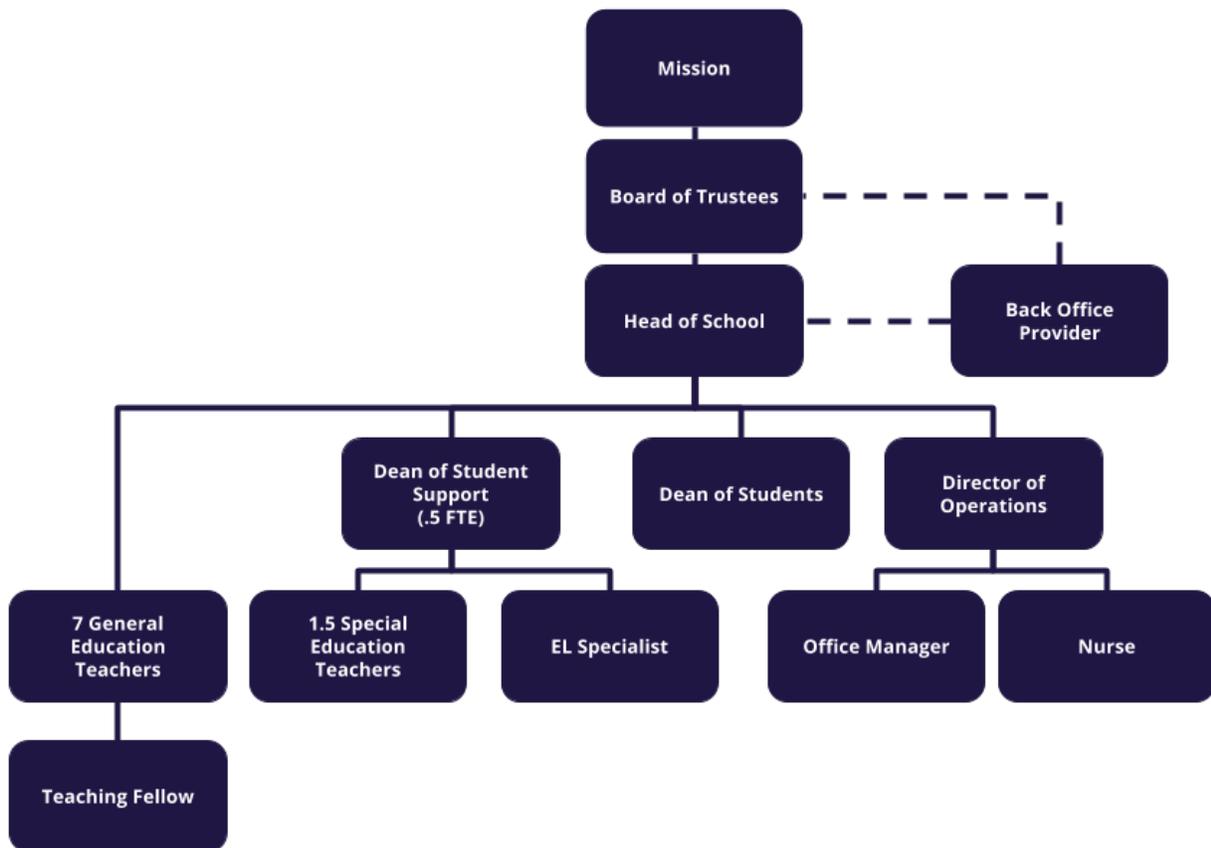


Figure 10.02: Valence College Prep Organizational Chart, Operational Years 4-5 (2022-2023 and 2023-2024)

Grades 5-8, 448 students, 54.0 FTE

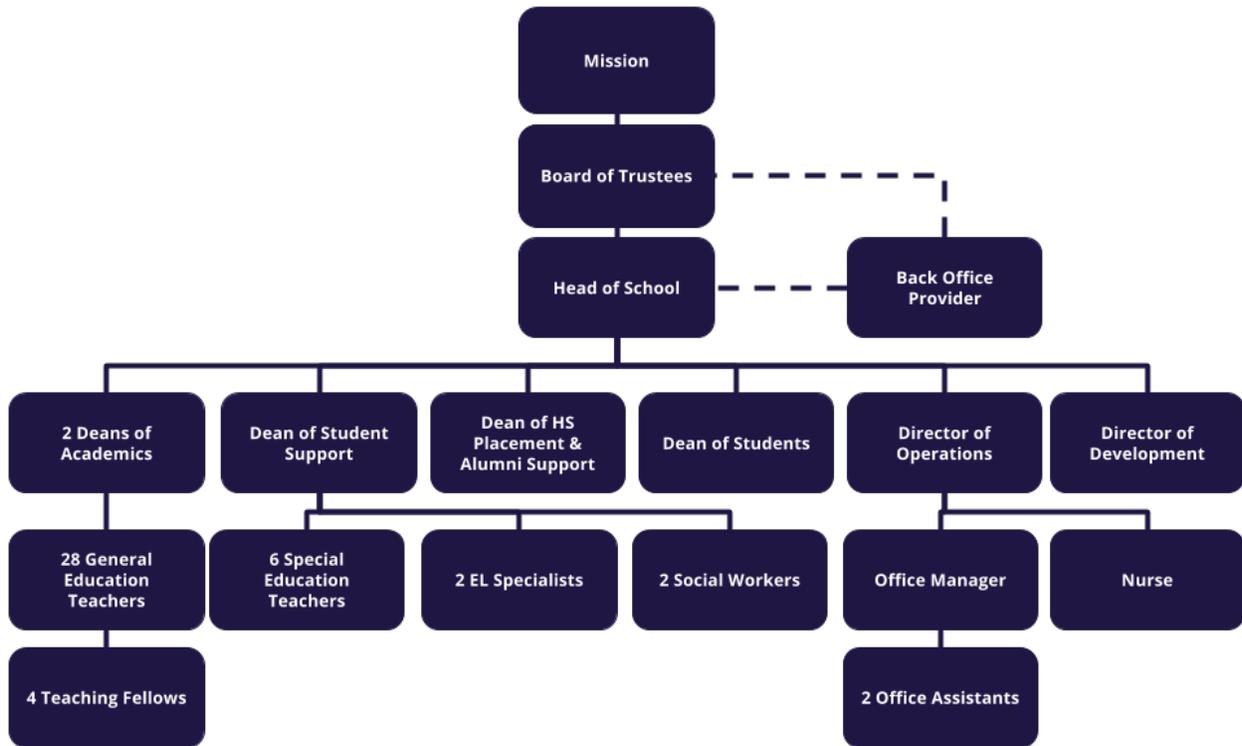


Figure 10.03: Valence College Prep Employment Summary, Operational Years 0-5

	Year 0	Year 1	Year 2	Year 3	Year 4+
<i># of Students</i>	0	112	224	336	448
Head of School	1	1	1	1	1
Dean of Student Support	0	0.5	1	1	1
Dean of Students	0	1	1	1	1
Dean of Academics	0	0	1	2	2
Dean of High School Placement & Alumni Support	0	0	0	1	1
Director of Operations	0.5	1	1	1	1
Director of Development	0	0	0	0	1
General Education Teacher	0	7	14	21	28
Special Education Teacher	0	1.5	3	5	6
EL Specialist	0	1	1	2	2
Social Worker	0	0	1	2	2
Office Manager	0.25	1	1	1	1

Teaching Fellow	0	1	2	3	4
Nurse	0	1	1	1	1
Office Assistant	0	0	0	1	2
TOTAL	1.75	16	28	43	54

b. School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.

- Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions.
- Outline the evaluation procedures and processes for staff in management positions.
- Describe recruitment plans for the school leader including:
 - The process and criteria the school will use to select the school leader;
 - Who has been, or will be involved in the selection process; and,
 - The role of any CMO or partner organization (if any) in the selection process.

Valence College Preparatory Charter School (“Valence College Prep”) will be governed by its Board of Trustees. The Board assumes responsibility and accountability for governance and administration of the school in pursuit of our mission and in accordance with all relevant laws and regulations and as described by its By-Laws in **R-13 – Governance**. The Head of School will be managed and evaluated by the Board. Following the model of high-performing charter schools, we will clearly divide the school’s operational roles and responsibilities from academic roles and responsibilities. We believe that if our school’s operational leadership and staff execute effectively, our instructional leaders and faculty will be able to execute our academic program to best educate our scholars on their path to college.

The **Head of School** is the primary external representative of the school and is responsible for all operations of the school. S/he is responsible for executive management of all staff and accountable to the Board of Trustees. The Head of School’s role is driven by the mission of Valence College Prep, and s/he is responsible for all resources and management required for the school to fulfill its mission. S/he sets the instructional vision for the school and manages, directly or indirectly, all instructional staff to execute their roles to execute this vision. S/he hires, manages, and evaluates all employees of the school and delegates duties to other members of the staff, including staff management duties as appropriate. The Head of School also manages the relationship between the back-office provider and the Director of Operations.

Qualifications of the Head of School are as follows:

- Bachelor’s Degree required, Master’s Degree or advanced coursework in education preferred
- Minimum of three years of teaching experience with a similar scholar population
- Demonstrated classroom success as demonstrated by scholar growth on internal and standardized assessments
- Experience in data-driven instruction and action planning
- Experience in leadership of teachers, including coaching and professional development
- Knowledge of applicable law and regulations
- Knowledge of school finance
- Training or relevant experience in school administration
- Strong communications skills
- Strong organizational skills and ability to manage multiple workstreams

- Humility, ability to reflect on results and take feedback for growth
- Outstanding work ethic
- Commitment to the mission of Valence College Prep

Valence College Prep intends to hire Lead Founder Mitchell Flax as the Founding Head of School. Mr. Flax's professional experience, skills, and dedication to the mission suit the demands of the role as described above. He is a proven teacher and leader who brings to the founding team experience in education as well as in organizational planning and culture. He will utilize his experience in curriculum development, instructional delivery and leadership, strategic planning, and team development as the proposed Head of School of Valence College Prep. Mr. Flax led the ninth-grade team, science department, biology content team, and staff culture leadership team at Leadership Public Schools ("LPS") in Richmond, CA. He also completed the Building Excellent Schools ("BES") Summer Leadership Internship, designing middle school curriculum for Alpha Public Schools in San Jose, CA. Prior to his work at LPS Richmond, Mr. Flax was an analyst in People Analytics at Google, where he produced modeling and advising on organizational growth, research on team dynamics, analyses of hiring practices, and reporting on organizational culture. In this role, he developed the tools and experience to use data to drive organizational decision-making. Mr. Flax was a 2009 Teach For America Bay Area corps member and was a School Operations Manager at Teach For America's New York City Institute in 2010. His background in education, data analytics, strategic planning, and organizational culture will be key assets in his leadership of the staff and instructional program of Valence College Prep, as well as his successful management of the growth of the organization during its startup years.

Mr. Flax is member of the 2017-2018 BES Fellowship, a rigorous and selective training program for aspiring charter school leaders. He has completed leadership residency at Democracy Prep Endurance Middle School, working alongside an experienced middle school leadership team at a successful charter middle school in an established and successful charter network founded and supported through BES. He will complete additional residencies at both Legacy College Preparatory, a BES charter school in its first year in the Bronx and Excel Academy in Boston and Chelsea, MA – a nationally recognized and high-achieving BES charter school network. Through the BES Fellowship, Mr. Flax has visited and studied more than 50 of the most successful charter schools in the country to inform the design and implementation of Valence College Prep.

The Head of School's role is the most critical leadership role in the school. The Head of School will work over the first three years of operation to develop a succession plan among the instructional leadership of the school, so as to have a leadership bench capable of stepping into the role of Head of School. In the event of the departure of the Head of School and a vacancy in the role, the process for recruiting the Head of School will be managed by the Governance Committee of the Board, which may convene a special committee of the Board for purposes of hiring the new Head of School. The committee will commence a thorough internal and national external search for a leader that meets the qualifications set out above and present the most qualified candidate(s) to the Board for its consideration. Because research has demonstrated substantial detrimental impacts of leadership turnover on scholar results, the committee will dedicate substantial resources and time to the recruitment of a qualified Head of School candidate who intends to dedicate years of service to Valence College Prep. In the case that a qualified and committed leader exists on the current staff of the school, this leader will be considered alongside other internal or external candidates. If no such leader exists among the current instructional staff, the committee may contract with a staffing agency experienced in recruiting school leadership in order to find a qualified leader for the school. A strong leader will be key to the fulfillment of our mission for scholars. Decision on who will serve as the Head of School will always rest with the full Board.

To provide our scholars with an education that drives them toward college graduation, we believe that a mission-aligned and capable leadership staff is necessary. The Head of School will hire and directly supervise the Director of Operations, Dean of Student Support, Dean of Students, Faculty, and as the school grows, other members of the administrative staff. Descriptions for all leadership roles within the school are outlined below.

The **Director of Operations** is responsible for all operational needs of the school, including the facility, all financial operations, entrance and exit procedures, attendance, record-keeping, and human resource functions. S/he will be the primary liaison with the back-office provider for the day-to-day management of the budget, procurement and accounting systems, financial reporting, and any matters of compliance with federal, state, or local law governing the fiscal management of the school. S/he will be responsible for management of logistical portions of academic program elements, including family conferences, the homework collection system, and progress reporting. S/he will directly manage the Office Manager and Nurse, lead the operations team, including managing all operations vendors, including but not limited to, food service vendors and custodial staff. The Director of Operations will report directly to the Head of School.

The **Office Manager** will maintain all scholar records, including family information and forms, attendance records, homework completion, and merit and demerit data. S/he will be the primary contact for families to voice questions or request school information and will manage the routing of any such questions unable to be simply and quickly addressed. S/he will ensure that families are contacted in the case of a tardiness or absence and manage mass communication with families via calls, texts, or mailers. The Office Manager will be responsible for various administrative tasks, regular or irregular, including but not limited to, retrieving scholars who are picked up by a family member or delivering lunches to their correct rooms. S/he will report directly to the Director of Operations and work closely with him/her for ad hoc administrative needs.

The **Dean of Academics** is the primary owner of curriculum and instruction in the school, primary planner of professional development, and coach for all teachers in their subject area. Valence College Prep will begin to employ a Dean of Academics in the second year of operation and add a second Dean of Academics in the third year of operation. At maturity of the school, each Dean of Academics will oversee either the Humanities program (ELA and Social Studies) or the Sciences program (Mathematics, Science, Digital Arts), ensuring vertical alignment across grade levels and content-specific implementation of best practices in instruction. Deans of Academics will plan and oversee all assessment program elements for the content areas of their responsibility. At maturity of the school, with two Deans, the Head of School will distribute responsibilities for these programs between those in this role. The Deans of Academics will report directly to the Head of School.

The **Dean of Student Support** oversees the special education program, all services for English Language Learners (ELLs), and all social work and counseling services. S/he directly manages all special education teachers, social workers, and EL specialists, and manages the procurement and logistics of all contracted services to support scholars with IEPs. These services may include speech therapy, occupational therapy, counseling services, or other services detailed in scholars' IEPs. S/he is responsible for compliance with all applicable special education law, and s/he oversees all support and academic intervention systems, including Homework Center, state testing, Saturday Academy, and Summer Academy. S/he is responsible for implementing the Academic Response to Intervention system (see **R-7a – Struggling Students** for details) and overseeing the tracking of scholars' progress within the system. The Dean of Student Support will report directly to the Head of School.

The **Dean of Students** is responsible for culture and discipline in the school, including all structures built to uphold our **RIGHT** values (Respect, Integrity, Gratitude, Hard Work, Teamwork). S/he oversees broad cultural systems like Family Meetings and the dress code as well as classroom cultural systems like **RIGHT** blocks competitions. S/he oversees the merit and demerit system and all student discipline, including detention, receiving scholars sent out of class, suspensions, and all necessary family communication concerning behavioral RTI or any disciplinary consequences, except for teacher-to-family disciplinary consequence communication. Part of the Dean of Students' work of overseeing Family Meetings is the weekly analysis of merit and demerit data to understand where scholars are succeeding and struggling with values, which directly ties to the weekly presentation in Family Meeting. S/he will report directly to the Head of School.

The **Dean of High School Placement and Alumni Support** will be responsible for identifying the best high school placement options for every scholar and guiding the scholar and family through the process of gaining admission to an appropriate high school placement. Hired in Year 3 of operation, s/he will act as a liaison and ambassador with all prospective high school placements for scholars, including all DOE high schools, charter schools, and private schools. S/he will organize high school visits for scholars, plan Advisory and Family Meeting content on preparation for high school, coordinate test preparation for the Specialized High School Admissions Test (SHSAT) and any tests required for private high school admissions, and assist scholars in completing all required application materials, including transcripts and recommendations. S/he will also act as a tutoring support for the Dean of Student Support. S/he will track all placement results for scholars after they advance to high school, will coordinate reunions and track the progress of Valence College Prep alumni, and support them with counseling as necessary. The Dean of High School Placement and Alumni Support will report directly to the Head of School.

The **Director of Development** will manage the fund development needs of Valence College Prep. Hired in Year 4 of operation, s/he will identify new funding opportunities, including government and private foundation grants, and will plan and execute events and fundraising drives. S/he will network with individuals and foundations interested in supporting the furtherance of our mission. S/he will work closely with the Board's Development Committee in setting strategy and executing all agreed upon Development Plans, and will report directly to the Head of School.

Evaluation of Leadership

Leaders in each of the positions listed above will be evaluated on a semi-annual basis in the following categories:

- Role-specific performance, as measured by scholar outcomes and operational outcomes
- Leadership and professionalism
- People management, if applicable

The Head of School will hold an initial evaluation meeting at the start of each academic year to set Objectives and Key Results (OKRs) for each leader's role.¹ Objectives will represent the broad goals and responsibilities of the leader, and Key Results will represent the specific and measurable goals that indicate success in each area. OKRs will be developed in specific alignment to the leader's role description and responsibilities, and these responsibilities may shift on an annual basis based on our annual audit of our program, described in **R-5f – Programmatic Audit**. Where applicable, OKRs will be developed in alignment to our Accountability Plan, provided in **R-3c – Accountability Plan**. OKRs will be

¹ Our leadership OKR structure is based on the OKR system used at Google, Inc., where the Lead Founder researched evidence-based organizational planning and management as a People Analyst from 2011 to 2014. More details of the research basis for OKRs are available at <https://rework.withgoogle.com/guides/set-goals-with-okrs/steps/introduction/>.

set on an annual basis, but Key Results will be assessed in a leader’s mid-year evaluation by the progress toward that result, wherever possible. Key Results will be assessed again at the end of the year to assign a score of 1 to 4 for each result and an average for each objective, with a 3 assigned for meeting the Key Result and a 4 assigned for substantially beating the result. A score of 2 will be assigned for results that reasonably approach the key result goal. Leaders achieving an overall average of 3 are meeting expectations, and leaders achieving an overall average of 2 are struggling to meet expectations. Leaders tracking toward an average of 1 will be placed on a Performance Improvement Plan (PIP). A sample set of OKRs for the Dean of Academics is provided in **Figure 10.04**.

Figure 10.4: Annual Objectives and Key Results for the Dean of Academics (Humanities)	
Objective	Key Results (Annual)
All scholars make significant gains in reading and writing.	<ul style="list-style-type: none"> 75% of scholars who have been with us for 2+ years test as proficient or above on the NYS ELA exam 75% of scholars who have been with us for 2+ years test on grade level, as measured by the HMM Reading Inventory 75% of scholars make at least one year of GLE reading growth, as measured by HMM Reading Inventory
Every humanities classroom has excellent instruction.	<ul style="list-style-type: none"> 100% of humanities teachers consistently use core engagement strategies (Strong Voice, What to Do Directions) as assessed by weekly classroom culture audits 90% of humanities teachers justify a rating of “2 – Developing” or higher in all Instruction and Classroom Management categories of the Teacher Evaluation Rubric 75% of humanities teachers use “Stretch It” techniques for scholar questioning, as assessed by extended observations For professional development sessions delivered by DOA, 80% of humanities staff agree on PD survey that PD grew their practice 80% of staff agree on staff survey that coaching meetings grew their practice
Every humanities class has a rigorous and appropriately scaffolded curriculum.	<ul style="list-style-type: none"> 95% on-time completion rate of modified lesson plans by humanities teachers 80% of new-to-Valence teachers’ lesson plans receive DOA feedback 40% of Valence returning teachers’ lesson plans receive DOA feedback On staff survey, 80% of humanities staff agree that DOA lesson plan feedback grows their practice
Families understand their children’s academic progress.	<ul style="list-style-type: none"> 95% of families attend both scholar-family-Advisor conferences (fall and spring) On family survey, 80% of families agree that weekly reports help them understand their child’s progress On family survey, 80% of families agree that they are aware of what their child does for homework each night

The leadership and professionalism strand of leadership evaluation will be assessed using a modified version of the Professional Core Values rubric from Noble Charter Schools, a high performing charter

network in Chicago, IL. This rubric will serve as an assessment of the character-based and habit-based leadership skills to help leaders understand how to grow themselves personally and professionally, and it will provide a tool for the Head of School and all leaders directly managing staff to provide feedback and coaching on seemingly intangible aspects of leadership. A modified rubric is provided in **Figure 10.05**.

Figure 10.05: Leadership and Professionalism Rubric					
Results					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Ambitious and feasible goals	<ul style="list-style-type: none"> • Unconcerned with goals; puts forth little effort to set goals or track them 	<ul style="list-style-type: none"> • Goals are often unreasonable and/or not grounded in data • Goals usually lack ambition or are overly ambitious 	<ul style="list-style-type: none"> • Goals are usually reasonable and suitable for majority of students - grounded in data • Goals are sometimes overly ambitious or not ambitious enough 	<ul style="list-style-type: none"> • Goals are reasonable and suitable for majority of students - grounded in data • Goals are ambitious and feasible 	<ul style="list-style-type: none"> • Goals are reasonable and suitable for majority of students - grounded in data • Goals exude high expectations, and detailed plans support their feasibility • Serves as a model for others
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Time-saving choices aligned to priorities	<ul style="list-style-type: none"> • Decisions and choices do not save time • Over-analysis or lack of alignment to priorities causes inefficiencies 	<ul style="list-style-type: none"> • Decisions and choices sometimes save time • Over-analysis sometimes causes inefficiencies • Priorities sometimes aligned to output goals 	<ul style="list-style-type: none"> • Decisions and choices often save time • Often avoids over-analysis • Priorities aligned to output goals 	<ul style="list-style-type: none"> • Decisions and choices consistently save time • Analysis appropriate for decision-making • Priorities consistently aligned to output goals 	<ul style="list-style-type: none"> • Decisions and choices consistently save time; develops systems which make others more efficient • Analysis appropriate for decision-making • Priorities consistently aligned to output goals

Multiple Paths	<ul style="list-style-type: none"> Not solution-oriented Not open to hearing about new ideas or solutions for a problem 	<ul style="list-style-type: none"> Single-solution oriented Rarely considers multiple paths to solution or implications for others before settling on the most efficient and effective solution 	<ul style="list-style-type: none"> Open to various solutions for a problem Weighs multiple paths to solution before settling on the most efficient and effective Sometimes considers implications for others 	<ul style="list-style-type: none"> Open to various solutions for a problem Weighs multiple paths to solution before settling on the most efficient and effective Seeks out others' feedback on solution paths and consistently considers impact on others 	<ul style="list-style-type: none"> Open to various solutions for a problem Thinks of multiple paths to a problem before settling on the most efficient and effective Seeks out others' feedback on solution paths Provides others with relevant feedback that assists them in efficiently determining the most effective solution
Follow Through					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Do what we say we will do and are thoughtful and specific about outcomes	<ul style="list-style-type: none"> Does not complete task or tasks Consistently overpromises and under delivers 	<ul style="list-style-type: none"> Usually completes assigned or promised tasks by promised date (no more than 5 misses per semester) Task is always completed, even if late Sometimes overpromises 	<ul style="list-style-type: none"> Regularly completes assigned or promised tasks by promised or due date (no more than 2 misses per trimester) Completes all of task Rarely overpromises 	<ul style="list-style-type: none"> Regularly and thoroughly completes assigned or promised tasks by promised or due date Double checks task for completeness - self-reflects before submission Delivers on promises 	<ul style="list-style-type: none"> Thoroughly completes every tasks commitment Volunteers new tasks that support others Reviews all outputs before submission, ensures completion, anticipates questions in advance Reliability serves as a model
Timeliness	<ul style="list-style-type: none"> Fails to respond within 2 business days or does not meet assigned deadlines more than 4 times per trimester Late to meetings/work more than 4 times per trimester 	<ul style="list-style-type: none"> Usually responds within 2 business days or within set deadline (no more than 4 misses per trimester) Late to meetings/work no more than 4 times per trimester 	<ul style="list-style-type: none"> Responds within 2 business days or within set deadline (no more than 2 misses per trimester) Sometimes needs to request additional time to meet deadlines 	<ul style="list-style-type: none"> Responds within 2 business days or within set deadline Rarely needs to request additional time 	<ul style="list-style-type: none"> Often responds far before deadlines Rarely needs to request additional time Motivates others to meet deadlines
Own Mistakes	<ul style="list-style-type: none"> Does not admit 	<ul style="list-style-type: none"> Usually admits 	<ul style="list-style-type: none"> Admits 	<ul style="list-style-type: none"> Admits 	<ul style="list-style-type: none"> Admits

	<ul style="list-style-type: none"> to making mistakes Does not recognize when unable to meet deadline or promise, and does not make an attempt to remedy the situation 	<ul style="list-style-type: none"> mistakes Sometimes recognizes when unable to meet deadline or promise and makes attempt to remedy 	<ul style="list-style-type: none"> mistakes Recognizes when unable to meet deadline or promise and remedies the situation Remedy rarely as good as initially promised outcome 	<ul style="list-style-type: none"> mistakes Recognizes when unable to meet deadline or promise and remedies situation Remedy sometimes as good as initially promised 	<ul style="list-style-type: none"> mistakes Develops and executes new solution to remedy mistake in a timely manner Goes above and beyond to make remedies impactful
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Innovation

	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Seeks constant improvement	<ul style="list-style-type: none"> Closed to new ideas Does not seek out opportunities for improvement Does not attempt to try new things OR Does not show sensibility when planning or executing new ideas Lets failures get in the way of new ideas Focuses on the negative instead of looking for ways to improve next time 	<ul style="list-style-type: none"> Occasionally seeks out opportunities for improvement and feedback 	<ul style="list-style-type: none"> Usually seeks out opportunities for improvement and feedback Attempts to use a variety of resources for improvement Tries new things (strategies, techniques, etc.); innovations often useful Usually anticipates implications of innovations, seeks feedback when implications will significantly impact others Rarely lets "failures" get in the way of success Rarely focuses on the negative and usually learns from mistakes Sometimes needs guidance in reflecting on mistakes 	<ul style="list-style-type: none"> Regularly seeks out opportunities for improvement and feedback Uses a variety of resources for improvement Regularly innovates in an effective manner (strategies and techniques, etc.) Anticipates implications of innovation Focuses on the positive and learns from mistakes; does not repeat them Self-initiates reflection on mistakes 	<ul style="list-style-type: none"> Regularly seeks out opportunities for improvement and feedback Uses a variety of resources for improvement Serves as a resource for others to improve Innovations cause others to perform at a higher level Assists others in process of sensible innovation and communicates thoroughly Anticipates others in process of sensible innovation Learns from mistakes; does not repeat them Self-initiates reflection on mistakes Shares mistakes with others and provides insight

Team Support					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Respect	<ul style="list-style-type: none"> Shows regular signs of disrespect to team members Does not value team members Avoids opportunities to serve team members Does not understand personal limitations Focuses on themselves instead of the greater team; boastful Takes credit whenever possible Negativity brings others' down 	<ul style="list-style-type: none"> Shows occasional signs of disrespect to team members Sometimes puts down the team or does not value others' expertise Occasionally offers or agrees to assist team members Occasionally understands personal limitations Occasionally focuses on themselves instead of the greater team Occasionally takes credit for action that significantly involved other team members Sometimes celebrates the team Sometimes shows negativity that brings others' down 	<ul style="list-style-type: none"> Usually respectful of team members Values others' expertise Usually offers or agrees to assist team members in limited ways Usually understands personal limitations Usually focuses on the team instead of self Quick to give credit to others Usually celebrates the team Rarely shows negativity 	<ul style="list-style-type: none"> Honors others and makes them feel significant Values others' expertise Frequently praises work of others Offers or agrees to assist team members Serves team members in a variety of ways Understands personal limitations Focuses on the team instead of themselves Seeks out ways to celebrate the team in an authentic, sincere manner Positivity makes others feel valued and honored 	<ul style="list-style-type: none"> Honors others and makes them feel significant Values others' expertise Praises frequently, serves as model for others Works with others in development of respect for all members of the team Offers or agrees to assist team members Serves team members in a variety of ways Facilitates service among other team members Understands personal limitations Focuses on the team instead of themselves Leads others by example; motivates others to improve their humility Celebrates the team Positivity makes others feel valued and honored Motivates others to increase their positivity
Communication					
	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary

Timeliness	<ul style="list-style-type: none"> Does not share pertinent information in advance or once known 	<ul style="list-style-type: none"> Occasionally shares pertinent information in advance or once known 	<ul style="list-style-type: none"> Regularly shares pertinent information in advance or once known 	<ul style="list-style-type: none"> Shares pertinent information as soon as possible 	<ul style="list-style-type: none"> Shares pertinent information as soon as possible Causes others to improve their timeliness
Clarity and Specificity	<ul style="list-style-type: none"> Communication is unclear and confusing Communication is not specific or detailed with appropriate or adequate information 	<ul style="list-style-type: none"> Communication is sometimes unclear and confusing Communication is sometimes not specific or detailed. 	<ul style="list-style-type: none"> Communication is usually clear, anticipating questions in advance Communication is usually specific enough to be actionable 	<ul style="list-style-type: none"> Communication is clear, anticipating relevant questions in advance Communication informs others' decisions and actions without further iteration 	<ul style="list-style-type: none"> Communication is clear, anticipating relevant questions in advance Communication informs others' actions and serves as a model for others to improve clarity and specificity
Candor and honesty	<ul style="list-style-type: none"> Communication is dishonest and/or not forthcoming 	<ul style="list-style-type: none"> Communication is honest, but not always forthcoming 	<ul style="list-style-type: none"> Communication is both honest and forthcoming 	<ul style="list-style-type: none"> Communication is both honest and forthcoming, while being self-reflective 	<ul style="list-style-type: none"> Communication is honest and forthcoming Serves as a model for others to improve candor and honesty in communication
Audience	<ul style="list-style-type: none"> Message not appropriately tailored to audience 	<ul style="list-style-type: none"> Message occasionally tailored to audience, but irrelevant info often included 	<ul style="list-style-type: none"> Message often tailored to audience with relevant information 	<ul style="list-style-type: none"> Message consistently tailored to audience with relevant information Motivates/inspires others to perform 	<ul style="list-style-type: none"> Tailors message to audience with relevant and insightful information Motivates and inspires others to perform Effectively teaches others to use a variety of effective communication techniques

Because we believe that excellent teaching is foundational to our scholars' success, we will do everything possible to develop and keep the best teachers. Research has supported the importance of a good manager for employee retention and engagement,² and we thus will develop good managers within our leadership. All people managers at Valence College Prep will be evaluated in their capacity to effectively provide coaching and support to those they manage. All staff will be sent a Manager

² *Why Great Managers Are So Rare*. Gallup, Inc., 25 Mar. 2014, news.gallup.com/businessjournal/167975/why-great-managers-rare.aspx.

Feedback Survey semi-annually, once in the fall and once in the spring as part of the year-end survey, which measures eight attributes of a good manager:³

1. Is a good coach by providing specific, actionable feedback
2. Empowers employees to succeed through coaching, not through micromanagement
3. Expresses interest in employees' success and well-being
4. Is productive and results-oriented
5. Is a good communicator and listens to concerns
6. Discusses career goals and development
7. Has a clear vision and strategy for success in role (classroom or otherwise)
8. Has key instructional or operational skills to be able to coach

Results of the Manager Feedback Survey will be the basis for coaching conversations between the Head of School and each people manager on our leadership team. Managers will also share results back with their direct reports and will share action plans for improvement to ensure that they model professional growth and the Valence College Prep values of integrity and teamwork. Our school is a mission-driven team, and strong leadership at all levels is a key enabler of the results we want for our scholars.

³ Our management attributes are adapted for school leadership from Google's Project Oxygen, which determined the strongest determinants of manager effectiveness. Details can be found at <https://rework.withgoogle.com/subjects/managers/>.

R-11ac – Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

Valence College Prep will be staffed to (a) fulfill our mission, (b) provide all programmatic supports to fulfill that mission, and (c) comply will all legal requirements for the safe and responsible operation of the school. Our staffing plan is based on the staffing practices of strong urban charter schools, including Democracy Prep in New York City and Excel Academy in Boston and Chelsea, MA, and it aims to scale our programs within our budget over our first four (4) years of operation, growing both the instructional team for student enrollment growth as well as growing an administrative team to delegate the wide variety of leadership requirements of a growing organization. In the planning year, the Head of School will be hired immediately upon authorization by the Board of Trustees. The Director of Operations will be hired in January of 2019 to prepare for the successful operational opening of the school, including the recruitment and enrollment of our first 112 fifth grade scholars. Our first Office Manager will be hired in March of 2019, also to assist with enrollment and the successful operational launch of the school and our facility. In the first year, some roles that will eventually take a full-time employee will be filled either by contracted services, such as counseling services, or by role-splitting, as in the case of the Dean of Student Support, who will act in this role while providing .5 FTE special education teaching. As we grow toward fuller enrollment in our second and third years of operation, we will leverage our scale to proactively grow our leadership and student support staff, as seen in our hiring of a second full-time Dean of Academics and second full-time Social Worker in Year 3. The Deans of Academics and Social Workers will use their excess capacity in Year 3, before they serve our full-scale scholar population of 448, to fortify our systems in their respective domains and ensure that we are prepared for the academic and social service of our school at full scale. Throughout this process, we will maintain a healthy and sustainable model for management of staff roles and responsibilities, ensuring that the Head of School is training up and empowering key members of the administrative team for the long-term success of the school.

