

## 2021 TRANSMITTAL AND SUMMARY FORM

Proposed School Information			
Proposed Charter School Name:	Destine Preparatory Charter School		
Education Corporation Name:	Destine Preparatory Charter School		
Incorporating by Reference:	No	Ed. Corp Status	New Education Corporation
Opening Date:	7/1/2020	School District (or NYC CSD):	Schenectady City School District

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	1-k	116
Year 2	k-2	174
Year 3	k-3	261
Year 4	k-4	348
Year 5	k-5	435

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

Lead Applicant Contact Information	
Lead Applicant Name:	Re'Shawn Rogers
Applicant is a (check all that apply):	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input checked="" type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School
Organization Name:	Destine Preparatory Charter School
Applicant Mailing Address:	[REDACTED]
Primary Phone #:	[REDACTED]
Secondary Phone #:	[REDACTED]
Email:	[REDACTED]
Secondary Applicant Name (If Applicable):	
Applicant is a (check all that apply):	<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:	

Media/Public Contact Information (required)		
Name:	Re'Shawn Rogers	
Phone #:	646-573-8255	
Email:	rrogers@fellow.bes.org	

### Program Design

Provide the proposed school's mission statement in the space below (if different from Intent to Apply Form).  
**(Maximum 250 words.)**

Destine Preparatory Charter School develops scholars in kindergarten through fifth grade to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

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Provide the proposed school's key design elements in the space below (if different from Intent to Apply Form). Provide a brief  
**(up to 100 words)** description of each one.

No changes since we have submitted the Intent to Apply.

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Provide a brief overview of the proposed school's academic program in the space below (if different from Intent to Apply Form). The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

No changes since we have submitted the Intent to Apply.

### Proposed Board Members

Provide a list of all proposed board members below (if different from Intent to Apply Form). The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement (maximum of 200 words each) that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

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No changes since we have submitted the Intent to Apply.

Lead Applicant Signature

Signature:

*Re'Shawn Rogers*

*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.*

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*00b. Statistical Overview*

*Applicants associated with one or more currently operating education corporations should complete the Statistical Overview – Existing Schools chart available at: [newyorkcharters.org/request-for-proposals/](http://newyorkcharters.org/request-for-proposals/).*

**Request is not applicable.**

*00c. Replicator 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:*

*Provide a narrative 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 including available information and/or changes related to the COVID-19 pandemic;*
- *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;*
- *How the proposed school would provide a needed alternative for the community; and,*
- *A detailed discussion of the impact of the COVID-19 pandemic on the target community, which may include:*
  - *The prevalence and duration of school closures in the proposed school's catchment area;*
  - *The models existing schools employed or are employing as a result of the COVID-19 pandemic (e.g., fully remote, hybrid, etc.); and,*
  - *Any available statistics regarding student attendance rates and/or other relevant quantitative and/or qualitative data indicating the extent to which prospective students are receiving regular instruction within the community's educational offerings.*

*“The idea of school choice is spreading like wildfire around the country because it's the one education reform that puts real choices and real opportunities in the hands of families who desperately need them.”*

*– Clint Bolick, Arizona Supreme Court Justice*

Destine Preparatory Charter School (Destine Prep) is proposing to open to K 5 scholars in Schenectady, NY, in the Fall of 2022. We believe that all scholars and families deserve to choose a school that prepares their child for life and career success. In 2019, only 24% of 3<sup>rd</sup> through 8<sup>th</sup> graders in Schenectady were proficient readers, and just 16% were proficient in Math. Across the school district, their low achievement in Reading and Math. Destine Prep exists to close opportunity gaps for students across Schenectady, specifically students residing in Hamilton Hill, Mount Pleasant, Vale, and Eastern Avenue. All communities deserve high quality schools that build foundational skills within scholars. We believe a high quality school is where scholars excel academically, developing the ability to self monitor their learning, and we thoughtfully support the development of the whole child, no matter their background or needs. Additionally, a high quality school seeks input from the community and is designed to meet specific needs within that community. Destine Prep will be positioned to deliver a high quality school option that meets the needs of the Schenectady community.

### **Schenectady Demographics**

The City of Schenectady has a population of 66,107 and a population density of 6,125.5 people per square mile. The poverty rate in Schenectady for residents with no college experience was

40% in 2020, specifically, the percentage of African Americans below the poverty line was 32%, and Hispanic Americans below the poverty line was 34%, while 11.5% of White Americans in Schenectady were below the poverty line.<sup>1</sup> In 2011, American Community Survey reported that Schenectady ranked 13<sup>th</sup> nationally for the highest childhood poverty rates across the country.<sup>2</sup> Despite African Americans making up 20.8% of the total population and White Americans making up 58%, the two groups hoist similar numbers in terms of the number of citizens below the poverty line. According to *Data USA*, 4,227 Black citizens were considered below the poverty line as compared to 4,776 White citizens below the poverty line. The absolute numbers are starkly similar despite Schenectady having a larger population of White citizens.

In the city's most poverty stricken neighborhoods, Vale and Hamilton Hills, 24% of the population is White American and 48.9% is African American. Vale and Hamilton Hill also represent Schenectady's 3<sup>rd</sup> highest density of Hispanic residents, at 10.2% of the population. Census data collected in 2016 show shifts in the racial demographics in our target neighborhoods. Each neighborhood is represented by a Census Tract number; 208 is the census code used to represent Eastern Avenue; 209 represents Hamilton Hills; 210 represents Vale. Figure 1a 1 displays said shifts.

**Figure 1a 1. Eastern Avenue, Hamilton Hill, and Vale Racial Shifts**

Race	Proposed NRSA Census Tracts								
	208			209			210.02		
	2016	2010	+/-	2016	2010	+/-	2016	2010	+/-
<b>White</b>	1335	1866	-28%	913	849	+8%	1,069	882	+21%
<b>Black/African American</b>	734	1064	-31%	1,652	1490	+11%	1,078	906	+19%
<b>American Indian &amp; Alaskan Native</b>	0	41	-1%	7	97	-92%	0	0	0
<b>Asian</b>	191	178	+7%	103	305	-66%	17	0	+1700%
<b>Native Hawaiian and Other Pacific Islander</b>	0	0	0	0	0		0	0	0
<b>Some Other Race*</b>	386	120	+221%	325	113	+187%	50	8	+525%
<b>Hispanic or Latino</b>	301	285	+6%	337	283	+19%	671	295	+127%

*Source: 2012-2016 American Community Survey 5-Year Estimate*

### Education Demographics

Schenectady City School District (SCSD) provides education for most families within the city, with over 9,750 scholars enrolled across 16 public schools,<sup>3</sup> 11 elementary, 3 middle schools, and 2 high schools. Schenectady schools reflect the diverse backgrounds and needs of people across the city. Seventy four percent of students are eligible for free lunch, 4% are eligible for reduced-price lunch, 4% of students are English Language Learners, and 18% are students with disabilities. Seventy nine percent of scholars in Schenectady are from disadvantaged

<sup>1</sup>Schenectady, New York Population 2020 Demographics, Maps, Graphs, 2020

<sup>2</sup>Ibid.

<sup>3</sup>[https://nces.ed.gov/ccd/districtsearch/district\\_detail.asp?Search=2&details=1&ID2=3626010&DistrictID=3626010](https://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=2&details=1&ID2=3626010&DistrictID=3626010)

backgrounds. The scholar population is diverse, with <1% of students identifying as American Indian or Alaskan Native, 33% identifying as Black or African American, 19% identifying as Hispanic or Latino, 17% identifying as Asian or Native Hawaiian/Other Pacific Islander, 27% identifying as White, and 4% identifying as multi racial. Figure 1a 2 lists enrollment totals by grade, and figure 1a 3 lists enrollment totals by race for all elementary schools in Schenectady.

<b>Figure 1a-2. Student Enrollment by Grade</b>						
<b>School Name</b>	<b>Pre k</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
Hamilton Elementary	20	70	75	70	69	71
Howe Elementary	20	87	70	64	63	63
Kaene Elementary	19	54	45	42	52	52
Lincoln Elementary	20	57	55	54	57	59
Martin Luther King Elementary	38	63	67	66	95	83
Paige Elementary	20	68	78	62	85	84
Pleasant Valley Elementary	18	73	70	76	62	69
Van Corlaer Elementary	40	51	72	47	67	69
Woodlawn Elementary	19	72	73	75	63	66
Yates Elementary	19	52	59	58	59	71
Zoller Elementary	20	69	76	69	87	66
<b>Totals:</b>	253	716	740	683	696	753

<b>Figure 1a-3. Student Enrollment by Racial Demographics</b>					
<b>School Name</b>	<b>Black</b>	<b>White</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Multiracial</b>
Hamilton Elementary	31%	21%	23%	13%	12%
Howe Elementary	28%	33%	20%	8%	12%
Keane Elementary	23%	15%	23%	26%	12%
Lincoln Elementary	35%	11%	27%	18%	9%

Martin Luther King Elementary	34%	9%	23%	27%	11%
Paige Elementary	21%	26%	20%	21%	12%
Pleasant Valley Elementary	33%	10%	27%	19%	11%
Van Corlaer Elementary	23%	36%	23%	7%	12%
Woodlawn Elementary	19%	29%	24%	16%	13%
Yates Elementary	32%	17%	32%	7%	12%
Zoller Elementary	21%	36%	18%	13%	11%

### School Performance

The school options available for scholars in Schenectady have performed poorly academically, ranking in the bottom 50% of elementary schools in New York State. Figure 1a 4 displays the academic rankings of schools in our targeted community.

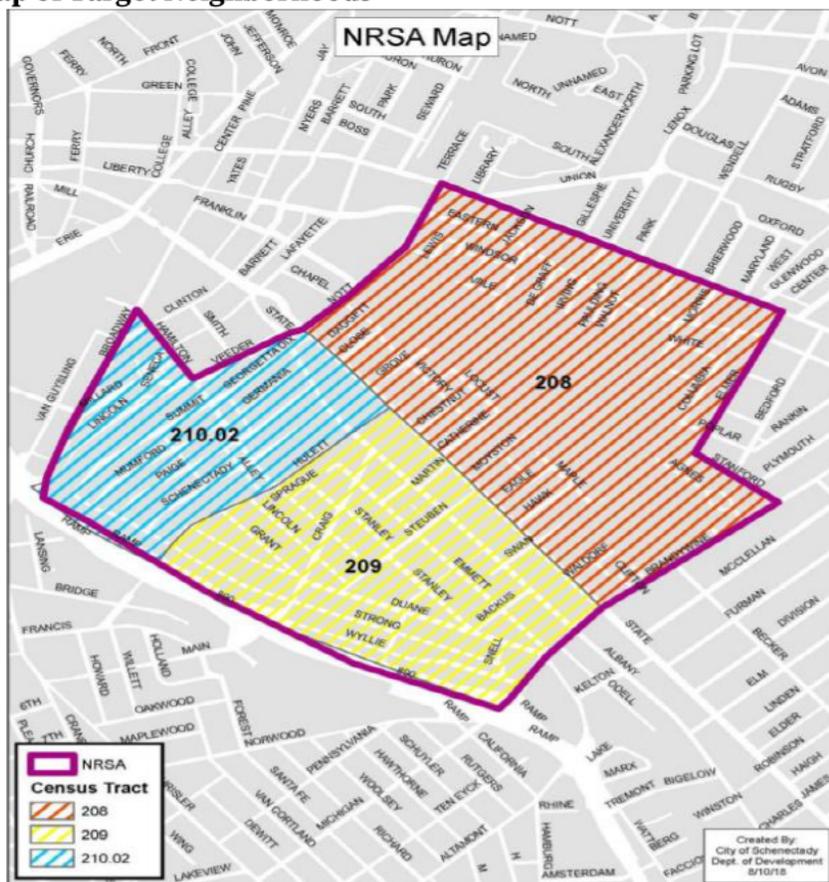
<b>Figure 1a-4. Academic Rank of Schools in our Target Neighborhoods</b>	
<b>School Name</b>	<b>Rank</b>
Hamilton Elementary	Bottom 10%
Howe Elementary	Bottom 20%
Keane Elementary	Bottom 15%
Lincoln Elementary	Bottom 10%
Martin Luther King Elementary	Bottom 10%
Pleasant Valley Elementary	Bottom 10%
Van Corlaer Elementary	Bottom 20%
Paige Elementary	Bottom 10%
Woodlawn Elementary	Bottom 40%
Yates Elementary	Bottom 5%
Zoller Elementary	Bottom 50%

Scholars attending schools in our targeted neighborhoods often enroll at Schenectady High School, which had a graduation rate of 64% in 2020, ranking in the bottom 50% of high schools across New York State. The statewide average graduation rate is 18% better than that of SCSD. On average, 55% of African American scholars graduate yearly from SCSD. The graduation rate for Hispanic students was even lower, at 52%, while white students have a 67% graduation rate. Additionally, 39% of high school scholars with disabilities and 64% of their English Language Learners graduated in 2018. As seen in the data provided, SCSD has struggled with its graduation rates, particularly among its African American and Hispanic students, and students with disabilities.

### Hamilton Hills and Vale and Eastern Avenue

While considering and researching neighborhoods across Schenectady in need of high quality, free schooling, it became apparent to Destine Prep’s Founding Team, led by the proposed Head of School (HOS), that the central most of the city is in most need of educational opportunity. The target locations for Destine Preparatory Charter School are the Hamilton Hill, Eastern Avenue, and Vale communities, which encompasses residents of the following zip codes: 12307, 12308, 12305, 12304, and 12303. Figure 1a 5 is a map of our target neighborhoods.

**Figure 1a 5. Map of Target Neighborhoods**



In 2018, the city of Schenectady identified Hamilton Hill, Vale, and Eastern Avenue as residential areas needing strategic partnership and funding from the city to improve well being for its residents.<sup>4</sup> The process of identifying and planning for improvement is referred to as the Neighborhood Revitalization Strategic Area (NRSA). The neighborhoods have very similar demographics in terms of poverty, racial makeup, and educational attainment. There are over 5,000 residents in these communities, and there are just under 3,000 residents in the Eastern Avenue community. While Eastern Avenue has experienced a significant decrease in citizens (specifically 31% of blacks and 28% of whites migrated out of the neighborhood), Hamilton Hill & Vale have experienced major increases. Data collected between the years 2010 2016 show a 146% jump in the number of residents identifying as Hispanic and a 30% jump in African American residents.

### Poverty in Target Neighborhoods

The city of Schenectady recorded childhood poverty rates of 50.8% in 2012. Hamilton Hills has a poverty rate of 46.4%, which was the highest poverty rate recorded in Schenectady County in 2013.<sup>5</sup> Hamilton Hills and Vale are two neighborhoods in Schenectady that have been most plagued by dilapidated properties, high poverty rates, lack of economic mobility, and poor quality of schools. Recent Census expose that citizens who grow up in Hamilton Hills are 7 times more likely to be incarcerated than citizens in nearby town Niskayuna. Results further conveyed that citizens in Niskayuna, an affluent neighbor town, were likely to make 350% more income than citizens in Hamilton Hills. The two areas are separated by less than 4 miles.<sup>6</sup> Data collected by the city of Schenectady also conveys that in Hamilton Hill & Vale, the average family spends 58% of their income on housing and transportation to work or school, and a single parent home spends 66% of its income on housing and transportation. Residents in these neighborhoods are experiencing generational poverty that is only perpetuated by poor academic outcomes. Figure 1a 6 illustrates the absolute numbers and percentages of people in our target neighborhoods who are experiencing poverty (208 is the census code used to represent Eastern Avenue; 209 represents Hamilton Hills; 210 represents Vale).