Figure 11.01 provides a summary of the FTE for all staff at Valence College Prep in Years 0-5 of operation. **Figure 11.02** provides the budget categorization for this staff.

Figure 11.01: Valence College Prep Employment Summary, Operational Years 0-5					
	Year 0	Year 1	Year 2	Year 3	Year 4+
<i># of Students</i>	0	112	224	336	448
Head of School	1	1	1	1	1
Dean of Student Support	0	0.5	1	1	1
Dean of Students	0	1	1	1	1
Dean of Academics	0	0	1	2	2
Dean of High School Placement & Alumni Support	0	0	0	1	1
Director of Operations	0.5	1	1	1	1
Director of Development	0	0	0	0	1

General Education Teacher	0	7	14	21	28
Special Education Teacher	0	1.5	3	5	6
EL Specialist	0	1	1	2	2
Social Worker	0	0	1	2	2
Office Manager	0.25	1	1	1	1
Teaching Fellow	0	1	2	3	4
Nurse	0	1	1	1	1
Office Assistant	0	0	1	2	2
TOTAL	1.75	16	29	44	54

Figure 11.02: Valence College Prep Employment Summary, Operational Years 0-5, By Budgetary Category¹

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	5	5-6	5-7	5-8	5-8
	Enrollment	112	224	336	448	448

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

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	1.5	3.0	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	2.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	4.5	7.0	10.0	11.0	11.0

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	7.0	14.0	21.0	28.0	28.0
Teachers - SPED	1.5	3.0	5.0	6.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	1.0	2.0	3.0	4.0	4.0
Specialty Teachers	1.0	1.0	2.0	2.0	2.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	0.0	1.0	2.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	10.5	21.0	33.0	42.0	42.0

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	1.0	1.0	1.0	1.0	1.0

TOTAL PERSONNEL SERVICE FTE	16.0	29.0	44.0	54.0	54.0
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b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

¹ Instructional Management appears to be unstaffed, but this role is fulfilled by the Head of School, who also serves as Executive Management, and in the Deans of Academics, who are counted among Deans, Directors, and Coordinators. For details, see **R-8a. Instructional Leadership Roles**. CFO / Director of Finance also appears to be unstaffed, but Valence College Prep will employ the services of an experienced back office provider such as CSBM or EdTec to fulfill this role. For details of the back-office provider's role, see **R-13a – Education Corporation Board Roles and Responsibilities**.

A qualified and mission-aligned staff will be critical to the fulfillment of Valence College Prep’s mission. **Figure 11.03** details the qualifications and responsibilities for all roles in the staffing plan.

Figure 11.03: Staff Responsibilities and Qualifications		
Role	Responsibilities	Qualifications
Head of School	<ul style="list-style-type: none"> • Executive management of all staff, including responsibility for hiring, management, and evaluation of all employees of the school • Direct management of the Deans of Academics, Dean of Student Support, Dean of Students, Dean of High School Placement and Alumni Support, Director of Operations, and Director of Development • Management of all resources required for the school to fulfill its mission • Setting and iterating on the instructional vision of the school • Oversight of the relationship between the back-office provider and the Director of Operations • Communication with and accountability to the Board of Trustees • Ensuring that the school complies with all law or regulations governing operation, including rules governing the facility, hiring, personnel, and discipline 	<ul style="list-style-type: none"> • Commitment to mission and vision of Valence College Prep • Demonstrated classroom success as demonstrated by scholar growth on internal and standardized assessment • Experience in data-driven instruction and action planning • Experience in leadership of teachers, including coaching and professional development • Knowledge of applicable law and regulations • Knowledge of school finance • Training or relevant experience in school administration • Strong communications skills • Strong organizational skills and ability to manage multiple workstreams • Humility, ability to reflect on results and take feedback for growth • Outstanding work ethic and willingness to take on any required task in the school when necessary • Minimum of three years of teaching experience with a similar scholar population • Bachelor’s Degree required, Master’s Degree or advanced coursework in education preferred
Dean of Student Support	<ul style="list-style-type: none"> • Management of the special education program, all services for English Language Learners (ELLs), and all social work and counseling services • Direct management of all special education teachers, social 	<ul style="list-style-type: none"> • New York State Certification in Special Education required • Commitment to mission and vision of Valence College Prep • Demonstrated success educating scholars with special needs • At least three years of teaching

	<p>workers, and EL specialists</p> <ul style="list-style-type: none"> • Management of procurement and logistics for contracted services for scholars with special needs • Management of all school structures for academic support and intervention, including the Academic Response to Intervention system, Tutorial, and Homework Center • Oversight of compliance with all applicable special education law 	<p>experience with a similar scholar population</p> <ul style="list-style-type: none"> • Experience with intervention in a similar scholar population • Experience with data-driven instruction and analysis of academic achievement data • Experience with planning and executing professional development for educators • Knowledge of a range of accommodations and modifications typically described in Individualized Education Plans (IEPs) • Knowledge of the design of a Response to Intervention process and commitment to executing our RTI process • Knowledge of the legal requirements to serve English Language Learners (ELLs) and typical supports for ELLs • Knowledge of standards-based instruction and New York State learning standards • Ability to problem-solve in a team environment • Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances • TESOL certified for work with English Language Learners • Bachelor’s Degree required, Master’s Degree or equivalent preferred
Dean of Students	<ul style="list-style-type: none"> • Management of the discipline system of Valence College Prep, including the merit/demerit system, detention, the Behavioral Response to Intervention system, all student referrals from class, and all disciplinary consequences and family communication required 	<ul style="list-style-type: none"> • Commitment to mission and vision of Valence College Prep • Demonstrated success teaching or leading scholars in a similar school environment • Steadfast belief in all scholars, regardless of prior behavior, to meet high expectations, and commitment to support all

	<p>as part of these systems</p> <ul style="list-style-type: none"> • Management of all cultural systems, including operationalizing RIGHT values, the dress code, RIGHT blocks competitions, college visits, and Family Meeting • Management of all non-academic family partnership structures, including summer orientations, home visits, and monthly family events • Communication with grade level leads on cultural issues and vertical alignment of grade level expectations for gradual release of scholar independence • Planning and management of family events 	<p>scholars to do so</p> <ul style="list-style-type: none"> • Knowledge of Behavioral Response to Intervention processes and commitment to our Behavioral RTI process • Ability to maintain calm demeanor and orientation toward action in stressful or difficult situations • Ability to solve problems quickly • Ability to speak with energy and to motivate scholars and adults in topics of academic achievement and character growth • Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances • At least three years of teaching or educational leadership experience required, five years of teaching or educational leadership experience preferred • Proficiency in Spanish preferred • Bachelor’s Degree required
<p>Dean of Academics</p>	<ul style="list-style-type: none"> • Management of the academic program, focusing on the Humanities or Sciences (or, in Year 2, both for the fifth and sixth grades) <ul style="list-style-type: none"> ○ Courses and programs under the Humanities DOA purview: ELA, Social Studies, Reading Circle ○ Courses and programs under the Sciences DOA purview: Math, Science, Digital Arts, and Physical Education • Management of curriculum for all courses in purview, including all scope and sequence, assessments, unit plans, and daily lesson plans • Management of vertical 	<ul style="list-style-type: none"> • Commitment to mission and vision of Valence College Prep • Demonstrated success teaching or leading scholars in a similar school environment • Steadfast belief in the academic potential of all scholars • Experience with data-driven instruction and analysis of academic achievement data • Experience with planning and executing professional development for educators • Experience implementing accommodations and modifications for scholars with special needs • Experience implementing supports to serve English

	<p>alignment of courses across grade levels</p> <ul style="list-style-type: none"> • Direct management all teachers of subjects under purview, including coaching and evaluation • Planning and delivery of professional development for staff 	<p>Language Learners (ELLs)</p> <ul style="list-style-type: none"> • Knowledge of standards-based instruction and New York State learning standards • Ability to problem-solve in a team environment • Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances • Ability to speak with energy and to motivate scholars and adults • At least three years of teaching or educational leadership experience required, five years of teaching or educational leadership experience preferred • NYS teaching license required, administrative license preferred • Bachelor’s Degree required, Masters’ Degree preferred
<p>Dean of High School Placement and Alumni Support</p>	<ul style="list-style-type: none"> • Management of high school placement for all matriculating eighth graders, including learning process, family education, and application process • Management of relationships with all prospective high schools, including DOE high schools, charter schools, and private schools • Management of high school visits, Advisory and Family Meeting content on preparation for high school, and test preparation for the Specialized High School Admissions Test (SHSAT) and any tests required for private high school admissions • Tutoring support for the Dean of Student Support, including for high school admissions test preparation • Tracking of placement results for 	<ul style="list-style-type: none"> • Commitment to mission and vision of Valence College Prep • Steadfast belief in all scholars, regardless of prior behavior, to meet high expectations, and commitment to support all scholars to do so • Ability to solve problems quickly • Detail orientation and strong organizational skills • Ability to speak with energy and to motivate scholars and adults in topics of academic achievement and character growth • Strong written communication skills • Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances • Spanish language skills preferred • Bachelor’s Degree required

	all scholars and tracking of high school performance; counseling support for alumni and coordination of reunions	
Director of Operations	<ul style="list-style-type: none"> • Management of all operational needs of the school, including the facility, all financial operations, entrance and exit procedures, attendance, record-keeping, and human resource functions • Management of logistical portions of academic program elements, including family conferences, the homework collection system, and progress reporting • Direct management of the Office Manager and nurse, and leadership of the operations team, including all operations vendors like food service vendors or custodial staff • Communication and collaboration with the Head of School, Dean of Students, Dean of Student Support, and Deans of Academics for the execution of operational needs related to all programs • Communication with the back-office provider for the day-to-day management of the budget, procurement and accounting systems, financial reporting, and any matters of compliance with federal, state, or local law governing the financial management of the school • Management of enrollment processes, including recruiting and the annual enrollment lottery 	<ul style="list-style-type: none"> • Commitment to mission and vision of Valence College Prep • At least two years of experience in a results-driven operations or finance role • Experience using data to continuously improve processes • Commitment to operational excellence and a service-oriented operations model • Experience in leadership of other adults preferred • Experience in education preferred • Knowledge of school finance and best practices in procurement • Strong written and oral communications skills • Strong organizational skills and ability to manage multiple workstreams • Technological proficiency in MS Office or GSuite, especially spreadsheets, and financial management and HR software • Humility, ability to reflect on results and take feedback for growth • Outstanding work ethic and willingness to take on any required task in the school when necessary • Bachelor’s Degree required
Director of Development	<ul style="list-style-type: none"> • Management of all private funding supports of Valence College Prep • Identification of new funding 	<ul style="list-style-type: none"> • Commitment to mission and vision of Valence College Prep • At least two years of experience in a fundraising role, and

	<p>opportunities, including government and private foundation grants</p> <ul style="list-style-type: none"> • Planning and execution of fundraising drives and events • Networking with individuals and foundations interested in supporting the mission of Valence College Prep 	<p>demonstrated success securing financial support from individuals, foundations, and corporations</p> <ul style="list-style-type: none"> • Proven success in writing grants for government or foundation sources • Strong persuasive written and oral communications skills • Strong public speaking skills • Strong organizational skills and ability to manage multiple workstreams • Outstanding work ethic and willingness to take on any required task in the school when necessary • Development experience in education preferred • Bachelor’s Degree required, Master’s Degree preferred
<p>General Education Teacher</p>	<ul style="list-style-type: none"> • Planning and execution of high-quality lessons to support robust academic growth of all scholars • Analysis of scholar assessment to further scholar mastery • Support of the professional habit growth of all scholars, including organization, time management, and communication • Execution of all classroom systems supporting the RIGHT values • Collaboration with Special Education teachers to support scholars with IEPs and 504 Plans • Collaboration and co-planning with other general education teachers • Facilitation of intervention as directed by the Dean of Student Support • Operational support of various school systems to ensure efficiency of scholar arrival, dismissal, transitions, and needs 	<ul style="list-style-type: none"> • New York State Certification in the subject area taught, or for fifth and sixth grades, Childhood or Middle Childhood Education Certification • Commitment to mission and vision of Valence College Prep • Strong work ethic and willingness to be coached and grow daily • Knowledge of assessment-driven planning principles, direct instruction, and inquiry-based instruction • Demonstrated success in an urban classroom, as measured by scholar performance preferred • At least two years of experience teaching a similar population of scholars preferred • Knowledge of data-driven instruction preferred • Highly qualified, as defined by No Child Left Behind

		<ul style="list-style-type: none"> Professionalism and ability to model RIGHT values for scholars Bachelor's Degree required, Master's degree preferred (may be in progress as part of a NY teacher certification program) Highly Qualified, as determined by ESSA standard
Special Education Teacher	<ul style="list-style-type: none"> Same responsibilities as General Education Teacher Provision of both push-in and pull-out support services for scholars with IEPs and 504 Plans Collaboration with general education teachers for planning of supports for scholars with special needs 	<ul style="list-style-type: none"> Same qualifications as General Education Teacher except New York State Certification in Special Education required and no subject area certification required Highly Qualified, as determined by ESSA standard
EL Specialist	<ul style="list-style-type: none"> Same responsibilities as General Education Teacher Administration of the NYSITELL exam and analysis and reporting on results Preparation of scholars and administration of the NYSESLAT exam Facilitation of supports for ELLs, including push-in supports and assignment accommodations as appropriate Professional development for staff on supports for ELLs 	<ul style="list-style-type: none"> Same qualifications as General Education Teacher except New York State Certification in ESOL required and no subject area certification required At least three years of urban teaching experience and one year of ESOL experience preferred Preferred Spanish proficiency Highly Qualified, as determined by ESSA standard
Social Worker	<ul style="list-style-type: none"> Provision of counseling services to referred scholars On-call crisis counseling for scholars or staff as needed Analysis of attendance data and intervention with families struggling with scholar attendance Development and delivery of parent workshops to aid their children to be successful in school Collaboration with the Dean of Student Support and Dean of Students for continued support 	<ul style="list-style-type: none"> Licensed Master Social Worker or Clinical Social Worker Commitment to mission and vision of Valence College Prep Belief in a structured school environment and high behavioral and academic expectations for all scholars Demonstrated success working with youth preferred Ability to work with scholars who have a range of learning abilities and needs Basic proficiency with data Strong communication skills

	of scholars in Tier 2 and 3 of the Academic or Behavioral Response to Intervention Processes	
Office Manager	<ul style="list-style-type: none"> Record-keeping for all scholar and family information, forms, attendance information, homework completion, and disciplinary data Management of logistical family communication, incoming and outgoing Regular and irregular administrative tasks, including filing and copying, creation of fliers, organization of materials, etc. 	<ul style="list-style-type: none"> Commitment to mission and vision of Valence College Prep At least two years of experience in an administrative role Strong attention to detail and organizational skills Calm, friendly, professional demeanor with families and staff, even under stressful conditions Proficiency in Spanish preferred
Teaching Fellow	<ul style="list-style-type: none"> Preparation to execute high-quality instruction under the supervision of a mentor teacher Execution of a percentage of teaching in mentor teacher's class, increasing throughout the year of Teaching Fellowship Assistance with all General Education Teacher tasks for a mentor teacher Coverage of classes in the case of a teacher absence Preparation to become a general education in the year following the year of Teaching Fellowship Operational support of various school systems to ensure efficiency of scholar arrival, dismissal, transitions, and needs 	<ul style="list-style-type: none"> Commitment to mission and vision of Valence College Prep Strong work ethic and willingness to be coached and grow daily Willingness to work in a rapidly changing environment and to pitch in as necessary on ad-hoc instructional or operational tasks Desire to become an excellent independent teacher Strong organizational skills and communication skills Experience working with a similar scholar population preferred Bachelor's Degree New York State teaching credential earned or in progress
Nurse	<ul style="list-style-type: none"> Protection and maintenance of scholars' health by providing professional nursing services in accordance with Nursing Standards and NYS Licensing. Provision of NY State-mandated and annual screening programs including vision, hearing, height, weight and scoliosis. Facilitation of NY State- 	<ul style="list-style-type: none"> Nursing Degree Registered Nurse in New York Valid New York State Nursing License At least 2 years of experience

	<p>mandated immunization and communicable disease control requirements.</p> <ul style="list-style-type: none"> • Identification and assessment of students' health needs, implementing services, and evaluating plans of care which impact student learning and achievement or safety. • Documentation of health services provided in accordance with the NYS Nurse Practice Act. • Maintenance of current pertinent health data for each student by periodic review and documentation on the individual student electronic and paper health records. • Completion of student and staff insurance/accident reports. • Initiation and documentation of health surveillance programs as needed and recording, compiling and reporting aggregate student health information as required by NYS Department of Health. 	
Office Assistant	<ul style="list-style-type: none"> • Assist the Office Manager or Director of Operations with any and all duties delegated 	<ul style="list-style-type: none"> • Commitment to mission and vision of Valence College Prep • Strong attention to detail and organizational skills • Strong work ethic • Calm, friendly, professional demeanor with families and staff, even under stressful conditions

c. Staff Recruitment and Retention

NOTE: If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these questions in full in the proposal.

Describe plans to recruit and retain staff, particularly high-quality teachers including:

- *The processes and policies to recruit and hire teachers and other staff; and,*
- *The strategies for retaining high quality teachers.*

Recruitment and Selection

To achieve our mission of putting every scholar on track to graduate from college and lead the life of opportunity that it unlocks, we will develop academic skills, professional habits, and character as part of

our academic program. Every scholar needs an excellent teacher in every class to deliver rigorous material in a positive, supportive setting, and an excellent teaching staff is the result of mission-driven hiring and intentional development, frequent coaching, and resources. We will hire high-capacity educators who believe in our students, give them quality lesson plans and classroom systems, and train them to execute these plans and systems with fidelity.

We will hire motivated educators who believe in our mission and have the capacity and willingness to grow every day. Our budget sets aside \$1000 per position for recruiting and hiring to ensure we access the best candidates available, wherever they reside. To be competitive, we will begin the process of recruiting for August of an academic year in November of the prior academic year. To draw a large, diverse set of applicants, we will seek to recruit educators through the following channels:

- Valence College Prep site postings
- Valence College Prep social media pages, including promoting our recruitment content
- Professional networks of current Valence College Prep staff
- Professional networks of Valence College Prep Board of Trustees
- Professional networks of Building Excellent Schools
- Teach For America alumni network
- College career fairs, especially at Queens College, St. John's University, SUNY Stony Brook, Long Island University, and other colleges with students who may have a specific interest in opportunities in Queens
- College alumni associations
- Young Educational Professionals - NYC Google Group
- Idealist.org
- Bridgestar.org
- NYC Charter School Center Job Board

We will put substantial time and resources of the Head of School and Director of Operations into producing professional recruitment materials, utilizing values-aligned and mission-aligned photos and video of our school to appeal to candidates that may share our values and passion for our mission.

We will use candidate cover letters and resumes to screen for basic qualifications and interest and will provide phone screens to as many candidates as possible. We believe that our best teaching candidates will be those who (a) believe all children can achieve at the highest levels, (b) seek out feedback and use it to improve, and (c) have experience in education or elsewhere that demonstrates these mindsets. Our phone screens, led by the Head of School and under his/her leadership, increasingly conducted by all members of our school leadership, will use a consistent set of questions to assess these mindsets and skills. All candidates who are assessed to potentially meet these criteria will be invited for a half-day on-site interview. All on-site interview candidates for instructional positions will complete a sample lesson multiple times, with a feedback and practice session to allow the candidate to improve. We believe that our teachers must improve based on data and coaching feedback to hold our students to the highest expectations and push them to their highest achievement, and our selection process will assess their propensity to do so. All interview candidates for operational or student support positions will undergo a similar process, but they will complete a realistic job task appropriate to their prospective position rather than a demo lesson.

Our selection process must be rigorous for us to find the best teachers, but we also understand that interviewing is a two-way evaluation. We will ensure that candidates are provided a welcoming experience when they arrive at our school, including ensuring that they are made comfortable and

greeted by a staff member who expects their arrival. We will make the time and space for candidates to meet with current staff members and get a realistic picture of the experience of working at Valence College Prep, and we will observe multiple classrooms as part of the interview experience. All staff members that meaningfully interact with a candidate will provide feedback on the candidate's professionalism and evidence of their knowledge, skills, and mindsets. The final decision of whether to extend an offer to a candidate will rest with the Head of School, contingent upon a background check and review of all required licensure per the target job description.

If we determine that a candidate is a strong fit for Valence College Prep, we will act quickly to make the candidate a strong offer, including a phone call from the Head of School with congratulations and highlights of the offer and a digital offer package delivered immediately afterward. We understand that we will operate in a competitive talent market and that we must be maximally proactive to recruit the best talent to our school. Our salary package, which will set an average salary of \$64,000 for general education teachers, will be competitive with the salary for a district teacher with a Master's degree and early in their teaching career, and we will provide a competitive benefits package to all staff, including medical, dental, and vision coverage and a 3% match of funds for a qualified 403(b) retirement plan. Our primary selling points for candidates will be the intensive professional development, opportunities for growth, and resulting opportunity for scholar impact that we can offer at Valence College Prep. We believe that this process to recruit, select, and offer positions to excellent teachers will result in a strong teaching staff capable of fulfilling our mission.

Retention

We believe that Valence College Prep teachers will stay at our school if they grow as professionals, feel valued as part of our team, and are successful in the academic, professional, and character growth that they motivate in scholars. According to a 2012 report from The New Teacher Project, *The Irreplaceables*, "Good teachers don't leave demanding schools that hold them to high expectations; they leave schools that aren't serious about good teaching."² Valence College Prep's first key belief is that excellent teaching drives student achievement, and we believe that this approach will be our greatest retention tool.

We will make substantial efforts to make Valence College Prep an excellent place for teachers to work because of the instructional and operational supports we provide. TNTP's study found that top performing teachers who experienced at least two of the following retention strategies stayed in their roles for nearly twice as long as those who did not:³

1. Providing the teacher with regular, positive feedback
2. Helping the teacher to identify areas of development
3. Providing informal critical feedback to the teacher
4. Recognizing accomplishments publicly
5. Informing the teacher that they are high performing
6. Identifying opportunities for teacher leader roles
7. Giving teachers responsibility for an important project
8. Providing additional classroom resources for the teacher

Each of these retention strategies is part of our proposed school model. We will create an environment in which adults can be successful, grow every day in their roles, and be provided professional growth opportunities within our school. One aspect of strong management, as detailed in **R-10b - School**

² "The Irreplaceables." TNTP, The New Teacher Project, tntp.org/publications/view/the-irreplaceables-understanding-the-real-retention-crisis.

³ Ibid

Leadership and Management Structure, is for managers to have regular career conversations with employees. We will expect that all people managers have regular conversations with the staff that they coach to understand their development goals and take steps to provide their development within our school. We believe that many such development goals can be met within our program, as opportunities for mobility may arise based on the school's natural growth, attrition, or family leave. To facilitate such career pathways within our school and increase retention, when possible, we will hire school leadership from within the school's staff.

We will administer a semi-annual survey to staff to solicit feedback about their job satisfaction at our school, including satisfaction with various operational supports, professional development, and management. Led by the Head of School, the leadership team will use the feedback from this survey to make improvements to the supports provided to teachers and communicate the feedback and action steps with teachers. We believe that teachers will stay longer in an environment in which they contribute to continual improvement.

Ultimately, we believe that teachers are in this job because of the impact that they make on the scholars we teach. Research has demonstrated the substantial impacts of recognition on employee retention,⁴ and we believe teachers must be recognized for the growth they drive among scholars. We will showcase the progress of scholars and the teachers who drove these results, and we will also showcase the individual achievements of teachers. We will use a number of venues for this recognition, including physical displays of student achievement data in the school with shout-outs by teacher, Family Meeting shout-outs of scholar progress in specific subjects that will include the teacher contribution, and communication with families that features aggregate scholar progress. We will also use weekly professional development for staff shout-outs, for showcases of staff best practices, and to provide staff opportunities to present to peers about successes. If our teachers believe that they have a substantial positive impact on the learning of their scholars and that they are recognized for that impact, we believe that they will want to stay at Valence College Prep to continue that work.

⁴ Lipman, Victor. "New Management Research Analyzes How Recognition Affects Retention." Forbes, Forbes Magazine, 5 Aug. 2015, www.forbes.com/sites/victorlipman/2015/07/26/new-management-research-analyzes-how-recognition-affects-retention/#24729dba74d1.

R-11d - Personnel Policies

Submit a copy of the proposed school's personnel policies



STAFF HANDBOOK

2019 – 2020

DRAFT¹

*Valence College Preparatory Charter School
equips all scholars in grades five through eight
with the academic skills, professional habits, and strength of character
to graduate from college and lead lives of opportunity.*

¹ The draft Personnel Policies of Valence College Preparatory Charter School are heavily informed by the handbooks of Forte Preparatory Academy, Democracy Prep Endurance Middle School, and Buffalo Collegiate Charter School, and the published guidance of the New York City Charter School Center.

Welcome

Welcome to the team of Valence College Preparatory Charter School!

The mission that we fulfill each day requires hard work, and we thank you for your commitment to do that work each day for the families we serve. Our personnel handbook provides the policies and resources that govern that work so that you can focus on the task at hand – the education of our scholars.

The policies in this handbook are subject to change with the approval of the Board of Trustees of Valence College Preparatory Charter School (“Valence College Prep”) and are subject to New York State Education Law and all other applicable federal, state, and local regulations. This handbook is not intended to create or constitute a contract between Valence College Prep and its employees.

You are responsible for internalizing and complying with the policies in this document. Any questions about a policy or a specific situation in reference to a policy should be directed to the Head of School.

Hiring

Hiring Policies

Background Checks

To ensure the integrity and quality of our staff, we will conduct an extensive background check and reference check on all applicants prior to extending an official offer of employment, including checks of employment, education, and Criminal Offender Record Information (CORI).

Equal Opportunity Employment

Valence College Preparatory 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 Valence College Prep are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

Valence College Preparatory Charter 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.

The Head of School of Valence College Prep is responsible for ensuring compliance with all Equal Opportunity Employment policies. All staff of Valence College Prep 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 Valence College 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: Valence College 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: Valence College 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.

At-Will Employment

As is stated throughout this Handbook, an employee's relationship with Valence College 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 Head of School 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

Work Day

Scholars at Valence College Prep have a long day but are supported to succeed within that school day. Similarly, Valence College Prep staff have a long work day but are supported to succeed within that work day. Nonetheless, staff are expected to work as many hours per day as are needed to fulfill their roles. Staff are expected to arrive at school by 7:00am and remain at school until 4:45pm, or until at least the end time of their responsibilities if these extend later in the day for enrichment, tutoring, or homework center. Staff are expected to be available for contact from scholars and families until 8pm on at least three evenings per week.

Pay Schedule

Employees will be paid semi-monthly, with paychecks issued on the fifteenth (15th) and the last day of every month, with modifications to this schedule occasionally dictated by holidays. 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 professional development 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, Valence College Prep observes most NYCDOE paid holidays during the year; these dates are subject to approval by the Board of Trustees through approval of the Valence College Prep Annual Calendar.

School Closings

Valence College 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, Valence College 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, a decision that is reserved for the Head of School.

Performance Reviews and Evaluation

We believe that to constantly improve as a school, our staff must continuously improve our practice in all roles. 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 regarding management expectations.

Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during each 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 Head of School is not the immediate supervisor, the Head of School 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 Head of School 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 Head of School 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 believe that a competitive benefits package is an important part of our compensation to employees.

Health Insurance

We provide our staff with a competitive health benefits package, with options for individuals and families carrying different costs. Domestic partners may be covered at the same cost as spouses covered through a family plan. We reserve the right to amend or terminate this program or to increase employer premium contributions.

Dental Insurance

The Head of School may select a dental insurance plan that the School may offer.

Life Insurance

The Head of School may select a life insurance policy that the School may offer.

Disability Insurance

Valence College Prep carries short-term disability insurance. 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 Head of School. 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) Contributions

Valence College Prep offers a matching program for contributions to a 403(b) account. The goal of the program is to encourage staff to consider a well-designed financial plan that will provide financial security and ensures that personal financial goals are met. Eligible employee contributions to a 403(b) will be matched at a rate of 3%. Employees are eligible for the program if they are an active full-time or part-time employee, and if they agree to participate in the program.

Medicare

Valence College Prep employees are required by federal law to make contributions to the federal Medicare program. This deduction is currently 1.45% of gross earnings and may adjust without notice.

Workers' Compensation

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

Unemployment Compensation

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

Time Away From Work

As a small school, having our full staff present daily is critical to our success. But we understand that life occasionally necessitates time away from work.

Staff Attendance Policy

Valence College 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 teammates and on the education we are able to provide to scholars every day.

If a staff member is tardy, they must report this tardiness and its reason directly to the Head of School. 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 Head of School by 5:45am
2. Email the Dean of Academics and grade level lead 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 their return to work, to the Head of School. After being out on a disability or maternity leave, a doctor's note is required allowing the employee to return to work.

Failure to call in when an employee is sick or unable to report to work for three (3) or more consecutive days will be presumed a "job abandonment."

Staff 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 dismissal may be required.

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 Head of School with as much advance notice as possible, and by 5:45am on the day of the absence, allowing enough time for the Head of School and staff to arrange coverage. 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 Head of School 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, Valence College Prep will provide salary continuation according to the following schedule:

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

- For employees who have worked a minimum of 60 months (five years), nine (9) weeks of paid leave will be given to the primary caregiver and three (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.

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 Environment

We believe that Valence College Prep must be a safe, respectful environment for all staff and scholars, and the following policies are intended to secure the safety of our scholars and staff inside and outside of our building.

Staff Conduct with Scholars

No staff member, or other adult, is advised to be alone with any student, regardless of age, or gender, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member's responsibility to recognize the potential risk that could occur and place themselves in a situation where no malfeasance could be insinuated or alleged.

No staff member may employ any current students in their home or business in a paid or unpaid capacity. Overnight stays by students in staff homes is strictly prohibited. Staff may not have students visit their home unless they have written permission from the Head of School. Staff members are not permitted to transport students in their personal vehicles. Students are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the Head of School, Board Chair, or the police prior to transporting a student in a personal vehicle.

Staff should not be on-line "friends" (or the equivalent) with students at the school on social networking sites (such as Facebook) until the scholars have graduated from high school. Staff should also have profiles that are kept private from current students to the extent possible.

Staff should treat all students equally without regard to race, religion, color, gender, national origin, sexual orientation, or disability. Staff should not engage in any inappropriate or sustained physical contact with students.

Staff members are expected to file an incident report each time an incident of concern occurs. Incidents include, but are not limited to: injuries to students, any incident involving the police or Department of Child and Family Services, and inappropriate behavior by parents.

Violation of these policies regarding conduct with students could result in dismissal.

Communication

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 communication 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 dismissal.

All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only. Staff must return all phone calls within two business days of receiving them. Classroom phones or cell phones should never be answered during class time and ringers should

be off. Outgoing phone calls should not be placed during class unless they are emergencies or requests to the office for immediate assistance.

Use of Drugs, Alcohol, and Tobacco

Valence College 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 dismissal.

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

Dress Code

Staff are expected to dress professionally for all instructional days, including either a dress shirt and tie, a professional dress, or a professional blouse or sweater, and a skirt or professional slacks. Professional footwear is expected of all staff, and no jeans or T-shirts are permissible except on specially designated days when scholars also have modified dress code. Staff are also expected to model professionalism in grooming and hygiene while at work.

Professionalism and Ethical Code

All staff at Valence College Prep are expected to be models of professional and ethical behavior for scholars, exemplifying our **RIGHT** values and demonstrating professional behavior in workplace behaviors including punctuality, polished written communication, and politeness to all staff, scholars, and families.

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.

Equipment and Facility Responsibilities

Staff will be responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks and teacher guides, laptops, and any other equipment that may be assigned to them or their classroom. Teachers are also responsible for their classroom's general appearance and upkeep. Staff should not leave their rooms unattended when students are present except in an emergency. Storage closets should never be left open. Staff should not allow students near staff desks or computers. Staff may be charged for anything damaged or missing because of their negligence in security matters.

During non-working hours, all facilities will be equipped with a burglar system and a Central Station Monitor. Police are automatically called when the alarm trips. The number of staff members who have access codes for the security system is limited. Staff needing to enter the building during non-school hours should coordinate their arrival/departure with a staff member who can set and disarm the security access code if that person causes false alarms.

Record 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 Head of School or Director of Operations.

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 responsibility 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.

Changes in Personal Data

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

Employee Dispute Resolution

It is the policy of Valence College 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 subjects to discrimination or retaliation or be panelized 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 Head of School where both employees are present. The resolution of the Head of School 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 Valence College Prep.