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<sup>4</sup><https://www.cityofscheneectady.com/DocumentCenter/View/2300/Proposed-2018-Hamilton-Hill-Neighborhood-Revitalization-Area>

<sup>5</sup>Hcdiny.org. 2020. [online] Available at:

<[http://www.hcdiny.org/content/sites/hcdi/sociodemographic/Schenectady\\_sociodemographic.pdf](http://www.hcdiny.org/content/sites/hcdi/sociodemographic/Schenectady_sociodemographic.pdf)> Accessed 22 October 2020

<sup>6</sup>Matson & Barber, Census analysis: Poor Schenectady children grow into poor adults 2018

**Figure 1a 6. Eastern Avenue, Hamilton Hill, and Vale Poverty Rates**

Census Tract & Block Group	Number of Residents		Percentage of Low/Mod Income Residents
	Low Income	Low/Mod Income	
<b>208</b>	1,880	2,750	79.9%
<b>Block 1</b>	535	715	84.2%
<b>Block 2</b>	490	680	63.8%
<b>Block 3</b>	390	635	92.0%
<b>Block 4</b>	465	720	86.2%
<b>209</b>	1,775	2,290	72.1%
<b>Block 1</b>	260	305	87.1%
<b>Block 2</b>	530	675	90.6%
<b>Block 3</b>	345	535	49.7%
<b>Block 4</b>	640	775	77.1%
<b>210.02</b>	1,120	1,635	89.5%
<b>Block 1</b>	500	500	93.4%
<b>Block 2</b>	285	695	93.9%
<b>Block 3</b>	335	440	80.0%
<b>Total Proposed NRSA</b>	4,475	6,675	79.0%

### Higher Education

Of Schenectady residents, 21% have college degrees. In our target neighborhoods, only 5.6% of residents in Hamilton Hills, 13.1% of residents in Vale (if we separate the two neighborhoods), and 12% of residents in Eastern Avenue have earned a college degree. Citizens graduate college at lower rates in these communities than city and countywide averages. Figure 1a 7 illustrates educational attainment by neighborhoods and larger regions (208 is the census code used to represent Eastern Avenue; 209 represents Hamilton Hills; 210 represents Vale).

**Figure 1a 7. Educational Attainment in Our Target Neighborhoods**

Population 25 years and over	Proposed NRSA Census Tracts			Schenectady		New York State	U.S.
	208	209	210.02	City	County		
Less than 9 <sup>th</sup> grade	7.9%	14.8%	11.4%	6.4%	3.8%	6.5%	5.6%
9 <sup>th</sup> -12 <sup>th</sup> grade, no diploma	12.9%	14.4%	6.6%	9.6	6	7.5	7.4
High School Graduate (or equivalency)	46.5%	33.7%	50%	34.3	29.7	26.4	27.5
Some College, no degree	15.4%	24.9%	11.4%	18.1	17.9	16.1	21
Associate's Degree	5.2%	6.5%	7.5%	10.4	12.1	8.6	8.2
Bachelor's Degree	8%	4.1%	9.6%	13.3	16.7	19.7	18.8
Graduate or Professional Degree	4%	1.6%	3.6%	7.8	13.8	15.1	11.5

*Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates*

### Living Conditions

Many families in the Hamilton Hills & Vale community struggle towards upward mobility due to low educational attainment, poor transportation and lack of resources.<sup>7</sup> Further, poor housing conditions continue to be a factor that plagues many families in underserved and urban communities. Research suggests that students growing up in poor housing conditions suffer

<sup>7</sup>Cityofscheneectady.com. 2020. [online] Available at: <<https://www.cityofscheneectady.com/DocumentCenter/View/2300/Proposed-2018-Hamilton-Hill-Neighborhood-Revitalization-Area>> [Accessed 24 October 2020].

from "poor mental health status, reduction of coping strategies, increased risk of childhood injuries, exposure to respiratory issues and infectious diseases, and poor school performance."<sup>8</sup> The tandem of poverty and poor living conditions only further perpetuates the risks and opportunity gaps for scholars in these communities. Figure 1a 8 highlights socioeconomic conditions that scholars in our target communities may suffer from.

**Figure 1a 8. Living Conditions in Targeted Neighborhoods**

<b>Proposed NRSA Tracts</b>	<b>Median Year Built</b>	<b>Crowded or Over-Crowded</b>	<b>Low Income &amp; Severely Cost Burdened</b>	<b>Occupied Units Lacking Kitchen and/or Plumbing*</b>
<b>208</b>	1939	2%	38%	9.10%
<b>209</b>	1951	7%	61%	3.19%
<b>210.02</b>	1951	5%	32%	3.19%

*Source: 2012-2016 American Community Survey 5-Year Estimates/\* 2011-2015*

### Nearby Community Comparisons

Research continues to show poverty as a significant risk factor for student achievement: "Across the U.S., large numbers of young children are affected by one or more risk factors that have been linked to academic failure and poor health. Chief among them is family economic hardship, which is consistently associated with negative outcomes in these two domains."<sup>9</sup> The median income in Schenectady is \$44,826 as compared to \$109,685 in nearby Niskayuna. Wealth gaps persist directly in the city of Schenectady: African Americans make \$29,400 annually, Hispanic Americans \$35,600, and Native Americans \$34,300 as compared to whites who make \$64,200 annually.

"Increasing access to education can equalize communities, improve the overall health and longevity of a society, Nearly 60 million people could escape poverty if all adults had just two more years of schooling, and 420 million people could be lifted out of poverty if all adults completed secondary education", according to UNESCO. Education increases earnings by roughly 10% per each additional year of schooling".<sup>10</sup> In Schenectady County, less than 9.6% of residents do not complete High School; in Niskayuna, 2.5% do not complete high school according to the *US Census Bureau*; and, in the neighborhood, Hamilton Hill, up to 30.4% of the residents do not complete high school. Life projections for our scholars in these neighboring communities are distinctively different. Scholars growing up in Hamilton Hill, as well as our other target neighborhoods, struggle to escape poverty through education.

Scholars attending schools in more affluent communities and zip codes, for many reasons, succeed academically at higher rates. The United States participated in the Programme for International Student Assessment (PISA) which ranked students from multiple developed and

<sup>8</sup>Inglis, 2015

<sup>9</sup>Smith, Sheila, et al. "Young Children at Risk National and State Prevalence of Risk Factors." *Columbia*, 2012, doi:10.7916/d8-ssf4-cm09

<sup>10</sup>Understanding the Connection Between Education and Poverty, 2020

underdeveloped countries on their abilities to reason and critically think in core subject areas: reading, math, and science. The U.S. ranked average to below average on the assessment versus other developed countries in reading, science, and math, but these averages mask the influence of poverty on our children’s learning.<sup>11</sup> The average American PISA reading score for higher income schools exceeded that of all other developed countries while the average PISA score for lower income American schools was far lower than that of developed countries.<sup>12</sup> Recent school data from SCSD and its affluent neighboring town, Niskayuna (NCSD), further displays the gap in academic achievement between schools in high income and low income neighborhoods and communities. Figure 1a 9 through figure 1a 12 show academic data for scholars attending school in each district. Scholars enrolled in NCSD far exceed the academic achievement of scholars not just in our target neighborhoods, but at all elementary schools in Schenectady in Reading and Math.

<b>Figure 1a-9. SCSD Math Results by School</b>					
<b>School Name</b>	<b>Black Scholar Proficiency Math</b>	<b>White Scholar Proficiency Math</b>	<b>Hispanic Scholar Proficiency Math</b>	<b>Asian Scholar Proficiency Math</b>	<b>Multicultural Scholar Proficiency Math</b>
Hamilton Elementary	15%	30%	12%	38%	4%
Howe Elementary	17%	35%	10%	60%	42%
Kaene Elementary	7%	21%	14%	56%	25%
Lincoln Elementary	10%	0%	4%	2%	0%
Martin Luther King Elementary	2%	7%	0%	6%	1%
Paige Elementary	17%	43%	25%	29%	20%
Pleasant Valley Elementary	7%	20%	12%	37%	11%
Van Corlaer Elementary	21%	39%	18%	75%	21%
Woodlawn Elementary	50%	48%	33%	53%	47%
Yates Elementary	3%	<b>11%</b>	17%	14%	5%

<sup>11</sup>Friedman, America's Poverty-Education Link 2012

<sup>12</sup>HuffPost is now a part of Verizon Media, 2020

Zoller Elementary	41%	57%	29%	65%	29%
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**Figure 1a-10. SCSD ELA Results by School**

School Name	Black Scholar Proficiency ELA	White Scholar Proficiency ELA	Hispanic Scholar Proficiency ELA	Asian Scholar Proficiency ELA	Multicultural Scholar Proficiency ELA
Hamilton Elementary	32%	46%	45%	50%	30%
Howe Elementary	19%	56%	19%	50%	50%
Kaene Elementary	11%	20%	18%	56%	43%
Lincoln Elementary	29%	25%	15%	37%	25%
Martin Luther King Elementary	10%	21%	3%	26%	36%
Paige Elementary	21%	39%	34%	43%	38%
Pleasant Valley Elementary	15%	20%	29%	53%	22%
Van Corlaer Elementary	24%	50%	24%	71%	40%
Woodlawn Elementary	67%	50%	35%	48%	71%
Yates Elementary	12%	10%	2%	40%	15%
Zoller Elementary	50%	66%	37%	65%	36%

**Figure 1a-11. NCSD Math Results by School**

School Name	Black Scholar Proficiency Math	White Scholar Proficiency Math	Hispanic Scholar Proficiency Math	Asian Scholar Proficiency Math	Multicultural Scholar Proficiency Math
Birchwood Elementary	N/A	71%	N/A	92%	N/A

Craig Elementary	N/A	56%	N/A	91%	N/A
Rosendale Elementary	N/A	87%	N/A	88%	N/A
Glencliff Elementary	N/A	66%	29%	90%	N/A
Hillside Elementary	N/A	88%	74%	80%	80%

**Figure 1a-12. NCSD ELA Results by School**

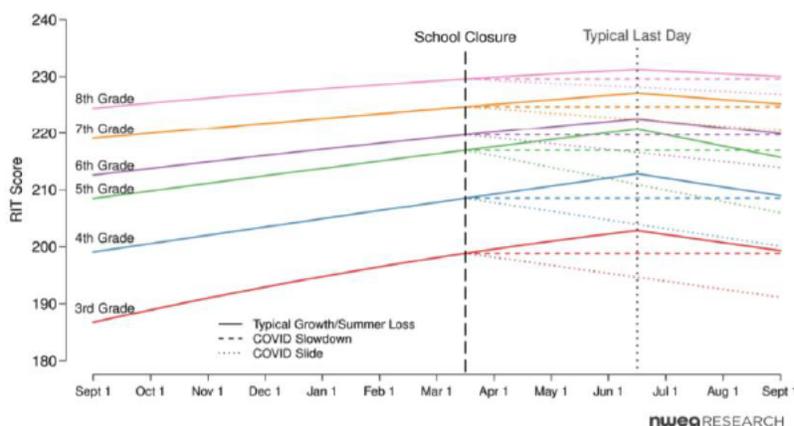
School Name	Black Scholar Proficiency ELA	White Scholar Proficiency ELA	Hispanic Scholar Proficiency ELA	Asian Scholar Proficiency ELA	Multicultural Scholar Proficiency ELA
Birchwood Elementary	N/A	74%	N/A	100%	N/A
Craig Elementary	N/A	58%	22%	70%	N/A
Rosendale Elementary	N/A	93%	N/A	88%	N/A
Glencliff Elementary	N/A	64%	29%	61%	N/A
Hillside Elementary	40%	80%	35%	75%	87%

### The Impact of the Covid-19 Pandemic

Nearly half of a million people in the United States have suffered death due to Covid 19. It is no surprise that districts are taking the necessary precautions to ensure the health and safety of staff, scholars, and families. Like most districts, the Schenectady City School District developed a plan for re opening its school doors to scholars for the 2020 21 school year. The plan entailed an optional model for elementary and middle school aged scholars, that allowed families to choose either remote learning or a hybrid setting. The majority of families, 60%, opted for remote learning, while the remaining 40% chose hybrid learning. This is on track with national averages for percentages of scholars doing remote and hybrid learning. While a distant learning experience is expected to be safer for all stakeholders, data has shown that the effects of remote learning will ultimately be detrimental to all scholars, specifically African American scholars, Hispanic scholars, and those living in low income cities such as Schenectady. Former Secretary of Education John King Jr. retorted, "Even in places that do distance learning well, we can expect that students will lose significant ground." Reviewing estimated data from NWEA, distributors of the nationally recognized MAP Math assessment incorporated in our assessment plan (see section [R-06 - Curriculum and Instruction](#)), provides more context to support the notion that

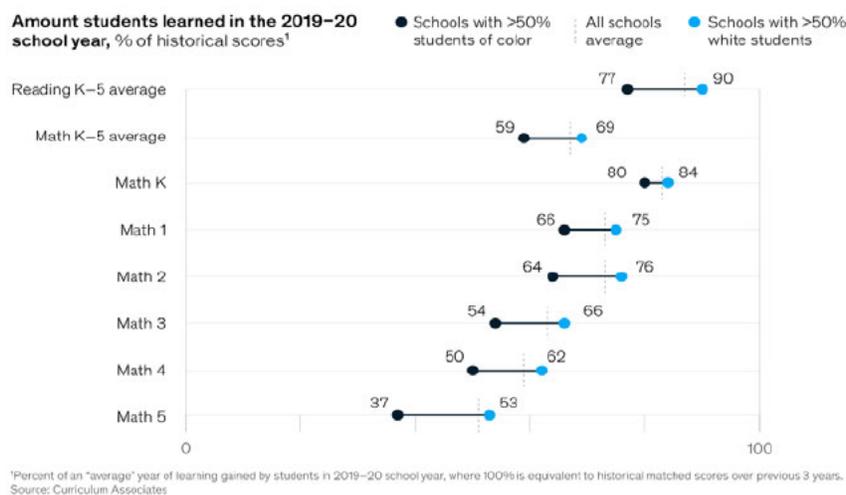
scholars from all backgrounds are struggling.<sup>13</sup> Figure 1a 13 displays math performance throughout the 2019 20 school year.

**Figure 1a 13. NWEA Estimated Math Growth for 2019 20 School Year**



As seen in Figure 1a 13, scholars across grades have plateaued in math performance. Generally, scholars are losing months of learning. Nationally, African American and Hispanic students are expected to lose six to twelve months of learning. This projection is an estimate based on data that reveals how much learning our scholars lost in the 2019 20 school year. Figure 1a 14 is a graph of comparative data of lost learning for students of color and students who are white.<sup>14</sup>

**Figure 1a 14. National Remote Learning, Learning Lost**



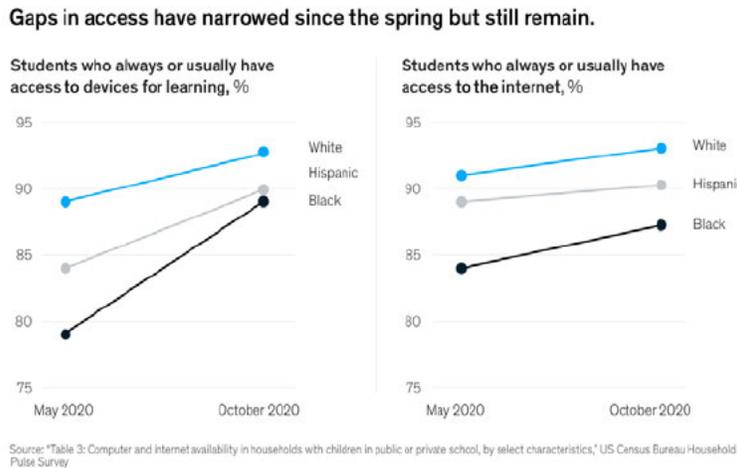
To support remote learning by ensuring scholars had access to academic content, the SCSD ordered over 5,000 laptops at the beginning of the pandemic. As of September, the Daily Gazette

<sup>13</sup>Kuhfeld & Tarasawa, 2020

<sup>14</sup>Sarakatsannis, Viruleg, Hancock, & Dorn, 2020

reported that there were still hundreds of scholars without computer accessibility. This is an improvement in data from the 2019 20 school year, yet still, an issue stifling the success of our most at risk scholars. Figure 1a 15 is an image displaying national access to remote learning by race.

**Figure 1a 15. National Remote Learning Accessibility**



SCSD schools test all staff, teachers, and scholars before entering the school buildings with temperature checks and other processes to ensure all symptomatic people are caught before infecting others. Schools must report data on positive cases to the Department of Health. The district has also responsibly posted total positive cases for each of its schools to its website. On December 21, 2020, the Schenectady City School District reported 89 staff members and 140 scholars were plagued by the Covid 19 virus. This forced the district to completely opt into a remote only model for a few weeks starting in December of 2020. Figure 1a 16 details the number of scholars, school staff, and teachers infected with Coronavirus.

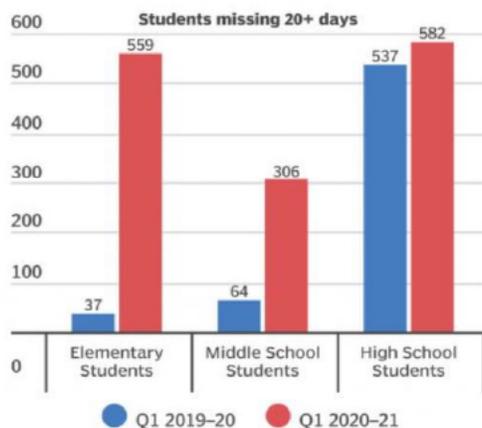
**Figure 1a 16. SCSD Coronavirus Totals**

School	School Type	Total Students Testing Positive (On/Off Site)	Total On-Site Students Testing Positive	Total Off-Site Students Testing Positive	Total Teachers/ Staff Testing Positive (On/Off Site)	Total On-Site Teachers/ Staff Testing Positive	Total Off-Site Teachers/ Staff Testing Positive	Total Testing Positive (Students, Teachers/ Staff)	Last Reported Date
DR. MARTIN LUTHER KING SCHOOL JR. ELEMENTARY SCHOOL	Elementary	11	4	7	5	4	1	16	02/05/2021
JESSIE T ZOLLER ELEMENTARY SCHOOL	Elementary	10	5	5	3	2	1	13	02/05/2021
PAIGE ELEMENTARY SCHOOL	Elementary	10	6	4	3	3	0	13	02/05/2021
LINCOLN ELEMENTARY SCHOOL	Elementary	8	3	5	1	0	1	9	02/05/2021
HOWE ELEMENTARY SCHOOL	Elementary	6	2	4	3	1	2	9	02/05/2021
WILLIAM C KEANE ELEMENTARY SCHOOL	Elementary	5	0	5	3	1	2	8	02/05/2021
WOODLAWN ELEMENTARY SCHOOL	Elementary	3	0	3	7	5	2	10	02/05/2021
PLEASANT VALLEY ELEMENTARY SCHOOL	Elementary	2	1	1	2	2	0	4	02/05/2021
VAN CORLAER ELEMENTARY SCHOOL	Elementary	2	1	1	1	1	0	3	02/05/2021
HAMILTON ELEMENTARY SCHOOL	Elementary	1	0	1	3	1	2	4	02/05/2021

The Daily Gazette reported on SCSD attendance data.<sup>15</sup> Far more scholars are habitually absent from school, whether they are learning remote or in a hybrid setting. It is reported that nearly 30% of scholars missed at least 10 days of school in the 2020-21 school year, so far. At Hamilton Elementary, a school in our target community, 100 scholars had missed 20 days or more of school. The school also reported that their daily attendance rate for remote and hybrid learning was 69% overall. Chronic absenteeism is not only impacting Hamilton Elementary. SCSD is struggling across most of its school and academy levels to ensure strong daily attendance. Figure 1a 17 displays SCSD attendance data from year to year.

<sup>15</sup>“Nearly 30 Percent of Schenectady Students Missed 10 or More Days of School – in the First Quarter.” *Daily Gazette*, 2020, [dailygazette.com/2020/12/17/nearly-30-percent-of-schenectady-students-missed-10-or-more-days-of-school-in-the-first-quarter](https://dailygazette.com/2020/12/17/nearly-30-percent-of-schenectady-students-missed-10-or-more-days-of-school-in-the-first-quarter).

**Figure 1a 17. Attendance Data for 2019 20 and 2020 21 School Years**



### Addressing the Need

Destine Prep will fill an academic and character development need in the community by providing a school model that addresses the needs of all scholars and exposes students of the Schenectady community to self regulation skills, concepts of STEM, and what it means to be lifelong reader. Our school model is grounded in our key design elements: Academic Programming is Rigorous and Extends Student thought, Equitable Systems and Structures Enable Learning, Growth, and Leadership, and Family and Community Partnerships Matter and are Vital to School Success.

Daily, scholars will enhance their understanding of mathematics, engineering, and technology. We will bring in mentors and leaders in these fields to talk to our scholars about the potential to use the skills and concepts they learn in school in the real world and in their future careers. Literacy is at the core of our model. We will convey that literacy is a priority by assigning all teachers to teach reading and writing, whether they are teaching phonics, craft and structure, or giving scholars feedback on their written responses, all teachers at Destine Prep are reading teachers. Every scholar will have small group reading instruction to help target their specific reading struggles. We will conduct book fairs and book drives to help our families create libraries for their children at home. Another part of our school model that is unique is our two teacher classroom model. During core learning blocks (ELA, Math, Science), there will be two teachers in the classroom, one leading general, tier 1 instruction while the other teacher is supporting scholars in small groups or one on one when appropriate. We will utilize data, IEPs to help differentiate instruction and place our most specialty teachers in grades and with scholars that have the most needs.

At Destine Prep, we believe in pushing student thought and supporting scholars along the way. We will be the first school in Schenectady to implement the CASEL SEL model. Scholars will be directly taught habits and core values tied to self regulation. We are naturing the future leaders

of the community who need skills that will help them learn and lead. We will partake in CASEL training, helping our teachers unpack bias and build their own skills in self regulation, so they can be better for our scholars.

Destine Prep will be a resource to families. We will collect input from families during our planning year and at least twice a year during the school year (mid year and end of year Scholar and Family Experience Surveys). Our surveys will be available online and hard copies will be directed home. We will ask families about their living conditions and at home needs. We believe that through our connections and relationships with local organizations, Carver Community Center, Hamilton Hill Art Center, S.E.A.T. Center, and Families Together, we will be able to provide resources and weekend programming to assist our families' needs. The needs in our target community will not be exclusive to the families of Destine Prep. We are eager to collaborate with district school leaders who are interested in providing programming for families of their students, as well. We are interested in hosting joint events like Yoga Saturdays, cookouts and potlucks, computer literacy/coding sessions, and parent advocacy sessions with district schools on our school campus. We intend to teach our scholars the power that lies in working as a community.

### *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 that takes into account disruptions caused by the COVID-19 pandemic;*
- *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 the novel or different programs or instructional approaches compared to those currently in place in the targeted community.*

The saturation of low performing elementary schools, no charter school options, and generational poverty have plagued our target community. Families are forced to choose a failing option, bus their scholars to schools in other cities, or pay for private schools. Destine Prep will exist to respond to the current circumstances by operationalizing our mission founded on equity and preserving the right of people to be served tuition free by high quality educators. Destine Prep will procure a facility in our target neighborhoods: Hamilton Hill, Vale, and Eastern Avenue however we will be an option for all scholars living within the Schenectady city district.

### **Instructional Impact**

Our programmatic approach has been thoughtfully designed to ensure Destine Prep functions at a high level academically and operationally. We are excited to develop our scholars into great thinkers through rigor and rich instructional experiences which will expand their capacities to

think critically. Our program model stands on a strong literacy component, whereas all teachers will instruct literacy, supporting our most struggling readers in small group settings. We will also expose our scholars to strong STEM education that will feature hands on, inquiry based experiences that build their knowledge on topics like engineering, mathematics, and technology. We believe in nurturing the pipeline of future leaders. Our scholars will learn from and be mentored by community members who have experience in the fields we study. Our teachers will experience professional development that will strengthen their pedagogy, instructional efficacy, and mindsets about children through structures such as coaching/observations and Friday Professional Development. We have dedicated 24 days through the school year to develop our teachers, reflect on and evaluate data, and plan and prepare how to support individual scholars.

Our mindsets and structures for discipline are uniquely designed to reimagine and reframe the way we think about scholars' behavior. All behavior is a function of a need, most commonly associated with a gap in skill or understanding. We intend to use the CASEL SEL framework to explicitly teach our scholars to become more socially and emotionally self aware human beings. Once they have started to build their ability to understand and be aware, we will teach them how to address their emotions and how to respond to conflict in social settings. We believe that giving our scholars the tools they need to regulate and make positive decisions will increase the amount of time scholars are in class learning and decrease the amount of time scholars are being pulled out of class or exhibit tier 3 behaviors. When scholars exhibit poor behaviors or choices, we will use SEL interventions and restorative justice practices to rear the behavior and teach scholars a new way to respond.

### Impact on the District

Destine Prep will continue to seek collaboration with the leaders of the current school options as noted in [R15 -District Relations](#). Currently, there are 11 public elementary schools and 10 private schools in Schenectady. As noted in [1a - Community Need](#), the current public school options rank at the bottom of the New York State schools for academic performance. The private school options require parents to pay tuition. Figure 1a 2 illustrates enrollment totals for schools in the SCSD.

<b>Figure 1a-2. Student Enrollment by Schenectady School</b>			
<b>School Name</b>	<b>Zip Codes</b>	<b>Grades Served</b>	<b>Total Enrollment</b>
<b>Schenectady City School District Public Schools</b>			
Hamilton Elementary	PK 5	12303	375
Howe Elementary	PK 5	12309	367
Kaene Elementary	PK 5	12304	254
Lincoln Elementary	PK 5	12304	302

Martin Luther King Elementary	PK 5	12307	412
Paige Elementary	PK 5	12304	397
Pleasant Valley Elementary	PK 5	12303	368
Van Corlaer Elementary	PK 5	12306	346
Woodlawn Elementary	PK 5	12304	368
Yates Elementary	PK 5	12308	318
Zoller Elementary	PK 5	12308	387
<b>Schenectady City School District Charter Schools</b>			
Annur Islamic School	PK 6	12304	96
Brown School	PK 8	12304	344
Montessori School	PK K	12308	12
Northeast Parent Child Society	5 12	12305	143
St. Anthony's Elementary School	PK 5	12302	107
St. Helens School	PK 5	12309	166
St. John the Evangelist	PK 6	12308	229
St. Luke School	PK 6	12304	126
St. Madeleine Sophie School	PK 6	12303	327
Wildwood School	UG UG	12303	197

### Enrollment

Destine Prep will not have any great effect on district enrollment numbers, as we plan to capture only 6% of scholars currently enrolled in district schools in our first charter term. While we encourage all Schenectady residents to apply, our marketing approach and community outreach have been targeted towards zip codes: 12307, 12308, 12305, 12304, and 12303. Schools in these zip codes have some of the highest enrollment numbers.

Destine Prep intends to serve 116 scholars in its inaugural year and 390 scholars by the end of our first proposed charter term. Our graduating 5<sup>th</sup> grades will matriculate to a district middle school in 6<sup>th</sup> grade, transitioning to middle school at the same grade level as scholars from local district schools. Per our mission, we will backfill seats at every grade level. Given we will be the only charter school option in the city of Schenectady, we will always maintain full enrollment. We will strategically support those scholars who enroll throughout the school year and at varying grade levels as described in [R-05d – Admissions Policy](#). Figure 1b 1 displays Destine Prep's enrollment targets for the first charter term.

### Figure 1b 1. Enrollment Targets by Year

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2022-23	2023-24	2024-25	2025-26	2026-27	AGE RANGE
Kindergarten	Elementary School	58	58	87	87	87	5-6
1st Grade	Elementary School	58	58	58	87	87	6-7
2nd Grade	Elementary School		58	58	58	87	7-8
3rd Grade	Elementary School			58	58	58	8-9
4th Grade	Elementary School				58	58	9-10
5th Grade	<i>Elementary School</i>					58	10-11
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		116	174	261	348	435	

### Destine Preparatory Remote Learning Response

Destine Prep will adopt an approach to remote and hybrid learning that considers lessons learned from local district schools. Our remote learning plan will consider many factors that will encourage scholar success. Of these will be our top priorities for remote learning, strong attendance numbers, and clear and effective instruction.

We will have a remote attendance policy that celebrates scholars who show up from remote sessions punctually; which may include Zoom parties for scholars with perfect attendance; or, dropping off small prizes or certificates to their homes. The Operations Manager will be the owner of scholar attendance. Daily, he/she will call the parents of absent scholars. If the OM is unable to get in contact with a family, they may conduct a home visit that follows any safety protocols in place. The OM will work with the HOS to continuously plan for how to improve scholar attendance data.

Many of our scholars will not have experienced early education opportunities because of current school closures. We will need to remediate many skills and standards our scholars should learn in pre k. We have chosen a set of curricula that is closely aligned with NY Common Core Standards. In the planning year, the HOS and a contracted curriculum expert will vet the curriculum and revise it to more comprehensively cover all the skills our scholars need per grade level. At this point, the HOS and IC will make considerations for learning lost during the pandemic and ensure specific prerequisite skills are covered in unit 1 of each content area. The HOS will also adjust the Summer Institute plan/agenda to be thoughtful about how our development improves virtual instruction: practicing the logistics of Zoom and Google Classroom, practicing instructional methods remotely, and using positive reinforcement to motivate scholars virtually.

During our planning year, we will more thoroughly design our remote plan if national data is suggesting schools will remain remote for our proposed inaugural year, 2022. We will continue to study and observe the leadership of successful schools to learn best practices. Specifically, we intend to learn and design a remote plan that includes details on school safety, curriculum, instruction, discipline, food service as well as attendance.

### c. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy 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 ten students).

Destine Prep will enroll 116 scholars in Year 1 of operation. Per pupil aid revenue will total \$1,470,300. In Year 1, we expect total revenue from the district to amount to \$1,716,460. In Year 5, 2026 27, we expect total revenue from the district to amount to \$6,547,411. We conservatively budgeted for the fact that district revenue would likely see a flat increase, no increase, during the term of our first charter (see section R-21e – Budget). Figure 1c 1 illustrates our revenue expectations based on scholar enrollment for the first charter term. District funding of Destine Prep will have no substantial impact on the district budget as we will acquire less than 3% for our first charter term.