- 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 to resolve the issue.
- 2) If a resolution has not been reached through the discussion, the employee should present the written material to the Head of School within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.

- 3) The Head of School will respond to both parties within two (2) business days of receiving the complaint.
- 4) If the complaint cannot be resolved by the Head of School, or if the complaint involves the Head of School, 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 to articulate a complaint as clearly as possible.

Anti-Harassment Policy

Valence College 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. Harassment may include, but is not limited to, derogatory, vulgar or offensive 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.

The Head of School 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, should report the incident to their supervisor or to the Head of School. Complaints will be investigated promptly and will be kept confidential to the extent possible.

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

Valence College 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



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

Non-Discrimination Policy

Valence College Prep works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of Valence College Prep will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the Head of School 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 persons within Valence College 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 of 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.
- An employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to another member of the leadership team.

It is the policy of Valence College Preparatory Charter 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, and/or ability to pay.

Immigration Law Compliance

Valence College Prep 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 Head of School. On receipt of an accommodation request, the Head of School will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that Valence College Prep might make to help overcome those limitations. Valence College Prep may request medical certification from the individual's doctor to verify the disability and the precise nature of the limitation.

Workplace Searches

To safeguard the safety and property of our employees, students and Valence College 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 regards to items brought onto the school premises. It is considered part of each employee's job at Valence College Prep to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including dismissal.

Corrective Action

Valence College 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 dismissal.

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

Conflicts of Interest

Is it Valence College Prep policy that employees and others acting on Valence College Prep's behalf must be free from conflicts of interest that could adversely influence their judgement or objectivity in conducting Valence College Prep activities and assignments. Board members and all employees are obligated to always act in the best interest of the organization.

Gifts

All employees must act with integrity and good judgement and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities. When deciding on the appropriateness of receiving a business gift, employees should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts from that entity over time, the suitability of the gift given your position at Valence College Prep, the impact of the gift on building positive business relations, and how the gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity and frequency, is within the bounds of good taste, and that the first can withstand public scrutiny without damaging Valence College Prep's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift.

With an understanding of this perspective on gift acceptance, employees may use their own judgment on accepting gifts with a value of \$50 or less. The acceptance of any gifts above \$50 must be approved by the Head of School. This policy applies to all employees.

Employees should not offer a gift to any visiting elected official that exceeds \$50 in total value. Employees are also prohibited from using school funds to purchase tickets for political fund raisers, contribute to political campaigns or political action committees or fund a political message. Valence College Prep has no party affiliation and is an apolitical organization.

Purchasing and Contracts

Valence College Prep employees should not make purchasing decisions or negotiate contracts and/or



subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, employees should refrain from these activities with any organization in which:

- Board members, employees or person related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interest, and/or
- Board members, employees or persons related by blood, marriage, members of the same household, including domestic partners or persons with whom employee have a personal relationship, have current or pending employment, consulting, management, fiduciary or similar affiliation.

Board members or employees who stand to gain, either personally or indirectly from any transaction as described in this policy, or similar transaction, should identify their circumstances to their supervisor or Board Chair so that alternate arrangements can be made for the management of the transaction.

Neptotism and Personal Relationships in the Workplace

Valence College Prep permits employment within the Valence College Prep community of individuals of the same family/household or those who have a romantic relationship. However, a manager employing a family/household member or someone with whom s/he is in a romantic relationship is normally prohibited (e.g. a principal of a campus is not allowed to hire a relative or someone with whom s/he is in a romantic relationship to work at his/her campus). Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate, participate, or have any input into decisions involving hiring, promotion, salary, performance appraisals, work assignments, or other working conditions for those with whom s/he is related by blood or marriage, those who are members of his/her same household (including domestic partners), and/or persons with whom that employee has a romantic relationship. Any employee who is assigned to supervise a family/household member or someone with whom s/he is in a romantic relationship, must discuss the matter on a confidential basis with the Head of School to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. If it is decided that the supervisory relationship will continue, Valence College Prep may take steps to ensure that additional layers of approval are received for employment-related decision including, but not limited: hiring, promotion, transfer or termination.

Individuals who have questions or are uncertain as to the application of this policy should speak in confidence to the Head of School.

Non-Solicitation and Non-Distribution Policy

Because distractions on the job lead to unsafe working conditions, poor work performance and inefficiency, Valence College Prep has established the following rules:

- During periods of an employee's workday when he/she is engaged in or required to be performing work tasks, the employee may not engage in solicitation of other employees or distribution of literature for any purpose unrelated to Valence College Prep business.
- During periods in another employee's workday when he/she is engaged in or required to be performing his/her work tasks, an employee may not solicit the other employee or distribute literature to the other employee for any purpose unrelated to Valence College Prep business.
- Distribution of literature of any kind unrelated to Valence College Prep business may not be made in public areas of the school, classrooms or other working areas at any time.

- Persons not employed by Valence College Prep are not permitted to solicit or distribute literature on school premises at any time.

R-12a – Partner Organizations

a. Partner Information

- *Explain the due diligence process used to select the partner(s), and its role in the development of this proposal.*
- *Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:*
 - *The name of the partner organization(s);*
 - *The name, address, phone number, and e-mail of a contact person;*
 - *A description of the nature and purpose of the relationship;*
 - *Any contract or monetary arrangements; and,*
 - *Names of proposed school board members affiliated with the organization(s).*

NOTE: Applicants submitting a proposal in conjunction with a CMO do not need to include information about the CMO in this response. CMOs should submit a business plan in conjunction with the proposal. Refer to the Application Requirements section for information about submitting a business plan.

Not all non-CMO partner organizations are required to submit a business plan with the school proposal. Please refer to the Business Plan Requirements section in the Introduction for further information and contact the Institute with any questions.

The business plan requirements may be downloaded from the Institute's website: <http://www.newyorkcharters.org/category/creation-resources/>.

Request is not applicable.

R-12b – Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the charter school.

If the school would provide compensation to the partner(s) for any goods or services (i.e., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services would be at or below fair market value..

Request is not applicable.

R-13ac – Governance

a. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.*

Upon authorization, Valence College Preparatory Charter School (“Valence College Prep”) will be governed by its Board of Trustees. The Board will be formed from all members of the Founding Team, with the exception of the Lead Founder and Proposed Head of School. The Board will hold the charter on behalf of the public, and it will be accountable for the execution of the school’s mission. To accomplish this, the Board of Trustees will have the following specific responsibilities:

- Hire the Head of School
- Conduct the formal annual review of the effectiveness of the Head of School
- In the case that the Head of School must be removed for cause or that the Head of School resigns, lead the recruitment and selection of the Head of School
- Oversee the academic results of the school and govern the policies guiding those results
- Oversee the financial operations of the school and ensure that the school is a responsible steward of public funds and maintains sound financial health in the short- and long-term
- Oversee the policies of the school to ensure that it complies with all applicable federal, state, and local statutes and it establishes policies that support the effective execution of the school’s mission
- Produce an annual analysis of the school’s organizational strengths and weaknesses
- Issue an annual report on the academic, fiscal, and organizational health of the school and progress toward accountability goals, as proposed in **R-2c – Accountability Plan**
- Review annually and update, if necessary, the By-laws of the Board
- Conduct an annual self-evaluation to assess the effectiveness of the Board itself

All Board members are trained in the legal duties of care, loyalty, and obedience to the school. As a group, the Board represents all of the requisite skills to effectively oversee a public charter school, including knowledge of and expertise in finance, law, education, educational technology, and nonprofit governance. The Board also represents a diversity of experience and perspectives, including three parents, four members who are Queens residents or who were educated in Queens, and three educators or former educators. In addition to its ongoing responsibilities listed above, the Board will be responsible for supporting a number of processes to ensure the successful startup of the school. The primary categories of the Board’s work in both the startup and ongoing governance of the school are outlined below.

Establishment of the Mission and Vision

Prior to authorization, the Board has provided its input to establish the mission, vision, and values, as well as the academic, operational, and financial plans for Valence College Prep that are detailed in the charter application. Upon authorization, the Board will oversee the implementation of that mission and

those plans. It will also approve the school's accountability plan, which contains the specific metrics to which the school will be held and against which its success will be measured.

Hiring of the Head of School and Succession Plan

Upon authorization, the Board will review the and approve the job description for the Head of School, establish annual compensation for that position, and vote to hire the Founding Head of School for Valence College Prep.¹ Qualifications and responsibilities of the Head of School are detailed in **R-11b – Qualifications and Responsibilities**. To fulfill its role of hiring and overseeing the executive leadership of the school, in the planning year, the Board will approve a School Leadership Success Plan. This plan will be drafted by the Head of School and approved by the Board to ensure a concrete process for planned or unplanned departures of the Head of School. This plan will define the process for recruitment of a new Head of School in the event of a planned departure of the Head of School, and it will also define a process for the Dean of Academics or Director of Operations to serve as the Interim Head of School in the case that the Head of School unexpectedly leaves the role, ensuring that all key responsibilities and functions of the Head of School will be carried by another appropriate identified role.

Evaluation of the Head of School

The Head of School will be formally evaluated by the Board on an annual basis prior to the end of each year's contract, based on the criteria in the school's Accountability Plan (proposed in **R-2c – Accountability Plan**). An Evaluation Committee will be convened for purposes of the annual review of the Head of School.

- 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 Head of School's annual evaluation. The Evaluation Committee will utilize multiple data sources in its evaluation, including the academic performance data reviewed by the Academic Achievement Committee, financial data reviewed by the Finance Committee, feedback of the annual staff survey, annual staff attrition rates and exit survey data, and feedback of the annual family survey.
- The Board Chair will deliver the evaluation to the Head of School and will ensure that the evaluation is maintained within the Head of School's personnel file.

Setting Policy

Upon authorization, the Board will approve the By-laws (proposed in **R-13d – By-laws**) that govern its own operation and its Conflict of Interest Policy (proposed in **R-13e – Code of Ethics**). This policy will establish the required disclosures of conflicts from all of its members and procedures for exclusion of board members from any discussion or vote that relates to their stated conflict. This policy will also detail the procedures for new disclosure of conflicts of interest and for a board member who identifies a perceived conflict of another board member.

Starting in the planning year and reviewing policy on an ongoing and annual basis, the Board will be responsible for reviewing and approving all governance, staff, financial, school, and family policies, including but not limited to, fiscal controls policies, the staff handbook that includes all personnel policies, and the student and family handbook that includes all school and scholar policies, including but

¹ The hire of the Head of School will be contingent upon a criminal background check in compliance with Part 87 of the Regulations of the Commissioner of Education and the Safe Schools Against Violence in Education (SAVE) legislation (Chapter 180 of the Laws of 2001).

not limited to, promotion, attendance, and uniform policies, admissions policies, and complaint policies. The Governance Committee will ensure that these policies meet requirements of all applicable federal, state, and local law and are implemented by the Head of School.

Facility

In the likely event that Valence College Prep will be denied our co-location request, the Board will be responsible for evaluating facility options for temporary or permanent space. A Facilities Committee of the Board, convened when necessitated by the search for a facility in the planning year and again as necessary, will provide support to the Head of School in negotiation of lease terms. The Board will approve any final agreements related to facilities, renovation, and planning before the opening of the school in August 2019.

Enrollment

During the planning year, the Board will oversee the enrollment process to ensure that the school sets and meets enrollment targets to achieve our planned enrollment of 112 scholars in our inaugural class (details of our planned enrollment are in **R-4 – Enrollment**). This oversight will be a primary responsibility of the Academic Achievement Committee in the planning year before the school opens. The Head of School will update the Committee on a biweekly basis on the progress of community outreach and collection of enrollment forms for scholars. The Committee will discuss and adjust the plan as necessary based on tracking toward planned enrollment outcomes. If the school is more than 10% under its enrollment targets, starting in March 2019, the full Board will be engaged in more aggressive community outreach efforts to ensure that we meet our enrollment targets.

Beyond the planning year, the Board will continue to oversee the enrollment process, with the operational staff of the school managing this process and working in partnership with the Head of School to set and meet enrollment targets.

Staff Hiring

The Board's only hire will be the Head of School, but it will approve the organizational chart, job descriptions, salary ranges for each job and corresponding budget line items, personnel handbook, and Grievance Policy for staff. The Board will hear any grievances from staff as necessary in accordance with the Grievance Policy it approves.

Budget Approval and Financial Oversight

The Board is awarded the charter and as public stewards is responsible in its full membership for the financial oversight of the school, including:

1. Review and approval of the annual budget
2. Review of monthly financial statements (chart of accounts, projected and actual monthly cash flow, 3-month financial projections, year to actual budgets)
3. Review of the monthly financial dashboard, which will report key financial indicators, including days of cash on hand, net surplus or deficit compared to budget, and fund development
4. Assurance of adequate financial resources for all short- and long-term needs
5. Education by the Finance Committee of all Board members with respect to the organization's budget and financial performance
6. Hiring of the auditor, review of the annual audit, ownership of the action steps and response to audit (as needed)

7. Partnership with the Head of School to complete and ensure submission of all necessary financial records to the authorizer
8. Compliance of the School with all state and local regulations related to procurement for charter schools
9. Approval of all major spending (greater than \$5,000) that impacts finances of the school
10. Ensuring the school has appropriate bank accounts with appropriate signatories
11. Establishment of fiscal policy on investment, and training all Board members on the policy
12. Establishment of fiscal policy on segregation of duties, and ensuring training for all required management positions

The Board's Finance Committee, Treasurer, Back-Office Provider,² and Head of School will work together, using an iterative process from February to June of each year to build the budget for the following fiscal year. In January and February, the Head of School will establish the priorities and needs for upcoming fiscal year, leveraging the input of other school staff as necessary and working with the Back-Office Provider to create a working budget. In March of each year, the Head of School will present the proposed budget to the Finance Committee, which will review it to determine if the budget is balanced, is aligned with our mission of the school, plans for healthy and responsible cash flow and reserves, contains clear, full, and conservative assumptions, and serves the needs of all learners. The Finance Committee will provide recommendations for changes to the budget, and the Treasurer will work with the Head of School, Director of Operations, and Back-Office Provider to ensure that the budget is ready for recommendation to the Board. In April, the Treasurer on behalf of the Finance Committee will present the final budget to the full Board for consideration and discussion. In May, the Board will take a vote to approve the annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter. The budget is expected to be complete and finalized by June 30 of each year and submitted to the SUNY Charter Schools Institute by this date.

Fund Development

The Board will raise money on behalf of the mission of Valence College Prep. The activities the Board will undertake for this fundraising will evolve from the planning year to the maturity of the school. All Board members are aware that we are a giving Board, and all members will make an individual donation that is meaningful to them on an annual basis. The Board will plan annual events and fundraising drives to attract and involve individuals who believe in our mission and will be willing to contribute to it financially. In addition, the Board will seek fundraising opportunities from local philanthropic organizations and foundations known to support educational reform and other schools with a similar mission to Valence College Prep. In considering the skills to add to the Board after authorization, the Governance Committee will plan to add at least one Board member with fundraising knowledge and experience. Starting in Year 4, the school will hire a full-time Director of Development who will work closely with the Development Committee and full Board in setting and executing development goals and strategies.

Academic Oversight

The Board will delegate the management of Valence College Prep to the Head of School and will oversee the academic performance of the school via monthly review of reporting from the school. This reporting will include the following views of the performance of the academic program:

² We have met on multiple occasions with staff from Charter School Business Management (CSBM) and will likely work with CSBM as the school's Back-Office Provider after the full consideration of multiple service providers. CSBM has years of experience helping charter schools with CFO and controller services and advisory services for school management and boards.

- New York State assessment results
- Interim assessment results in the core academic areas (ELA, Mathematics, Science, Social Studies), which will be available after administration at each mid-trimester and end-of-trimester point
- Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) testing results for reading level and mathematics performance and growth during the year, across years, across subgroups, and compared to all state goals in our Accountability Plan
- Accelerated Reader progress
- Internal assessment and grading results
- Interventions, including Homework Center and tutoring referrals
- Attendance, including absences, tardies, and early departures
- Enrollment
- Merits and demerits, categorized by **RIGHT** value (for details of these values and our merit and demerit system, see **R-9a – Culture and Discipline**)
- Family contacts
- Disciplinary actions, including class referrals, detentions, in-class reflections, in-school suspensions, and out-of-school suspensions

b. Education Corporation Board Design

- *If the proposed education corporation would have the same education corporation board design as the replicating school, incorporate the board roles and responsibilities by reference. If any of the following aspects of the proposed education corporation Board Design would be different from the replicating school's education corporation, describe the difference and provide the rationale for the relevant sections of this response.*
- *If the proposed new school would be governed by the existing education corporation board, and there would be any new committee structures, officers, or trustees describe those differences.*
- *Describe the rationale for the proposed design of the education corporation's board of trustees including:*
 - *Number of trustees;*
 - *Officer positions;*
 - *Ex-officio members (voting and non-voting);*
 - *Standing committees or committees with the full authority of the board (if any);*
 - *Delegation of authority to any committees, officers, employees, or contractors;*
 - *Information to be received from the CMO, school leadership, staff, or contractors as applicable;*
 - *Frequency of board and committee meetings;*
 - *Procedures for publicizing and conducting school board meetings in accordance with the Act and the NY Open Meetings Law;*
 - *Trustee recruitment and selection process and criteria;*
 - *New trustee orientation process; and,*
 - *Board/trustee training and development.*

The Valence College Preparatory Charter School (“Valence College Prep”) Board of Trustees is comprised of nine 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

The Board of Trustees (“Board”) will have between seven and fifteen trustees, to distribute work effectively and offer diversity of perspectives but maintain a small enough size to ensure productive discussion and accountability. The Board will maintain an odd number for voting purposes.

Officer Positions

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

- The Board **Chair** is the senior volunteer leader of Valence College 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 and stays apprised of work happening on all committees. The Board Chair oversees implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained. S/he also manages the development of the Board and serves as the Governance Committee Chair. S/he acts in some venues as the representative of the organization to the public.
- 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 fiscal 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 Head of School, Director of Operations, Back Office Provider, and auditors as necessary. S/he ensures that financial reporting reaches the Board on its prescribed schedule and leads the Board’s role in providing feedback on and approving the annual budget. S/he develops and monitors any investment policies adopted by the Board. S/he oversees the annual audit and leads the education of other board members on all matters of financial health of the organization.
- 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 Head of School will serve on the Board as an *ex-officio* and non-voting member.

Standing Committees (if any)

There will be several standing committees: a standing nominating committee, known as the Governance Committee, chaired by the Board Chair and including at least three members; a Finance Committee, chaired by the Treasurer with one to two additional members with financial expertise; and an Academic Achievement Committee, comprised of at least two members with education expertise.

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

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

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

The Head of School will deliver an oral and written report on a monthly basis for the Board. The Board will also receive formal dashboards with information on a range of academic, disciplinary, operational,

and financial measures of the school's performance, provided by the Head of School with the support of the Director of Operations and the Back-Office Provider. Different committees will closely examine different subsets of this information as appropriate to fulfill their regulatory obligations.

Frequency of Board and Committee Meetings

The Board of Valence College Prep will meet on a monthly basis, and committee meetings will take place at least 10 times per year for standing committees (Governance, Finance, and Academic Achievement). Other committees will meet as needed.

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

We are committed to operating our Board in full compliance with the Open Meetings Law ("OML") and the Charter Schools Act of 1998 (the "Act"). We will exercise the following practices for all meetings of the committees of the school and its committees and subcommittees:³

1. We will publicize when and where meetings take place with at least one week of notice. The notice will provide the date, time, and location of the meeting. We will send this notice to the news media, post it publicly in a designated location, and post it on our website. For meetings with a regular meeting place and time, we may exercise the allowance in the law to create a yearly schedule and post it at the start of the year. We will follow the procedures for an individually scheduled meeting for any modification of a meeting previously scheduled in an annual notice.
2. We will publish all materials subject to the Freedom of Information Law (FOIL) prior to the meeting on our website, including the agenda and any proposed resolutions or policy.
3. We will hold meetings in a space accessible to the public and ensure that the space can accommodate members of the public. To the extent possible, we will make efforts to ensure that individuals with disabilities are not presented with barriers to attendance of our meetings.
4. We will keep a summary of all motions, proposals, actions taken, and votes of the members of the board as our minutes. These minutes will be made available within two weeks after the meeting.
5. The board will, at times, enter executive session. Executive session can only be entered into after the board meeting has officially started with the public. If a board member makes a motion in public to enter into executive session, it must indicate that the issue falls into one of the following categories and name the relevant category explicitly:
 - a. matters which will imperil the public safety if 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, pending, or current litigation;
 - e. collective negotiations pursuant to article fourteen of the civil services law;
 - f. the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion,

³ We are grateful to the New York City Charter School Center for publishing a guide for charter schools to comply fully with OML: <http://www.nyccharterschools.org/sites/default/files/resources/FAQs-Open-Meetings-Law.pdf>.

- demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- g. the preparation, grading, or administration of a corporation; or
 - h. the proposed acquisition, sale, or lease of real property or proposed acquisition of securities or sale or exchange of securities held by such a public body, but only when publicity would substantially affect the value thereof.

The motion must be carried by a majority of the whole board, counting absent voting board members as abstentions. The board may vote during executive session and must reflect this action in its minutes, but it may not appropriate public monies during executive session.

Trustee Recruitment and Selection Process and Criteria

For vacant positions on the Board, the Governance Committee will be responsible for identifying qualified candidates and presenting these candidates to the Board. We will establish a rigorous selection process to set high expectations for Board members, targeting prospective members who fill areas of need for the Board to be able to carry out its duties effectively. The expectations of Board members are as follows:

- Advocate for the mission and vision of Valence College Prep
- Capitalize on personal/professional networks for the benefit of Valence College Prep
- Use specific expertise for the governance of Valence College Prep
- Commit five hours monthly to Board-related work, including meetings, phone calls, and emails
- Represent Valence College Prep publicly in support of initiatives that support its mission
- Disclose any potential conflicts of interest to the Board Chair, Head of School, and the Board

Qualifications of all Board members are as follows:

- Belief in charter schools and in the mission of Valence College Prep
- Belief that all children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in the founding process
- Expertise in law, real estate, financial management, governance, marketing, fundraising, advocacy, community organizing /outreach, education, or strategic planning
- Personal experience with entrepreneurship and/or working on diverse teams
- Willingness to use personal and professional networks on behalf of the School
- Commitment to improving the quality of education for children in low-income communities in Queens

Candidates meeting these criteria will meet with the Governance Committee, and in most cases, will attend a Board meeting as members of the public. The Governance Committee will recommend a prospective board member to the full Board in its meeting for their review. The Head of School may provide input on the Board's decision as an *ex-officio* and nonvoting member of the Board, and will not vote on the selection of the new Trustee. As outlined in the By-laws, new Board members will be selected by a 2/3 vote of the entire Board after the presentation of the prospective member.

New Trustee Orientation Process

All accepted Trustees will review and sign our Conflict of Interest Policy and will review all required items of Open Meeting Law. They will receive the Board By-laws, charter school application, and Board policies at least two weeks before the next Board meeting to ensure they have the requisite time to prepare for their role in governance. They will attend a two-to-three-hour orientation with the Board

Chair and Governance Committee to answer any questions not answered during the interview process or by the review of the By-laws, Conflict of Interest, and charter. During the planning year, after the initial approval of the Board's policies, the Board Chair will develop a set of questions based on the by-laws and Board policies to ensure the new Trustee's understanding of the Board's role, procedures, and policy. These questions will provide the basis for discussion during the orientation to ensure that new Trustees understand their role and the role of the Board to govern the school.

Board/Trustee Training and Development

The Founding Board of Valence College Prep has already participated in a Founding Board Retreat, implemented with the support of Building Excellent Schools' ("BES") Board Governance team. BES will support the organizational meeting following authorization and a Committee Action Planning Retreat to ensure that committees are prepared to fulfill their roles.

BES will continue to provide ongoing support for the Board, and the Board Chair will seek to identify additional opportunities for professional development. The Board will conduct an annual self-evaluation as a whole and as individual members. The Governance Committee will manage this process, based on assessment of the stated duties of the board from the charter document and on at least one external guide for best practices for charter school boards. *Charter School Board University*, by Dr. Brian L. Carpenter from the National Charter School Institute, among other texts, provides strong guidance for adhering to the stated goals of the Board.

c. Stakeholder Participation

If stakeholders are able to participate in school governance in the same manner as the replicating school, incorporate this section by reference. If there are any differences, explain how parents and school staff, including teachers, will be able to provide input and participate in the governance of the school.

We believe that to achieve our mission, we must listen to the feedback and wisdom of all of the stakeholders of Valence College Prep, including families, scholars, and teachers. We will provide multiple venues for that feedback to ensure that these stakeholders' feedback is heard and considered by our leadership and Board of Trustees. While we cannot ensure that every stakeholder will see the desired outcome of their feedback, we will listen and consider all feedback in our decisions. Ultimately, all decisions of leadership and the Board must be driven by the calculation of what best serves the mission of the organization. We will solicit feedback from all stakeholders using the following approaches:

- **We will conduct twice annual surveys of families and staff.** These surveys will ask staff about all aspects of their work at Valence College Prep, about the operation of the school, and about our program's service of scholars. Our family surveys, provided in the home language of the family, will ask for feedback on their assessment of their scholar's learning and wellbeing, the efficiency of our operational systems, and the expectations of the school. The results of these surveys will be used by management and by the Board to iterate our program and to evaluate the effectiveness of our program. These will also provide multiple spaces for open feedback about concerns of any kind.
- **We will ask staff to provide informal feedback to management.** Our teachers will speak with families on most instructional days and with scholars every day. We will ask staff for regular feedback about processes within the school, elements of the academic program, and their relations with families, and we will provide both anonymous forms for staff to submit that feedback and ask for it in one-on-one conversations.

- **We will dedicate a portion of each meeting of the Board to public comment.** The Board will consider any member of the community's feedback during public comment.
- **We will, at times, welcome families and staff to participate in both ad hoc and standing committees of the Board.** These stakeholders may be invited to share experiences or advise on academic achievement, fundraising, enrollment, or other activities of the Board. All roles will be for advisory purposes and will not have voting power. Opportunities for this committee participation will be communicated by the Head of School through regular communications channels like our newsletter.
- **We will convene family committees for task forces and focus groups.** These venues will be used for a variety of projects to gather input or to mobilize our families to solve problems that they may have a unique position to understand or solve.

R-13d – By-Laws

Provide a draft of the proposed education corporation's governing by-laws.

ARTICLE 1

Name, Mission, and Objectives

Section 1: The name of the Corporation is Valence College Preparatory 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. Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

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 Head of School 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 2019), at least two Trustees who will serve a two-year term (ending in Spring 2020), and at least three Trustees who will serve a three-year term (ending in Spring 2021)

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, upon 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: 35-33 83rd St #F1, Jackson Heights, NY 11372, 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 Officers of the Board: a Chair, Vice Chair, Secretary, and 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 Head of School, 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: _____

R-13e – Code of Ethics

Provide a draft of the proposed education corporation's code of ethics.

The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law. Please see the Guidance Handbook for more details.

Valence College Preparatory Charter School

Code of Ethics

Policy

The Board of Trustees (the “Board”) and senior staff of Valence College Preparatory Charter School (“Valence College 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 Valence College Prep; and ensure that they do not receive improper personal benefit from their positions. Accordingly, Valence College Prep has adopted the following procedures to govern Valence College Prep decision-making processes. Moreover, Board members, experts, advisors, and Valence College 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 Valence College 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 Valence College Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Valence College Prep is considering a transaction.
2. Valence College Prep senior staff (including, but not limited to, the Head of School or any other employee, expert or advisor in a position to influence a decision in which he/she has an Interest) shall disclose to the Head of School (or Head of School's designee), orally or in writing, any Interest as defined above, and shall, unless the Head of School (or Head of School'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 Valence College 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 Valence College Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Valence College Prep is considering a transaction.
3. No Board member or staff member shall accept or solicit payments for expenses associated with Valence College Prep-related travel, meals, or other professional activity from actual or potential suppliers of Valence College 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 Valence College Prep, except (a) gifts presented to Valence College Prep where the recipient is representing Valence College Prep and thereafter presents the gift to Valence College 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 Valence College Prep duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Valence College 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, Valence College 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 75 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

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling complaints including from staff, parents, employees, and contractors.

Complaint Policy and Procedures of Valence College Preparatory 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 to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be or become knowledgeable about the matters that they are assigned to investigate. Valence College Preparatory Charter School (“Valence College 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 and charter of Valence College Prep.

In addition, Valence College 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 the 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.

Valence College Prep encourages informal resolution to informal complaints whenever possible. Any issues unrelated to the law or fulfillment of the charter are regarded as informal complaints and are best resolved through communication between the parties most immediately involved. We encourage informal complaints to first be voiced to the parties involved and, if unresolved, voiced to the Head of School. Any parties who believe that an informal complaint has not been adequately addressed by the Head of School may bring such a complaint to the Board of Trustees in public comment, but the Board is not required to address any such complaints directly. If a member of the Board believes that such an informal complaint constitutes a performance concern in its management of the Head of School, a member of the Board may raise the discussion of the complaint as new business for the full Board. If the Board believes that disciplinary action is justified, it may vote to pursue such action pursuant to the personnel policy.

In the case that any party believes that there has been a violation of the law or of our charter, a formal complaint should be filed. Pursuant to the requirements of New York State Education Law § 2855(4), the legally required procedure for formal complaint to a single authority of the School will be followed.

Responsibilities and Records in the Formal Complaint Process

The Board of Trustees will delegate the responsibility of review and decisions regarding complaints to the Head of School. Complaint forms will be available at the main office and, if submitted, will be forwarded to the Head of School, or his/her delegate. The Head of School, or his/her delegate, will leverage the assistance of other members of the Leadership Team, staff, and/or student(s) in identifying specifics to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint. Valence College Prep will distribute the complaint policy and complaint form to staff via the staff handbook, to parents/guardians via the Student and Family Handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Head of School will maintain a detailed record of all complaints, including the date the complaint was received and the results of any investigation necessitated by the complaint. 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. The Head of School 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.

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 Head of School 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 s/he 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

The Head of School 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 be limited to, interviews with the complainant and/or complainant's representative and any other person(s) believed to have relevant knowledge concerning the complaint.

Step 3: Response and Final Decision

The Head of School 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 Head of School 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

If a complainant does not believe that the Head of School has adequately addressed a formal complaint, 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 Relations

- *Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.*
- *Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.*

Valence College Preparatory Charter School (“Valence College Prep”) proposes to open in New York City CSD 24 and specifically in Corona, Queens. While we believe that the autonomy and accountability of being a charter school will be a key enabler of our school’s success, we also believe that every child in our community deserves an excellent education and sincerely hope that the district schools in our community will soon achieve greater results for scholars than they currently do. We also believe that we are all partners in the broader mission to give every child a high-quality education, and we intend to be good neighbors and act both as listeners and as a resource to the DOE schools in our district as well as to the other nearby charter schools. Our **RIGHT** core values include teamwork, and we believe that to accomplish our mission, we must work as a team in our building as well as in partnership with other educators in our community.

In our conversations with community members that are engaged with local schools, including teachers, school administrators, and involved parents, we have heard a mixture of enthusiastic support for our program, support for our program’s existence despite philosophical differences, and some resistance to the idea of a charter school occupying precious public space. We recognize that in an overcrowded district, there are substantial challenges of co-location, which has driven most of the resistance we have heard. “If there’s a public space available, I want it to go to a public school,” said Judy D’Amico from Community Board 4, who was a member of the inaugural class of graduates from IS 61. We have worked hard to explain, where possible, that the DOE is unlikely to grant us co-location and that the private space that a school of our size will occupy would not be of interest to the School Construction Authority. We thus believe that our school will help to alleviate the overcrowding in our community’s schools, rather than add to it. One parent of an elementary school child in Jackson Heights, attending the Community Education Council 24 meeting in December, said, “I don’t really like charter schools, but I really hope you succeed. Parents need this kind of school in Corona.” We have found support in conversations with multiple individual DOE teachers in the community, including a social studies teacher from Corona Arts and Science Academy and a literacy teacher from IS 61. We have earned the written support of multiple community organizations that work with youth and families, including SAYA and First Baptist Church (see **R-15e - Evidence of Support**). We aim to demonstrate through our actions, by continually participating in community events and proactively opening our doors to the community, that we will be good neighbors and good for Corona, Elmhurst, and Jackson Heights.

Charter schools in the community have been supportive of our efforts to open a new middle school option, citing the sizes of their waiting lists and the needs they see in the community. We have heard from multiple charter leaders, including Suyin So from Central Queens Academy, Graham Browne from Forte Preparatory Academy, and Stacey Gauthier from The Renaissance Charter School, that the student population in the community is large enough to sustain more charter middle school seats, but that a greater challenge may be finding a facility because of the physical space constraints in the community.

The middle schools in our community with concerning performance are listed in **Figure 14.01**.