<b>Figure 1c-1. Fiscal Impact: Revenue based on Enrollment</b>							
<b>Year</b>	<b>Number of Enrolled Scholars</b>	<b>Per Pupil Rate</b>	<b>Per Pupil Total</b>	<b>Other District Revenue (SPED, FRL, Grants, etc.)</b>	<b>Total Funding from the District</b>	<b>Total Operating Budget for Schenectady School District</b>	<b>Projected Impact (% of District Budget)</b>
2022 2023	116	\$12,675	\$1,470,300	\$246,160	\$1,716,460	\$232,264,838	0.739%
2023 2024	174	\$12,675	\$2,205,450	\$391,650	\$2,597,100	\$232,264,838	1.118%
2024 2025	261	\$12,675	\$3,308,175	\$603,335	\$3,911,510	\$232,264,838	1.684%
2025 2026	348	\$12,675	\$4,410,900	\$815,559	\$5,226,459	\$232,264,838	2.250%
2026 2027	435	\$12,675	\$5,513,625	\$1,033,786	\$6,547,411	\$232,264,838	2.819%

## **R-02ab - Addressing Need**

### *a. Mission*

*Provide the mission statement for the proposed charter school.*

### **Our Mission**

Destine Preparatory Charter School develops students in grades K 5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

### *b. Key Design Elements*

*Provide a clear and concise overview of the proposed charter school's key design elements, which are 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. The response should also address how the key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.*

*NOTE: This response should not exceed five pages in length, and the key design elements discussed should match those included in the Transmittal and Summary Form.*

### **Key Elements**

Destine Preparatory Charter School is founded on the belief that all scholars can learn and thrive when given the right structures and support. We will use a rich and rigorous curriculum that is responsive to our target population's experiences, backgrounds, and future lives. We will affirm our scholars' identities while challenging them to learn and respect new perspectives. We will equip our staff with the tools and structures needed for them to build authentic and dependable relationships with their scholars, families, and colleagues, which will ultimately invest our teachers in serving at Destine Prep for many years. We maintain family and community investment in the work we are doing by consistently asking for input, volunteers, and creating spaces for adults to learn and build skills that will help them better support their scholars. Destine Prep's approach is grounded in three key design elements: 1) Academic Programming is Rigorous and Extends Student thought, 2) Equitable Systems and Structures Enable Learning, Growth, and Leadership, and 3) Family and Community Partnerships Matter and are Vital to School Success. Each mindset was especially curated by the Founding Team through input from families and members of the community and through the school studies conducted by the proposed HOS.

### **Academic Programming is Rigorous and Extends Student-thought**

We will create a pathway towards regional careers and local leadership through choosing and developing curriculum used by excellent schools teaching similar demographics of students in communities similar to Schenectady. We will invest in exposing our students to STEM, building

their foundational literacy skills<sup>1</sup>, and intentionally teaching our students how to self regulate and engage with learning. Our SEL approach will build scholars' sense of self, and confidence and most importantly reduce discipline infractions and keep students learning in the classroom. We will balance instructional approaches, including giving scholars the space to grapple with rigorous content independently, in order to develop scholars' critical thinking skills and invest scholars in continuously learning as well as teaching skills, such as phonics, directly when applicable.<sup>2</sup> Our teachers will be developed through multiple structures such as in the moment coaching, intellectual preparedness protocols, professional development, and Data Days. We understand that our scholars' success greatly depends on the quality and experience of their teachers.<sup>34</sup>

### Equitable Systems and Structures Enable Learning, Growth, and Leadership

All means all at Destine Prep. All learners will receive the supports they need to be successful, and we will staff our school with educators who have a background in social work and supporting students with disabilities. All learners will receive at minimum tier 1 social emotional supports and learning experiences, as a part of our daily programming, during Morning Meeting and Reflection Circle.<sup>5</sup> When considering hiring, grade placement, or roles we will consider staff strength, skills and mindsets, and we will intentionally develop skills in which they lack during intentionally planned meetings and structures, such as Data Days. The strength and thoughtfulness of our systems will help define whether we are able to assure all stakeholders get what they need to learn, grow, and lead successful at Destine Prep and within the Schenectady community.<sup>6</sup>

### Family and Community Partnerships Matter and are Vital to School Success

Parent voice is intentionally elicited to ensure our school program will meet the needs of the community and to ensure our school operates with culture and heritage of our community in mind.<sup>7</sup> Parents will receive learning and training opportunities to build skills for career readiness and parenting.<sup>8</sup> We will leverage community resources to strengthen our program and provide assistance to our families, such as after school care and activities. Community leaders will have opportunities to motivate our scholars through facilitating enrichments with our scholars and partnering with the school on community events. We believe that by gaining

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<sup>1</sup>Krishnan and Johnson

<sup>2</sup><https://www.edweek.org/teaching-learning/how-do-kids-learn-to-read-what-the-science-says/2019/10>

<sup>3</sup>Strong, Fletcher, & Villar, 2004; Serpell & Bozeman, 1999

<sup>4</sup>Sanders, W. L., & Rivers, J. C. 1996. Cumulative and residual effects of teachers on future student academic achievement Research Progress Report. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

<sup>5</sup>Hammond

<sup>6</sup>Mitra and Gross's 2009

<sup>7</sup>Gay, Geneva. "PREPARING FOR CULTURALLY RESPONSIVE TEACHING." Journal of Teacher Education, 2002, [www.cwu.edu/teaching-learning/sites/cts.cwu.edu/teaching-learning/files/documents/PreparingforCulturallyResponsiveTeaching,%20Geneva%20Gay.pdf](http://www.cwu.edu/teaching-learning/sites/cts.cwu.edu/teaching-learning/files/documents/PreparingforCulturallyResponsiveTeaching,%20Geneva%20Gay.pdf).

<sup>8</sup>Henderson and Mapp, n.d

community by in, scholars will be more invested in school, thus increasing their chances to thrive at Destine Prep.<sup>9</sup>

### **Evaluation of Key Elements**

Our key design elements are intended to address issues that are currently stifling scholars' academic performance and character growth at local schools. We do not believe that there is enough community and family involvement, rigor is not high enough to challenge our student's minds, nor are schools doing enough to nurture the identities and talents of students, staff, families, and community. We will establish ambitious yearly goals for each key element and evaluate each goal through an extensive and comprehensive process, one that includes reviewing perspectives and feedback from all stakeholders and evaluating performance and outcomes for scholars and staff. The Leadership Team will review Scholar and Family Experience Surveys, staff surveys, SEL assessments, mid year and end of year performance evaluations, and end of year assessment data. We will review the above data with a critical lens on how our key design elements supported the data. Annually, the HOS with the support of the Leadership Team will adjust the school's approach, set priorities, and set improvement goals for the following school year.

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<sup>9</sup>Wheellock College, 1992

## R-03ad - Proposal History

### *a. Applicant Information*

*Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and educational background.*

Re'Shawn Rogers is the proposed Lead Founder and Head of School for Destine Preparatory Charter School. Mr. Rogers is a highly motivated educational leader with extensive experience in Literacy who has worked in primary education for over a decade. He graduated with honors from Detroit Community Charter School and received his Bachelor of Arts in Secondary Education in [REDACTED] from Eastern Michigan University and a Master of Arts in Teaching from Relay Graduate School of Education in [REDACTED]. Mr. Rogers' educational experience with both attending and serving in schools in underserved communities makes him particularly attuned to both the needs and cultures of his students because Mr. Rogers believes that every child deserves to experience love and belief in school. Mr. Rogers began his formal studies in Education at Eastern Michigan University, with a focus on literacy. In the winter of [REDACTED], Mr. Rogers made a clear decision to live out his purpose by volunteering for a local organization that brought college students into the classroom as teaching assistants, mentors, and tutors. Mr. Rogers would support Ypsilanti Community Middle School for 2 consecutive school years. After his undergraduate experience, Mr. Rogers continued his education and went on to pursue his Master's degree, so that he could continue to grow his practice in the areas of content knowledge, cultivating positive and productive classrooms, responsiveness to student and family needs, and creating high quality lessons and curriculum. Following grad school, Mr. Rogers began working as a teacher in residence for Achievement First Aspire Elementary in Brooklyn, New York, where he served as a teacher and school leader. Mr. Rogers held the title of Dean of Academics with a particular focus on ELA and humanities.

During Mr. Rogers' tenure in New York schools, he maintained exceptional student achievement results such as 15% growth on the ELA state Assessment from his first year to his second year as Dean. Mr. Rogers has worked at every level of child education: elementary, middle, and high school. He has served in several school roles ranging from a tutor, volunteer, teacher in training, assistant teacher, para professional, lead teacher, co teacher, operations liaison, and Academic Dean. From leading teachers in network professional development training to intensely working with Achievement First Curriculum Planners and Content Chairs to revise the ELA curriculum and instructional model for all 3rd and 4th grade classrooms across the network, Mr. Rogers has broad experience in the education profession.

Mr. Rogers' resume is included in [R-03f – Founding Team Resumes](#). His contact information is listed below in Figure 3a 1.

Figure 3a-1. Proposed Lead Founder Contact Information	
Address:	
Phone:	
Email:	

*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 (e.g., support organizations or consultants), even if these outside advisors are not active members of the founding group.*

The lead applicant and founder of the proposed Destine Preparatory Charter School is Re'Shawn Rogers. Mr. Rogers is a fellow with the national non profit BES. Through his connection with this organization, he has been given the tools to build and lead a team of founders who will eventually oversee Destine Prep and serve as the governing board of trustees. Through rigorous vetting by the lead applicant, along with interviewing support from the BES Governance Director, Mr. Rogers has curated a team of people with diverse skill sets such as School Operations Management (Mark Muscatiello), Legal Real Estate (Joshua Koss), Law (Raysheea Turner), Social Worker (Ashley Whiteside), Educational Leadership (Chrishenna Hill and George Borum), and finance (Raul Castillo and Cherly Almonte Lare), as noted in Figure 3d 1. The Board is comprised of respected professional citizens who reside in the Capital District, including 2 residents of Schenectady.

Mr. Rogers began vetting individuals for Founding Team roles in August 2020. With the training and support of the BES Governance Director and through recommendations from community leaders, he was able to identify the best candidates, all of whom meet the following criteria:

1. Have skills and expertise aligned to outstanding roles needing to be filled on the Founding Team, with priority to those living in Schenectady or those having attended Schenectady City District Schools

2. Believe in our mission and the vision for the school, including our approach to discipline, rigorous academic expectations, and our stance to be an anti racist organization
3. Have an understanding of the educational plight existing in our targeted neighborhoods and have a passion for supporting high academic outcomes for underserved children

From August until December 2020, Mr. Rogers recruited and offered a Founding Team position to 7 professionals whose high capacity, mission alignment, and enthusiasm for the work fit our team’s needs. The Founding Team will eventually grow to no more than 11 members. Beginning in January 2021, Destine Prep’s Founding Team will convene two times a month to discuss their roles on the team, review their charter application, collaborate on in person and virtual community engagement ideas, and make connections with potential Founding Team members and local partner organizations. The Destine Prep charter application was created between August 2020 and February 2021, and received continuous input from the community, review from an outside consultancy (SchoolWorks<sup>1</sup>), and final approval by the Founding Team.

### School Study

Throughout his fellowship with BES, Mr. Rogers has been greatly impacted by best practices of highly functioning and successful schools. He has had the on going opportunity to learn from successful schools and school leaders identified by the Directors at BES. Through studying videos of school leaders in action, hosting debrief conversations centered around leadership competencies, and through virtual residencies, he has not only built an understanding of his role as the proposed Lead Founder of Destine Prep but has also been able to design a school that is informed by qualitative and quantitative research. Figure 3b 1. lists the schools Mr. Rogers observed and learned from during the founding and designing of Destine Prep.

<b>Figure 3b-1. Schools Studied by Re’Shawn Rogers via BES Fellowship</b>			
<b>Number</b>	<b>School</b>	<b>City</b>	<b>Design Element Impacted</b>
1.	Brooklyn Rise Charter School	Brooklyn, NY	Instruction and Curriculum
2.	Achievement First Aspire	Brooklyn, NY	Foundational Reading
3.	Ivy Hill Preparatory	Brooklyn, NY	Systems and Routines
4.	Community Roots Charter School	Brooklyn, NY	Culture and Discipline
5.	University Prep Charter	Bronx, NY	Culture and Discipline
6.	Buffalo Creek Academy	Buffalo, NY	Leadership Structure

<sup>1</sup> <https://www.schoolworks.org/charterapplicationbootcamp/>

7.	KiPP Albany Primary Charter School	Albany, NY	School Operations
7.	Excel Academy	Chelsea, MA	Instruction and Curriculum
8.	Etoile Academy	Houston, TX	Culture and Discipline
9.	Circle City Prep	Indianapolis, IN	Systems and Routines
10.	Equitas Academy	Los Angeles, CA	Culture and Discipline
11.	Memphis Merit Academy	Memphis, TN	Struggling Scholars RTI
12.	Liberty Collegiate Nashville	Nashville, TN	Instruction and Curriculum
13.	Purpose Prep Academy	Nashville, TN	Culture and Discipline
14.	RISE Prep Mayoral Academy	Woonsocket, RI	Culture and Discipline

### Advisory Council

The proposed Founding Team collaborated with professional individuals who are not serving on Destine Prep’s Founding Team, but rather our advisory council. We will continue to collaborate and consult with these individuals as advisors whose guidance will be rendered on an ad hoc basis, utilizing their services for support in areas where they have expertise. Figure 3b 2 lists Destine Prep’s proposed Advisory Team.

Figure 3b-2. Non-Board, Advisory Team		
Name	Current Organization	Expertise
Carmel Patrick	Schenectady City Council	Government, Community Outreach
Derek Westbrook	KIPP Tech Valley Charter School	Education, Parent, Community Engagement
Vernon Bostick	Living Well Realty	Real Estate, Parent, Community Engagement
Ralph Pennington	Black & Pennington Law Office	Lawyer, Real Estate and Special Education Law
Mathew Grimes	Springfield Public Schools	Human Resources, Education
Andrea Leighton	Schenectady JCC	Director of SPED Ed.

### c. List of Founding Team Members

Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school.

Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 – Governance).

Founding Team member Re'Shawn Rogers attending undergraduate college at Eastern Michigan University. He completed his Master of Education at Relay College in Brooklyn, New York. Figure 3c 1 describes the non board member who is a part of the Destine Prep Founding Team.

<b>Figure 3c-1. Non-Board, Founding Team Member</b>		
<b>Name</b>	<b>Experience and Skills</b>	<b>Proposed Role at Destine Prep</b>
Re'Shawn Rogers	BES Fellow, Former Teacher, Former Academic School Leader, Founding Summer Academy Leader, Former Charter Network Leader	Head of School/Executive Director

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

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:

- The name of the proposed charter school(s) when previously submitted;
- The date(s) of the previous submission(s); and,
- A detailed summary of what has changed in the proposal since its previous submission(s) and the reasons therefore.

Indicate whether the applicant and/or founding team has previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide:

- The name of the charter entity;
- The state where the application was submitted (if not New York);
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of the application(s);
- If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity, or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial;
- If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,
- Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.

**NOTE:** Failure to disclose previous applications by the same or a similarly constituted founding group for a substantially similar school to an authorizing entity in any state may result in the application's disqualification for review by the Institute.

The Founding Team submitted the original application for Destine Prep on February 16, 2021. The school Founder and proposed HOS withdrew Destine Preparatory Charter School's application after the application was reviewed by SUNY Charter Schools Institute during Cycle 1 of 2021. We have not submitted or shared our application with any other charter school authorization body, but instead, the Founding Team has worked to address some of the concerns brought forth by the SUNY review committee. Figure 13d 1 details the changes that were made to strengthen our application.

<b>Figure 13d-1. Summary of Changes since Original Charter Submission</b>	
<b>Changes to the Destine Prep Application</b>	<b>Rational for Changes</b>
Added members to our Founding Team	Needed more educational leadership experience represented on our team.
Revised Key Design Elements	Needed to implement feedback given by families and community leaders in a clear and concise description of our elements.
Enrollment Targets	Needed to adjust our targets to ensure we are prepared to serve as many students as we can given our staffing plan.
Staffing Plan	Needed to ensure that our Leadership structure was supportive to the HOS/ED having members of the school's Leadership Team own more coaching, evaluation, and day to day staff management, so the HOS/ED has greater capacity to manage and respond to facilitates, budget, and other Y1 operational priorities.
Budget	Needed to update the budget to reflect the revised enrollment targets and staffing plan. We shifted when we expect to receive district billing as well as CSP dollars.
Community Engagement	Needed to prove that there is a need for more school options amongst families in Schenectady.

*e. Letters of Justification for Previously Denied Applications*

*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.**

*f. Founding Team Resumes*

Submit an updated resume for all founding team members (not including board members).

# Re'Shawn Rogers

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## EXPERIENCE

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## EDUCATION

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**EDUCATIONAL LEADERSHIP SKILLS**

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| [REDACTED]

**CERTIFICATIONS**

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| [REDACTED]  
| [REDACTED]

**VOLUNTEER**

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| [REDACTED]  
| [REDACTED]  
| [REDACTED]

## **R-04abc - Community Outreach, Support, and Demand**

### *a. Description and Analysis of Community Outreach Efforts*

*Description and Analysis of Community Outreach Efforts Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:*

- *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.*

*In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.*

The Founding Team at Destine Prep utilized many forms of information seeking to garner input from stakeholders and residents within our proposed community. We began our outreach to the community in August of 2020 and our efforts have been continuous since then. We have greatly depended on virtual opportunities, but we have also taken boots to the ground approach whenever it seemed safe to do so. We have hosted virtual focus groups, utilized our social media platforms, sent mailers to over 1000 addresses in our targeted community, passed out flyers and surveys, tabled outside of the library and high value stores, and have conducted door to door info sessions with at home childcare providers. We adopted an approach to community outreach that took into account the safety of our team and community as well as the necessity to learn from the community and reflect and revise our school design.

### **Implementing Input from Families and Community Members**

We regularly reflected on the input to find areas in which our model and vision could be strengthened. To deeply and thoughtfully reflect, we asked questions such as, how will this input improve on our design, will this input change the outcomes of the school positively or negatively, and how feasible is the input given our budget, staff, facility. One parent suggested that we consider adding a second language class to our academic program. It was always our intent to contract an ESL certified teacher. However, this input got us thinking about our mission and specifically the portion regarding "affirming identities." We believe there is value and culture deeply rooted in oral language. Furthermore, teaching our English speaking scholars a new language will increase the variety of opportunities available to them in high school and beyond. Considering how important foundational reading skills are to our program and our steadfast focus on our goal of 75% proficient readers by the end of 3<sup>rd</sup> grade, we decided that focusing on English instruction in Year 1 would be pivotal to our school's success

and would ultimately lay the foundation for integrating Spanish instruction. We will add Spanish Language block as an additional enrichment block starting in Year 2.

We heard from community members that English and Science were the most critical skills scholars in Schenectady were lagging. We always believed that literacy must be a foundational academic pillar for our school. However, after hearing this same sentiment from community members, we began to think about how our structures could support this continuous focus. We adapted a two teacher model and created a classroom schedule that enables both teachers to support scholars during all reading blocks. We have also invested in reading curriculum that is rich in culture and diversity exposing our scholars to stories that are familiar and foreign to their experiences. We designed a STEM program that exposes our students to many sciences and allows them to be active, hands on participants in their learning. Through experiments, building models, creatively finding solutions to solve difficult problems, our scholars will build their critical thinking skills as well as scientific and mathematical knowledge.

We also heard from many families that they would be interested in a school that has a strong special education evaluation protocol. We heard several horror stories of how students were wrongfully identified or excluded from school because the school was unaware of how to address and support students with special needs. Families asked about how involved they could be in the process of establishing supports. We believe that our scholars' success hinges on parental involvement. We will never place a scholar into an intervention without first having consent from their family. We will never conduct an evaluation on a scholar without first having consent from their family. We will involve families in any critical conversations about how to support a scholar who our Leadership Team identifies as needing tier 3 academic or behavioral support. We will ask families what resources they need to support their struggling scholar at home, and we will make those resources available, as feasible. Parents will have valued voices at Destine Prep; it is written into our key design elements and into the structures and systems we will operate under.

We were able to tie the feedback we received from families and community members to our key design elements so that our implementation of all feedback is still true to our model and makes our model more specific and tailored to the Schenectady community. We have collected feedback from families and community members in several ways and settings. Figure 4a 1 details the forms of community outreach and engagement the Destine Prep Founding Team conducted.

**Figure 4a-1. Types of Outreach Conducted by Destine Prep's Founding Team**

<b>Outreach</b>	<b>Description</b>
Focus Groups	The Founding Team hosted 2 focus groups via zoom. We publicized the events through our social media and the social media of the Schenectady Library.
Social Media	The Founding Team made posts on the School's website, Facebook page, and Instagram page. Our Founding Team shared posts to their social media platforms, including Facebook and LinkedIn.
Postcard	The Founding Team sent 100 postcards to families in our targeted zip codes, starting with Hamilton Hill 12307.
Table	The Founding Team tabled outside the Schenectady Bornt Branch Library and outside the Dollar General on State Street talked to families and gathered input through our survey. We also tabled at the Schenectady Juneteenth Celebration where many families showed enthusiasm about our school after haven't read about us in the newspaper.
Survey	The Founding Team sent our survey to over 200 individuals in the Capital Region who we each were personally connected to. We have also been running a Facebook ad to complete our survey since January. We also featured our survey on our website, Facebook page, and Postcard Mailers. We distributed over 100 hard copies of our survey.
Flyer Dropoff	Members of the Founding Team walked around our target neighborhoods in Schenectady and asked local businesses if we could leave flyer in their store fronts or post flyers in their windows. We were able to post flyers in laundromats, barber shops, delicatessens, wireless stores, and restaurants. We posted flyers to electric poles, bus stops, and throughout Jerry Burrell and Central Park. We also shared our flyers with librarians at the Schenectady Library, childcare providers, and higher

	education institutions and administrators, including St. Rose and the University of Albany.
Door to Door Info Sessions	We researched and visited over 10 at home child care providers. We in person input and each provider shared our survey and materials with their families.
Community Volunteering	We volunteered for the Miracle on Craig Street park cleanup in Hamilton Hill where we shared about our school with other volunteers. We volunteered at the SiCM food pantry where we shared about our school with employees and directors.

During our outreach, we have had the opportunity to speak to a variety of audiences in which we believe to be stakeholders in our work. We have spoken to parents, religious organizations and constituents, elected officials, educational institutions, youth centers, and other community organizations. Figure 4a 2 details the outreach and meetings we have had with larger groups.

<b>Figure 4a-2. Organizational Outreach Descriptions</b>			
<b>Number</b>	<b>Event</b>	<b>Date</b>	<b>Description</b>
1	Schenectady Rotary Club	February 4, 2021	Virtually met with members of the club to discuss our plans to propose a school, the timeline, and the supports we were seeking.
2	Focus Group	November 13, 2020	Virtually met with families in our targeted community to share more about the school and seek input on parts of the school design: academics, enrichments, family partnership, and discipline policy.
3	NAACP: Education Committee	November 17, 2021	Virtually met with members of the Education Committee to understand the NAACP's stance on charter schools and to suppress any potential opposition
4	518 Business Connect	November 12, 2020	Virtually met over two dozen professionals from around the Capital Region. The proposed head of school introduced himself and

			the school design and discussed best practices for recruiting and s
5	University of Albany: Education, Undergrads.	January 13, 2021	Virtually met with students in [REDACTED] undergraduate program. Shared about volunteer and future staffing opportunities. Shared our website and social media
6	Sunday Church Service	September 21, 2020	Met the lead pastor during an outdoor service and distributed fliers to the constituents in the parking lot
7	Distribution at Schenectady child care providers	November 16, 2020	Went door to door to 10 at home child care centers to distribute 50 fliers and kindergarten readiness resources
8	Common Thread Consultants	December 16, 2020	Virtually met with the team to discuss their mission and share the mission of our proposed school.
9	Tabling at Schenectady Public Library	October 29, 2020	Met 12 families outside the library and distributed 12 copies of our survey.
10	Brightside Up Training	November 4, 2020	Virtually attended a session on social emotional supports and shared about our school's mission.
11	Black Lawyers Connect	September 26, 2020	Met with professional individuals from Albany and Schenectady, shared about the school, and distributed 20 fliers.
12	Carver Center Park Cleanup	November 25, 2020	Met with community members from our target neighborhood and distributed 20 fliers.
13	KIPP Board	November 18, 2020	Virtually met with leaders of the local charter school and shared the head of school's contact information.
14	Schenectady City School District Board Meeting	October 21, 2020	Virtually attended a board meeting and took notes on the complaints and concerns of families presenting.

15	Table at Dollar General	November 8, 2020	Met 20 families, distributed 20 copies of our survey, and garnered 5 signatures for petition.
16	Daily Gazette	February 2, 2021	Virtually met with a reporter to discuss the design of the school.
17	Times Union	February 21, 2021	Virtually met with a reported to discuss our interest in Schenectady
18	Mayor's Office	April 14, 2021	Received an invitation and met with Mayor Gary McCarthy to discuss our interest in Schenectady
19	Brighter Choice Foundation	May 21, 2021	Virtually met with members of the board though Zoom. We discussed the school model, a summer literacy program we are seeking funding for, and asked for the foundations support.
20	Miracle on Craig Street	June 30, 2021	Virtually met with the board to discuss collaboration on upcoming community initiatives
21	Duryee Memorial A.M.E. Zion Church	June 19, 2021	Met with [REDACTED] to discuss our interest in Schenectady, how we plan to serve the community, and how the church congregation could support our efforts
22	Schenectady Foundation	July 1, 2021	Met with [REDACTED] to discuss our interest in Schenectady, support, and connection to our community leaders who are interested in supporting a school or the students of Schenectady.
23	New York State Assembly	April 26, 2021	Virtually met with assemblymen to discuss our interest in Schenectady, ask for support, and connections to other elected officials

Figure 4a 3 details prominent leaders who have given Destine Prep their verbal support.

Figure 4a-3. Verbal Support from Community Stakeholders		
Number	Stakeholder	Organization
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*b. Description and Analysis of Community Support*

*Provide a narrative description of support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.*

The Founding Team of Destine Prep has been vigilant in its approach to community outreach. Our vision of stakeholders had to expand to include people across many different professions who might have vested interest in our work, who could connect us to families, or whose experience with Schenectady City School District (SCSD) allowed us to learn more about education in the community. We met with school leaders, librarians, youth program leaders, bankers, church clergy, board members of local organizations, executive directors of local

organizations, and elected officials. We garnered support from 90% of the stakeholders we spoke to. A common theme was, "Schenectady is in great need of a good school." Most stakeholders offered to support the school however they could, including writing letters of support. One stakeholder offered temporary space for our school site. Families took very kindly to our school proposal. Many families were eager to share about our school with their friends and family. During tabling at the Dollar General, a grandmother offered to walk around the neighborhood passing out our flyers. She also brought back 10 families to our table. We spoke with several parents of children aged for our inaugural class. Most were excited about the opportunity to enroll their student at Destine Prep and shared their contact information so we can reach out when enrollment is made available. We heard from families over and over again, "I want a safe school for my child."

We knew that gaining support from stakeholders would be a challenge given the COVID\_19 pandemic; many families and other stakeholders had a difficult time seeing the need for a new school given most schools are currently closed, and many families are confused about whether their students will ever be in school again. Some of our opposition was received through virtual communication. I received messages from 2 individuals stating they do not support charter schools. I reached back out to set up a call to learn more, but I did not hear back from either. Another proponent of opposition we have encountered is the SCSD. We understand that the recent budget cuts due to COVID 19 have left many public school educators without work and many school leaders in our community have come before the school board to say they are underserved. We believe that there will be some tension in the relationship because Destine Prep proposes to operate off public funds. Members of the Founding Team have met with members of the SCSD Board in hopes of establishing a partnership. We have been met with reluctance. During our Public Hearing, we heard members of the SCSD Board say that charters would only benefit a small few while taking money from other scholars. We also heard from two teachers from the SCSD during our Public Hearing who suggested that a charter school could be productive competition for the school district. We have been contacted by two SCSD building leaders who are eager to support us but are unwilling to do so publicly out of fear of ramifications from the SCSD Board.

Figure 4b 1 details members of the Schenectady community who are in favor of Destine Prep's existence in the community and who have offered to be of support to our school. Each member has also written a letter to certify their support.

Figure 4b-1. Letter of Support for Destine Prep		
Number	Stakeholder	Organization

1	Carmel Patrick	City Councilwoman
2	Jeff Buell	Redburn Development
3	Miriam Dushane	ALAANT Workforce Solutions
4	John Reilly	KIPP Albany Board Chair
5	Matt Milles	Union College Professor
6	Drey Martone	The College of Saint Rose Professor
7	Julianna Obie	Albany City School District Community Director
8	Mike Strianese	Brighter Choice Foundation
9	Robert Carreau	Schenectady Foundation
10	Jabari Peddie	BES Director
11	Parent Support	
12	Parent Support	

### *c. Description and Analysis of Student Demand*

*Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.*

Destine Prep's Founding Team believes it is critical to our school's success that we hit our enrollment targets every year so that we can operationalize our missions by effectively educating and providing supports for as many scholars in our targeted community as we can. Our budget is dependent on our ability to meet or exceed our enrollment targets, meaning changes in our academic program, hiring, and other resource allocation would have to shift if we are to not meet targets. Our outreach efforts have provided evidence and affirmation that our school is needed, and we can and will meet our enrollment targets.

The Covid 19 pandemic slowed our Founding Team down in our early stages of community outreach. It was very difficult to cultivate the types of relationships we needed to with those community members most connected to families. We were trying to build trust through Zoom. It was also difficult seeking out families because most people were still social distancing, until recently. Because the city of Schenectady has started to reopen, we have seen an uptick in our ability to interact with and seek and receive input from families.

We wanted to prove that there is interest to enroll students into Destine Prep, so we intentionally asked families on our survey and on our petition if they would be interested in enrolling their scholar into Destine Prep. We received 61 petitions and surveys from families with age eligible scholars. That is 53% of our target enrollment. So far to date, we have

received 44 petitions and 89 surveys in support of Destine Prep opening its doors in Schenectady. While the majority of our signed petitions and surveys are from families, 46% of the interest captured is from age eligible families. A great deal of families with older students showed a great interest in Destine Prep and encouraged our Founding Team to consider opening a middle school and high school in future years.