Figure 14.01: Middle Schools in Corona, Elmhurst, and Jackson Heights with Concerning Performance

School or Comparison Point	Students Tested	2016-2017			
		% of Students Proficient in ELA	% of Students Proficient in Math	% Free or Reduced Lunch	% ELL
I.S. 061 Leonardo Da Vinci	2,041	29%	17%	94%	28%
Corona Arts & Sciences Academy	517	28%	23%	97%	18%
I.S. 145 Joseph Pulitzer	1,733	36%	30%	94%	21%

We recognize the hard work that adults do in each of these schools and our shared mission to provide a high-quality education to every child in our community. While we may not agree on the details of a vision for a school that accomplishes this mission, we are committed to learning from the successes of these schools and sharing the successful practices of our school if they can be helpful to adults educating children anywhere in our community. We have heard community members explain that IS 61 has undergone a transformation into an academy system to create small learning communities on their campus. IS 145 has been recognized for an innovative dual-language program.¹ While the mission of our school will not change, we do plan to iterate our vision based on evidence of programs that demonstrate success in these and other schools, in our community and nationally. We will proactively seek to share best practices in our instructional program, and we hope that other schools in our community might embrace these collaborative opportunities.

We plan to engage in the local educational community in the following ways:

- **We will participate in community events along with other local schools.** Community Board 4 holds an annual youth fair and invites the participation of various youth organizations and schools in the community. Local schools have also participated in celebrations of the winter holidays, Black History Month, and spring street fairs, and we expect to join them in these. This participation may include performances from our clubs or project showcases as appropriate. This joint participation will help us to build relationships and reinforce that we are all engaged in work for the youth of our community.
- **We will invite staff from other schools for professional development in computer science instruction.** A unique element that Valence College Prep will bring to our community is instruction in computer science and robotics, and we will annually train our full staff in the foundations of computer science for all staff to be able to support scholars in their growth as problem solvers. We will hold this professional development on a series of consecutive Friday afternoons and invite staff from area schools to join for this professional development, which may be of interest for teachers in the area who would like to offer computer science instruction in their schools. In tandem with this development, we will also offer all portions of our technological problem-solving curriculum that we build internally to attendees of this professional development.

¹ "IS 145 Wins \$10,000, City Recognition for Dual Language Education." Jackson Heights Post, 8 Dec. 2015, jacksonheightspost.com/is-145-wins-10000-city-recognition-for-dual-language-education.

- **We will maintain an open-door policy for other educators and aim to take advantage of any such policies in other local schools.** We strongly believe in growth through observation and feedback. We will invite teachers from other local schools to observe our classrooms, and we will ask area leaders willing to reciprocate and share their own practices. We have been invited in to observe instruction in multiple charter schools in the community already and are grateful for these opportunities. Teachers at Valence College Prep will be encouraged to use designated portions of certain full-day professional development days or utilize strategic coverage in order to make the time for this learning from peer schools.
- **We will backfill scholars through the eighth grade.** We are a public school, and we accept all scholars who come through our door, including those who come to us late in their middle school years. Particularly in our overcrowded district, we believe that it is important to be on the same team with our peer schools in accepting scholars in all grade levels. Details of how we will fulfill our mission and support scholars who come to us in the seventh or eighth grade are provided in **R-4 – Enrollment.**

R-15abd - Student Demand

a. General Student Population

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

Valence College Prep proposes to open in Corona, Queens to provide a high-quality, expanded middle school option (grades 5-8) in a neighborhood that currently has limited middle school options and some of the most overcrowded schools in all of New York City. Based on (a) analysis of current enrollment data and building capacity, (b) charter school applications from families in our community, and (c) charter school waitlists of schools in our community, we believe that there is substantial demand for more middle school seats in our target community of Corona, Elmhurst, and Jackson Heights.

The high density of multi-family apartments in our community contributes to crowding in schools.¹ As detailed in **Figure 15.01**, among the seven middle schools in the community for which data are available, five are enrolled above the target capacity of their buildings.² Specifically, over 800 students are enrolled in middle schools in our community in excess of the target capacity of their buildings, demonstrating a need for more middle school seats for families in Corona, East Elmhurst, and Jackson Heights.

Figure 15.01: Crowding of Middle Schools in Corona, Elmhurst, and Jackson Heights³

School	Building Capacity		
	Actual # of Students	Planned # of Students	% Utilization of Space
I.S. 061 Leonardo Da Vinci	2,158	2,103	103%
Corona Arts & Sciences Academy	305	207	147%
I.S. 145 Joseph Pulitzer	1,925	1,640	117%
I.S. 230	1,198	1,131	106%
Central Queens Academy Charter School	391	n/a	n/a
Forte Preparatory Academy Charter School	90	n/a	n/a
Renaissance Charter School	567	446	127%

We have heard parents and youth across our community upset with the effects of overcrowding in a range of community venues and within multiple private conversations. “Every school we build just gets filled up once it’s done,” said one parent at the December meeting of Community Education Council 24. Another parent, speaking at a forum to discuss plans for a new elementary school in Jackson Heights, told the room that she is sad that all of the special arts rooms in her child’s school have been converted to core instruction classrooms. “Good luck,” a Corona mother told us. “There are just so many kids!” One mother, whose daughter attends Flushing High School, asked us whether our school was a high school. “She doesn’t like school because kids are always fighting,” she said as she motioned her fists butting together. A Corona high school student who currently attends Maspeth High School, Andres Galicia, attended IS 61, Leonardo da Vinci, and described a difficult experience because of the size of the school, which “had a lot of fights.” We propose a small school with an intentionally built culture and

¹ For details, please see R-1a – Community Description and Need.

² Enrollment, Capacity and Utilization Report 2015 - 2016.” NYCSCA, New York City School Construction Authority, Nov. 2016, www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69.

³ Ibid.

structured environment where families and scholars can feel safe. For more on the systems and actions that will facilitate this environment, please see **R-9a – Culture and Discipline**.

At a September meeting of the Queens Borough Board, the School Construction Authority (SCA) presented its progress and plans and was asked by multiple community representatives about its challenges to provide enough seats in the multiple overcrowded districts in Queens, including District 24. While the SCA’s answer concerned the constraints and processes for their identification and planning of a new facility, these questions from constituent representatives revealed a consistent point of stress for community members. Our community needs more capacity now, and we propose to open such capacity in a high-quality, college preparatory, expanded middle school for families in Corona.

Parents in the community have demonstrated a need for more options by filing charter applications inside and outside of their home neighborhoods. Currently, charter school options in the community are limited for middle school children. The Renaissance Charter School, Forte Preparatory Academy Charter School, and Central Queens Academy are the only options serving middle school grades, and only the latter two begin with middle school grades. In CSD 24, for the 2017-2018 school year, there were 3.55 applications per open charter school seat.⁴ In our neighboring district, CSD 30, there were 5.83 applications per open seat. **Figure 15.02** shows the comparison of the five boroughs of New York City by the percentage of charter seat demand they met in 2017-2018. Queens had the greatest number of applicants per available seat, demonstrating strong and unmet demand for more schools in our borough.

Figure 15.02: Charter Applications and Seats Available, 2017-2018 Lotteries

Borough	Applicants	Seats Available	Applicants Per Seat	% of Demand Met
Bronx	24660	7360	3.35	30%
Brooklyn	17820	8720	2.04	49%
Manhattan	21310	6650	3.20	31%
Queens	8350	2040	4.09	24%
Staten Island	910	430	2.12	47%

Further, a substantial number of parents in the community are going far outside the neighborhood to find a quality charter school option. Among 3000 charter applications for the 2017-2018 school year from parents in this community, for example, approximately 700 went to charter schools in Brooklyn and Manhattan.⁵ Parents in our community should not need to travel 60 minutes or more each way to reach a quality school option for their middle school child(ren). Valence College Prep aims to provide another option locally to meet this need.

b. Target Population Enrollment

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information, refer to the Guidance Handbook.

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- *Cite the proposed school’s enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;*

⁴ New York City Charter Schools: 2017-18 Enrollment Lottery Estimates. New York City Charter School Center, May 2017, www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf.

⁵ Neighborhoods Primed for Charter Growth. New York City Charter School Center, May 2017, www.nyccharterschools.org/sites/default/files/resources/Neighborhoods-Primed-for-Growth.pdf.

- *Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);*
- *Describe any at-risk admissions factors, set-asides, or “preferences” the school would offer to increase the likelihood of enrolling targeted students;*
- *Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program (“CSP”) grant funding. See Appendix A and the Guidance Handbook for further information; and,*
- *Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.*

Valence College Prep is committed to educating a student population that mirrors that of our surrounding district, CSD 24, and we will meet all the enrollment and retention targets mandated by the SUNY Board of Trustees for numbers of students in our population who are economically disadvantaged and receive free or reduced-price lunch, who have disabilities, or who are English Language Learners (ELLs). **Figure 15.03** details the number of students with each of these designations among our inaugural class of 112 students in 2019 that we will recruit, along with the number of students with each of these designations in our school in our fifth year, at full scale of 448 students.

Figure 15.03: Enrollment Targets, Year 1 and Year 5

Year	Total Enrollment	Economically Disadvantaged		English Language Learners		Students with Disabilities	
		%	#	%	#	%	#
2019-2020	112	82.7	92.6	17.7	19.8	14.9	16.7
2023-2024	448	84.1	376.8	18.0	80.6	15.1	67.6

Our outreach efforts have identified a number of venues through which we will recruit students, and we will build upon the momentum of this outreach to identify new venues as we continue to build relationships across the community. We have built relationships with parishioners and leadership of multiple churches⁶ and with multiple community organizations that provide programming for youth and families,⁷ and we will continue to network to open doors for our outreach. Based on the best practices of other strong charter schools around the country, our team will employ a multi-faceted approach to enroll students in multiple venues where families spend time. Our goal will be to build an application base of 300% of our total Year 1 enrollment, or 336 students, to ensure every seat in our founding class is filled. Following is a preliminary list of methods, along with organizations or outlets, where we will engage in outreach to provide families with information about Valence College Prep and offer forms of Intent to Enroll for prospective fifth graders and to ensure that as we grow families of students in the upper grades will have knowledge of this school option as well.

Building a Presence

We will leverage the connections we have already made in the community and continue to establish new connections to establish our school physically and in the minds of community members. This

⁶ We have attended church services at Antioch Baptist Church, First Baptist Church, Our Lady of Sorrows, and St. Leo Church, and we have spoken with parishioners of each church. We have also spoken with church leadership at Faith Baptist Church. A letter of support from First Baptist Church is included in **R-15e – Evidence of Support**.

⁷ We have had conversations with leadership from SAYA, Queens STEM Girls, two branches of the Queens Library, IMI Corona, Make the Road New York, Chhaya, Elmcor, the New York Hall of Science, 82nd Street Academics, and the LeFrak City Merchants’ Association. We have reached out to many more community organizations and will work in the planning year to establish connections with a still broader network to make our option available to as many interested families as possible. For more details, see **R-3e – Description of Community Outreach Efforts**.

physical presence will begin with flyers that we will ask to place with community organizations and businesses, including but not limited to, the four branches of the Queens Library in our community, community resource centers such as Chayya CDC or Make the Road New York, recreation and health centers such as Elmcot or the Child Center of NY, academic resource centers such as 82nd Street Academics, and places of worship such as First Baptist Church. We will also create a regular presence in the community by setting up a table and meeting casually with families in venues including each of the local libraries, playgrounds, the Corona and Elmhurst Greenmarkets, and community organizations willing to host us. As we have done with our community outreach thus far, we will do part of our family outreach on street corners, where all families in our community, regardless of income or home language, will be able to find us and learn about Valence College Prep. We will host and publicize information sessions on, at a minimum, a monthly basis to build awareness of our school and welcome families for further discussion with our founding team. We will also ask community partners to help us identify opportunities in their programs to speak with parents and to spread the word with the parents they meet in their work. We will ensure that a Spanish-speaking volunteer or staff member is available during our outreach work, and we will also create promotional materials for the school in all the likely home languages of our scholars, including Spanish, Mandarin Chinese, Bengali, and French to ensure that all families can access information about our school for their children. It is important to us to attract a student population reflective of the neighborhood's demographics, and we believe that these strategies in building our presence will equally reach families with low incomes, families of children with special needs, and families of English Language Learners.

Attending Special Events

We will take advantage of special events in the community to set up a table to increase awareness and discuss our program with families. There are multiple annual street fairs in the community that draw hundreds of families, including Viva La Comida, Chatpati Mela, and Carnaval de la Cultura. The Queens Night Market draws families from across Queens and happens weekly from late spring through early fall. Events like holiday tree lightings, the Jackson Heights Halloween Parade, and Black History Month celebrations in the community will all be venues where our team will establish a presence and invite families to learn more about our school and enroll. We will work to attend events that are representative of all cultures in our community and that are accessible to families at all levels of income.

Direct Outreach

We will seek to directly reach families likely to enroll their children using a variety of outreach methods to meet a variety of preferred communication methods. These include:

- Direct mail marketing from SD Printing & Design
- Canvassing with volunteers to distribute flyers and have conversations
- Social media posts on Facebook, Instagram, and Twitter
- Our monthly newsletter

Utilizing this variety of methods for publicizing our school and providing opportunities for parents to meet our team, we believe, based on the practices of other successful New York charter schools, that we will successfully recruit the families demonstrated in **section (a)** to seek a middle school option like ours.

Retention of Scholars/Families

We believe that the relationships we build with families and the academic success we produce for scholars will be our primary methods of retention. One of our key design elements is that family

partnerships are keys to scholar success, and the relationships that we will build with the families that choose Valence College Prep will support their scholars to succeed in our school and beyond. We will begin by seeking to listen to families at least as much as we talk in our initial outreach, including home visits and orientations, and we will continue to communicate with families from the time that we recruit them until their scholar's matriculation to our school. This communication will include a home visit for every scholar and two orientation sessions to welcome scholars to our school. For families who enroll with Valence College Prep early in the year before their home visit, we will begin family communication on a minimum of a monthly basis to provide them with opportunities to engage with the school at events before their child has even started at our school. Once a scholar begins at our school, we will communicate with parents on a weekly basis via reporting, every two weeks by phone, and in person at least every trimester, as well as have monthly opportunities to engage in the school community – all of which will be included in our annual calendar provided to families before the start of the school year. We will hold two scholar-led conferences each year, each after the close of the first and second trimesters, with a scholar's parent and advisor. These conversations will facilitate a meaningful conversation with a scholar's Advisor and the family about their progress over the previous trimester and planning over the coming trimester. For more details of our family outreach plans, see **R-09a – Culture and Discipline**. We believe that the partnerships we build with families will create frequent two-way communication that will prevent attrition by addressing problems early.

Scholars may occasionally leave our school, especially given the housing insecurity prevalent in our community (see **R-01a - Community Description and Need** for details), but we will administer an exit survey to families who leave our school to best understand their reasons for leaving. For families who are staying in the community but making a different choice for their child, we are committed to understanding their thinking and working to prevent attrition if we can supplement our program to support more of our families' needs.

As part of our accountability to the Board and to the public, management will provide a monthly dashboard on our scholars' level of academic achievement across a number of measures and using a number of assessment tools, and all data will be transparently disaggregated by subgroup, including for students who are receiving special education services and those that are designated as English Language Learners. We will also do this cumulatively at the end of each academic year, using the formative and summative results to continuously inform us as to the strengths and challenges of our school and to continuously improve our program for all students and families

d. Community Support

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Since September of 2017, Valence College Prep has undertaken a three-pronged approach to community outreach. We believe strongly that to build a school for the families of Corona, we must understand the needs of the community based on their own feedback. We also understand that the support of the community will be critical to our successful start-up and operation of the school, from the initial acquisition of a facility to our initial class's enrollment, and to our age of full scale when we plan to have established a track record of excellent academic results for scholars and strong stakeholder presence within our community. We have thus focused our energy on outreach to three primary groups – community organizations and their leadership, influential individuals within the community, and the families that will have the opportunity to enroll their children at Valence College Prep. We have worked hard to meet families in Corona in settings like parks, libraries, and outside of supermarkets, doing hours of outreach to provide a venue for conversations about the proposed school. For details of this

outreach, please see **R-3e - Description of Community Outreach Efforts**. We are founding Valence College Prep because we believe that every scholar in Queens deserves the life of opportunity provided by a college education, and we have valued the feedback and support we have received from parents in the community who want such a high-quality, small middle school option for their children.

We have collected four primary types of community support from our outreach efforts, summarized as follows and evidenced in **section (e)**.

Letters of Support

A number of community organizations and educational organizations that our founding team have met or worked with have been willing to provide us with a letter of support. A table of letters of support provided to Valence College Prep and included in **R-15e – Evidence of Community Support** is provided in **Figure 15.04**.

Figure 15.04: Letters of Support		
Person	Title	Organization
Sue Walsh	Chief Academic Officer	Building Excellent Schools
Suyin So	Executive Director	Central Queens Academy
Katherine Perez	Principal	Democracy Prep
Patrick Young	Pastor	First Baptist Church
Graham Browne	Founder and Executive Director	Forte Preparatory Charter School
Maurelhena Walles	Senior VP of Program and Initiatives	KING (Kids in the Game)
Shawn Benjamin	Principal	Leadership Public Schools
Jack Mann, M.D.	Past President	NewYork-Presbyterian Queens Medical Staff Society
Danny Steffel	Director, Alumni Affairs	Teach For America – New York
Sonia Bhuta Sisodia	Executive Director	South Asian Youth Action (SAYA)
Christian Cassagnol	District Manager	Queens Community Board 4 (vote scheduled but letter unsecured at the time of application) ⁸

Discussing Potential Partnerships with Community Organizations

We have had conversations with a range of community organizations that have offered advice and would consider partnerships that would support the mission of Valence College Prep. A sampling of these conversations and the partnerships we may develop with these organizations is provided in **Figure 15.05**.

Figure 15.05: Potential Partner Organizations

⁸ We have worked to earn the support of Community Board 4, including outreach to members of the board and presentations with both the Youth Committee and the full board (for press coverage of our presentation, please see **R-03j – Evidence of Community Outreach**). Due to a procedural miscommunication between the District Manager and the chair of the board, the board did not carry out the plan of the District Manager to vote to provide a letter of support for Valence College Prep at the February meeting. The District Manager has agreed to offer a vote at the March meeting and may offer a letter following the meeting, based on the vote of the board. We heard positive feedback and verbal support from multiple attendees of the meeting, including the chair of the Youth Committee and the chair of the board. The Community Board also offered another proposed school, Elm Community Charter School, a letter of support in 2017. Documentation of the board’s plan to vote on providing a letter of support is included in **R-15e – Evidence of Community Support**.

Organization	Contact	Description of Potential Partnership
82nd St Academics	Mallory Tompkins, Director of Instruction & Learning	82 nd Street Academics provides after-school programs at its site in Jackson Heights and on-site in schools across our community. Though we will provide multiple tutoring structures within our school (see R-5a – Curriculum Selection and R-7 – Specific Populations for more information on our Tutorial program), we may also choose to pursue a partnership with the organization to provide additional academic support or extracurricular programs to be determined. Ms. Tompkins was supportive of our program.
Queens STEM Girls	Karen Wellington, Founder	Ms. Wellington coordinates a group of high school student leaders for a STEM conference. We intend to participate in their annual conference by sending students as participants. As a school focused on providing a strong STEM foundation for our scholars, we intend to find ways to partner in other ways with Queens STEM Girls in their mission to advance STEM exposure and skills for young women in Queens. Ms. Wellington was cautiously supportive of our mission and connected us to the leadership of The Renaissance Charter School.
Immigrant Movement International (IMI) Corona	Dominique Hernandez, Program Manager	IMI provides a variety of services and programming to predominantly Latino immigrant families in Corona in areas ranging from immigration consulting to tutoring. We intend to partner with IMI to connect with prospective families and to connect our families with their services. There may also be opportunities for collaboration in special projects, particularly as our academic program provides opportunities for scholars to explore history of a range of cultures, including their own, through literacy.
Chhaya CDC	William Spisak, Director of Programs	Chhaya provides a variety of housing and economic development services and programming to South Asian families in Queens. We hope to partner with Chhaya to connect our families with their services.
Elmcor	Leyla Bermudez, Director	Elmcor, a pillar of the East Elmhurst and Corona community for over 53 years, operates a range of community programs and services, including youth programs, a recreation center, a substance abuse treatment center, and a senior center. We intend to partner with Elmcor to connect our scholars with their programs, including chess and

		<p>basketball programs. If our facility is located in geographic proximity to theirs, we also may look to partner with ElmcOR for use of their recreational facilities. We may also connect our families with their services. Ms. Bermudez was supportive of our program and provided substantial feedback on the needs she sees in the community, detailed in R-3e - Description of Community Outreach Efforts.</p>
New York Hall of Science	Andrés Henríquez, Vice President of STEM Learning in Communities	<p>The New York Hall of Science offers a number of programs, including school visits, workshops, and professional development, and the museum is in Corona. We may partner with the Hall of Science to develop or facilitate STEM programming or our computer science and robotics courses.</p>
KING (Kids in the Game)	Maurelhena Walles, Executive Director of Fit 4 Life NYC (merged in February 2018 with KING)	<p>KING provides a range of physical education programs, services, and professional development for New York City schools in multiple boroughs. They specifically have experience helping charter schools navigate limited spaces, and we may partner with KING for development of a strong physical education program. Ms. Walles is supportive of our mission and model and provided a letter of support (see R-15e – Evidence of Community Support).</p>
Corona Youth Music Project	Alvaro F. Rodas, Director	<p>The Corona Youth Music Project operates programs in multiple elementary schools in Corona. We may partner with the Project to implement after-school programs in music for our scholars.</p>
Emerging Leaders in Technology and Engineering, Inc. (ELITE)	Chelsey Roebuck, Executive Director	<p>ELITE has planned and executed STEM after-school and in-school programs in middle and high schools in Harlem, facilitated partially by volunteer college students. The organization has been thoughtful about leveraging investment in STEM for developing student investment in school, and it is currently expanding its programs in Harlem. Because of the organization’s success and the overlap in our vision for scholar success in STEM, we may seek to partner with them for curriculum or professional development. Mr. Roebuck was supportive of the mission and planned STEM program for Valence College Prep.</p>
South Asian Youth Action (<i>saya!</i>)	Sonia Bhuta Sisodia, Executive Director	<p><i>saya!</i> provides after-school programs on-site in schools in Brooklyn and Queens, as well as at their community center in Elmhurst, providing youth with a variety of activity-based</p>

		<p>programming and support. Ms. Bhuta Sisodia provided helpful feedback on the needs she sees in the community, detailed in R-3e - Description of Community Outreach Efforts. We may choose to pursue a partnership with the organization to provide extracurricular programs to be determined. Ms. Bhuta Sisodia was supportive of our program and has provided a letter of support (see R-15e – Evidence of Community Support).</p>
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Formal Requests for Individual Support

We have conducted Feet on the Street and tabling events across Corona to engage with families, and in doing so, we have sometimes asked families for their support in the form of petition signatures. We have collected support signatures and/or surveys from 128 individuals and families in person in Queens, and we have also collected 130 signatures via an online petition, which was targeted towards a local audience but also includes supporters from a wide network of social media supporters of our school. All physical and online signatures and related evidence of student demand are included in **R-15c – Evidence of Student Demand**.

We also believe, partially based on conversations with community members who were hesitant to sign our petition, that the current environment of fear for immigrant families has depressed some of the magnitude of this formal support. For example, in a conversation with a woman who identified herself only as “Marcy,” an immigrant from Panama, Marcy declined to sign our petition and said, “I can’t, I’m sorry. DHS, they see everything. If I sign anything, they know it.” We are sympathetic to families who fear that their immigration status will be used against them and resolute in our belief that children in these families deserve an excellent education.

Discussions with Families and Informal Community Support

Some of our outreach has focused on networking and informal conversations, particularly after presentations at community meetings such as those held by the East Elmhurst-Corona Civic Association and during events or church services. In many of these venues, we have heard enthusiasm for the option our school will provide. One business owner told us after a Community Board 4 meeting, “It’s good that you all are trying to open in Corona. There are a LOT of kids in Lefrak City.” Another parent told us, “I looked for a charter school here when my daughter was little, but there wasn’t one. I’m so excited that you’ll be opening here.” One parent of an elementary school child in Jackson Heights, attending the Community Education Council 24 meeting in December, said, “I don’t really like charter schools, but I really hope you succeed. Parents need this kind of school in Corona.” After the same meeting, two members of the Community Education Council 24, which is comprised of parent leaders from DOE schools, approached us – one to thank us for doing this work and one to request a flyer with details of our information sessions. This positive feedback has provided informal evidence that a plurality of community members, while they may not be enthusiastic supporters of the concept of charter schools, do support more schools in the community dedicated to success of youth in Corona and did respond positively to our vision for Valence College Prep.

Community Opposition

We have encountered very little tangible opposition to our specific plans to open Valence College Prep, but a few themes of concern have arisen in response to our outreach, and we have heard some community members speak negatively about charter schools in general. The following two themes have arisen in multiple conversations with community members, and we have carefully considered the implications of each.

- **We are in an overcrowded district, and all space that could be a school should be filled by a district school.** The DOE is unlikely to grant us co-location precisely because of overcrowding conditions, and a private space that a school of our size will occupy would not be of interest to the School Construction Authority, who look for sizable parcels on which to build schools with greater square footage per student than we plan to occupy. We thus believe that our school will help to alleviate the overcrowding in our community's schools, rather than add to it.
- **Unions are important for teachers, and charter schools should only exist if they employ union teachers.** Our larger community is home to a long-established unionized charter school, The Renaissance Charter School, which is beloved in the community. We agree that teachers have the most important job in our school, which is why our first key design element is based on the belief that strong teaching yields academic results. But in our study of high-performing charter schools in New York City and across the country, we have also seen the power of flexibility in defining the role of teachers. Union contracts would put substantial constraints on the roles in which we utilize teachers and would thus threaten our ability to most flexibly and autonomously fulfill our mission. Teachers will work at Valence College Prep on the same team as our instructional leadership, and we will provide outlets for teacher feedback to ensure that teachers are full professional participants in the education of our scholars. The mission of our school is for each of our scholars to graduate from college and lead a life of opportunity, and our teachers will work and develop at Valence College Prep to fulfill this mission. Details of teacher collaboration and development are available in **R-8c – Professional Development**.

R-15c - Evidence of Demand

Describe and provide evidence of the demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school). If using waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

NOTE: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any specific evidence of community support also explicitly or implicitly demonstrates student demand.

Valence College Prep's founding team has spent time in a number of venues to reach out to community members, to invite the community to discuss their educational needs, to gather feedback for our proposed school design, and to ask for support. The support we have received from families in Corona and from multiple community leaders indicates to us that a plurality of community members believes that a new, high-quality charter middle school with our mission would be a positive addition to the community.

We have gathered 128 petition signatures on paper in Queens, mostly in Corona but also from individuals in other parts of Central and Northwest Queens where families may choose to travel to our target area for middle school. We have also created an online petition whose signers support the vision of Valence College Prep but who come both from our community and from elsewhere in our extended network of social media supporters. 130 individuals signed our online petition.

Our paper signatures are collected in **Figure 15c.01**.

Figure 15c.01: Petition Signatures



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Mi firma afirma que he leído y acepto la misión de Valence College Prep. Apoyo la propuesta de Valence College Prep de abrir como escuela pública charter en el otoño de 2019.

¿Tienes niños en edad escolar? Sí No
 ¿Le interesaría enviar a su hijo a Valence College? Sí No

#	Nombre (imprimir)	Código postal	Teléfono	Email	¿Tienes niños en edad escolar?	¿Le interesaría enviar a su hijo a Valence College?	Firma
1	Maria Martinez	11368			Sí	Sí	<i>[Signature]</i>
2	Raúl García	11372			No	No	<i>[Signature]</i>
3	Rosa Toney	11368			Sí	Sí	<i>[Signature]</i>
4	Nancy Guartan	11368			Sí	Sí	<i>[Signature]</i>
5	Digna Cajamarca	11373			Sí	Sí	<i>[Signature]</i>
6	CARLOS SILVA	11368					<i>[Signature]</i>
7	Ramon Espinosa				Sí	Sí	<i>[Signature]</i>
8	Colo Jim	11369			Yes	Yes	<i>[Signature]</i>
9	LEONAS	11369			Yes	Yes	<i>[Signature]</i>
10	Katerin	11368			Yes	Yes	<i>[Signature]</i>



Our Mission: Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

My signature affirms that I have read and agree with the mission of Valence College Prep. I support Valence College Prep's proposal to open as a public charter school in Fall 2019.

Do you have school-aged children? Yes No
 Would you be interested in the possibility of sending your child to Valence College Prep? Yes No

#	Name (please print)	Zip Code	Phone	Email Address	Do you have school-aged children?	Would you be interested in the possibility of sending your child to Valence College Prep?	Signature
11	Eudoxia Galvez	11368					<i>[Signature]</i>
12	Zaida Amala	11373					<i>[Signature]</i>
13	DANIEL CATAN	11373			✓	(yes old)	<i>[Signature]</i>
14	JOHN Cardenas	11368			✓		<i>[Signature]</i>
15	Raul Guvardo	11377			✓	Si	<i>[Signature]</i>
16	Cristin Alatorre	11377			✓	Si	<i>[Signature]</i>
17	victorio SANCHEZ	11368			✓	Si	<i>[Signature]</i>
18	moderina Acosta	11368					<i>[Signature]</i>
19	B. Elvira Ramirez	11368			No	No	<i>[Signature]</i>
20	Maria Pineda	11371			Si	Si	<i>[Signature]</i>



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#	Nombre (imprimir)	Código postal	Teléfono	Email	¿Tienes niños en edad escolar?	¿Le interesaría la posibilidad de enviar a su hijo a Valence College?	Firma
11	CARMEN Pérez	11368			Yes	to old	Carmen Pérez
12	Germania	11368			se		Germania
13	David Sarango	11372			Yes	Yes.	[Signature]
14	Clara Zenteno	11368			Yes	Yes	Clara Zenteno
15	Valerio V.	11368			Yes	Yes	[Signature]
16	NAVEED WATA	11230			Yes	Yes	[Signature]
17	F. FERNANDO IRI	11368			Yes	Yes	[Signature]
18	ANTONIO Moreira	11368			Yes	Yes	[Signature]
19	Mari Reyes	11368			Yes	Yes	[Signature]
20	Maria Gómez	11368			Yes	Yes	[Signature]



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#	Nombre (imprimir)	Código postal	Teléfono	Email	¿Tienes niños en edad escolar?	¿Le interesaría la posibilidad de enviar a su hijo a Valence College?	Firma
21	Marta Dujols	11368			Si	Si	Marta Dujols
22	Anabel Carranza	11368			Si	Si	Anabel Carranza
23	Edgardo Jupp	11368			Si	Si	[Signature]
24	Silvia Mendaza	11368			Si	Si	Silvia Mendaza
25	Carmen Maura	11368			Si	Si	Carmen Maura
26	Enma Guaman	11368			Si	Si	Enma Guaman
27	Maira Gonzalez	11368			Si	Si	[Signature]
28	Jose Evaristo	11368			NO	YES	[Signature]
29	Carlos Enriquez	11368			NO	YES	[Signature]
30	Carlos Enriquez	11368			NO	YES	[Signature]



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#	Name (please print)	Zip Code	Phone	Email Address	Do you have school-aged children?	Would you be interested in the possibility of sending your child to Valence College Prep?	Signature
31	Clifford Morrissey	11354			NO	YES	<i>Clifford Morrissey</i>
32	KEN FRANCIS	11415			NO	YES	<i>Ken Francis</i>
33	Sandra Dutan	11369			Yes	Yes	<i>Sandra Dutan</i>
34	melissa Galarza	11368			Yes	Yes	<i>Melissa Galarza</i>
35	MIKE VIAS	11368			Yes	too old	<i>Mike Vias</i>
36	R Aldo	1045			yes	yes	<i>R Aldo</i> (LIVES IN COCINA)
37	Gifty Quandel	11368			Yes	yes	<i>Gifty Quandel</i>
38	Maria Schneider	11368			NO		<i>Maria Schneider</i>
39	Guiselle Espinosa	11421			NO	YES	<i>Guiselle Espinosa</i>
40	Arthur Percalt	11368			NO	YES	<i>Arthur Percalt</i> (LIVES TO 15 41)



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#	Nombre (imprimir)	Código postal	Teléfono	Email	¿Tienes niños en edad escolar?	¿Le interesaría la posibilidad de enviar a su hijo a Valence College?	Firma
31	Dolores Galarza	11368			Si	Si	<i>Dolores Galarza</i>
32	Evelina Galvez	11368			Si	Si	<i>Evelina Galvez</i>
33	Tatiana Hidalgo	11373			Si	Si	<i>Tatiana Hidalgo</i>
34	Luis Parets	11368			NO	Si	<i>Luis Parets</i>
35	Rosa	11368			Si	Si	<i>Rosa</i>
36	COVO JIN				Yes	Yes	<i>COVO JIN</i>
37	Laura	11369			Si	Si	<i>Laura</i>
38	Lina	1347893			Si	Si	<i>Lina</i>
39	Carlos	11368			Si	Si	<i>Carlos</i>
40	Julio O. Tapia	11368			Si	Si	<i>Julio O. Tapia</i>



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#	Nombre (Imprimir)	Código postal	Teléfono	Email	¿Tienes niños en edad escolar?	¿Le interesaría la posibilidad de enviar a su hijo a Valence College?	Firma
41	Maria Guacho	11368				si	
42	Victorio Siquilard	11368				si	
43	Ximena Baionis	11368				si	
44	Jose Acero	11368				si	
45	Dolly Arias	11368				si	Dolly Arias
46	Aurora Mejia	11368				si	
47	Gloria Ramos	11368				si	
48	Dilsa Gochra	11368					
49	Karia Cuatlapantzi	11368				si	
50							



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My signature affirms that I have read and agree with the mission of Valence College Prep. I support Valence College Prep's proposal to open as a public charter school in Fall 2019.