### **Opportunity to Expand Outreach**

SiCM's Summer Meals on Wheels program is food program designed to address the concern of food insecurity in Schenectady while schools are closed. The proposed HOS will lead the Jerry Burrell Hamilton Hill site from July 2021 September 2021. We have been given permission to market Destine Prep while hosting the event. The proposed HOS intends to capture more family input, petition/surveys signed, and to continue to grow the positive reputation of the school in the community. We believe that this opportunity will allow us to double our numbers for the current outreach and interest from age eligible families.

We captured parent names from our enrollment question in the document [Evidence of Outreach](#).

#### *d. Evidence of Community Outreach*

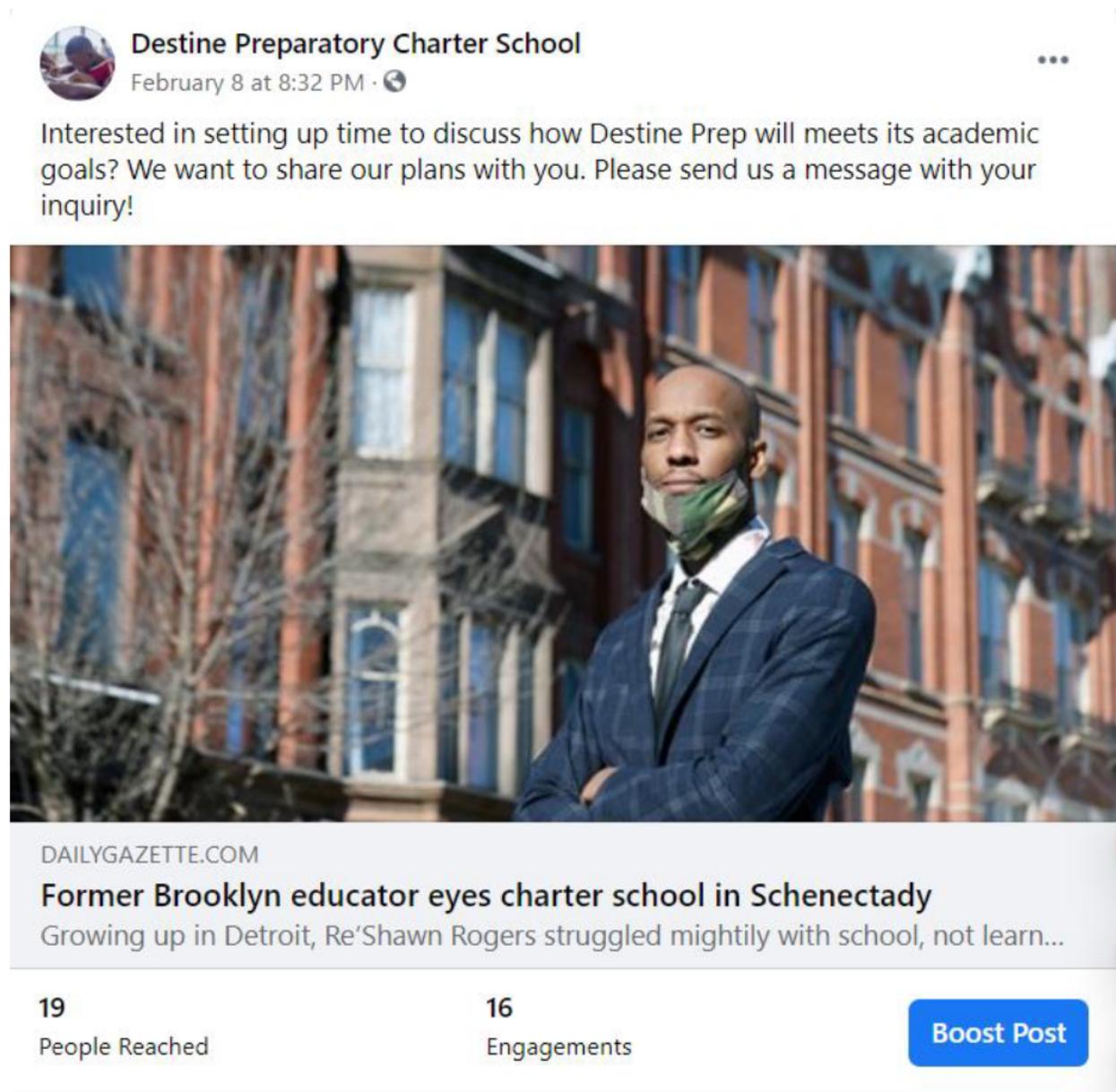
Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, virtual meeting announcements, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document

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Figure 4d 18	Outreach [REDACTED]	36
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Figure 4d 20	Outreach [REDACTED]	37
Figure 4d 21	Outreach [REDACTED]	38
Figure 4d 22	Outreach [REDACTED]	39
Figure 4d 23	Outreach [REDACTED]	40
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**Figure 4d 1. Daily Gazette Article on Proposed Head of School**

<https://dailygazette.com/2021/02/06/charter-school-proposal-afoot-in-schenectady/>



The image shows a Facebook post from Destine Preparatory Charter School. At the top left is the school's profile picture, a circular icon with a book and a person. To its right is the name "Destine Preparatory Charter School" and the timestamp "February 8 at 8:32 PM" with a globe icon. A three-dot menu icon is on the far right. The main text of the post reads: "Interested in setting up time to discuss how Destine Prep will meet its academic goals? We want to share our plans with you. Please send us a message with your inquiry!". Below the text is a large photograph of a man, Re'Shawn Rogers, wearing a blue suit, a white shirt, a dark tie, and a green face mask. He is standing in front of a brick building with many windows. Underneath the photo is a link to the article: "DAILYGAZETTE.COM Former Brooklyn educator eyes charter school in Schenectady". Below the link is a truncated text snippet: "Growing up in Detroit, Re'Shawn Rogers struggled mightily with school, not learn...". At the bottom of the post, there are two statistics: "19 People Reached" and "16 Engagements". On the right side, there is a blue button that says "Boost Post".

**Figure 4d 2. Destine Prep Website, Our Team Page**  
(<https://destineprepcharterschool.org/ourteam>)



### A Note From Our Founder:

DEAR FAMILY, FRIENDS, AND NEIGHBORS,

We are so eager to do the work of building a school in the community of Albany. We believe that educational equity is one of the ways we can solve issues that continue to plague our country, such as systematic racism. We believe that by offering our students many opportunities to critically think about the world, we will expand scholars' worlds while helping frame for them their role as leaders in the community and globally.

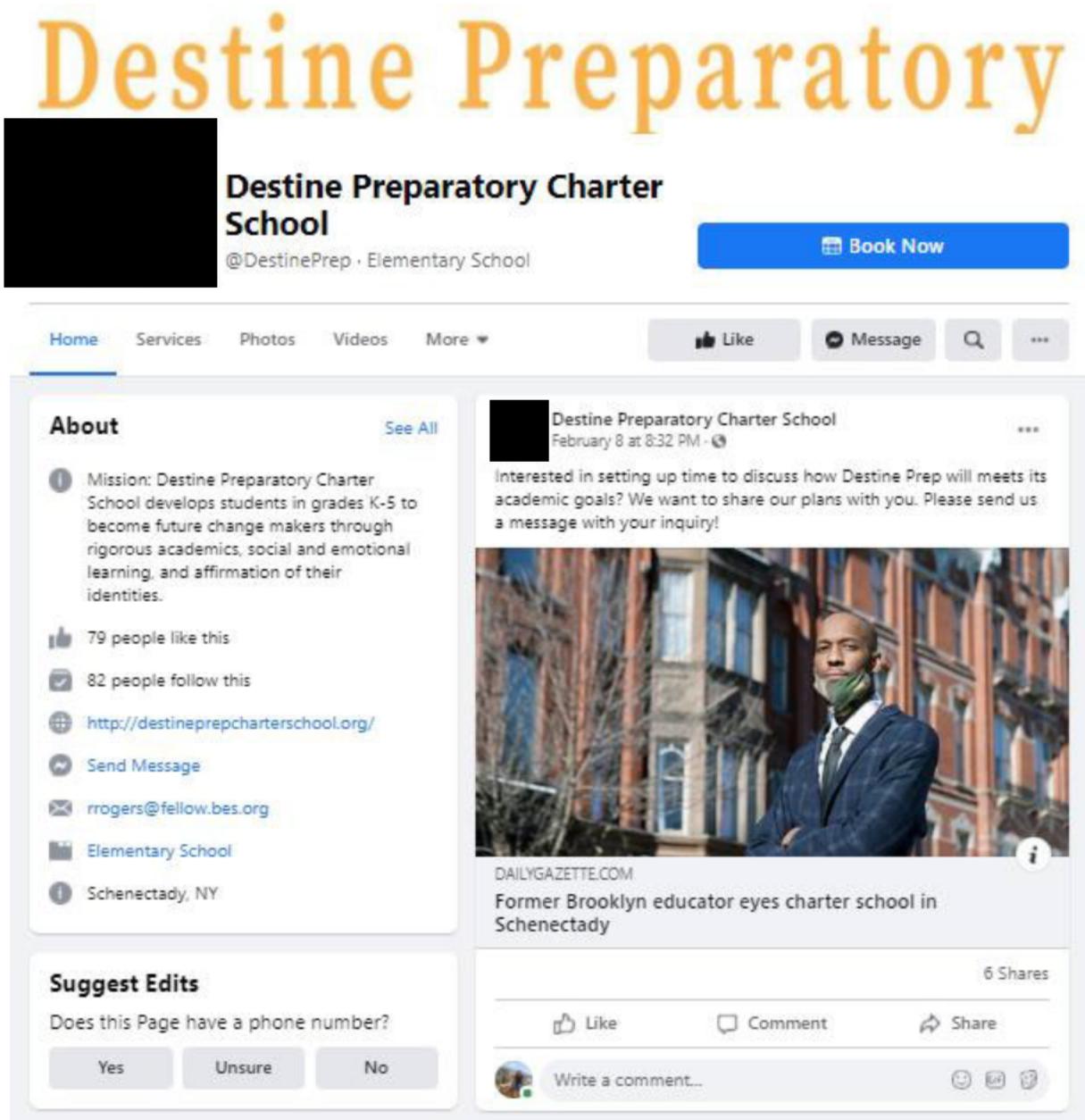
We are excited to work with you, get to know you and get your feedback. We know that building a community school means we put the thoughts, ideas, and needs of the community first. We also recognize the big asks that we have of you. If you are able to volunteer at an event for us, if you are able to gather parents to talk about the design of the school, if you are able to help us connect to other people and resources, if you want to be apart of our school board or founding team, we want to hear from you!

“The **greatness of a community** is most accurately measured by the **compassionate actions** of its members” - Corretta Scott King

With extreme compassion and humility,

Re'shawn Rogers

**Figure 4d 3. Facebook Landing Page and Promoted Events**  
(<https://www.facebook.com/DestinePrep/>)



# Destine Preparatory

**Destine Preparatory Charter School**  
@DestinePrep · Elementary School

[Book Now](#)

Home Services Photos Videos More

Like Message Search More

## About [See All](#)

**Mission:** Destine Preparatory Charter School develops students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

79 people like this

82 people follow this

<http://destineprepcharterschool.org/>

[Send Message](#)

[rrogers@fellow.bes.org](mailto:rrogers@fellow.bes.org)

Elementary School

Schenectady, NY

### Suggest Edits

Does this Page have a phone number?

**Destine Preparatory Charter School**  
February 8 at 8:32 PM · 

Interested in setting up time to discuss how Destine Prep will meet its academic goals? We want to share our plans with you. Please send us a message with your inquiry!



DAILYGAZETTE.COM  
**Former Brooklyn educator eyes charter school in Schenectady**

6 Shares

 Write a comment...   

**Photos**

[See All](#)



**Videos**

[See All](#)



"GOTTA READ, baby READ" Knowledge i...

4

26 Views · 14 weeks ago

**Appointment Availability**

Mon, Feb 15

Extra Lessons

9:45 AM

10:15 AM

10:45 AM

11:15 AM

11:45 AM

12:15 PM

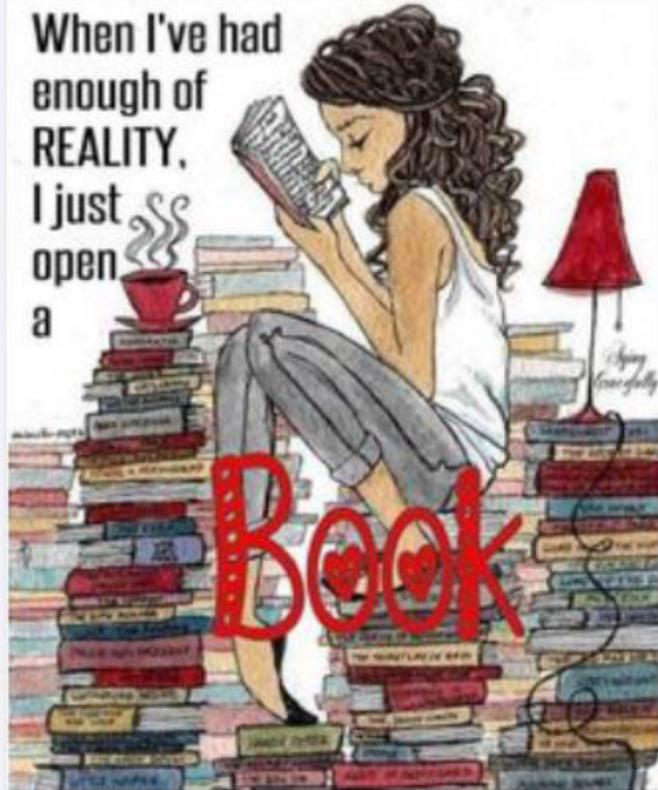
All times are in America/Chicago (CST)

[See All Times](#)

Destine Preparatory Charter School

November 13, 2020 · 🌐

Escaping reality and getting lost in another world is a great tool for calming. What are you and your scholar reading today? #selfcare



Bookish Buzz

September 2, 2020 · 🌐

2

Like

Comment

Share

Write a comment...

Destine Preparatory Charter School is at Dollar General.

November 8, 2020 · Schenectady, NY · 🌐

13 Events

Events



**SCHOOL INPUT SESSION** **12PM**  
11.13.20

NOV 13 Input Session  
Public · Hosted by Destine Preparatory Charter School

Friday, November 13, 2020 at 12:00 PM – 1:15 PM EST  
about 3 months ago

Online Event  
<https://www.eventbrite.com/e/destine-preparatory-charter-school-parent-input-session-tickets-127729429101?aff=ebdssbonlinesearch>

Event Ended

Details

All children deserve excellent schools! At Destine Prep, we believe that excellence looks like every scholar having the opportunity to succeed. Through our rigorous and culturally affirming curriculum, Destine Prep scholars will be challenged daily to do grade-level work and beyond. Through our Social-Emotional Learning program, Destine Prep scholars will build confidence in themselves and relationships with their teachers and peers that will better allow them to focus and make good decisions inside and outside of school. We believe that Destine Prep scholars will be future leaders of the community.

But, we cannot do this work alone. We need your voice! We are asking you to join us for an input session in which you will have the opportunity to elaborate on what an excellent school looks like for you and your family. We

See More

Other Online

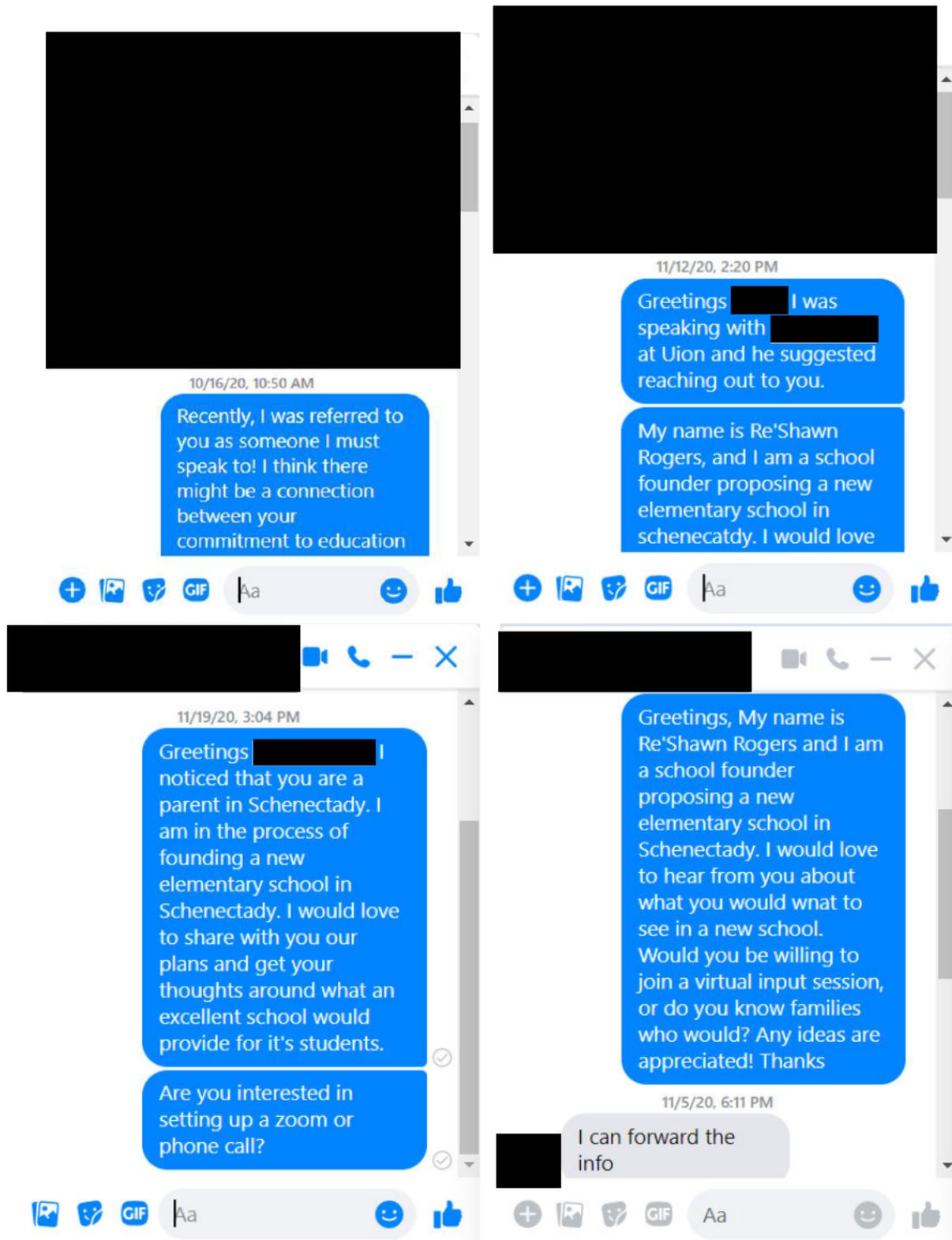
Hosted by

 Destine Preparatory Charter School

English (US) · Español · Português (Brasil) · Français (France) · Deutsch

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Facebook © 2021

Figure 4d 4. Facebook Outreach



# Destine Preparatory

**Destine Preparatory Charter School**

@DestinePrep · Elementary School

 Book Now

[Home](#) [Services](#) [Photos](#) [Videos](#) [More](#) ▾

 Like

 Message





## About

[See All](#)

 Mission: Destine Preparatory Charter School develops students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

 79 people like this

 82 people follow this

**Destine Preparatory Charter School**

February 8 at 8:32 PM · 

Interested in setting up time to discuss how Destine Prep will meet its academic goals? We want to share our plans with you. Please send us a message with your inquiry!



**Destine Preparatory**  
Charter School

**SCHOOL INPUT  
SESSION**

**12PM**

11.13.20

**JOIN US IN PLANNING WHAT  
AN EXCELLENT ELEMENTARY  
SCHOOL WILL LOOK LIKE!**



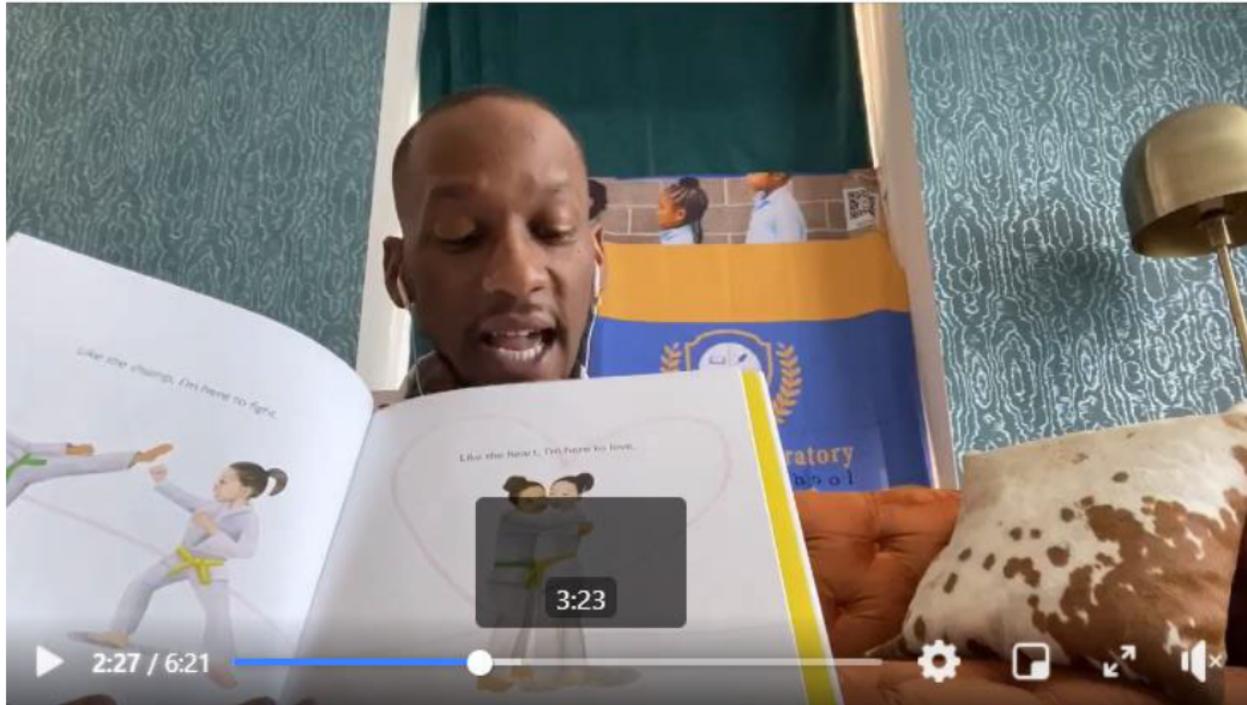
 SCAN ME

Destine Preparatory Charter School is in Schenectady, New York.

November 3, 2020 · 🌐



“GOTTA READ, baby READ” Knowledge is Power. Power is Freedom.



50  
People Reached

5  
Engagements

Boost Post

**Figure 4d 5. Postcard Mailers Sent to 1000 Schenectady Residents**





**PLEASE TAKE OUR INPUT  
SURVEY FOR A CHANCE TO WIN  
A \$25 AMAZON GIFTCARD**



*Survey*

SURVEY LINK:  
[TINYURL.COM/Y24DM9D5](https://tinyurl.com/Y24DM9D5)



#### OUR MISSION

**DESTINE PREPARATORY CHARTER SCHOOL DEVELOPS  
SCHOLARS IN K-5TH GRADE TO BECOME FUTURE CHANGE  
MAKERS THROUGH RIGOROUS ACADEMICS, SOCIAL AND  
EMOTIONAL LEARNING, AND AFFIRMATION OF THEIR  
IDENTITIES.**

Figure 4d 6. Destine Prep November December Flyer



# Destine Preparatory Charter School

Schenectady, NY

A proposed K-4th grade free charter school serving the Capital District

Destine Preparatory Charter School develops students in grades K-4 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

## Our Core Beliefs

At Destine Preparatory Charter School we believe:

- Students deserve access to safe, high quality schools
- Students need to be pushed to do rigorous academic work that unleashes critical thinking
- Students identities must be respected and affirmed
- Parents are our partners in the work
- Community leadership will inspire our children to be the future leaders

## Our Educational Approach



Supports for ALL students



Culturally Responsive Curriculum



Focus on Literacy and Math



Social Emotional Learning



High-quality Instruction



Data-driven decisions



Partnership with Families

We value your opinion. Tell us what you want to see in a school that develops leaders!



Survey



Albany/Schenectady, NY • [REDACTED]  
[REDACTED] • DestinePrepCharterSchool.org

## Re'Shawn Rogers - Lead Founder/Head of School at Destine Preparatory Charter School



**OUR LEADER.** Re'Shawn Rogers, is the Founder and Head of School for Destine Preparatory Charter School, a tuition free elementary school focused rigorous academics and culturally responsive teaching in the Vale and Hamilton Hills communities. Mr. Rogers has worked in primary education for over a decade with extensive experience in Literacy. He is a highly motivated educational leader and transplant from Detroit, Mi, where he graduated with honors from Detroit Community Charter School and received his Bachelor of Arts in Secondary Education from Eastern Michigan University. He received his Master Arts in Teaching from Relay Graduate School of Education in [REDACTED]. Mr. Roger's educational experience attending schools and serving in underserved communities makes him particularly attuned to both the needs and cultures of his students and their shared community. His experience attending one of Detroit's first charter high schools had an immense impact on him as a person and his academic success. There, he learned the true value of community and small schools in supporting every student and ensuring every student feel seen and heard. Mr. Rogers believes that every child deserves to experience love and belief in school.

**EDUCATIONAL BACKGROUND.** As a honors student at Detroit Community High School, Mr. Rogers knew prior to university he wanted to study literature and propel a career in writing. Attending a university with a recognized program for teachers quickly shifted his focus back to education. Mr. Rogers began his formal studies in Education at Eastern Michigan University, with a focus on Literacy. In the winter of [REDACTED] Mr. Rogers made a clear decision to live out his purpose by volunteering at a local organization that brought college students into the classroom as teaching assistance, mentors, and tutors. Mr. Rogers would support Ypsilanti Community Middle School for 2 consecutive school years. In [REDACTED] Mr. Rogers received his Master of Art in Teaching from Relay Graduate College. He sought development in content knowledge, cultivating positive and productive classrooms, responsiveness to student and family needs, and creating high-quality lessons and curriculum. Prior to studying for his Masters, Mr. Rogers begin work as a teacher-in-residency for Achievement Frist Aspire Elementary in Brooklyn, NY. Mr. Rogers would work 4 years as a teacher there and rounded off his experience with 4 years as a school leader. Mr. Rogers held the title of Dean of Academic – with a particular focus on ELA. During Mr. Rogers' tenure in New York schools, he maintained exceptional student achievement results such as +15% growth on the ELA state Assessment from his first year to his second year as Dean.

**PROFESSIONAL ACCOMPLISHMENTS.** Mr. Rogers has worked at every level of child education: Elementary Schools, Middle School, and High School. He has served in nearly every school role as a tutor, volunteer, teacher in training, assistant teacher, lead teacher, and co-teacher, operations liaison, and Academic Dean. Mr. Rogers led teachers in network professional development trainings for Achievement First. He worked intensely with Achievement First Curriculum Planners and Content Chairs to revise the ELA curriculum and instructional model for all 3rd and 4th grade classrooms across the network. The mission and vision of Destine Preparatory Charter School is that of educational excellence for all students, regardless of their demographics. Mr. Rogers believes that affirmation of student's identities is far more powerful then ignoring who students are. Destine Prep is a school that fosters critical thinking through intentional lesson planning and curriculum design aimed at the College Ready Bar. Mr. Rogers believes that students will do and prove more when expectations are set high. Destine Prep utilizing Valor Circle as apart of it's approach to social-emotional-learning. Students deserve to feel safe in school. Mr. Rogers believes that when students feel safe, they are able to tap into parts of their brains and beings that allow them to do hard work while tending to the trauma of growing up during a pandemic. Through the support of the community, the accountability of the governing board, and the visionary capabilities of it's founder, Destine Prep will be a beacon of success. Re'Shawn Rogers will work tirelessly to accomplish the vision of Destine Preparatory Charter School.

## Figure 4d 7. Destine Prep Family Input Survey, Google

# Destine Prep Family Survey

Greetings Families of the Capital District! We are proposing a K-5th grade free Charter school in Schenectady, and we need your help to build a safe, inclusive, loving atmosphere for our children. Please take 3-4 mins to take the survey below and visit our website [DestinePrepCharterSchool.org](http://DestinePrepCharterSchool.org) or find us on Facebook and Instagram @Destine\_Prep. We look forward to hearing from you!