#	Name (please print)	Zip Code	Phone	Email Address	Do you have school-aged children?	Would you be interested in the possibility of sending your child to Valence College Prep?	Signature
51	Andres Galicia	11368				Yes	Andres Galicia
52	Victor Troncoso	11368				Yes	
53	SANDRA JEAN-LOUZE	11373				Yes	Sandra Jean-Louze
54	MARIE PERINTUN	11368					
55	Esperanza Vozgo	11368					
56	MIRIAM LANDI	11368				Yes	
57	Rosa Davis	11358				Y	
58	MARCELA BAZZANI	11368					
59	Victor Palaci	11369				Y	Vec
60	Alie Ly	11368				Y	



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 equipa a todos los estudiantes del quinto al octavo grado con las habilidades académicas, los hábitos profesionales y la fuerza de carácter para graduarse de la universidad y llevar vidas de oportunidades.

Mi firma afirma que he leído y acepto la misión de Valence College Prep. Apoyo la propuesta de Valence College Prep de abrir como escuela pública charter en el otoño de 2019.

#	Nombre (imprimir)	Código postal	Teléfono	Email	¿Tienes niños en edad escolar?	¿Le interesaría la posibilidad de enviar a su hijo a Valence College?	Firma
51	Maria	11368	[REDACTED]	[REDACTED]	Si	Si	[Signature]
52	Ait Agracia	11367	[REDACTED]	[REDACTED]	Si	Si	[Signature]
53	Erica Bonif	11367	[REDACTED]	[REDACTED]	Si	Si	[Signature]
54	Gabriela	11368	[REDACTED]	[REDACTED]	Si	Si	[Signature]
55	Carole E. Smith	11368	[REDACTED]	[REDACTED]	Si	Si	[Signature]
56	Angela Suarez		[REDACTED]	[REDACTED]	Si	Si	[Signature]
57	Marla Martinez	11368	[REDACTED]	[REDACTED]	Si	Si	[Signature]
58	Carlos Silva	11368	[REDACTED]	[REDACTED]	Si	Si	[Signature]
59	Lucia Rosano	11368	[REDACTED]	[REDACTED]	Si	Si	[Signature]
60	Francisco	11368	[REDACTED]	[REDACTED]	No	No	[Signature]



Our Mission: Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

My signature affirms that I have read and agree with the mission of Valence College Prep. I support Valence College Prep's proposal to open as a public charter school in Fall 2019.

#	Name (please print)	Zip Code	Do you have school-aged children?	Would you be interested in the possibility of sending your child to Valence College Prep?	Signature
61	Peppa Dolma	11368	[REDACTED]	[REDACTED]	[Signature]
62	CHAMZHANG	11373	[REDACTED]	Y	[Signature]
63	Evelyn Alvarez	11368	[REDACTED]	com	[Signature]
64	Carlos Salas	1101	[REDACTED]	Yes	[Signature] (GRAND FATHER IN CHARGE)
65	Carlos Pizarro	11373	[REDACTED]	Yes	[Signature]
66	Rachel Quirk	11272	[REDACTED]	Yes	[Signature] (MOTHER OF CHILD)
67	Anita Camargo	10428	[REDACTED]	Yes	[Signature]
68	Mauricio Vivar	11368	[REDACTED]	Yes	[Signature]
69	Isabel Batista	11368	[REDACTED]	[REDACTED]	[Signature]
70	Maria Lopez	11429	[REDACTED]	[REDACTED]	[Signature]



Nuestra Misión: Valence College Preparatory Charter School

equipa a todos los estudiantes del quinto al octavo grado con las habilidades académicas, los hábitos profesionales y la fuerza de carácter para graduarse de la universidad y llevar vidas de oportunidades.

Mi firma afirma que he leído y acepto la misión de Valence College Prep. Apoyo la propuesta de Valence College Prep de abrir como escuela pública charter en el otoño de 2019.

#	Nombre (imprimir)	Código postal	Teléfono	Email	¿Tienes niños en edad escolar?	¿Le interesaría la posibilidad de enviar a su hijo a Valence College?	Firma
61	Elodia Bautista	11369	[REDACTED]	[REDACTED]			Elodia Bautista
62	Carlos Tacanga	11368	[REDACTED]	[REDACTED]			Carlos Tacanga
63	Carlos Amador	11368	[REDACTED]	[REDACTED]	si	no	Carlos Amador
64	Wilfredo Amador	11369	[REDACTED]	[REDACTED]			Wilfredo Amador
65	Araceli Alameda	11369	[REDACTED]	[REDACTED]			Araceli Alameda
66	Eugenio Sanchez	11368	[REDACTED]	[REDACTED]			Eugenio Sanchez
67	Vianca Marabel	11368	[REDACTED]	[REDACTED]	no	no	Vianca Marabel
68	Sofia Bautista	11368	[REDACTED]	[REDACTED]			Sofia Bautista
69	NIDIA RODRIGUEZ	11368	[REDACTED]	[REDACTED]	SI		Nidia Rodriguez
70	Caradulpe Solera	11368	[REDACTED]	[REDACTED]	si	si	Caradulpe Solera



Our Mission: Valence College Preparatory Charter School equips all scholars in grades five through eight with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.

My signature affirms that I have read and agree with the mission of Valence College Prep. I support Valence College Prep's proposal to open as a public charter school in Fall 2019.

#	Name (please print)	Zip Code	Phone	Email	Do you have school-aged children?	Would you be interested in the possibility of sending your child to Valence College Prep?	Signature
61	Ismael	11368	[REDACTED]	[REDACTED]	SI	SI	Ismael
62							
63							
64							
65							
66							
67							
68							
69							
70							



Valence College Prep

Nuestra Misión: Valence College Preparatory Charter School

equipa a todos los estudiantes del quinto al octavo grado con las habilidades académicas, los hábitos profesionales y la fuerza de carácter para graduarse de la universidad y llevar vidas de oportunidades.

Mi firma afirma que he leído y acepto la misión de Valence College Prep. Apoyo la propuesta de Valence College Prep de abrir como escuela pública charter en el otoño de 2019.

#	Nombre (imprimir)	Código postal	Teléfono	Email	¿Tienes niños en edad escolar?	¿Le interesaría la posibilidad de enviar a su hijo a Valence College?	Firma
71	Miguel Meza	11368			SI	SI	[Signature]
72	Juan Tobom	11103					[Signature]
73	MANUEL DORVILLE	11102					[Signature]
74	Patricia Vargas	11368					[Signature]
75	Walter Ojeda	11368			SI	SI	[Signature]
76	MARCOS Lopez	11368			SI	SI	[Signature]
77	Miguel Yul	11368			SI	SI	[Signature]
78	Fernando	11368			SI	SI	[Signature]
79	[Signature]	11368			NO	NO	[Signature]
80	[Signature]	11369			SI	SI	[Signature]



Valence College Prep

Nuestra Misión: Valence College Preparatory Charter School equipa a todos los estudiantes del quinto al octavo grado con las habilidades académicas, los hábitos profesionales y la fuerza de carácter para graduarse de la universidad y llevar vidas de oportunidades.

Mi firma afirma que he leído y acepto la misión de Valence College Prep. Apoyo la propuesta de Valence College Prep de abrir como escuela pública charter en el otoño de 2019.

#	Nombre (imprimir)	Código postal	Teléfono	Email	¿Tienes niños en edad escolar?	¿Le interesaría la posibilidad de enviar a su hijo a Valence College?	Firma
91	ARMANDO PEREZ	11368			SI	SI	[Signature]
92	Natalia Gomez	11368			SI	SI	[Signature]
93	Acacely Solola	11368			SI	SI	[Signature]
94	Diego Fajardo	11368			SI	SI	[Signature]
95	Kelvin	11368			SI	SI	[Signature]
96	Marie Perez	11368			SI	SI	[Signature]
97	Juana Flores	11368			NO	NO	Juana Flores
98	Alexandro Lopez	11368			NO	NO	[Signature]
99							
100							

The content of our online petition is in **Figure 15c.03**.

Figure 15c.03: Online Petition Content

Every family in Queens deserves an excellent education for their children. Families in Corona with middle school-aged children currently find limited choice in our neighborhood, a dense part of one of the most overcrowded school districts in New York City, District 24.

We are determined to bring **Valence College Prep** to life as a school that bolsters our scholars' potential. A school that produces strong readers, writers, speakers, and problem solvers. A school that puts our scholars on a path to succeed in college in whatever area of study they choose. A school whose scholars graduate from college and lead lives of opportunity.

At **Valence College Prep**, academic performance drives all of our beliefs and decisions. Every one of our scholars can achieve at the highest levels if they are supported and held to a high standard for both academic achievement and learning behaviors. We believe that the environment we create and the education we provide will put each of our scholars on the path to college and success in life.

Support our mission and our drive to create a new middle school option for families in Queens.

The signers of our online petition are listed in **Figure 15c.04**. This petition includes a wide group of individuals who believe in the founding team and in the mission of the school, a group whose resources Valence College Prep will be able to tap into over time on behalf of the families we will serve. Early petition signatories were largely in the network of our founding team, but later signatories include a number of individuals who found our petition organically or via another network of individuals who support our school.

Figure 15c.04: Online Petition Signatures

Name	City	State	Postal Code	Country	Signed On	Comment
Mitchell Flax	Queens	NY		US	12/31/2017	
Yelena Shuster	San Francisco	CA	94122	US	1/1/2018	
Sophia Thomas	Richmond	CA	94801	US	1/1/2018	Mitch is an exceptional educator who is passionate about the communities he works with.
Esther Zuckerman	Whitestone	NY	11357	US	1/2/2018	
Mallory Fiske	El Sobrante	CA	94803	US	1/2/2018	
Alice Choi	Los Angeles	CA	90022	US	1/2/2018	
Emily Delogu	Hermosa Beach	CA	90254	US	1/2/2018	
Katherine Russell	Jackson Heights	NY	11372	US	1/2/2018	
Kate Shanahan	Los Angeles	CA	90004	US	1/2/2018	
Ilana Somasunderam	San Francisco	CA	94114	US	1/2/2018	
amanda harvey	Washington	DC	20002	US	1/2/2018	
Katie Kennedy	Roanoke	VA	24015	US	1/2/2018	
Nora Aftel	Fredericksburg	VA	22405	US	1/2/2018	
Emily Midwood	Paterson	NY	12546	US	1/2/2018	
jose Santiago	New York	NY	10040	US	1/2/2018	
Jenny Flax	New York	NY	10011	US	1/2/2018	
Anna Carlino	Baden	PA	15005	US	1/2/2018	
Elisabeth Shovers	New York	NY	10032	US	1/2/2018	

Cindy Chung		FL		US	1/2/2018	
Tina Burke				US	1/2/2018	
Philip Carlton	Denver	CO	80221	US	1/2/2018	
Mallory White	Melbourne	FL	32934	US	1/2/2018	
						More schools are needed throughout our country that have a mission similar to that outlined by Mitch and his team. All kids, no matter where they grow up or who their parents are, deserve access to an excellent education. Best of luck!
nick resnick	oakland	CA	94602	US	1/2/2018	
Karen Gahagan	Salem	MA	1970	US	1/2/2018	
Bethzaida Ohm	Queens	NY	11379	US	1/2/2018	
Patricia McDaniel	Fayetteville	NC	28306	US	1/2/2018	
Eric Altmann	New York	NY	10065	US	1/2/2018	
Blair Prescott	Berkeley	CA	94707	US	1/2/2018	
						Underserved areas of the city deserve quality education choices for their children. This will be an excellent school offering opportunities to diverse, smart, talented students.
David Norton	Brooklyn	NY	11238	US	1/2/2018	
Frederick Lasker	Brooklyn	NY	11217	US	1/2/2018	
Joshua Fisher	Grants Pass	OR	97526	US	1/2/2018	
Natalie Johnson	San Francisco	CA	94117	US	1/2/2018	
A. Lippman	Philadelphia	PA	19147	US	1/2/2018	
Daniel Schohl	Baltimore	MD	21212	US	1/2/2018	
Ted Castro	Acton	MA	1720	US	1/2/2018	
Adriana Armani	Miami	FL	33133	US	1/2/2018	
leo kloper	Ridgewood	NY	11385	US	1/2/2018	
Gerard Norton G	Rochester	NY	14623	US	1/2/2018	
Yolanda Hernandez	Brooklyn	NY	11233	US	1/2/2018	
						Quality education should be available to everyone and not be a choice.
Linda McGuire	Brooklyn	NY	11226	US	1/2/2018	
Julia Alexander	Andover	MA	1810	US	1/2/2018	
Ali Moghal	San Francisco	CA	94124	US	1/2/2018	
						These children deserve a chance to reach their potential in a no-nonsense charter school. This is an investment in the future for these communities.
Barbara Cerra	Absecon	NJ	8201	US	1/3/2018	
Christina Cenname	New York	NY	10011	US	1/3/2018	
Howard Orlick	New York	NY	10035	US	1/3/2018	
Rebecca Pryor	Minneapolis	MN	55417	US	1/4/2018	
Randy Mendoza	Bronx	NY	10457	US	1/4/2018	

						Queens is my home, and families here should have local, high quality, public school options. This community is vibrant and diverse and ambitious and we should support that in every way we can.
Angela Guerrero	Jackson Heights	NY	11372	US	1/4/2018	
Rachael Sowards	Cambridge	MA	2138	US	1/4/2018	
Andrew Frank	Jackson Heights	NY	11372	US	1/4/2018	Corona desperately needs more (excellent) schools!
santana altwa				US	1/4/2018	
Markus Melroy				US	1/4/2018	
Janie Polston				US	1/4/2018	
Carolyn Campbell				US	1/4/2018	
Rosie Uballe				US	1/4/2018	
Sergio Ghadrnan				US	1/4/2018	
Yaa Thompson				US	1/4/2018	
Robert Feasley				US	1/4/2018	
Brittany Smyers				US	1/4/2018	
Jessica Fowler				US	1/4/2018	
Edgy Edward				US	1/4/2018	
Kim Ellis				US	1/4/2018	
Narwhal Narwhal				US	1/4/2018	
gina evans				US	1/4/2018	
Prateek Panda				US	1/4/2018	
Sergio Sandoval				US	1/4/2018	
samantha mitchell				US	1/4/2018	
Stephen Russell				US	1/4/2018	
Ray Luan				US	1/4/2018	
Leah Perez				US	1/4/2018	
Kathleen A Walker				US	1/4/2018	
Kathleen Frank	Alexandria	VA	22305	US	1/5/2018	
Shannon Frank				Czech Republic	1/5/2018	
						Change requires action. The VCP value proposition is the quintessential stepping stone to the successful structuring of Queens students. By way of the VCP education model, the dreams and visions of these children will be maneuvered into greater opportunity, tangible progress, and ultimately, a better life.
Luke DeGrossi	New York	NY	10009	US	1/5/2018	
Henry Flax	New York	NY	10016	US	1/8/2018	
Julissa Richards				US	1/9/2018	
Ameerah Omar				US	1/9/2018	
Christine Santiago				US	1/9/2018	
Erick Seeram				US	1/9/2018	
TYLER WILSON				US	1/9/2018	
Tammy Soto				US	1/9/2018	
Tyeisha Borden				US	1/9/2018	

Kreem George				US	1/9/2018	
Theresa Matherson				US	1/9/2018	
Leon 11226 Telford				US	1/9/2018	
Alfie Vann				US	1/9/2018	
Jovon Pryce				US	1/9/2018	
Nakia Moffatt				US	1/9/2018	
Katina Brown				US	1/10/2018	
Sheila Woods				US	1/11/2018	
Nicole Campbell				US	1/11/2018	
Lakisha Marshall				US	1/11/2018	
Karen Kuffner-Benson				US	1/11/2018	
Rona Yang	Jersey City	NJ	7307	US	1/15/2018	
Carin Woods				US	1/16/2018	
Juan Román				US	1/17/2018	
Shattikia Jordan				US	1/17/2018	
IVETTE VELEZ				US	1/18/2018	
Marcus Jones				US	1/21/2018	
Giovanni Ramirez				US	1/22/2018	
Emily Espino				US	1/22/2018	
Marcia Garland				US	1/24/2018	
Amanda Keller				US	1/30/2018	
Jnai Brayboy				US	2/1/2018	
brittney king				US	2/2/2018	
Adrian Williams				US	2/2/2018	
Gabriella Hernandez				US	2/3/2018	
Sualan Deshong				US	2/4/2018	
Jonathan Boyne				US	2/4/2018	
David Pitts				US	2/5/2018	
Kamie Ulibarri				US	2/5/2018	
Dolores Blea				US	2/6/2018	
Emily Wright	Glen Ridge	NJ	7028	US	2/8/2018	
Mary Sweeney	Morris Plains	NJ	7950	US	2/8/2018	
tawanda chabikwa				US	2/8/2018	
John Eiflander	Montville	NJ	7045	US	2/9/2018	
Karen Lanza	Passaic	NJ	7055	US	2/11/2018	
Allegra Kettelkamp	San Francisco	CA	94119	US	2/15/2018	
Alexis Jacobson	Hoboken	NJ	7030	US	2/16/2018	
Chloe Hungerford				US	2/18/2018	
Rebecca Santos				US	2/18/2018	
Neimy Evo				US	2/18/2018	
Gladys Horton				US	2/18/2018	
Sarah Prieto-Martinez				US	2/18/2018	
riley tranter				US	2/18/2018	
Abraham Labban				US	2/18/2018	
Kaylan Smith				US	2/18/2018	
Lauren Perkins				US	2/18/2018	
Kara Kettelkamp	Hoboken	NJ	7030	US	2/18/2018	
Kristin Kaufmann	Esterro	FL	33928	US	2/18/2018	

R-15e - Evidence of Support

Submit examples, documents, etc. that provide evidence of support.

A number of community organizations and educational organizations with which our founding team have met or worked have expressed their strong support of the proposed school and have provided us with a letter of support. These organizations represent community organizations and leaders that support our school, as well as educational organizations with the experience and understanding of our founding team and the work ahead, to express their confidence in our proposal.

A table of evidence of support is provided in **Figure 15e.01**.

Figure 15e.01: Contents of Evidence of Support

Figure 15e.02: Letter of Support from Pastor Patrick H. Young, First Baptist Church	2
Figure 15e.03: Letter of Support from Suyin So, Executive Director of Central Queens Academy	3
Figure 15e.04: Letter of Support from Graham Browne, Executive Director of Forte Preparatory Academy	4
Figure 15e.05: Letter of Support from Sonia Bhuta Sisodia, Executive Director of South Asian Youth Action (saya!)	5
Figure 15e.06: Letter of Support from Shawn Benjamin, Principal of Leadership Public Schools Richmond	6
Figure 15e.07: Letter of Support from Sue Walsh, Chief Academic Officer of Building Excellent Schools.....	8
Figure 15e.08: Letter of Support from Maurelhena Walles, SVP of Program and Initiatives at Kids In The Game (KING)	9
Figure 15e.09: Letter of Support from Katherine Perez, Principal of Democracy Prep Endurance Middle School.....	11
Figure 15e.10: Letter of Support from Dr. Jack Mann, Past President, NewYork-Presbyterian Queens Medical Staff Society	12
Figure 15e.11: Letter of Support from Danny Steffel, Director, Alumni Affairs, Teach For America – New York	13
Figure 15e.12: Letter Expressing Queens Community Board 4 Commitment to Vote on Providing a Letter of Support for Valence College Prep at the March 13 th Meeting.....	14
Figure 15e.13: Queens Community Board 4, March 13 th Meeting Agenda with Vote on Letter of Support for Valence College Prep	15

Figure 15e.02: Letter of Support from Pastor Patrick H. Young, First Baptist Church

First Baptist Church

[REDACTED] E. Elmhurst, NY 11369
[REDACTED]

Reverend Patrick H. Young, Pastor
[REDACTED]

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

To Whom It May Concern:

I am writing in support of Valence College Prep, a proposed college preparatory middle school for students and families in Queens.

I represent First Baptist Church, a congregation that has been a pillar of East Elmhurst and Corona for 95 years. Having spent over ten years in our community, I recognize the need for high-quality educational options that will prepare our students for the future. We also have tremendous overcrowding of the existing schools in our community, and we need more seats in more schools to meet this demand. I believe Valence College Prep will be a beneficial member of our community to meet both of these needs.

Valence College Prep's mission is to prepare its students for college and a life of opportunity, and its curriculum will emphasize both literacy skills and the STEM skills of the future. I am excited to have a school in our community that prepares students for the careers of the present and the future, and I strongly believe that Valence College Prep's coding and robotics classes for every student will do that.

I also support the leadership of Mitch Flax, the Proposed Head of School of Valence College Prep. He is committed to the long term hard work of creating and sustaining a college preparatory school for students in Northwest Queens. He shared with me his vision for the school, and I look forward to working in partnership with him to connect with families in our congregation and the community to provide another excellent school option in Queens.

Again, I strongly support Valence College Preparatory Charter School and hope that you will approve their application to open in the Fall of 2019. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Rev. Patrick H. Young

Rev. Patrick H. Young, Pastor
First Baptist Church

Figure 15e.03: Letter of Support from Suyin So, Executive Director of Central Queens Academy



February 27, 2018

Susie Miller Carello
SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207

c/o Mitchell Flax, Lead Applicant for Valence College Prep

Sent via email: mflax@valencecollegeprep.org

Dear Mrs. Carello:

I'm pleased to provide this letter of support for the proposed Valence College Prep Charter School. As you know, CQA is authorized by SUNY Charter Schools Institute and currently serves 400+ students from District 24 in New York City in grades 5-8. Mr. Flax and I have discussed the college-bound, small middle school program he seeks to create inside District 24.

Based on community need and demand, I am confident that families in our neighborhoods would welcome the program proposed by Valence College Prep Charter for their children. CQA currently maintains a waitlist of more than 400 applicants for our intake year of grade 5, evidence of strong demand and interest from the community for schools like CQA and the proposed school.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Suyin So', is centered below the text 'Sincerely,'.

Suyin So

Figure 15e.04: Letter of Support from Graham Browne, Executive Director of Forte Preparatory Academy



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 Valence College Prep, a proposed 5-8, college preparatory middle school to serve students from Corona. I am the Executive Director of Forte Prep, a 5-8 grade charter school in East Elmhurst, NY, just north of Valence's proposed location.

As a newly authorized charter school in District 24 in New York City, I know firsthand the magnitude of the need for new school options in our area. We are located in the most overcrowded district in New York City, and there are many underserved schoolchildren looking for other opportunities. We had nearly three times as many applications for our founding class of 90 5th graders, so I am confident that there is ample demand here.

I've had the privilege of meeting Mitch Flax and believe that he has the humility and tenacity to get the job done. As a fellow with Building Excellent Schools, I think that he'll develop a strong operational and instructional foundation for Valence.

On behalf of Forte Preparatory Academy Charter School, please accept my full support for Valence College Prep. If you have any questions, please contact me [REDACTED]

Sincerely,

Graham Browne
Executive Director, Forte Prep

Figure 15e.05: Letter of Support from Sonia Bhuta Sisodia, Executive Director of South Asian Youth Action (saya!)



February 16, 2018

To Whom It May Concern,

I am writing in regards to Valence College Prep's authorization from SUNY Charter Schools Institute.

South Asian Youth Action (SAYA) is a 501(c)3 youth development organization in New York City for students in elementary school through college. Our mission is to foster a strong sense of belonging in youth and provide them with tools to thrive academically, professionally and personally. While South Asian-focused, SAYA is secular, inclusive and committed to connecting youth from all backgrounds to opportunities. Established in 1996, SAYA has grown into a \$3.9 million organization currently running programs at nine NYC public schools in Queens and Brooklyn, and at our community center in Elmhurst, Queens.

SAYA provides an accessible, safe and culturally affirming space for youth and offers mentorship beyond the classroom so they confidently grow into engaged community members ready for college, career and personal success. During the 2016-17 school year, over 1,000 youth benefited from our services. Our holistic and comprehensive programming includes free leadership and identity development, academic support, college preparation, career exploration, sports, arts and STEM instruction.

If Valence College Prep receives authorization, SAYA plans to discuss potential opportunities for partnership with the school. We also look forward to conducting outreach to the school community and sharing our program offerings with students and their families. SAYA is committed to continually building upon our work and advancing our offerings to best meet the current needs of the youth in our community. If you have any questions about SAYA, please do not hesitate to reach out to me at

[Redacted]

Sincerely,

A handwritten signature in blue ink that reads "Sonia B. Sisodia".

Sonia Bhuta Sisodia
Executive Director

[Redacted]	Elmhurst, NY 11373
Telephone	Web Site
[Redacted]	www.saya.org
Facsimile	E-mail
[Redacted]	[Redacted]

Figure 15e.06: Letter of Support from Shawn Benjamin, Principal of Leadership Public Schools Richmond



LPS Richmond

Richmond, CA 94801

Web: www.leadps.org/richmond.html

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

To Whom It May Concern:

On behalf of Leadership Public Schools Richmond in Richmond, CA, I write this letter in support of Valence College Preparatory Charter School, a proposed fifth through eighth grade middle school in Queens, NY. I have been the leader of LPS Richmond since 2006 and have overseen its growth to become the 44th ranked high school in California. In an underserved community, with 95% of our students receiving free or reduced lunch, we deliver a rigorous academic program designed to prepare them for college success. Our students achieved 74% proficiency on the SBAC assessment in English last year.

We have seen tremendous demand in our own community for the high-quality educational option that we provide. Our annual lottery for our incoming 9th grade regularly draws twice as many families as we are able to provide spaces for. We believe that all families in our community, including so many immigrant families that we serve, deserve access to an excellent school. We share this belief with the founding team of Valence College Prep, who propose to start such a school for families in Queens.

In his time working at LPS Richmond, I worked closely with Mitch Flax, the Proposed Head of School of Valence College Prep. As his instructional coach and in working with Mitch on our Instructional Leadership Team, I found him to be a thoughtful and effective classroom teacher. He was also a reflective leader of the science department and the 9th grade team, using achievement data to identify the most critical areas for team development. I have confidence in his ability to design, launch, and lead a school with strong academic results and a positive school culture.

I support and believe in Valence College Prep's mission for all of its students to graduate from college and lead lives of opportunity, which is aligned with our own mission of getting each of our students to and through college. I hope that Valence College Prep will gain approval to open its doors to students and families in 2019. If you have questions or concerns, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Shawn Benjamin".

Shawn Benjamin
Principal
Leadership Public Schools Richmond

Figure 15e.07: Letter of Support from Sue Walsh, Chief Academic Officer of Building Excellent Schools



February 27, 2018

To SUNY Charter Schools Institute:

We are proud to support the charter application for Valence College Preparatory Charter School and the outstanding leadership of Mitch Flax as Lead Founder and proposed Head of School.

Building Excellent Schools is a highly selective, nationally recognized non-profit whose flagship program, the Building Excellent Schools Fellowship, prepares outstanding candidates for urban charter school leadership. Mitch is a highly capable, well-trained, and ambitious school leader who brings urban teaching experience, leadership training, and field-tested experience from his winter leadership residency at BES school Democracy Prep Endurance in Harlem, NY and his close and continuing work with BES school Excel Academy Charter School in Chelsea, MA where he will complete summer and fall residencies this year.

Mitch has used his Fellowship to build a uniquely designed 5-8 middle school that fuses elements of blended learning, computer science, and robotics with a prioritized and expanded focus on the core subjects of English Language Arts and Mathematics. We are confident that this will provide a unique and exciting model for the students of Corona, Queens.

Mitch is a diligent and engaging leader – humble and hungry, detail-oriented, determined, and clear. With the drive necessary to move large projects forward effectively, he works meticulously and relentlessly to master new concepts and create learning opportunities for others. Naturally inspiring and a thoughtful relationship-builder, Mitch holds people to a high degree of accountability and engages them in the details and demands of the work. Mitch's greatest asset as a leader is his unrelenting drive to deeply understand and execute a school model based on shared characteristics of the highest performing charter schools, fused with the power of a unique model with the digital technologies that allow us to differentiate for, reach, and grow every learner every day.

Mitch has direct access to and the support of accomplished leaders in charter public education through his BES network across the country, and he has access to and the support of multiple other proven and high-performing leaders and schools successfully serving students within high need communities. Additionally, Mitch has the ongoing and continued support of BES through our Follow On Support program, which will provide him continued and close strategic supports towards all start-up and ongoing operational and academic needs.

We are sincerely honored to work with Mitch, and have deep confidence that his school leadership, the caliber of the founding team, and the well-researched, practice-proven school model that further combines its own unique design elements will allow Valence College Prep to deliver strong student achievement and real life opportunities for children growing up in Corona, Queens.

Respectfully,

A handwritten signature in black ink that reads "Sue Walsh".

Sue Walsh
Building Excellent Schools
Chief Academic Officer

Figure 15e.08: Letter of Support from Maurelhena Walles, SVP of Program and Initiatives at Kids In The Game (KING)



To Whom It May Concern:

My name is Maurelhena Walles and I am the Senior Vice President of Program and Initiatives at Kids In The Game (KING). At KING we look to provide youth, regardless of their zip code or resources, throughout NYC communities, with access to quality fitness, sports and movement programming.

For over 10 years, we have been providing schools with technical assistance and support in areas of youth development and wellness programming, which becomes a staple in their school's culture. We are looking to extend this full support to Mr. Mitchell Flax, the Proposed Head of School of Valence College Prep. Valence College Prep will be rooted in Community School District 24, in Corona Queens. Thought of as one of NYC's overcrowded district, CSD is in much need of a school like Valence College Prep and a leader like Mitch.

Our organization finds Mitch to be committed to a student's academic success as well as their overall well-being. He understands the role kinetics plays in the development of a child's social, emotional, academic and physical development. His wholistic approach is evident in his quest to provide a solid culture and learning environment that will allow a child to succeed throughout middle school, college and life.

We are excited about building a partnership that includes fitness, physical education and movement with Mitch, Valence College Prep and their families. Through partnerships like ours and with other community-based organizations, we look to provide a high-quality educational and enrichment program for their students and families in Corona.

Again, I wholeheartedly support Valence College Prep and their proposed school leader, Mitch in his efforts to bring academic success to the community and families of CSD24.

Please feel free to reach out to me if you have any questions.

Sincerely,

Maurelhena Walles, Senior VP of Program and Initiatives
Kids In The Game (KING)

[Redacted] New York, NY 10023 • [Redacted] info@kidsinthegame.com • www.kidsinthegame.com

Figure 15e.09: Letter of Support from Katherine Perez, Principal of Democracy Prep Endurance Middle School



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

To Whom It May Concern:

I write this letter on behalf of Democracy Prep Endurance Middle School and in support of Valence College Preparatory Charter School, a proposed fifth through eighth grade middle school for the students of Queens.

As the Principal of Democracy Prep Endurance Middle School, a charter school serving grades 6-8 in Central Harlem and member of The Network of Building Excellent Schools, I am familiar with the training provided by Building Excellent Schools and the support that Valence College Prep will be provided by Building Excellent Schools in the establishment of their program. The Democracy Prep network was founded through the Building Excellent Schools Fellowship, and myself as well as our school's Assistant Principal and a number of other network leaders have been trained through its Emerging Leaders program. I am confident that the support of Building Excellent Schools will be a key enabler of success for Valence College Prep.

I have worked closely with Mitch Flax, the Proposed Head of School of Valence College Prep, during his five week residency at Democracy Prep. He is a diligent, thoughtful, mission-driven leader who I believe will lead a strong middle school. We support and believe in Valence College Prep's intention to provide a quality middle school option for students and families in one of the city's most overcrowded districts, and we believe in Mr. Flax's leadership ability to found and operate the school.

As we have become a pillar of our community in Central Harlem and for so many families we serve throughout Manhattan and the Bronx, we believe that Valence College Prep will be a beneficial member of the Queens community and a strong educational option for students and families. We ask that you take their application into serious consideration.

We welcome and strongly support the approval of Valence College Preparatory Charter School to serve students and families in New York City. We value the school's mission – *"Valence College Preparatory Charter School equips all 5th through 8th grade scholars with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity."* – and look forward to having another quality educational option for families to choose in our community.

Sincerely,

A handwritten signature in blue ink that reads "Katherine Perez". The signature is fluid and cursive, written over a light blue horizontal line.

Katherine Perez
Principal
Democracy Prep Endurance Middle School

Figure 15e.10: Letter of Support from Dr. Jack Mann, Past President, NewYork-Presbyterian Queens Medical Staff Society



MEDICAL STAFF SOCIETY

Flushing, New York 11355

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Gabriel DeAngelis, M.D.
Gregory Gustafson, M.D.
Chong H. Park, M.D.
Alan N. Queen, D.D.S.
Akkamma Ravi, M.D.
James E. Satterfield, M.D.
Rajeev Srivastava, M.D.
Pinkus Szuchmacher, M.D.
Lai Min Yu, M.D.

Pamela Williams, Director

Elizabeth Doucette, Assistant

Visit our Website:
NYPQCME.ORG

March 5, 2018

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

To Whom It May Concern:

I write this letter on behalf of Medical Staff Society of NewYork Presbyterian Queens in support of Valence College Preparatory Charter School, a proposed fifth through eighth grade middle school serving students in Queens.

As a Past President of the Medical Staff Society and former member of the Board of Trustees of the New York Hospital Queens, I am well aware of the need to further education in the borough of Queens. Our hospital has been at the forefront of health care in the borough since its founding, by the Salvation Army, as a hospital for unwed mothers in 1958. The medical staff is committed to education. We have established a merit based scholarship for the children of the non-physician employees of the hospital.

We know Arjun Kapoor from the founding team of Valence College Prep. We support and believe in Valence College Prep's commitment to serve all students regardless of background, educational needs and languages spoken at home. We believe that Valence College Prep will be a beneficial member of the Queens community and a strong educational option for students and families.

We ask that you take their application into serious consideration— we recognize the need for more quality educational options in this community, one of the city's most overcrowded.

We welcome and strongly support the approval of Valence College Preparatory Charter School to serve students and families in our community. We value the school's mission – "*Valence College Preparatory Charter School equips all 5th through 8th grade scholars with the academic skills, professional habits, and strength of character to graduate from college and lead lives of opportunity.*" – and look forward to having another quality educational option for families to choose in our community.

Sincerely,

Jack M. Mann, MD, FACP, FCCP
Clinical Assistant Professor of Medicine
Weill Cornell Medical

Figure 15e.11: Letter of Support from Danny Steffel, Director, Alumni Affairs, Teach For America – New York

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

To Whom it May Concern:

I write this letter on behalf of Teach For America and in support of Valence College Preparatory Charter School, a proposed fifth through eighth grade middle school in Corona, Queens.

My name is Danny Steffel, and I am the Director of Alumni Affairs at Teach For America – New York (TFA-NY). Our mission is to ensure that one day all children in New York City have the opportunity to attend great neighborhood schools that support, inspire and challenge them to be the leaders our city needs. I have discussed the vision for Valence College Prep with Mitch Flax, the proposed Head of School of Valence College Prep, who was a Teach For America Corps Member in 2009. I have confidence in Mr. Flax's vision for Valence College Prep, and I support and believe in Valence College Prep's intention to create a middle school option that sets high expectations for students and families in Queens, along with the support that will be required for their success.

We believe that Valence College Prep will be a beneficial member of the New York City educational community in our collaborative work to provide an excellent and equitable education to every child. We ask that you take their application into serious consideration– we recognize the need for more quality educational options in this community, one that has substantial overcrowding and that will benefit from a small, high-quality middle school.

We welcome and strongly support the approval of Valence College Preparatory Charter School to serve students and families in our community. We value the school's mission to provide all of their students with the skills and habits to succeed in college, and we look forward to having another quality educational option for families to choose in Queens.

Sincerely,



Danny Steffel
Director, Alumni Affairs
Teach For America

Figure 15e.12: Letter Expressing Queens Community Board 4 Commitment to Vote on Providing a Letter of Support for Valence College Prep at the March 13th Meeting



COMMUNITY BOARD # 4Q
Serving: Corona, Corona Heights, Elmhurst, and Newtown
[REDACTED]
Corona, New York 11368-2882
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Melinda Katz
Borough President

Damian Vargas
Chairperson

Melva Miller
Deputy Borough President

Christian Cassagnol
District Manager

March 2, 2018

Susan Miller Carello
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Ms. Carello:

At a full Board meeting held on Tuesday, February 13, 2018, Mr. Mitchell Flax presented a proposal to the Board concerning Valence College Prep, a proposed charter school for grades 5th through 8th in our district.

Although no vote was taken at that meeting either supporting or denying the proposal, it was placed on the Board's March 13 agenda for a full Board vote. See agenda attached.

If I can be of further assistance to you, please do not hesitate to contact me.

Sincerely,

COMMUNITY BOARD NO. 4

A handwritten signature in blue ink, appearing to read "Christian Cassagnol".

Christian Cassagnol
District Manager

Enc .

Figure 15e.13: Queens Community Board 4, March 13th Meeting Agenda with Vote on Letter of Support for Valence College Prep



NYC Community Board #4 Queens
 Corona, NY 11368
 Damian Vargas, Chairperson
 Christian Cassagnol, District Manager
 Website : nyc.gov/queenscb4

March 2018
COMMUNITY BOARD MEETING NOTICE
Tuesday March 13, 2018
7:00 pm
Elmhurst Hospital
Elmhurst, NY 11373

Public Hearing

SUBJECT: C180098 ZMQ, 40-31 82nd Street Rezoning
 IN THE MATTER OF AN APPLICATION SUBMITTED BY AA 304 GC TIC LLC pursuant to Sections 197-c and 201 of the New York City Charter for an amendment of the Zoning Map, Section No. 9d:

1. Eliminating from within an existing R6 District a C1-3 District bounded by a line 180 feet southerly of Roosevelt Avenue, Baxter Avenue, the northwesterly centerline prolongation of Ithaca Street, and 82nd Street; and
2. Changing from an R6 District to a C4-5X District property bounded by a line 180 feet southerly of Roosevelt Avenue, Baxter Avenue, the northwesterly centerline prolongation of Ithaca Street, and 82nd Street; Borough of Queens, Community District 4

NOTE: The regularly scheduled Board Meeting will take place immediately after the Public Hearing.

AGENDA

<ol style="list-style-type: none"> 1. Pledge of Allegiance 2. Roll Call 3. Vote: Minutes of February 13th Meeting 4. Report of the Chairperson 5. Report of the District Manager 6. Report of the Treasurer 7. <u>Public Forum</u> <i>Good and Welfare of the District</i> 8. Report of the Legislators 9. <u>Report and Vote: Youth Committee</u> <i>Discussion of Valence College Prep, a proposed 5th through 8th grade charter school aiming to open in Fall 2019 in Corona.</i> 	<ol style="list-style-type: none"> 10. <u>Report and Vote: Public Safety Committee</u> <i>SLA Applications (See Insert)</i> 11. <u>Report and Vote: ULURP/Zoning Committee</u> <i>C180098 ZMQ, 40-31 82nd Street Rezoning</i> 12. <u>Committee Reports</u> <table style="width: 100%; border: none;"> <tr> <td>Consumer Affairs</td> <td>Parks</td> </tr> <tr> <td>Environmental</td> <td>Transportation</td> </tr> <tr> <td>Health</td> <td></td> </tr> </table> 13. <u>Adjournment</u> 	Consumer Affairs	Parks	Environmental	Transportation	Health	
Consumer Affairs	Parks						
Environmental	Transportation						
Health							

The next CB4Q Meeting will take place on **April 10th**.
 Please contact the CB Office before ANY meeting to be sure that it has not been cancelled or rescheduled!

Important Dates to Remember

Wednesday March 7th CB4Q Public Safety Committee Meeting - 7:00pm
(CB4Q Office - 46-11 104th Street)

Thursday March 8th 110th Precinct Community Council Monthly Meeting - 7:00pm
(Eternal Love Baptist Church - 54-07 99th Street)

Sunday March 11th Daylight Saving begins

Tuesday March 13th Community Board 4 Public Hearing and General Meeting - 7:00pm
(Elmhurst Hospital, 79-01 Broadway, Room A1-22)

Saturday March 17th Saint Patrick's Day

Tuesday March 20th Spring begins

March is Women's History Month



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R-15f - Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Further Institute guidance relating to school admissions, including a new employee and CMO employee preference, is available at: <http://www.newyorkcharters.org/applications-admissions-materials/>.

Valence College Prep will be an open enrollment charter school and welcomes all scholars who come through our doors. In 2019, if we receive a greater number of applications than the 112 available seats that will be available for our fifth-grade class, we will administer a random public lottery to determine the scholars who receive a seat.

Eligibility & Lottery

A scholar will be eligible to apply to Valence College Prep for the fifth grade if s/he is set to finish the fourth grade in the spring of 2019. Each applicant must be a resident of New York State by the application deadline.¹ For our first class in 2019, all scholars who have submitted a complete application by April 1, 2019, will be eligible for the public lottery.

The lottery will be held in a public space, no more than ten (10) business days after the application deadline. If our facility is not ready by April of 2019, we will find another suitable facility open to the public and available to accommodate all members of the public who wish to attend the lottery. The lottery will be attended by a third-party auditor to ensure that the process is conducted transparently and in accordance with the policies laid out in this document and mandated by New York Education Law § 2854(2). Valence College Prep will use a random number generator to assign random numbers to all applicants to administer the lottery.

Non-Discrimination

Our admissions process will be conducted in adherence to the following 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.

Application

Families will be able to apply to Valence College Prep using a paper application or using the New York City Common Online Charter School Application, a service of the New York City Charter School Center and SchoolMint.² We will provide a portal to the online application on our website and provide resources for families to learn more about Valence College Prep, online or in person, before they apply.

¹ Two forms of proof of residency will be required for all students, with the exception of homeless students. If an applicant seeks to apply for preferential status based on residency, they must provide proof prior to the application deadline. Residency will be documented for all students during the registration process after the lottery. Acceptable forms of proof of residency include an original signed lease, deed, or mortgage agreement, a utility bill, a paystub or other proof of payroll including mailing address, official documentation with a name and mailing address, or credit card statement.

² <https://nyccharterschools.schoolmint.net/welcomeback>.

In accordance with New York State Education Law 2854(2)(b), the application form for Valence College Prep will be based on the New York State Charter School Uniform Application Form.³ We will add to this form several important pieces of information about Valence College Prep and our school branding, but we will make no changes to the information requested of families in the uniform application form. We will add questions about the child's current school, the child's home language, the parent's home address and email address, and how they heard about Valence College Prep. We will not require these questions to be completed in order to consider the applicant, and we will not mark these questions with an asterisk.

Preferences

Our enrollment priority is as follows:

1. After Year 1, any student returning to Valence College Prep for another year of school
2. After Year 1, any student who is a sibling of a current Valence College Prep student
3. Any student residing in the Community School District (CSD) in which Valence College Prep is located

If an applicant seeks to apply for any of the preferential applicant statuses, they must provide all proof with the application or no later than the application deadline. If a family is unable to provide proof before the application deadline, they will still be eligible to participate in the random selection process but will forgo any admissions preferences.

Accepting Students from the Waitlist

NYSED regulations do not govern the maintenance of our waitlist following the acceptance of students selected in the lottery. We will maintain a waitlist year-round to ensure that all families that want an opportunity to send their children to Valence College Prep have an opportunity to do so. While the application for the 2019-2020 school year will officially close in April 2019, applications submitted after this day until November 1st will be entered directly to our waitlist. Further, our policy will allow families who have recently moved to the community an opportunity to enter the waitlist within the same school year, providing a fair chance for all families who become part of our community to be included in the lottery process for Valence College Prep. This requires Valence College Prep to establish a "lottery refresh" process.⁴

To determine the order of the waitlist in the fall, Valence College Prep will hold three rounds of refreshing the lottery assignment of the waitlist at the beginning of September, October, and November to establish a new randomized order from which to draw names for available seats. Any family that is contacted will have 48 hours from the phone call notification to accept the offer for a seat at Valence College Prep, or their space will be given to the next student on the list.

Between April and September, the waitlist order will be established based on the initial April lottery. Any family who submits an application before April 1st will be included in this initial list, and any family applying after April 1st will be added in order to the end of the list. Available seats will be filled according to the order of families on the waitlist.

On September 1st, the entire remaining waitlist will enter a "lottery refresh" and each student on the list will be assigned a new number. Available seats will be filled according to the new order of families on

³ <http://www.newyorkcharters.org/wp-content/uploads/NYSED-Uniform-Application-Form-1.pdf>.

⁴ Our lottery refresh process is based on the Re-Lottery process at BES school Forte Preparatory Academy.

the waitlist. Any family who submits an application between the September 1st re-lottery and September 30th will be added in order of application receipt to the end of the new list.

On October 1st and November 1st, respectively, the process will repeat itself, with the order established in November serving as the waitlist order for the remainder of the school year. Parents must re-apply for a seat in subsequent grades before the April 1st deadline. This waitlist does not provide admission to a subsequent grade.

Documentation of Admissions Procedures

As prescribed by NYSED Charter School Regulation 119.5, we will document the lottery procedure and maintain a record of all processes and outcomes described in this section. The records of our admissions process will be made available to the NYSED or SUNY Charter Schools Institute upon request.

R-16 – Facilities

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;
- Space requirements for administrative functions, food services, a nurse's office, and physical education; and,
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

Valence College Prep proposes to open in southern Corona, Queens, specifically because of the limited middle school options in this community. While our goal is to find a facility in Corona, our first priority is to deliver our program to our target population, and we are thus investigating all possible facilities that are in reasonable commute distance from Corona. Before agreeing to any such lease, we will ensure that our facility meets the safety and accessibility standards required of schools in New York State. **Figure 16.01** reviews the projected enrollment of Valence College Prep that a facility will need to hold in each year and the approximate square footage required, assuming a need of 80 square feet per scholar.¹

Year	Grades	Enrollment	Approximate Square Footage Needed
2019-2020	5	112	8,960
2020-2021	5,6	224	17,920
2021-2022	5,6,7	336	26,880
2022-2023	5,6,7,8	448	35,840
2023-2024	5,6,7,8	448	35,840

To execute our program, we will seek a facility that has a variety of classroom and work spaces, as well as spaces to serve specific school needs. **Figure 16.02** details the spaces we will seek and a schedule of these needs in the first and fifth year of operation.

¹ This square footage need is calculated based on the minimum square footage that has served other successful charter middle schools around the country in similar real estate markets. Excel Academy in Chelsea, MA opened with under 70 square feet per scholar. BES schools Forte Preparatory Academy and Legacy College Prep have opened with a similar amount of space. A report from the Low-Income Investment Fund on charter school facilities cites a minimum need of approximately 70 square feet per student for middle school-aged students (<http://www.liifund.org/wp-content/uploads/2011/03/Charter-School-Facilities-Requirements-RTC-2008.pdf>).

Figure 16.02: Spaces Needed for the Instructional Program

Room or Space Requirement	Number Required in Year 1	Number Required in Year 4 and Beyond	Notes
Standard Classrooms	4	16	We will need four standard classrooms for each grade, splitting scholars into advisories of 28 students each with two advisors per classroom.
All-Purpose Room	0	1	We will look to have at least one large space to gather at least one grade level together for Family Meeting, which may also serve as a cafeteria and/or gymnasium space
Teacher work room	0	1	To maximize scholar-usable space in classrooms, we will seek to utilize approximately two classroom spaces as a staff work room.
Nurse's office	1	1	Unless we are provided access to a nurse in our building via co-location, we will require space for one nurse from Year 1 through our growth to full scale.
Special Education Resource Room	1	4	While we will predominantly use push-in services for scholars with special needs, we will utilize a Resource Room per grade level to provide occasional pull-out services as needed.
Student Restrooms	2	2+	We will separate restroom facilities for boys and girls. We will ensure the facility follows the New York State Uniform Fire Prevention and Building Code 900.2h.1 referring to the number of student restrooms per student, which will dictate the required number of student restroom spaces.
Adult Restrooms	2	4	
Social Work Office	1	2	
IT Room	1	1	We will need a small room to house network equipment for the school.
Storage and Copy Rooms	1	3	We will need spaces for the storage of various supplies, including maintenance materials and instructional materials. At maturity, we will need a space for multiple copiers.

Office	1	1	We will need a meeting space for school leadership to conduct private conversations with staff and families.
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b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;
- How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use ("G"), and state sanitary specifications by commencement of the first year of operation;
- If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;
- If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;
- If co-located space is the primary facility plan and the budget template has been completed under that assumption but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,
- If another organization is assisting the applicants in obtaining facilities, provide information about such organization.

We have applied for co-location with the NYC DOE, but it is unlikely that we will be offered access to public space because of the severe overcrowding of schools in CSD 24. Through community outreach and networking, we have identified several options for both short- and long-term private facilities options in Corona and in the larger community of Central and Northwest Queens. We plan to gather a view of all potential facilities as we continue through the authorization process, and should we be authorized, we will seek to negotiate a lease for a facility for our first year as soon as possible to ensure that we have the time needed to ready such a facility to open.

Our priority in the first two years of operation is to find a space that has existing classroom space and will require minimal modification to accommodate our program and all legally required features of a public school. An initial list of potential facilities or land on which we could build a facility is provided in **Figure 16.03**. The exact locations of four of the five private facilities options thus far identified are not disclosed because their availability is uncertain and/or not yet public.

Figure 16.03: Potential Private Facilities Identified

#	Description of Facility	Neighborhood & Approximate Location	Notes
1	Pre-school that may close in 2019, according to a source close to the property manager	Corona (SW)	We have arranged a meeting with the leasing manager of this property. The property would likely accommodate between 1 and 2 years of our program.
2	Existing school space that may move to a new facility in 2019, according to multiple sources close to the school leadership.	Elmhurst (E)	This property would likely accommodate up to 2 years of our program.
3	Existing school space that may move to a new facility in 2019, according to the school leader	North Corona (N)	We have arranged a meeting with the current school leadership and landlord to discuss the future of the facility. It currently has multiple tenants, both of which may be moving out of the space. Depending on the portion of the space that may be available in 2019 and beyond, this property could accommodate between 1 and 3 years of the program.
4	Classroom space and land with potential for construction of classroom space at First Baptist Church.	East Elmhurst (S)	We have met with the senior pastor and senior membership of the church, who have expressed interest both in leasing the classroom space they currently have and in building on the land they have and negotiating a long-term lease. The property's current structure would likely accommodate between 1 and 2 years of our program, but a permanent facility built on church property could accommodate our school at full growth.
5	Former parochial school space that may be available starting in 2019, according to a source in leadership of another area charter school	Woodside (E)	This property would likely accommodate up to 2 years of our program.

We have not yet retained the dedicated services of a real estate consultant or realtor, but we have had initial conversations with a commercial real estate agent active in Queens, a leasing manager from the landlord controlling the most commercial space in Corona, LeFrak, and the President of the LeFrak City Merchants' Association. We may employ the services of such a consultant pending further discussion

post-authorization between the Head of School and members of the governing board with expertise in commercial real estate.

Prior to agreement to lease any private space, we will employ the services of an inspector or consultant familiar with the legal requirements of public school space, including compliance with all disability access laws, including Titles I and III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If modifications to the space are required, we will ensure compliance with all applicable regulations.

We have budgeted \$45 per square foot for rent in a private facility and \$10 per square foot in Year 1 for tenant improvement, assuming a facility that provides 80 square feet per scholar. These budget assumptions are accompanied by an assumption of \$4350 of rental assistance per scholar. While our discussions with landlords and other charter school leaders affirm these estimates, we also recognize the unpredictability of the actual cost of tenant improvements and the DOE's likely decision on what constitutes "base rent" for our facility. We recognize the history of conflict between charter schools and the DOE on the reimbursement level for these costs,² and we have considered the fiscal impact of rental assistance that could cover a smaller fraction of these costs than expected. Further analysis of this consideration is provided in **R-21a – Budget Narrative**.

c. Facility Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

There is no place for self-dealing at Valence College Prep, and we are committed to taking the utmost caution to disclose any potential conflicts of interest of Trustees. As with any other business of the school, members of the Board will disclose any potential conflicts to the Board Chair on an annual basis and disclose any newly arising conflicts to the Board Chair as they arise. Board members with a conflict of interest will not be involved in any discussion or vote on a decision for a decision that involves their conflict in any way. Two members of our founding team work in different aspects of the facilitation of real estate transactions, potential conflicts which they will disclose, but no members of the founding team have an ownership interest in any school facility that we will consider for Valence College Prep.

No Board member or employee will have an economic interest in any potential lease for a facility. Any proposed lease will be reviewed by legal counsel prior to Board approval. The fair market value of the lease will be determined through comparison with other local charter school leases.

for ² Ross, Barbara. "Queens charter school slaps Education Department with rent suit." *NY Daily News*, 7 Dec. 2016, www.nydailynews.com/new-york/queens/queens-charter-school-slaps-education-department-rent-suit-article-1.2902366.

R-16d – Facilities Documents

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

NOTE: If a facility has already been identified, include certification from an architect that:

- The proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction; and,*
- The cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.*

Request is not applicable.

R-17 – Food Services

Describe the plans for food services the charter school will provide.

It is important that our scholars eat a nutritious breakfast and lunch to be ready for the challenging academic work we will provide for them. We will follow all nutritional guidelines provided by the federal government and provide a food service program to deliver the proper nourishment to our scholars.

We have not come to a final decision in the choice of a vendor for food services because our facility will inform this choice. We have applied for co-location with the NYC DOE and will likely utilize SchoolFood as our provider in this case. In a private facility, we may nonetheless choose to contract with SchoolFood, but we may also consider other providers such as Red Rabbit, Regina Caterers, and Revolution Foods and the facility and labor that would be required to serve these providers' options. In either case, we will develop a request for proposal process and collect bids from multiple vendors before choosing a vendor based on cost, service record, flexibility, and assurance of compliance with federal, New York State, and New York City regulations.

We will provide breakfast, lunch, and snacks to scholars to meet the requirements of the National School Lunch Program. Scholars will be served breakfast in classrooms and start the day with Brain Breakfast, a set of practice work and challenges to energize and focus them for the day ahead. We will participate in the Free and Reduced Price Lunch program and will follow all applicable regulations governing student eligibility and required reporting. Subsidies from the US Department of Agriculture for the program will only be used to fund the school program. With an anticipated population of at least 84% of students receiving free or reduced lunch, we do not plan to collect money from scholars who are not eligible for the program. Breakfast, lunch, and snacks will be provided to all scholars regardless of financial need. Families who choose to send lunch and snacks to school with scholars may do so within the bounds of our Student and Family Handbook, which will detail the health requirements of food brought to school and will be presented to families in one of our summer orientation sessions.

The Director of Operations will be responsible for the management of the lunch program. We plan to apply to become a Local School Food Authority to administer the accounting of meals served and logistics of the program, including all required reporting.

R-18 – Health Services

Describe the plans for health services the charter school will provide.

Valence College Preparatory Charter School (“Valence College Prep”) will comply with all regulations pertaining to health services in Education Law Article 19, Public Health Law. We will provide similar health services to those provided in district schools. In the event that we are co-located in a DOE facility, we may utilize the nursing services of a nurse employed in our facility, but otherwise, we will employ a nurse starting in year 1. We will ensure that a nurse licensed in New York State administers daily medication to students who need it, help students who fall ill while in school, and maintains immunization and health records for all scholars.

We will implement a comprehensive set of health, safety, and risk management policies, approved by our insurance provider and then the Board of Trustees. These policies will include, at minimum, the following:

- Planned response to natural disasters and emergencies, including severe weather events
- Requirement that all staff receive emergency response training
- Rules for the distribution of prescription drugs from scholars whose doctors prescribe their administration during school hours
- Mandated immediate reporting of child abuse, acts of violence, or other improprieties, in accordance with New York State Social Services Law § 413 and § 421, and training for staff in their legal responsibility and procedure for reporting
- Compliance with all health and safety laws and regulations, including those applying to food services, transportation, custodial services, pest management, and hazardous materials

The Director of Operations will oversee the implementation of these policies, including records of emergency contacts, immunization records, and student health files for all scholars. These records will be kept in a locked file with access only for the Head of School and Operations staff of the school as necessary for administration of any required services for a scholar with a health need. To receive medications while at school, a scholar must have a doctor’s letter and parent authorization form on file with the school.

In accordance with Public Health Law 2164, we will make sure that all students have a certificate of immunization by the end of the enrollment period. Required immunizations include: Polio (IPV, OPV: 3 doses); Measles/Mumps/Rubella (MMR: 2 doses of measles and mumps vaccines and 1 dose of rubella); Hepatitis B (3 doses OR 2 doses of adult hepatitis B vaccine); Varicella (2 doses, administered at least 3 months apart), Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Pneumococcal conjugate vaccine (PCV).¹

As required by §917 of the Education Law, Valence College Prep will maintain access to an external defibrillator (AED). A minimum of two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator.

¹ Haemophilus influenzae type b (Hib) conjugate vaccine is a requirement in New York State for children under 5 years, but Valence College Prep will not educate children of this age.

R-19 – Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

Valence College Preparatory Charter School (“Valence College Prep”) will ensure that all students receive transportation services in accordance with §3635 of New York State Education Law. NYCDOE will provide half-fare MetroCards, full-fare MetroCards, or yellow bus service to students based on the distance they live from the school. **Figure 19.01** provides the provisions for each of our applicable grade ranges.

Figure 19.01: Transportation Services Provided by the DOE¹

Grade	Distance to School from Residence	Service Provided
5,6	Less than ½ mile	No transportation provided
5,6	Between ½ mile and 1 mile	Half-fare MetroCard
5,6	Greater than 1 mile	Yellow bus or free MetroCard
7,8	Less than ½ mile	No transportation provided
7,8	Between ½ mile and 1-½ miles	Half-fare MetroCard
7,8	1-½ miles or more	Free MetroCard

Yellow bus service may be provided for fifth and sixth graders living more than one (1) mile from the school, provided that at least 11 scholars can be served on the route with a total distance of less than five (5) miles. We will provide the Office of Pupil Transportation (OPT) a Transportation Request Form immediately following our enrollment lottery and registration process in the spring to arrange a transportation plan for our enrolled scholars. We will also coordinate door-to-door transportation for our scholars with IEPs that require it.

Transportation services will not be provided for Saturday Academy. We will fund the transportation of scholars on days that Valence College Prep is in session but DOE schools are not in session. This transportation cost has been budgeted and is included in **R-21e – Budget Template**. We have also budgeted field trip transportation costs of \$25 per student.

¹ <http://www.nyccharterschools.org/resources/faq-student-eligibility-transportation>.

R-20 – Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

Valence College Preparatory Charter School (“Valence College Prep”) is committed to the long-term fulfillment of our mission and will carry insurance to protect the school from a variety of liabilities. We have sought an insurance proposal from Arthur J. Gallagher & Co. for our planning year and first year of operation. The proposal for Year 0 is presented in **Figure 20.01**, and the proposal for Year 1 is presented in **Figure 20.02**.

Figure 20.01: Year 0 Insurance Coverage			
Coverage	Price	Notes	
General Liability and Hired/Nonowned Auto Liability	\$502	\$1m limit per claim/\$1m Policy Aggregate for General Liability and \$1m in auto liability. No Deductible.	Coverages must be purchased together
Educators Management Liability-Includes Board Coverage and Employment Practices Liability	\$1,437	\$1m Limit per claim/\$1m Policy Aggregate. Subject to a \$2,500 Deductible	
Abuse/Molestation	Included	\$1m limit per claim/\$1m Policy Aggregate. No Deductible	
Workers Compensation	\$1,300	Based on payroll of \$162.5K	
Total	\$3,239		

Figure 20.02: Year 1 Insurance Coverage			
Coverage	Price	Notes	
General Liability and Hired/Nonowned Auto Liability	\$9,500	\$1m limit per claim/\$3m Policy Aggregate for General Liability and \$1m in auto liability. No Deductible.	Coverages must be purchased together
Property Insurance	\$1,800	Based on \$300,000 in F&E includes \$300,000 in Business Income and Extra Expense	
Educators Management Liability-Includes Board Coverage and Employment Practices Liability	\$3,500	\$1m Limit per claim/\$2m Policy Aggregate. Subject to a \$2,500 Deductible	
Abuse/Molestation	Included	\$1m limit per claim/\$3m Policy Aggregate. No Deductible	
Workers Compensation	\$9,600	Based on \$1.2m	

Student Accident Insurance	\$750	Provides up to \$5m in student accident related medical bills
Cyber Liability Insurance	\$909	\$1m Limit – Covers legal liability and other costs related to violation of student, parent and staff privacy.
Crime Insurance	\$875	\$1m Limit - Covers the theft of money of the school through employee theft, computer fraud and more.
Fiduciary Liability Insurance	\$1,000	\$1m Limit, covers liability from offering employee benefit plans
Excess Liability - \$10m Limit	\$6,500	Includes \$10m in additional limits for the General Liability, Abuse, Auto and the board/employment liability coverages.
<u>Total Including Excess Liability Option</u>	<u>\$34,434</u>	
<u>Optional Coverages</u>		
Security Risk Management	\$1,132	Unlimited coverage for crisis response firms for school violence, up to 90 days of payroll following a violent event, on-premises child abduction, and death benefits for victims of school violence.
Pollution	\$616	Covers legal liability out of pollutants. Includes coverage for leased premises

R-21ad – Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, “preferences,” or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

Valence College Preparatory Charter School (“Valence College Prep”) has prepared a budget aligned to the mission of the proposed school and the educational program presented in this application.

Based on the input of multiple financial experts on our founding team and using assumptions of experienced schools and the training and support of Building Excellent Schools (BES), our proposed budget includes conservative assumptions for revenue and expenses. We have not included private sources of revenue that have not been secured, committed, or extremely likely to be received. We forecast positive operating income in all years and a growing fund to ensure an organization prepared for unexpected events or opportunities in our future. **Figure 21.01** provides a projected financial summary through the first charter term.

Figure 21.01: Budget Summary						
	Year 0 2018-2019	Year 1 2019-2020	Year 2 2020-2021	Year 3 2018-2019	Year 4 2018-2019	Year 5 2018-2019
Enrollment	n/a	112	224	336	448	448
Total Revenue	\$599,000	\$2,600,929	\$4,739,858	\$7,016,786	\$9,343,715	\$9,343,715
Total Expenses	\$292,230	\$2,580,482	\$4,588,460	\$6,845,446	\$8,722,113	\$8,832,921
Operating Income (EBIDA)	\$306,770	\$20,447	\$151,397	\$171,340	\$621,603	\$510,794
Beginning Fund Balance	\$0	\$306,770	\$327,217	\$478,614	\$649,955	\$1,271,557
Ending Fund Balance	\$306,770	\$327,217	\$478,614	\$649,955	\$1,271,557	\$1,782,351
Operating Income as a % of Total Revenue	51%	1%	3%	2%	7%	5%
Ending Fund Balance as a % of Total Revenue	51%	13%	10%	9%	14%	19%
Total Revenue Per Scholar	n/a	\$23,223	\$21,160	\$20,883	\$20,857	\$20,857
Total Expenses Per Scholar	n/a	\$23,040	\$20,484	\$20,373	\$19,469	\$19,716

For the stability of the school and in conservative preparedness for unexpected expenses, it is important to us that we operate with a prudently and comfortably balanced budget. Our operating income is projected to be positive in all years of the charter term. In the case of unexpected circumstances, our healthy cash position will allow us to provide our academic program uninterrupted. In the case that our unexpected expenses are minimal, our cash position will allow us to make strategic investments in new programmatic initiatives or capital investments for the long-term security of the organization, including a permanent facility.

Revenue Planning

We have conservatively estimated the revenue that the school will receive, assuming flat per-pupil revenue in all years of our charter term. Our budget only relies on sources of revenue that we believe to be highly likely to be received, either from established public programs or from private funds committed or committed to be raised (see **R-21f – Letters of Commitment**). This includes per-pupil funding, revenue for the education of scholars with special needs, rental assistance from the NYC DOE, Title I funds, Charter School Program (CSP) grants in Years 0-2, and a one-time grant from the Walton Family Foundation, secured in partnership with Building Excellent Schools. Our board commits to raising toward a fundraising target of \$24K in Year 1 and \$36K in Years 2-5, though our projected cash reserves do not necessitate this funding, which will build our reserves for strategic program flexibility as the school grows.

All recurring public revenue assumptions are based on the most recent funding estimates of the sources or of other New York City charter schools. We assume a flat per-pupil revenue of \$14,027 in all years of our charter term.¹ Revenue is based on Year 1 enrollment of 112 fifth grade scholars, growing by 112 scholars each year until Year 4, when we will reach our full scale of 448 scholars across fifth through eighth grade. Our special education revenue is tied to our assumption, and committed enrollment target at scale, of the same special education population as CSD 24, which means that 14% of our scholars will have IEPs. We assume that 50% of scholars with IEPs will receive services for the 20%-60% and 60%+ services levels that trigger funding enhancements.

Other funding sources include Title I and Title II allocations, which we have tied to an assumption of free and reduced lunch students, based on the CSD 24 population, which is estimated at approximately 84%. We also expect to receive IDEA federal funding for students with IEPs. We have also included NYSTL, NYSSL, and NYSLIB allocations, and we have included offsetting expenses to reflect that this funding is only accessible through FAMIS and does not enter the general fund.

Valence College Prep has budgeted National School Lunch Program (“NSLP”) revenue and offsetting costs of implementing the NSLP to reflect the intent to participate in the NSLP program managed by NYCDOE. We do not anticipate collecting money for students who do not qualify for free or reduced lunch or the modest amounts passed on usually to reduced students; this eliminates one source of operational overhead and eliminates any differentiation between socioeconomic statuses of scholars, which strengthens the unity of our school community. For this reason, we have estimated offsetting costs 25% greater than estimated NSLP revenue.

While we have applied to the DOE for co-location, we do not anticipate being granted a co-located public space and therefore have budgeted for a private facility. We have estimated full rental assistance revenue of \$4350 per scholar from the NYC DOE and offsetting facilities costs that are, in total between rent and tenant improvement, greater than this revenue. We understand that this assistance may be lower than we project, based on the DOE’s determination of what constitutes base rent for the facility. We also understand that co-location would be, in most scenarios, more financially advantageous than operating within a private facility.

Expense Planning

¹ The New York City Charter School Center estimates, based on the legislative changes in the 2017-2018 budget, that per-pupil revenue will be 9% greater than this amount starting in 2018-2019. Details are available at <http://www.nyccharterschools.org/sites/default/files/resources/Sector-Memo-2017-State-Budget.pdf>.

Our greatest expense is the staff that will execute our educational program toward our mission. Personnel costs account for approximately half of Valence College Prep's expenses. Our budgeted staffing plan ties to our proposed personnel plan and the phase-in of those positions over time, including part-time positions. For pay assumptions, we looked at other charter school budgets and job postings to get reliable market indicators. Our average starting teacher salary is anticipated to be just over \$60K, which is above the NYCDOE starting salary of approximately \$57K in FY 2018.² We anticipate an average teacher salary of \$64K. Our plan includes both a robust instructional team and an administrative and support team. Valence College Prep will employ 16 FTEs in Year 1 and end with 54 FTEs in Year 5, with two thirds of staff serving in instructional roles. We will invest \$1000 per new staff member to our recruitment efforts in an effort to find high quality and high potential teachers who believe in our mission and are willing to grow continuously based on feedback. Our benefits package will be comprehensive and include medical, vision, and dental insurance, a matching contribution of 3% to a 403(b)-retirement account. We have applied a 2% annual cost of living adjustment (COLA) for each year of operation.

Our budget for contracted services and operational needs has been estimated based on dialogue with prospective vendors, consultation with existing New York City charter schools, training and support from Building Excellent Schools, and consultation with our prospective back office provider. These services include instructional services, instructional materials, technology, contracted special education services, audit services, legal counsel, back office financial operations support, and other expenses critical to the mission-aligned and financially sound operation of Valence College Prep. We expect to spend approximately 23% of our budget on these services and materials, with this percentage declining to 19% as the school grows to full scale.

Facility costs are difficult to estimate without knowing the exact facility, if any, that we will lease, but we have budgeted to offset a total amount greater than rental assistance provided by the DOE. Specifically, \$45 per square foot has been assumed for an operating lease, with \$10 per square foot assumption for tenant improvement costs to be amortized within the lease structure, a common industry practice. We do understand that the NYC DOE has recently challenged certain of these arrangements and that certain facility improvement costs may not be balanced by rental assistance revenue. Janitorial services and utilities have been both budgeted at \$5 per square foot, respectively, based on the experiences of other NYC charter schools.

Our budget anticipates funding in the amount of \$325K from the Walton Family Foundation and \$550K in CSP funds. If this funding did not materialize in its full amount, we would need to substantially revise our spending plan, including cuts to staffing and supports and consolidation of roles, all while protecting our core mission and core academic program.

Mitigation Strategies

If the financial model for Valence College Prep comes under duress for any series of reasons (e.g. higher than expected rental costs, drop in enrollment, unexpected insurance cost increase), there are multiple strategies that we could implement for our program to remain financially viable, including:

- **Headcount reduction:** Outside of our core instructional staff, we may consider reducing some of our administrative staff (e.g. Office Manager) to part-time status. While non-instructional staff is already conservative, we could consider employing consultants for special education and ELL administration and for operational support.

² <http://www.uft.org/files/attachments/secure/teacher-schedule-2009-2018.pdf>.

- **Salary reduction:** Staff salaries are based on estimates and averages from publicly available sources and could be reduced by 5-10% and still retain competitiveness and cost of living.
- **Benefits reduction:** We could consider reducing or eliminating retirement contributions.
- **Instructional materials:** We could seek donations of instructional materials and substitute free instructional materials for the higher-quality and higher-cost instructional materials we have currently budgeted for.

b. Financial Planning

Explain the process the school will use to develop its annual budget including:

- *Who will be involved;*
- *How needs will be identified and weighed;*
- *The timeline for creating and approving budgets; and,*
- *Procedures for monitoring and modifying budgets and on what interval.*

The Board's Finance Committee, Treasurer, Back-Office Provider³, and Head of School will work together, using an iterative process from February to June of each year to build the budget for the following fiscal year. In January and February, the Head of School will establish the priorities and needs for the upcoming fiscal year, leveraging the input of other school staff as necessary and working with the Back-Office Provider to create a working budget. This identification of needs will include evaluation of facility needs in the following year, any planned personnel expansion in the following year, and evaluation of any strategic investments the management believes will further the fulfillment of our mission.

In March of each year, the Head of School will present the proposed budget to the Finance Committee, which will review it to determine if the budget is balanced, is aligned with our mission of the school and plans for healthy and responsible cash flow and reserves, contains clear, full, and conservative assumptions, and serves the needs of all learners. The Finance Committee will provide recommendations for changes to the budget, and the Treasurer will work with the Head of School, Director of Operations, and Back-Office Provider to ensure that the budget is ready for recommendation to the Board. In April, the Treasurer on behalf of the Finance Committee will present the final budget to the full Board for consideration and discussion. In May, the Board will take a vote to approve the annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter. The budget is expected to be complete and finalized by June 30 of each year and submitted to the SUNY Charter Schools Institute by this date.

Throughout the year, on a monthly basis, the Finance Committee will receive a packet of financial reporting, produced in partnership between the Back-Office Provider and the Director of Operations. Within this packet will appear the Budget vs. Actual report, along with updated cash flow and three-month fiscal projections based upon those actuals, which will provide the Finance Committee with a view of the school's adherence to the planned budget and with a constant view of our short-term health. All documents will be provided to the full Board as part of the monthly Board Packet provided in preparation for the monthly Board meetings. The Finance Committee will present those details as part of its monthly committee report to the Board for its consideration and discussion as needed. As variances become material between the approved budget and actuals, the Head of School, Finance

³ We have met on multiple occasions with staff from Charter School Business Management (CSBM) and will likely work with CSBM as the school's back office Provider after the full consideration of multiple service providers. CSBM has years of experience helping charter schools with CFO and controller services and advisory services for school management and boards.

Committee, and Board will revisit the approved budget and determine if the committee would recommend to the full Board if budget should be amended or if any corrective action must be taken.

c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Valence College Prep plans to hire a state-approved audit firm with experience and expertise in the audit of New York State charter schools for our annually required audit. The annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Finance Committee will solicit proposals for audit services and recommend an audit firm to the full Board of Trustees for approval. The selected audit firm will be given access to all requested documentation of financial practices by the Finance Committee, Back-Office Provider, and school management. The auditor will report directly to the governing Board. The annual audit will be completed in compliance with all federal, state, and local auditing requirements and regulations, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the SUNY Charter School Institute.

Valence College Prep will also employ the audit firm for any other required annual reporting, including but not limited to, the initial statement on internal controls required for recently approved SUNY charters, CSP agreed upon procedures reporting for recipients of the CSP grant, an A-133 audit for any charter school expending more than \$750K in federal funds in a given fiscal year, and the annual submission of its 990 to IRS. We have included the cost of the audit and 990 filing based on a pricing estimate from the Back-Office Provider.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In accordance with Education Law §2851(2)(t), in case of the dissolution of Valence College Prep, the governing Board will delegate to the Head of School and the Director of Operations the responsibility of managing the dissolution process. The process will include notification to families of children enrolled at Valence College Prep. Additionally, an enrollment roster will be sent to the NYC DOE, and Valence College Prep will transfer scholar records to the NYC DOE and notify parents and/or legal guardians. Unrestricted assets of Valence College Prep, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within the school district or directly to NYCDOE.

Valence College Prep has included a line item of \$25,000 each year, in Years 1 through 3, to be set aside and maintained in an escrow fund with the expressed purpose of dissolution proceedings. These funds will be set aside in perpetuity, and they will only be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.





**New School Proposal
Budget(s) & Cash Flow(s) Template**

Valence College Preparatory Charter School

Contact Name: Mitchell Flax
Contact Title: Lead Founder and Proposed Head of School
Contact Email: mflax@buildingexcellentschools.org
Contact Phone: [REDACTED]

First Academic Year: 2019-20

Pre-Opening Period: July 1, 2018 - June 30, 2019

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

ESTIMATED ENROLLMENT BY DISTRICT

ANNUAL ENROLLMENT BY DISTRICT TOTALS	112	224	336	448	448
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000
ENROLLMENT (<i>Charter School</i>)		112	224	336	448	448
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	Based on zero growth over two years from current projected 2017-2018 operating budget of \$24.3B. http://schools.nyc.gov/AboutUs/funding/overview/default.htm					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (<i>Charter School</i>)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

VALENCE COLLEGE PREPARATORY CHARTER SCHOOL
2019-20 through 2023-24

CHARTER ENROLLMENT BY GRADE

GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Middle School	112	112	112	112	112	
6th Grade	Middle School		112	112	112	112	
7th Grade	Middle School			112	112	112	
8th Grade	Middle School				112	112	
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		112	224	336	448	448	

NUMBER OF CLASSES BY GRADE

GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Middle School	4	4	4	4	4
6th Grade	Middle School		4	4	4	4
7th Grade	Middle School			4	4	4
8th Grade	Middle School				4	4
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	8	12	16	16

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE

GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Middle School	28	28	28	28	28
6th Grade	Middle School	0	28	28	28	28
7th Grade	Middle School	0	0	28	28	28
8th Grade	Middle School	0	0	0	28	28
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION

Total Elementary Enrollment	-	-	-	-	-	-
Total Middle School Enrollment	112	224	336	448	448	
Total High School Enrollment	-	-	-	-	-	
Total Ungraded Enrollment	-	-	-	-	-	
Total Enrollment	112	224	336	448	448	
Change in Net Enrollment from Prior Year (Count)	112	112	112	112	-	
Change in Net Enrollment from Prior Year (Percent)	100.0%	100.0%	50.0%	33.3%	0.0%	
Anticipated rate of attrition (Percent)	10.0%	10.0%	10.0%	10.0%	10.0%	

ADDITIONAL NOTES/COMMENTS

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ESTIMATED ENROLLMENT BY DISTRICT

ANNUAL ENROLLMENT BY DISTRICT TOTALS	112	224	336	448	448
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000
ENROLLMENT (Charter School)		112	224	336	448	448
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	Based on zero growth over two years from current projected 2017-2018 operating budget of \$24.3B. http://schools.nyc.gov/AboutUs/funding/overview/default.htm					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

VALENCE COLLEGE PREPARATORY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	5	5-6	5-7	5-8	5-8
	Enrollment	112	224	336	448	448

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

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	1.5	3.0	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	2.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	4.5	7.0	10.0	11.0	11.0

Description of Assumptions
Head of School
Dean of Students, .5 Dean of Student Support; Y2: Addition of Dean of Academics, Dean of Student Support becomes 1 full FTE; Y3: Addition of Dean of High School Placement & Alumni Success, Addition of second Dean of Academics (1 for Upper Academy, 1 for Lower Academy), Y4: Director of Development
Director of Operations
Office Manager; Y2: Addition of Office Assistant; Y3: Addition of 2nd Office Assistant

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	7.0	14.0	21.0	28.0	28.0
Teachers - SPED	1.5	3.0	5.0	6.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	1.0	2.0	3.0	4.0	4.0
Specialty Teachers	1.0	1.0	2.0	2.0	2.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	0.0	1.0	2.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	10.5	21.0	33.0	42.0	42.0

Per grade level, 2 ELA, 2 Math, 1 Science, 1 Social Studies, .5 PE / .5 Digital Literacy & Computer Science (this role move to FTE in each area across two grade levels)
Maintaining a ratio less than 10:1 of special education scholars to special education teachers, 1.5 in Y1 (Dean of Student Support is half-time teacher), growing by two in each of early years of operation as program matures and to 6 at scale in Y4
Teaching Fellow, 1 per grade
EL Specialist, Adding a second EL Specialist in Y3
Social worker; second social worker added in y3 (services contracted in y1, no social worker employed)

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	1.0	1.0	1.0	1.0	1.0

NYS requirement of nurse available; assumes private facility, nurse hired in Y1 and sufficient staffing for school through full scale

TOTAL PERSONNEL SERVICE FTE	16.0	29.0	44.0	54.0	54.0
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STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	5	5-6	5-7	5-8	5-8
	Enrollment	112.00	224.00	336.00	448.00	448.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/incr %	2.00%	2.00%	2.00%	2.00%	2.00%
Executive Management	\$ 105,000	\$ 105,000	\$ 107,100	\$ 109,242	\$ 111,427	\$ 113,655
Instructional Management	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Deans, Directors & Coordinators	\$ 83,000	\$ 124,500	\$ 251,490	\$ 422,520	\$ 513,970	\$ 524,250
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 80,000	\$ 80,000	\$ 81,600	\$ 83,232	\$ 84,897	\$ 86,595
Administrative Staff	\$ 40,000	\$ 40,000	\$ 80,800	\$ 122,416	\$ 124,864	\$ 127,362
TOTAL ADMINISTRATIVE STAFF		\$ 349,500	\$ 520,990	\$ 737,410	\$ 835,158	\$ 851,861

Description of Assumptions
Based on charter schools of similar size
Based on competitive charter school salaries
Based on competitive charter school salaries
Based on competitive charter school salaries

INSTRUCTIONAL PERSONNEL WAGES	WAGES					
Teachers - Regular	\$ 64,000	\$ 448,000	\$ 904,960	\$ 1,371,059	\$ 1,846,480	\$ 1,883,410
Teachers - SPED	\$ 67,000	\$ 100,500	\$ 203,010	\$ 341,070	\$ 414,892	\$ 423,189
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 45,000	\$ 45,000	\$ 90,900	\$ 137,718	\$ 185,472	\$ 189,182
Specialty Teachers	\$ 67,000	\$ 67,000	\$ 68,340	\$ 136,707	\$ 139,441	\$ 142,230
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 65,000	\$ -	\$ 65,000	\$ 131,300	\$ 133,926	\$ 136,605
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 660,500	\$ 1,332,210	\$ 2,117,854	\$ 2,720,211	\$ 2,774,616

Based on competitive charter school salaries

NON-INSTRUCTIONAL PERSONNEL WAGES	WAGES					
Nurse	\$ 65,000	\$ 65,000	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ 65,000	\$ 66,300	\$ 67,626	\$ 68,979	\$ 70,358

Based on UFT salary schedule for school nurses
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TOTAL PERSONNEL SERVICE WAGES		\$ 1,075,000	\$ 1,919,500	\$ 2,922,890	\$ 3,624,348	\$ 3,696,835
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**VALENCE COLLEGE PREPARATORY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019**

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS

Total Revenue	599,000	
Total Expenses	292,230	
Net Income	306,770	
	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	250,000	Part of 550K CSP allocation, balance received in y1/2
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	250,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	325,000	Walton Family Foundation grant of 325K
Fundraising	24,000	Board fundraising responsibility
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	349,000	
TOTAL REVENUE	599,000	

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	87,500	Head of School Full-time September 2018 - June 2019
Instructional Management	-	-	
Deans, Directors & Coordinators	0.50	42,500	Dir of Ops hired January 2019
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	0.25	13,333	Office Manager hired March 2019
TOTAL ADMINISTRATIVE STAFF	1.75	143,333	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.75	143,333	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		10,965	6.2% SSI; 1.45% Medicare
Fringe / Employee Benefits		13,472	\$7000 for health benefits (medical, vision, dental), state unemployment insurance of 4.1% of first \$8500 paid
Retirement / Pension		4,300	3% 403(b) match
TOTAL PAYROLL TAXES AND BENEFITS		28,737	
TOTAL PERSONNEL SERVICE COSTS	1.75	172,071	
CONTRACTED SERVICES			
Accounting / Audit		2,500	Initial Statement - Auditor's Report
Legal		10,000	startup legal guidance
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		500	processing fees w/ Paychex
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		60,000	\$10K curriculum consulting, \$10K BES follow-on support, \$40K financial start-up services/consulting from back office provider
TOTAL CONTRACTED SERVICES		73,000	

SCHOOL OPERATIONS

Board Expenses	4,200	\$3K set aside for two large trainings; \$100 monthly budget for meeting supplies and expenses
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	3,400	\$100/month for phone and internet service, \$100/month for cellular service for each employee
Technology	3,500	2 laptops, \$900 each, \$200 in software; \$1500 for licenses and subscriptions
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,320	\$110/month
Staff Development	-	
Staff Recruitment	15,000	\$1000 per hire - postings, advertising, travel; 15 hires beyond the HOS
Student Recruitment / Marketing	16,500	advertising (incl. lottery advertising), website, school merchandise, marketing & translation services
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	43,920	

FACILITY OPERATION & MAINTENANCE

Insurance	3,239	Minimal liability & D&O (non-operational school), 1% for worker's compensation
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	3,239	

DEPRECIATION & AMORTIZATION

DEPRECIATION & AMORTIZATION	-	
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY

DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
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TOTAL EXPENSES

TOTAL EXPENSES	292,230	
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NET INCOME

NET INCOME	306,770	
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PRE-OPENING CASH FLOW 1-YEAR		VALENCE COLLEGE PREPARATORY CHARTER SCHOOL											
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2018 - June 30, 2019											
	327,000	2,000	2,000	2,000	64,500	2,000	64,500	2,000	64,500	2,000	64,500	2,000	599,000
Total Revenue	327,000	2,000	2,000	2,000	64,500	2,000	64,500	2,000	64,500	2,000	64,500	2,000	599,000
Total Expenses	24,626	11,876	16,558	16,558	21,558	17,658	29,208	27,708	32,608	32,758	31,858	29,258	292,230
Net Income	302,374	(9,876)	(14,558)	(14,558)	42,943	(15,658)	35,292	(25,708)	31,892	(30,758)	32,642	(27,258)	306,770
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	302,374	292,499	277,941	263,384	306,326	290,669	325,961	300,254	332,145	301,387	334,029	-
Net Income	302,374	292,499	277,941	263,384	306,326	290,669	325,961	300,254	332,145	301,387	334,029	306,770	306,770
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	62,500	-	62,500	-	62,500	-	62,500	-	250,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	62,500	-	62,500	-	62,500	-	62,500	-	250,000
LOCAL and OTHER REVENUE													
Contributions and Donations	325,000	-	-	-	-	-	-	-	-	-	-	-	325,000
Fundraising	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	327,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	349,000
TOTAL REVENUE	327,000	2,000	2,000	2,000	64,500	2,000	64,500	2,000	64,500	2,000	64,500	2,000	599,000

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	1,600	100	100	100	100	100	1,600	100	100	100	100	100	4,200
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	200	200	200	200	200	200	300	300	400	400	400	400	3,400
Technology	125	125	125	125	125	1,225	125	125	125	1,025	125	125	3,500
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	110	110	110	110	110	110	110	110	110	110	110	110	1,320
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	250	250	250	250	250	2,850	2,850	2,850	2,600	2,600	-	15,000
Student Recruitment / Marketing	5,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,500	1,000	1,000	1,000	16,500
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	7,035	1,785	1,785	1,785	1,785	2,885	5,985	4,485	5,085	5,235	4,335	1,735	43,920
FACILITY OPERATION & MAINTENANCE													
Insurance	270	270	270	270	270	270	270	270	270	270	270	270	3,239
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	270	270	270	270	270	270	270	270	270	270	270	270	3,239
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	24,626	11,876	16,558	16,558	21,558	17,658	29,208	27,708	32,608	32,758	31,858	29,258	292,230
NET INCOME	302,374	(9,876)	(14,558)	(14,558)	42,943	(15,658)	35,292	(25,708)	31,892	(30,758)	32,642	(27,258)	306,770

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	302,374	(9,876)	(14,558)	(14,558)	42,943	(15,658)	35,292	(25,708)	31,892	(30,758)	32,642	(27,258)	306,770
Beginning Cash Balance	-	302,374	292,499	277,941	263,384	306,326	290,669	325,961	300,254	332,145	301,387	334,029	-
ENDING CASH BALANCE	302,374	292,499	277,941	263,384	306,326	290,669	325,961	300,254	332,145	301,387	334,029	306,770	306,770

YEAR 1 BUDGET AND ASSUMPTION	VALENCE COLLEGE PREPARATORY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	2,489,317	111,612	-	-	-	2,600,929	
Total Expenses	1,921,875	199,563	-	-	460,724	2,582,162	
Net Income	567,441	(87,951)	-	-	(460,724)	18,767	
Budgeted Student Enrollment	112	-	-	-	-	112	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2016-17)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	1,571,024				1,571,024	Tuition of 14,027 * 112 scholars
Other District 1:	-	-				-	
Other School Districts' Revenue:	(Weighted Avg.) -	-				-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 14,027	1,571,024				1,571,024	
Special Education Revenue		108,612				108,612	14% SpEd Population; among students receiving services, 50% below 20% classification, 30% in the 20-59% Classification at \$10,390 rate, and 20% greater than 60% at \$19,049 rate;
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		487,200	-	-	-	487,200	\$4350 per pupil rental assistance
Other		8,902	-	-	-	8,902	NYSTL (\$58.25); NYSSL (\$14.98); NYSLIB (\$6.25) per student for FAMIS spending on texts and software
TOTAL REVENUE FROM STATE SOURCES		2,067,126	108,612	-	-	2,175,738	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	3,000	-	-	3,000	\$1,000 per student in 60%+ SpEd classification, assume 3 students
Title I		50,400	-	-	-	50,400	\$500 per student receiving free/reduced lunch; assume 90% FRL population
Title Funding - Other		4,032	-	-	-	4,032	\$40 per FRL; assume 90% FRL population
School Food Service (Free Lunch)		93,759	-	-	-	93,759	Assumes 70% breakfast participation, 95% snack and lunch participation, 70% free and 20% reduced population, 185 school days, 95% attendance; Cost of breakfast \$2.09 free, \$1.79 reduced; Cost of lunch \$3.31 free, \$2.91 reduced; Cost of snack \$0.88 free, \$0.44 reduced
Grants							
Charter School Program (CSP) Planning & Implementation		250,000	-	-	-	250,000	Y1 installment of 550K federal grant
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		398,191	3,000	-	-	401,191	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		24,000	-	-	-	24,000	Board commitment to raise \$24K
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		24,000	-	-	-	24,000	
TOTAL REVENUE		2,489,317	111,612	-	-	2,600,929	

EXPENSES	FTE No. of Positions	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL	
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	1.00	-	-	-	-	105,000	105,000	Head of School
Instructional Management	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	1.50	83,000	41,500	-	-	-	124,500	Dean of Students; .5 Dean of Student Support
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	80,000	80,000	Director of Operations
Administrative Staff	1.00	-	-	-	-	40,000	40,000	Office Manager
TOTAL ADMINISTRATIVE STAFF	4.50	83,000	41,500	-	-	225,000	349,500	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	7.00	448,000	-	-	-	-	448,000	7 General Education teachers
Teachers - SPED	1.50	-	100,500	-	-	-	100,500	1.5 Special Education teachers
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	1.00	45,000	-	-	-	-	45,000	1 Teaching Fellow
Specialty Teachers	1.00	67,000	-	-	-	-	67,000	1 EL Specialist
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	10.50	560,000	100,500	-	-	-	660,500	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	65,000	-	-	-	-	65,000	1 Nurse
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	65,000	-	-	-	-	65,000	
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	708,000.00	142,000	-	-	225,000	1,075,000	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		54,162	10,863	-	-	17,213	82,238	6.2% SSI; 1.45% Medicare
Fringe / Employee Benefits		95,531	-	-	-	22,046	117,576	\$7000 for health benefits (medical, vision, dental), state unemployment insurance of 4.1% of first \$8500 paid, 1% for worker's compensation
Retirement / Pension		21,240	4,260	-	-	6,750	32,250	3% 403(b) match
TOTAL PAYROLL TAXES AND BENEFITS		170,933	15,123	-	-	46,008	232,064	
TOTAL PERSONNEL SERVICE COSTS	16.00	878,933	157,123	-	-	271,008	1,307,064	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	23,000	23,000	Based on estimate by back office provider
Legal		-	-	-	-	11,000	11,000	Legal advising, handbook & procedures compliance
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	none needed, nurse on staff
Food Service / School Lunch		117,600	-	-	-	-	117,600	\$1050 per student
Payroll Services		-	-	-	-	1,916	1,916	Paychex: \$500 in reporting fees; \$53 for 11 employees per pay period (24); extra \$1 per employee per pay period (24)
Special Ed Services		-	31,020	-	-	-	31,020	\$1500 per student receiving SpEd services; 7500 for SpEd collaborative
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		51,645	7,500	-	-	72,000	131,145	\$7.5K NYCCSC SPED Collaborative; \$2K/month tech support; \$72K back-office services; \$11K Student Information System; \$4K Behavior Management system; \$25/student for translation services; \$10K BES Follow-On Support
TOTAL CONTRACTED SERVICES		169,245	38,520	-	-	107,916	315,681	

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1,800	1,800	\$150/month in training & materials
Classroom / Teaching Supplies & Materials	33,600	-	-	-	-	33,600	\$300/student
Special Ed Supplies & Materials	-	3,920	-	-	-	3,920	\$250/SPED student above core materials
Textbooks / Workbooks	28,000	-	-	-	-	28,000	\$250/student
Supplies & Materials other	14,558	-	-	-	-	14,558	\$79.80 in NYSTL, NYSLIB, and NYSSL spending per student; \$50/student in software & special project materials for CS
Equipment / Furniture	35,200	-	-	-	5,000	40,200	\$100/new student; \$6,000 per new classroom, \$5K office furniture
Telephone	800	-	-	-	-	800	\$50/month/staff member cell phone
Technology	53,600	-	-	-	14,400	68,000	\$1000/month Internet & office phone, \$300 per student classroom tech (Chromebook+earphones), \$2K per classroom, \$900 per new staff member
Student Testing & Assessment	29,680	-	-	-	-	29,680	\$20K for Achievement Network IA's, \$8K for state testing; \$15 per student for MAP Growth testing
Field Trips	3,360	-	-	-	-	3,360	\$30/student
Transportation (student)	12,000	-	-	-	-	12,000	\$500 bus cost per day for each bus, 3 buses in y1, and 8 days of school days when DOE not in session
Student Services - other	10,080	-	-	-	-	10,080	Uniforms: \$90/student to give 1 set
Office Expense	-	-	-	-	26,400	26,400	\$2200/month for copier lease + office supplies
Staff Development	8,000	-	-	-	-	8,000	\$500 per staff member
Staff Recruitment	16,000	-	-	-	-	16,000	\$1000 per staff member
Student Recruitment / Marketing	11,200	-	-	-	-	11,200	\$100 in marketing costs per student acquired
School Meals / Lunch	1,000	-	-	-	-	1,000	\$100 per month for POS system to administer lunch program
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	10,220	-	-	-	800	11,020	\$50 per new staff member for background check & fingerprinting, \$100 per staff member for staff appreciation, \$10 per student for student culture/appreciation; \$1500 enrichment stipend for 5 teachers per grade level annually
TOTAL SCHOOL OPERATIONS	267,298	3,920	-	-	48,400	319,618	
FACILITY OPERATION & MAINTENANCE							
Insurance	8,400	-	-	-	8,400	16,800	\$150 per student for D&O, liability
Janitorial	50,400	-	-	-	-	50,400	\$5 per square foot; 80 sq ft per student; additional \$50 per student for supplies
Building and Land Rent / Lease / Facility Finance Interest	403,200	-	-	-	-	403,200	\$45 per square foot; 80 sq ft per student
Repairs & Maintenance	89,600	-	-	-	-	89,600	\$10 tenant improvement per square foot, 80 sq ft per student
Equipment / Furniture	10,000	-	-	-	-	10,000	budgeted in furniture above; \$10,000 for outdoor signage
Security	-	-	-	-	-	-	
Utilities	44,800	-	-	-	-	44,800	\$5 per square foot, 80 sq ft per student, incl electric, gas, water, waste
TOTAL FACILITY OPERATION & MAINTENANCE	606,400	-	-	-	8,400	614,800	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	25,000	25,000	\$25K annually for first three years of operation
TOTAL EXPENSES	1,921,875	199,563	-	-	460,724	2,582,162	
NET INCOME	567,441	(87,951)	-	-	(460,724)	18,767	

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	112					112
Other District 1:	-					-
Other District 2:	-					-
Other District 3:	-					-
Other District 4:	-					-
Other District 5:	-					-
Other District 6:	-					-
Other District 7:	-					-
Other District 8:	-					-
Other District 9:	-					-
Other District 10:	-					-
Other District 11:	-					-
Other District 12:	-					-
Other District 13:	-					-
Other District 14:	-					-
All Other School Districts	-					-
TOTAL ENROLLMENT	112					112
REVENUE PER PUPIL	22,226					23,223
EXPENSES PER PUPIL	17,160					23,055

Variable Assumptions:

SpEd Population	14%
Percentage of SpEd Population in:	
<=20% classification	50%
20-59% classification	30%
60%+ classification	20%
FRL Population	90%
Free Population	70%
Reduced Population	20%
School days	185
Attendance Rate	95%
Square Feet Per Student	80

YEAR 1 BUDGET AND ASSUMPTION	VALENCE COLLEGE PREPARATORY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	2,489,317	111,612	-	-	-	2,600,929	
Total Expenses	1,921,875	199,563	-	-	460,724	2,582,162	
Net Income	567,441	(87,951)	-	-	(460,724)	18,767	
Budgeted Student Enrollment	112	-	-	-	-	112	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2016-17)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	1,571,024				1,571,024	Tuition of 14,027 * 112 scholars
Other District 1:	-	-				-	
Other School Districts' Revenue:	(Weighted Avg.) -	-				-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 14,027	1,571,024				1,571,024	
Special Education Revenue		108,612				108,612	14% SpEd Population; among students receiving services, 50% below 20% classification, 30% in the 20-59% Classification at \$10,390 rate, and 20% greater than 60% at \$19,049 rate;
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		487,200	-	-	-	487,200	\$4350 per pupil rental assistance
Other		8,902	-	-	-	8,902	NYSTL (\$58.25); NYSSL (\$14.98); NYSLIB (\$6.25) per student for FAMIS spending on texts and software
TOTAL REVENUE FROM STATE SOURCES		2,067,126	108,612	-	-	2,175,738	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	3,000	-	-	3,000	\$1,000 per student in 60%+ SpEd classification, assume 3 students
Title I		50,400	-	-	-	50,400	\$500 per student receiving free/reduced lunch; assume 90% FRL population
Title Funding - Other		4,032	-	-	-	4,032	\$40 per FRL; assume 90% FRL population
School Food Service (Free Lunch)		93,759	-	-	-	93,759	Assumes 70% breakfast participation, 95% snack and lunch participation, 70% free and 20% reduced population, 185 school days, 95% attendance; Cost of breakfast \$2.09 free, \$1.79 reduced; Cost of lunch \$3.31 free, \$2.91 reduced; Cost of snack \$0.88 free, \$0.44 reduced
Grants							
Charter School Program (CSP) Planning & Implementation		250,000	-	-	-	250,000	Y1 installment of 550K federal grant
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		398,191	3,000	-	-	401,191	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		24,000	-	-	-	24,000	Board commitment to raise \$24K
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		24,000	-	-	-	24,000	
TOTAL REVENUE		2,489,317	111,612	-	-	2,600,929	

EXPENSES	FTE No. of Positions	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL	
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	1.00	-	-	-	-	105,000	105,000	Head of School
Instructional Management	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	1.50	83,000	41,500	-	-	-	124,500	Dean of Students; .5 Dean of Student Support
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	80,000	80,000	Director of Operations
Administrative Staff	1.00	-	-	-	-	40,000	40,000	Office Manager
TOTAL ADMINISTRATIVE STAFF	4.50	83,000	41,500	-	-	225,000	349,500	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	7.00	448,000	-	-	-	-	448,000	7 General Education teachers
Teachers - SPED	1.50	-	100,500	-	-	-	100,500	1.5 Special Education teachers
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	1.00	45,000	-	-	-	-	45,000	1 Teaching Fellow
Specialty Teachers	1.00	67,000	-	-	-	-	67,000	1 EL Specialist
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	10.50	560,000	100,500	-	-	-	660,500	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	65,000	-	-	-	-	65,000	1 Nurse
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.00	65,000	-	-	-	-	65,000	
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	708,000.00	142,000	-	-	225,000	1,075,000	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		54,162	10,863	-	-	17,213	82,238	6.2% SSI; 1.45% Medicare
Fringe / Employee Benefits		95,531	-	-	-	22,046	117,576	\$7000 for health benefits (medical, vision, dental), state unemployment insurance of 4.1% of first \$8500 paid, 1% for worker's compensation
Retirement / Pension		21,240	4,260	-	-	6,750	32,250	3% 403(b) match
TOTAL PAYROLL TAXES AND BENEFITS		170,933	15,123	-	-	46,008	232,064	
TOTAL PERSONNEL SERVICE COSTS	16.00	878,933	157,123	-	-	271,008	1,307,064	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	23,000	23,000	Based on estimate by back office provider
Legal		-	-	-	-	11,000	11,000	Legal advising, handbook & procedures compliance
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	none needed, nurse on staff
Food Service / School Lunch		117,600	-	-	-	-	117,600	\$1050 per student
Payroll Services		-	-	-	-	1,916	1,916	Paychex: \$500 in reporting fees; \$53 for 11 employees per pay period (24); extra \$1 per employee per pay period (24)
Special Ed Services		-	31,020	-	-	-	31,020	\$1500 per student receiving SpEd services; 7500 for SpEd collaborative
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		51,645	7,500	-	-	72,000	131,145	\$7.5K NYCCSC SPED Collaborative; \$2K/month tech support; \$72K back-office services; \$11K Student Information System; \$4K Behavior Management system; \$25/student for translation services; \$10K BES Follow-On Support
TOTAL CONTRACTED SERVICES		169,245	38,520	-	-	107,916	315,681	

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1,800	1,800	\$150/month in training & materials
Classroom / Teaching Supplies & Materials	33,600	-	-	-	-	33,600	\$300/student
Special Ed Supplies & Materials	-	3,920	-	-	-	3,920	\$250/SPED student above core materials
Textbooks / Workbooks	28,000	-	-	-	-	28,000	\$250/student
Supplies & Materials other	14,558	-	-	-	-	14,558	\$79.80 in NYSTL, NYSLIB, and NYSSL spending per student; \$50/student in software & special project materials for CS
Equipment / Furniture	35,200	-	-	-	5,000	40,200	\$100/new student; \$6,000 per new classroom, \$5K office furniture
Telephone	800	-	-	-	-	800	\$50/month/staff member cell phone
Technology	53,600	-	-	-	14,400	68,000	\$1000/month Internet & office phone, \$300 per student classroom tech (Chromebook+earphones), \$2K per classroom, \$900 per new staff member
Student Testing & Assessment	29,680	-	-	-	-	29,680	\$20K for Achievement Network IA's, \$8K for state testing; \$15 per student for MAP Growth testing
Field Trips	3,360	-	-	-	-	3,360	\$30/student
Transportation (student)	12,000	-	-	-	-	12,000	\$500 bus cost per day for each bus, 3 buses in y1, and 8 days of school days when DOE not in session
Student Services - other	10,080	-	-	-	-	10,080	Uniforms: \$90/student to give 1 set
Office Expense	-	-	-	-	26,400	26,400	\$2200/month for copier lease + office supplies
Staff Development	8,000	-	-	-	-	8,000	\$500 per staff member
Staff Recruitment	16,000	-	-	-	-	16,000	\$1000 per staff member
Student Recruitment / Marketing	11,200	-	-	-	-	11,200	\$100 in marketing costs per student acquired
School Meals / Lunch	1,000	-	-	-	-	1,000	\$100 per month for POS system to administer lunch program
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	10,220	-	-	-	800	11,020	\$50 per new staff member for background check & fingerprinting, \$100 per staff member for staff appreciation, \$10 per student for student culture/appreciation; \$1500 enrichment stipend for 5 teachers per grade level annually
TOTAL SCHOOL OPERATIONS	267,298	3,920	-	-	48,400	319,618	
FACILITY OPERATION & MAINTENANCE							
Insurance	8,400	-	-	-	8,400	16,800	\$150 per student for D&O, liability
Janitorial	50,400	-	-	-	-	50,400	\$5 per square foot; 80 sq ft per student; additional \$50 per student for supplies
Building and Land Rent / Lease / Facility Finance Interest	403,200	-	-	-	-	403,200	\$45 per square foot; 80 sq ft per student
Repairs & Maintenance	89,600	-	-	-	-	89,600	\$10 tenant improvement per square foot, 80 sq ft per student
Equipment / Furniture	10,000	-	-	-	-	10,000	budgeted in furniture above; \$10,000 for outdoor signage
Security	-	-	-	-	-	-	
Utilities	44,800	-	-	-	-	44,800	\$5 per square foot, 80 sq ft per student, incl electric, gas, water, waste
TOTAL FACILITY OPERATION & MAINTENANCE	606,400	-	-	-	8,400	614,800	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	25,000	25,000	\$25K annually for first three years of operation
TOTAL EXPENSES	1,921,875	199,563	-	-	460,724	2,582,162	
NET INCOME	567,441	(87,951)	-	-	(460,724)	18,767	

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	112					112
Other District 1:	-					-
Other District 2:	-					-
Other District 3:	-					-
Other District 4:	-					-
Other District 5:	-					-
Other District 6:	-					-
Other District 7:	-					-
Other District 8:	-					-
Other District 9:	-					-
Other District 10:	-					-
Other District 11:	-					-
Other District 12:	-					-
Other District 13:	-					-
Other District 14:	-					-
All Other School Districts	-					-
TOTAL ENROLLMENT	112					112
REVENUE PER PUPIL	22,226					23,223
EXPENSES PER PUPIL	17,160					23,055

Variable Assumptions:

SpEd Population	14%
Percentage of SpEd Population in:	
<=20% classification	50%
20-59% classification	30%
60%+ classification	20%
FRL Population	90%
Free Population	70%
Reduced Population	20%
School days	185
Attendance Rate	95%
Square Feet Per Student	80

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

VALENCIE COLLEGE PREPARATORY CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2019 - JUNE 30, 2020

Total Revenue	426,381	2,742	426,381	18,603	436,799	13,159	453,128	13,159	390,628	16,159	374,299	29,489	2,600,929
Total Expenses	280,887	236,296	221,130	199,450	199,450	199,450	210,717	202,717	202,717	225,117	202,117	202,117	2,582,162
Net Income	145,494	(233,554)	205,251	(180,847)	237,349	(186,290)	242,412	(189,557)	187,912	(208,957)	172,182	(172,628)	18,767
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
Beginning Cash Balance	306,770	452,265	218,711	423,962	243,115	480,463	294,173	536,585	347,028	534,939	325,982	498,165	306,770
Ending Cash Balance	452,265	218,711	423,962	243,115	480,463	294,173	536,585	347,028	534,939	325,982	498,165	325,537	325,537

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
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REVENUE
REVENUES FROM STATE SOURCES

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7" Year 1 Budget & Assumptions."**

Per Pupil Revenue	Basic Tuition (2016-17)													
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	261,837	-	261,837	-	261,837	-	261,837	-	261,837	-	261,837	-	1,571,024
Other District 1:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Avg.)	14,027	261,837	-	261,837	-	261,837	-	261,837	-	261,837	-	261,837	-	1,571,024
Special Education Revenue		18,102	-	18,102	-	18,102	-	18,102	-	18,102	-	18,102	-	108,612
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		81,200	-	81,200	-	81,200	-	81,200	-	81,200	-	81,200	-	487,200
Other		741,81	741,81	741,81	741,81	741,81	741,81	741,81	741,81	741,81	741,81	741,81	741,81	8,902
TOTAL REVENUE FROM STATE SOURCES		361,881	742	361,881	742	361,881	742	361,881	742	361,881	742	361,881	742	2,175,738

REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		-	-	-	-	-	-	-	-	3,000	-	-	3,000
Title I		-	-	-	5,040	-	15,120	-	15,120	-	-	15,120	50,400
Title Funding - Other		-	-	-	403	-	1,210	-	1,210	-	-	1,210	4,032
School Food Service (Free Lunch)		-	-	-	10,418	10,418	10,418	10,418	10,418	10,418	10,418	10,418	93,759
Grants													
Charter School Program (CSP) Planning & Implementation		62,500	-	62,500	-	62,500	-	62,500	-	-	-	-	250,000
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		62,500	-	62,500	15,861	72,918	10,418	89,247	10,418	26,747	13,418	10,418	401,191

LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000

TOTAL REVENUE		426,381	2,742	426,381	18,603	436,799	13,159	453,128	13,159	390,628	16,159	374,299	29,489	2,600,929
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		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions												
Executive Management	1.00	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	105,000
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.50	10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	10,375	124,500
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Administrative Staff	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
TOTAL ADMINISTRATIVE STAFF	4.50	29,125	29,125	29,125	29,125	29,125	29,125	29,125	29,125	29,125	29,125	29,125	29,125	349,500
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	7.00	37,333	37,333	37,333	37,333	37,333	37,333	37,333	37,333	37,333	37,333	37,333	37,333	448,000
Teachers - SPED	1.50	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	8,375	100,500
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	1.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Specialty Teachers	1.00	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	5,583	67,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	10.50	55,042	55,042	55,042	55,042	55,042	55,042	55,042	55,042	55,042	55,042	55,042	55,042	660,500
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	89,583	89,583	89,583	89,583	89,583	89,583	89,583	89,583	89,583	89,583	89,583	89,583	1,075,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		6,853.13	6,853.13	6,853.13	6,853.13	6,853.13	6,853.13	6,853.13	6,853.13	6,853.13	6,853.13	6,853.13	6,853.13	82,238
Fringe / Employee Benefits		9,798	9,798	9,798	9,798	9,798	9,798	9,798	9,798	9,798	9,798	9,798	9,798	117,576
Retirement / Pension		2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	32,250
TOTAL PAYROLL TAXES AND BENEFITS		19,339	19,339	19,339	19,339	19,339	19,339	19,339	19,339	19,339	19,339	19,339	19,339	232,064
TOTAL PERSONNEL SERVICE COSTS	16.00	108,922	108,922	108,922	108,922	108,922	108,922	108,922	108,922	108,922	108,922	108,922	108,922	1,307,064
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	23,000	-	-	23,000
Legal		916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	916.67	11,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	11,760	11,760	11,760	11,760	11,760	11,760	11,760	11,760	11,760	11,760	117,600
Payroll Services		159.67	159.67	159.67	159.67	159.67	159.67	159.67	159.67	159.67	159.67	159.67	159.67	1,916
Special Ed Services		-	-	3,102	3,102	3,102	3,102	3,102	3,102	3,102	3,102	3,102	3,102	31,020
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		10,928.75	10,928.75	10,928.75	10,928.75	10,928.75	10,928.75	10,928.75	10,928.75	10,928.75	10,928.75	10,928.75	10,928.75	131,145
TOTAL CONTRACTED SERVICES		12,005	12,005	26,867	49,867	26,867	26,867	315,681						

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	150	150	150	150	150	150	150	150	150	150	150	150	1,800
Classroom / Teaching Supplies & Materials	8,400	8,400	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	33,600
Special Ed Supplies & Materials	980	980	196	196	196	196	196	196	196	196	196	196	3,920
Textbooks / Workbooks	14,000	14,000	-	-	-	-	-	-	-	-	-	-	28,000
Supplies & Materials other	1,213	1,213	1,213	1,213	1,213	1,213	1,213	1,213	1,213	1,213	1,213	1,213	14,558
Equipment / Furniture	40,200	-	-	-	-	-	-	-	-	-	-	-	40,200
Telephone	67	67	67	67	67	67	67	67	67	67	67	67	800
Technology	23,800	23,800	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	68,000
Student Testing & Assessment	-	-	21,680	-	-	-	8,000	-	-	-	-	-	29,680
Field Trips	-	-	336.00	336.00	336.00	336.00	336.00	336.00	336.00	336.00	336.00	336.00	3,360
Transportation (student)	-	-	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00	12,000
Student Services - other	-	10,080	-	-	-	-	-	-	-	-	-	-	10,080
Office Expense	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	26,400
Staff Development	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Staff Recruitment	-	-	-	-	-	-	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	2,666.67	16,000
Student Recruitment / Marketing	5,000	400	400	400	400	400	1,000	1,000	1,000	400	400	400	11,200
School Meals / Lunch	-	-	100	100	100	100	100	100	100	100	100	100	1,000
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	800	929	929	929	929	929	929	929	929	929	929	929	11,020
TOTAL SCHOOL OPERATIONS	97,476	62,886	32,858	11,178	11,178	11,178	22,444	14,444	14,444	13,844	13,844	13,844	319,618
FACILITY OPERATION & MAINTENANCE													
Insurance	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	16,800
Janitorial	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	50,400
Building and Land Rent / Lease / Facility Finance Interest	33,600	33,600	33,600	33,600	33,600	33,600	33,600	33,600	33,600	33,600	33,600	33,600	403,200
Repairs & Maintenance	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	89,600
Equipment / Furniture	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	3,733	44,800
TOTAL FACILITY OPERATION & MAINTENANCE	60,400	50,400	50,400	50,400	614,800								
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	2,083	2,083	25,000										
TOTAL EXPENSES	280,887	236,296	221,130	199,450	199,450	199,450	210,717	202,717	202,717	225,117	202,117	202,117	2,582,162
NET INCOME	145,494	(233,554)	205,251	(180,847)	237,349	(186,290)	242,412	(189,557)	187,912	(208,957)	172,182	(172,628)	18,767

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
NET INCOME	145,494	(233,554)	205,251	(180,847)	237,349	(186,290)	242,412	(189,557)	187,912	(208,957)	172,182	(172,628)	18,767
Beginning Cash Balance	306,770	452,265	218,711	423,962	243,115	480,463	294,173	536,585	347,028	534,939	325,982	498,165	306,770
ENDING CASH BALANCE	452,265	218,711	423,962	243,115	480,463	294,173	536,585	347,028	534,939	325,982	498,165	325,537	325,537

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		VALENCE COLLEGE PREPARATORY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		2,600,929	4,739,858	7,016,786	9,343,715	9,343,715	
Total Expenses		2,582,162	4,588,460	6,845,446	8,722,113	8,832,921	2% COLA applied to all expenses and payroll
Net Income (Before Cash Flow Adjustments)		18,767	151,397	171,340	621,603	510,794	
Budgeted Student Enrollment		112	224	336	448	448	
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
		Per Pupil Revenue Percentage Increase					
		0.0%	0.0%	0.0%	0.0%	0.0%	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2016 17)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,027	1,571,024	3,142,048	4,713,072	6,284,096	6,284,096	Tuition of 14,027 * 112 scholars; conservative assumption of flat growth over charter term
Other District 1:	-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 14,027	1,571,024	3,142,048	4,713,072	6,284,096	6,284,096	
Special Education Revenue		108,612	217,224	325,837	434,449	434,449	14% SpEd Population; among students receiving services, 50% below 20% classification, 30% in the 20-59% Classification at \$10,390 rate, and 20% greater than 60% at \$19,049 rate;
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		487,200	974,400	1,461,600	1,948,800	1,948,800	\$4350 per pupil rental assistance
Other		8,902	17,804	26,705	35,607	35,607	NYSTL (\$58.25); NYSSL (\$14.98); NYSLIB (\$6.25) per student for FAMIS spending on texts and software
TOTAL REVENUE FROM STATE SOURCES		2,175,738	4,351,476	6,527,214	8,702,952	8,702,952	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		3,000	6,000	9,000	12,000	12,000	\$1,000 per student in 60%+ SpEd classification, assume 3 students/class
Title I		50,400	100,800	151,200	201,600	201,600	\$500 per student receiving free/reduced lunch; assume 90% FRL population
Title Funding - Other		4,032	8,064	12,096	16,128	16,128	\$40 per FRL; assume 90% FRL population
School Food Service (Free Lunch)		93,759	187,518	281,276	375,035	375,035	Assumes 70% breakfast participation, 95% snack and lunch participation, 70% free and 20% reduced population, 185 school days, 95% attendance
Grants							
Charter School Program (CSP) Planning & Implementation		250,000	50,000	-	-	-	Y3 grant of 550k CSP grant
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		401,191	352,382	453,572	604,763	604,763	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		24,000	36,000	36,000	36,000	36,000	Board fundraising commitment increases in year 2
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		24,000	36,000	36,000	36,000	36,000	
TOTAL REVENUE		2,600,929	4,739,858	7,016,786	9,343,715	9,343,715	

		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24		
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.	
Executive Management	1.00	105,000	107,100	109,242	111,427	113,655	Head of School	
Instructional Management	-	-	-	-	-	-		
Deans, Directors & Coordinators	1.50	124,500	251,490	422,520	513,970	524,250	Dean of Students, .5 Dean of Student Support; Y2: Addition of Dean of Academics, Dean of Student Support becomes 1 full FTE; Y3: Addition of Dean of High School Placement & Alumni Success, Addition of second Dean of Academics (1 for Upper Academy, 1 for Lower Academy), Y4: Director of Development	
CFO / Director of Finance	-	-	-	-	-	-		
Operation / Business Manager	1.00	80,000	81,600	83,232	84,897	86,595	Director of Operations	
Administrative Staff	1.00	40,000	80,800	122,416	124,864	127,362	Office Manager; Y2: Addition of Office Assistant; Y3: Addition of 2nd Office Assistant	
TOTAL ADMINISTRATIVE STAFF	4.50	349,500	520,990	737,410	835,158	851,861		
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	7.00	448,000	904,960	1,371,059	1,846,480	1,883,410	Per grade level, 2 ELA, 2 Math, 1 Science, 1 Social Studies, .5 PE / .5 Digital Literacy & Computer Science (this role move to FTE in each area across two grade levels)	
Teachers - SPED	1.50	100,500	203,010	341,070	414,892	423,189	Maintaining a ratio less than 10:1 of special education scholars to special education teachers, 1.5 in Y1 (Dean of Student Support is half-time teacher), growing by two in each of early years of operation as program matures and to 6 at scale in Y4	
Substitute Teachers	-	-	-	-	-	-		
Teaching Assistants	1.00	45,000	90,900	137,718	185,472	189,182	Teaching Fellow, 1 per grade	
Specialty Teachers	1.00	67,000	68,340	136,707	139,441	142,230	EL Specialist, Adding a second EL Specialist in Y3	
Aides	-	-	-	-	-	-		
Therapists & Counselors	-	-	65,000	131,300	133,926	136,605	Social worker; second social worker added in y3 (services contracted in y1, no social worker employed)	
Other	-	-	-	-	-	-		
TOTAL INSTRUCTIONAL	10.50	660,500	1,332,210	2,117,854	2,720,211	2,774,616		
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	65,000	66,300	67,626	68,979	70,358	NYS requirement of nurse available; assumes private facility, nurse hired in Y1 and sufficient staffing for school through full scale	
Librarian	-	-	-	-	-	-		
Custodian	-	-	-	-	-	-		
Security	-	-	-	-	-	-		
Other	-	-	-	-	-	-		
TOTAL NON-INSTRUCTIONAL	1.00	65,000	66,300	67,626	68,979	70,358		
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	1,075,000	1,919,500	2,922,890	3,624,348	3,696,835		
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		82,238	146,842	223,601	277,263	282,808	6.2% SSI; 1.45% Medicare	
Fringe / Employee Benefits		117,576	198,607	301,334	369,819	369,819	\$7000 for health benefits (medical, vision, dental), state unemployment insurance of 4.1% of first \$8500 paid, 1% for worker's compensation	
Retirement / Pension		32,250	57,585	87,687	108,730	110,905	3% 403(b) match	
TOTAL PAYROLL TAXES AND BENEFITS		232,064	403,033	612,622	755,812	763,532		
TOTAL PERSONNEL SERVICE COSTS	16.00	1,307,064	2,322,533	3,535,512	4,380,160	4,460,367		
CONTRACTED SERVICES								
Accounting / Audit		23,000	23,460	23,929	24,408	24,896	Based on estimate by back office provider; 2% estimated cost increase per year	
Legal		11,000	11,220	11,444	11,673	11,907	Legal advising, handbook & procedures compliance; 2% estimated cost increase per year	
Management Company Fee		-	-	-	-	-		
Nurse Services		-	-	-	-	-	- nurse on staff	
Food Service / School Lunch		117,600	239,904	367,053	499,192	509,176	\$1050 per student; 2% estimated cost increase per year	
Payroll Services		1,916	2,263	2,672	2,970	3,020	Paychex: \$500 in reporting fees; \$53 for 11 employees per pay period (24); extra \$1 per employee per pay period (24); 2% estimated cost increase per year	
Special Ed Services		31,020	47,981	73,411	99,838	101,835	\$1500 per student receiving SpEd services; 2% estimated cost increase per year	
Titlement Services (i.e. Title I)		-	-	-	-	-		
Other Purchased / Professional / Consulting		131,145	167,224	194,289	232,983	237,643	\$7.5K NYCCSC SPED Collaborative; \$2K/month tech support; \$72K back-office services grow by 30k annually and flatten in year 4; \$11K Student Information System; \$4K Behavior Management system; \$25/student for translation services; \$10K BES Follow-On Support through year 2; 2% estimated cost increase per year for all services except BES	
TOTAL CONTRACTED SERVICES		315,681	492,051	672,799	871,065	888,476		

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
SCHOOL OPERATIONS						
Board Expenses	1,800	1,836	1,873	1,910	1,948	\$150/month in training & materials; 2% estimated cost increase per year
Classroom / Teaching Supplies & Materials	33,600	68,544	109,034	146,871	149,809	\$300/student; 2% estimated cost increase per year; starting Y3, robotics program cost of \$400/kit and parts, 10 kits per year for a class set
Special Ed Supplies & Materials	3,920	7,997	12,235	16,640	16,973	\$250/SPED student above core materials; 2% estimated cost increase per year
Textbooks / Workbooks	28,000	57,120	87,394	118,855	121,232	\$250/student; 2% estimated cost increase per year
Supplies & Materials other	14,558	29,657	45,375	61,710	62,944	\$79.80 in NYSTL, NYSLIB, and NYSSL spending per student; \$50/student in software & special project materials for CS; 2% estimated cost increase per year in software & project materials
Equipment / Furniture	40,200	41,004	41,824	42,661	-	\$100/new student; \$6,000 per new classroom, \$5K office furniture; 2% estimated cost increase per year
Telephone	800	17,748	27,467	34,383	35,071	\$50/month/staff member cell phone
Technology	68,000	100,878	139,726	173,401	167,128	\$1000/month Internet & office phone, \$300 per student classroom tech (Chromebook+earphones), \$2K per classroom, \$900 per new staff member
Student Testing & Assessment	29,680	31,987	34,375	36,845	37,582	\$20K for Achievement Network IA's, \$8K for state testing; \$15 per student for MAP Growth testing; 2% estimated cost increase per year
Field Trips	3,360	6,854	10,487	14,263	14,548	\$30/student; 2% estimated cost increase per year
Transportation (student)	12,000	16,320	20,808	25,469	25,978	\$500 bus cost per day for each bus, 3 buses in y1 and growing by 1 bus route per year until full scale, and 8 days of school days when DOE not in session; 2% estimated cost increase per year
Student Services - other	10,080	20,563	31,462	42,788	43,644	Uniforms: \$90/student to give 1 set; 2% estimated cost increase per year
Office Expense	26,400	48,807	75,533	94,554	96,445	\$2200/month for copier lease + office supplies; supply costs scale at approximate rate of FTE growth + 2% estimated cost increase per year
Staff Development	8,000	14,790	22,889	28,653	29,226	\$500 per staff member; 2% estimated cost increase per year
Staff Recruitment	16,000	18,156	24,657	24,620	17,535	\$1000 per new staff member (assuming 30% attrition); 2% estimated cost increase per year; minimal
Student Recruitment / Marketing	11,200	11,424	11,652	11,886	12,123	\$100 in marketing costs per student acquired, assume annual student attrition filled by annual reputational lift; 2% estimated cost increase per year
School Meals / Lunch	1,000	-	-	-	-	
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	11,020	26,551	43,119	59,099	65,693	\$50 per new staff member (assuming 30% attrition) for background check & fingerprinting, \$100 per staff member for staff appreciation, \$10 per student for student culture/appreciation; \$2500 per Summer Academy staff member stipend, assume 2 teachers per grade level; \$1500 enrichment stipend for 5 teachers per grade level annually; 2% estimated cost increase per year
TOTAL SCHOOL OPERATIONS	319,618	520,236	739,909	934,606	897,878	
FACILITY OPERATION & MAINTENANCE						
Insurance	16,800	29,120	36,960	40,320	40,320	\$150 per student for D&O, liability, trending downward toward <\$90 per student at maturity
Janitorial	50,400	102,816	157,308	213,940	218,218	\$5 per square foot; 80 sq ft per student; additional \$50 per student for supplies
Building and Land Rent / Lease / Facility Finance Interest	403,200	822,528	1,258,468	1,711,516	1,745,747	\$45 per square foot; 80 sq ft per student
Repairs & Maintenance	89,600	182,784	279,660	380,337	387,944	\$10 tenant improvement per square foot, 80 sq ft per student
Equipment / Furniture	10,000	-	-	-	-	budgeted in furniture above
Security	-	-	-	-	-	
Utilities	44,800	91,392	139,830	190,168	193,972	\$5 per square foot, 80 sq ft per student, incl electric, gas, water, waste
TOTAL FACILITY OPERATION & MAINTENANCE	614,800	1,228,640	1,872,226	2,536,281	2,586,200	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	\$25K annually for first three years of operation
TOTAL EXPENSES	2,582,162	4,588,460	6,845,446	8,722,113	8,832,921	
NET INCOME	18,767	151,397	171,340	621,603	510,794	

	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
ENROLLMENT - *School Districts Are Linked To Above Entries*					
PRIMARY School District: NYC CHANCELLOR'S OFFICE	112	224	336	448	448
Other District 1:	-	-	-	-	-
Other District 2:	-	-	-	-	-
Other District 3:	-	-	-	-	-
Other District 4:	-	-	-	-	-
Other District 5:	-	-	-	-	-
Other District 6:	-	-	-	-	-
Other District 7:	-	-	-	-	-
Other District 8:	-	-	-	-	-
Other District 9:	-	-	-	-	-
Other District 10:	-	-	-	-	-
Other District 11:	-	-	-	-	-
Other District 12:	-	-	-	-	-
Other District 13:	-	-	-	-	-
Other District 14:	-	-	-	-	-
All Other School Districts	-	-	-	-	-
TOTAL ENROLLMENT	112	224	336	448	448
REVENUE PER PUPIL	23,223	21,160	20,883	20,857	20,857
EXPENSES PER PUPIL	23,055	20,484	20,373	19,469	19,716
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	0	-	-	-	-
Total Financing Activities	0	-	-	-	-
Total Cash Flow Adjustments	0	-	-	-	-
NET INCOME	18,767	151,397	171,340	621,603	510,794
Beginning Cash Balance	306,770	325,537	476,934	648,275	1,269,877
ENDING CASH BALANCE	325,537	476,934	648,275	1,269,877	1,780,671

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	112	14,027	1,571,024	604,714	2,175,738	24,300,000,000	0.009%
Year 2 (2020-21)	224	14,027	3,142,048	1,209,428	4,351,476	24,300,000,000	0.018%
Year 3 (2021-22)	336	14,027	4,713,072	1,814,142	6,527,214	24,300,000,000	0.027%
Year 4 (2022-23)	448	14,027	6,284,096	2,418,856	8,702,952	24,300,000,000	0.036%
Year 5 (2023-24)	448	14,027	6,284,096	2,418,856	8,702,952	24,300,000,000	0.036%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			Based on zero growth over two years from current projected 2017-2018 operating budget of \$24.3B. http://schools.nyc.gov/AboutUs/funding/overview/default.htm				
OTHER NOTES:							

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 2 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 3 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 4 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 5 (2023-24)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

R-21f – Letters of Commitment

Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

Figure 21f.01: Letter of Commitment from Building Excellent Schools



February 27, 2018

Susan Miller Carello
Executive Director
SUNY Charter Schools Institute
41 State Street
Albany, NY 12207

Re: Commitment of Start-Up Funds to Valence College Preparatory Charter School

Dear Ms. Miller Carello:

We are pleased to inform you that the Building Excellent Schools Post Authorization Fund, infused through funding provided by The Walton Family Foundation to Building Excellent Schools, Inc., will make available \$325,000 of start-up funds to Valence College Preparatory Charter School for the start-up year (fiscal year 2018-2019) upon charter authorization.

These funds will be characterized as a \$325,000 grant.

The grant is given in support of the start-up needs of Valence College Preparatory Charter School and will be contingent upon authorization of Valence College Preparatory.

Sincerely,

A handwritten signature in black ink that reads "Linda Brown".

Linda Brown
Founder and CEO
Building Excellent Schools

Figure 21f.02: Letter of Commitment from the Proposed Board of Trustees



[REDACTED]
Jackson Heights, NY 11372
[REDACTED]

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

To Whom It May Concern:

The Board of Trustees of Valence College Preparatory Charter School recognizes that fundraising will require the efforts of the board and staff. Fundraising from the private sector, including foundations, corporations, and individuals, will require careful planning and regular board involvement. The Head of School will be responsible for much of the day to day effort to raise funds for the school, but our full board accepts the responsibility of helping the organization to fundraise.

Each member of the founding Board of Trustees will make a personally meaningful annual contribution to the school. We have set a goal of \$24,000 in Year 0 (the planning year) and \$36,000 annually in each year of the charter term thereafter. We will work together, leveraging personal and professional networks, to raise these dedicated amounts in support of Valence College Prep.

The Founding Board of Trustees hereby memorializes its commitment to donate and raise \$24,000 during the planning year, 2018-2019. We will renew our commitment annually, increasing the annual commitment to \$36,000 in 2019-2020, as part of the annual development plan for Valence College Prep.

Sincerely,

A handwritten signature in black ink, appearing to read 'S Kaye'.

Scott Kaye
Valence College Preparatory Charter School
Proposed Chairman of the Board

R-21g – Non-SUNY Financials

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

- *IRS Form 990s;*
- *Audited financial statements; and,*
- *Management or Advisory Letters from the independent auditor (if applicable).*

Note that this request seeks school level information about individual schools. Applicants seeking to replicate a under a larger network should submit a business plan completed by the network in conjunction with the proposal, which requests similar information at the network level. See the Business Plan Overview and Requirements for Applicants located at: www.newyorkcharters.org/category/creation-resources. If information responsive to this Request is contained in a business plan, reference the business plan in this Response.

Request is not applicable.

R-23a – Supplemental Narrative

The New York State Charter Schools Act of 1998 (“the Act”) established the following objectives for the establishment of charter schools: (a) Improve student learning and achievement; (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure; (c) Encourage the use of different and innovative teaching methods; (d) Create new professional opportunities for teachers, school administrators and other school personnel; (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding charter schools accountable for meeting measurable student achievement results.¹

In Valence College Preparatory Charter School (“Valence College Prep”), we propose a school model that we believe meets these objectives in its service of the public.

- a. Improve Student Achievement.** Our model will provide extended time in literacy and mathematics, blended and small-group instruction to meet scholars’ specific academic needs, and an intentional, persistent focus on a range of assessment data to understand what our scholars are or are not learning. We will hire high-capacity teachers and train and coach them in the instructional techniques of the strongest charter schools in the country toward the maximum achievement for our scholars.
- b. Increase Learning Opportunities for Students At Risk.** We believe equally in the potential of every scholar, including those who enter our school academically behind, those who have special needs, and those who are English Language Learners (ELLs). We will utilize a proven Response to Intervention process, with dedicated intervention time, support structures, and staffing to ensure that scholars at risk of academic failure are given the supports they need to succeed. We will also focus on habits of discussion and frequent structured partner talk to meet the needs of the high population of ELLs that we expect in our community.
- c. Innovative Teaching.** We will train every staff member in the strategic use of personalized learning and technological differentiation, and staff will collaborate to develop new techniques to use technology to enable new means of learning. Staff will have frequent opportunities to observe other staff members in preparation for professional development, and staff will learn and develop innovative techniques via practices on which they will exchange and iterate with their colleagues.
- d. New Professional Opportunities for Educators.** Coaches at Valence College Prep will have career conversations with every staff member at least twice annually, and we will work to identify opportunities, creative or conventional, for staff to meet their career goals while staying at our school. Between our staff culture of frequent feedback, our employment of Teaching Fellows, and the opportunities for teachers to be Grade Level Leads, teachers at our school will have informal and formal opportunities to grow as leaders in each year of their career.
- e. Expanded Choice.** Valence College Prep will provide a new middle school option in a community with too few educational options – in southern Corona, just one large public middle school, and in North Corona, one mid-size middle school and one recently-opened charter school. Parents from our community disproportionately apply to charter schools in Brooklyn and Manhattan, demonstrating in data the dissatisfaction with the few choices they have in the neighborhood.

¹ <http://www.nyccharterschools.org/resources/new-york-state-charter-schools-act-1998-amended>

- f. **Accountability.** We will assess scholars using a range of daily, weekly, cyclical, and annual assessments, from internally developed exit tickets to nationally normed tests. The Academic Achievement Committee will review the results of these assessments monthly to hold the Head of School accountable to the results laid out in our Accountability Plan, and we will report a summary of these results publicly. We understand and endorse our accountability to deliver results for the families we will serve.

Our team is deeply dedicated to these objectives and has the knowledge, experience, and resources to execute toward them. We propose a school with ambitious goals for all our scholars, including those who have special needs or who are English Language Learners. We believe that the potential of children in Corona, Queens is multiples greater than the 27% grade level proficiency currently achieved in mathematics in our primary schools. We believe that, in a neighborhood where over 60% of the population is foreign-born, children whose families have sacrificed and traveled from Latin America, the Caribbean, Asia, Africa, and the Middle East deserve an education that provides them with increased odds of success here in New York City. They deserve an education that sets them on a path to graduate from college and lead lives of opportunity, and we believe that our school should not only promise such an education but be held accountable to providing it for the families of Central and Northwest Queens.

With multiple educators on our founding team who have taught in both district settings and charter schools, we are committed to innovation and professional growth in our teachers and school leadership at Valence College Prep. In a world in which technology has enabled a plethora of new instructional techniques in only the past five years, we are eager to build a team that will embrace technologies that allow us to better instruct scholars to their specific needs, better understand their progress, and more efficiently give more feedback to scholars for them to grow as rapidly and as powerfully as they can. Our instructional model is grounded in proven techniques, but the investment of our whole staff in the use of technology to deliver those techniques will allow teachers and administrators at Valence College Prep to innovate to best serve our scholars. The models we have learned from in the development of the proposal for our school, including the work of Uncommon Schools in instructional techniques, coaching, and reading instruction, represent the innovations of excellent schools over the past two decades. It will be our privilege and responsibility to take a part in the innovations in curriculum, instruction, and school leadership of the decades to come.

In accordance with the objectives of the Act, we humbly request the privilege to open Valence College Prep in service of the students and families of Queens.

R-23b – Supplemental Attachments

Request is not applicable.