\* Required

1. Email address \*

---



2. Name \*

---

3. Phone Number \*

---

4. Zip Code \*

---

5. Do you have a scholar in preschool or elementary school?

*Mark only one oval.*

Yes

No

6. What is the age of your child?

---

7. What are the most important things you want your child's school to have/be? \*

*Check all that apply.*

- Strong academic program
- Services for my child's academic needs
- Good teachers and belief in school-parent partnership
- A safe space for my child to grow as a human being

8. What would you change about your scholar's current school? \*

*Check all that apply.*

- The communication from the school to home
- The academics and instruction
- The location or distance from home
- The way the school disciplines the students

9. What can schools do to support your scholar's identity? Emotional needs? Behavior?

---

---

---

---

---

10. Can we contact you about focus groups or about enrolling your scholar in Destine Preparatory Charter School? \*

*Mark only one oval.*

Yes

No

11. Are you interested in enrolling your scholar? \*

*Mark only one oval.*

Yes

No

12. Do you support a new elementary school in the community?

*Mark only one oval.*

Yes

No

13. Question for your child: what do you most love about school? \*

*Check all that apply.*

- The teachers and school staff are caring and make learning fun
- Learning about new topics and being challenged to think and discuss
- Meeting other children and learning from them
- Other

14. THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. LEAVE ANY OTHER NOTES BELOW.

---

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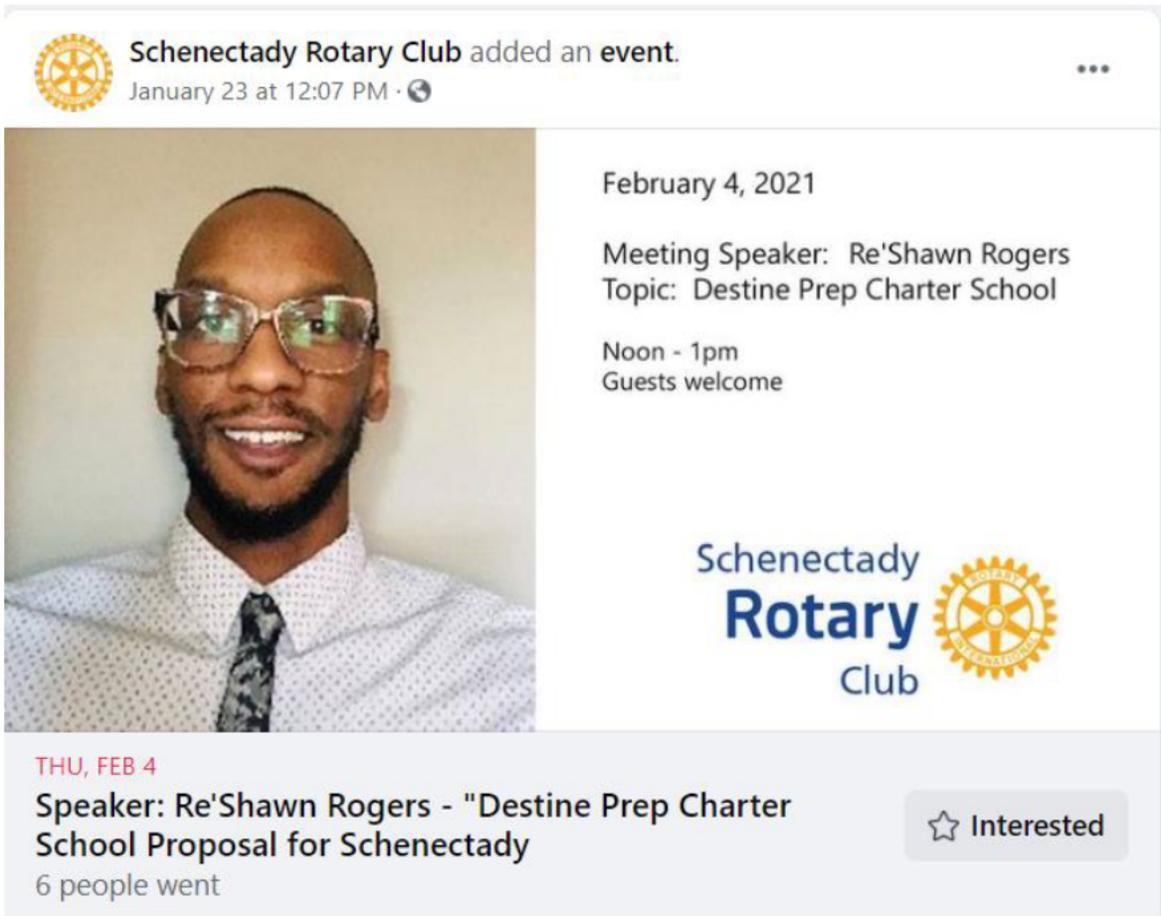
This content is neither created nor endorsed by Google.

Google Forms

**Figure 4d 8. Destine Prep Tabling, Outside Bornt Library 11.04.20**



**Figure 4d 9. Destine Prep's + Schenectady Rotary Club Announcement**



 **Schenectady Rotary Club** added an event. ⋮  
January 23 at 12:07 PM · 🌐



February 4, 2021

Meeting Speaker: Re'Shawn Rogers  
Topic: Destine Prep Charter School

Noon - 1pm  
Guests welcome

**Schenectady  
Rotary  
Club** 

**THU, FEB 4**  
**Speaker: Re'Shawn Rogers - "Destine Prep Charter School Proposal for Schenectady"**  
6 people went

☆ Interested

Figure 4d 10. Outreach Times Union



---

Schenectady charter school...



Mon, Feb 8, 2021 at 12:07 PM

Re'Shawn:

My name is [REDACTED] and I'm a reporter with the Times Union.

I wanted to speak with you about your plans to start a charter school in Schenectady.

Please let me know the best way to get in contact with you.

Regards,



Times Union reporter



---

## Gratitude and Followup

---



Mon, Nov 9, 2020 at 12:20 PM

Greetings [redacted] hope you are well!

Thank you for taking some time on Friday to allow me to introduce myself and the school to you. This work is tough, but when I hear from other leaders about how important it is, it impassions me to do this work at a high level. I am so eager to bring a school of excellence to Schenectady.

On Friday, you mentioned that you could start an introduction to the following folks:  
[redacted] Looking forward to chatting with each of these women about the school we are proposing.

P.S. I tabled outside the Dollar General this weekend, and it went well.  
All the best!  
Re'Shawn  
--

**Re'Shawn Rogers** (he, him, his)

*Albany, NY*

[redacted] **build. excel. sustain.**

**Figure 4d 11. Outreach** [redacted]

**Figure 4d 12. Outreach** [redacted]



[Redacted]

Meeting with [Redacted]



[Redacted]

---

## E-connection

---

[Redacted], Nov 5, 2020 at 9:57 PM

Hello Re'Shawn. It's a pleasure to e-meet you. Thanks for making the connection [Redacted]

I would love to connect and hear more about your plans. I have copied my assistant [Redacted] who will reach out about scheduling a time to meet.

All the best

[Redacted]  
The College of Saint Rose  
518-337-2354

Sent from my iPhone

**Figure 4d 13. Outreach** [Redacted]

**Figure 4d 14. Outreach** [Redacted]  
[Redacted]



[Redacted]

---

## E-Connection

---

[Redacted]

Sat, Oct 31, 2020 at 11:09 AM

Nice to meet you Re-Shawn. Certainly happy to have a conversation.

Have a good day.

[Redacted]

[Redacted]

**Figure 4d 15. Outreach Katie Yezzi, Uncommon Schools Superintendent**



[Redacted]

---

## Introduction

---

[Redacted]

Mon, Oct 26, 2020 at 9:10 PM

Hi Re'Shawn!

Great to hear from you. I am looking forward to talking on Thursday and learning more about your exciting school plans and hopefully being helpful to you as you open.

Do you want to do a zoom call? I can send a link if you prefer.

Thanks!

[Redacted]

[Quoted text hidden]

**Figure 4d 16. Outreach**



149.137.40.110 (Singapore)  
64.211.144.160 (Brazil)  
69.174.57.160 (Canada)  
207.226.132.110 (Japan)  
Meeting ID: 965 0932 5959  
Passcode: 971366

Peace,



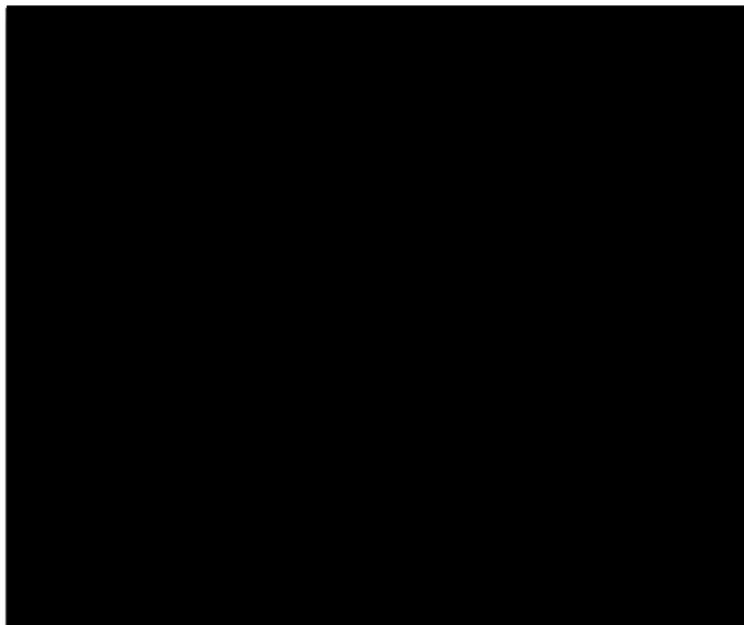
*"Stop acting so small. You are the universe in ecstatic motion."  
~Rumi*

---

**Sent:** Tuesday, January 12, 2021 4:49 PM

**Subject:** Follow Up on Destine Prep

[Quoted text hidden]



**Figure 4d 17. Outreach  
Librarian**





---

## Possible tabling at BOR & MTP

---

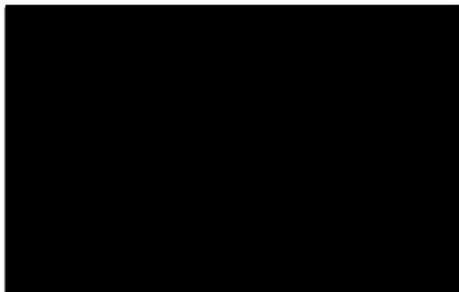


Tue, Nov 10, 2020 at 3:46 PM

Hello,

Re'Shawn Rogers may be tabling outside BOR and MTP in the coming weeks to talk to parents & families about Destine Prep Charter School. He and I had a Zoom today and I can fill you in on our convo. I did get clearance from the Library Director and Mr. Rogers know the hours & days both locations are open to the public. Could you please let [redacted] and [redacted] know it has been approved and is possible? Re'Shawn - with staff potentially having to quarantine, it is possible those locations might be closed without much notice. But if you reach out to [redacted] and myself when you plan to table, we can advise you of any changes in service.

Thanks, [redacted]



If you believe you have received this message in error or do not wish to receive this information via email, please reply to this message.  
To report this message as spam or offensive, please send e-mail to [abuse@sals.edu](mailto:abuse@sals.edu) including the entire contents and subject of the message.  
It will be reviewed by staff and acted upon appropriately.

**Figure 4d 18. Outreach [redacted], Daycare**



---

## Connecting on a School Proposal

---



Wed, Oct 21, 2020 at 4:28 PM



Greetings 

It was a pleasure to introduce myself to you and to start to talk about the work we are doing to found and propose an elementary school in Schenectady. I would love to set up some formal time where I can share more about the school , my fellowship as well as pick your brain about what the children of Schenectady deserve in a school. **Are you available at the beginning of next week or Friday of this week? You can schedule a time to meet directly in my calendar here: <https://calendly.com/rrogers-10/60min>**

I've attached a copy of our school one pager to this email.; there you can read more about me and Destine Prep. And here you can find and view our website: <https://destineprepcharterschool.org/> We are in the founding stage, so we need input from leaders like you and families to fully customize our school to meet the needs of the community.

I look forward to hearing from you!  
In Partnership -  
Re'Shawn Rogers  
--

**Re'Shawn Rogers** (he, him, his)

*Albany, NY*

 **build. excel. sustain.**

---

 **Flyer with QR Code.pdf**  
9057K

**Figure 4d 19. Outreach** 



[Redacted]

---

## Gratitude and Followup

---

[Redacted]

Sun, Oct 25, 2020 at 8:18 AM

You bet. Good luck and shout if I can be helpful. fwiw, there's a ton in the news right now about early reading... I assume you're following it... I thought this article by Robert Pondiscio was really good and his point that "parental demand for effective reading instruction may be the most potent long-term lever for change" is especially applicable to charter schools.

<https://www.educationnext.org/restarting-the-science-of-reading-conversation/>

best,

[Redacted]

### Figure 4d 20. Outreach

[Redacted]



[Redacted]

---

## Schenectady Charter School

---

[Redacted]

Thu, Nov 5, 2020 at 9:44 PM

Hi Re'Shawn. Glad to meet you and happy to meet for coffee or a phone call at your convenience.

Thanks Jon.

[Redacted]

*"We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard."*

~ John F. Kennedy

[Redacted]

[Quoted text hidden]

**Figure 4d 21. Outreach** [REDACTED]



---

**Connecting on a Charter School Proposal**

---

[REDACTED] Thu, Nov 19, 2020 at 2:54 PM

Greetings [REDACTED],

I was recently referred to you by [REDACTED] - who informed me of your work and connection to the C.O.C.O.A. House. I am in the process of networking across the city during the coming weeks to better understand the needs of our community, build a network of supporters, and lay the foundation for a Founding Team/Board for an elementary charter school.

Are you interested in hearing more about our plans to build an excellent school? Or, do you know any folks who might be able to assist us on our journey?

Are you available for a 20-30-minute phone call next week?  
<https://calendly.com/rrogers-10/60min>

Best Regards,  
Re'Shawn

--

**Re'Shawn Rogers** (he, him, his)

*Albany, NY*

[REDACTED] | **build. excel. sustain.**



Figure 4d 22. Outreach [REDACTED]

2/12/2021

BES Mail - Volunteer Opportunities at The SICM Food Pantry



[REDACTED]

---

**Volunteer Opportunities at The SICM Food Pantry**

---

[REDACTED]

Fri, Oct 9, 2020 at 10:37 AM

Good morning Ra'Shawn,

Thank you for your inquiry about volunteer opportunities at The Schenectady Community Ministries Food Pantry.

We are located at [839 Albany Street, Schenectady, N.Y. 12307](#). Our hours of operation are Monday/Wednesday/Fridays, 8:30-11:30am. There is also shifts between 11am-2pm daily.

We are closed from (Monday) 10/12/20 thru (Friday) 10/23/20 for renovations. Please feel free to call me if you have any questions. I would be happy to get you signed up to help.

Looking forward to hearing from you,

[REDACTED]

[REDACTED]

[REDACTED]

[www.sicm.us](http://www.sicm.us) **Mission:** *Relating the resources of the congregations to the needs of the community.*



**Figure 4d 23. Outreach** [REDACTED]



---

**Gratitude and Follow-up**

---

Thu, Oct 8, 2020 at 3:44 PM

[REDACTED]

Afternoon Re'Shawn,

Good to speak with you on Tuesday. You can drop off the flyers to my attention. Please ask at the front desk if I'm here, would love to meet you in person.

On those in Schenectady who you should reach out to (see attached) [REDACTED] is the Council member I spoke of. She is a very caring person and works very hard to improve the Hamilton Hill neighborhood. I have met her through my work with Bethesda House.

Pastor Richard Parsons was a fellow Board member and a insightful voice for the Hamilton Hill neighborhood as well. I know him pretty well and I hope he remembers me 😊.

Take care and be well.



Visit us on Facebook at [www.facebook.com/HonestWeight](http://www.facebook.com/HonestWeight)

Visit us on Twitter at [www.twitter.com/HWFC](http://www.twitter.com/HWFC)



**CAUTION:** This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.



[Quoted text hidden]

---

 **Schenectady City Council Members.pdf**  
69K

**Figure 4d 24. Outreach**





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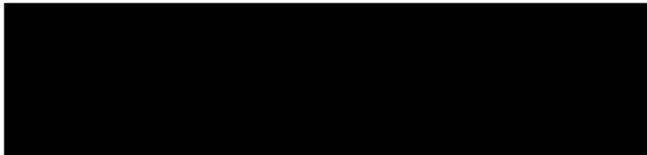
**Fwd: Charter School**

2 messages



Thu, Sep 24, 2020 at 5:01 PM

heres a response !



Become a Pave The Way Sponsor!



The Miracle on Craig Street  
PO BOX 357  
Schenectady NY 12301  
[miracleoncraigstreet@gmail.com](mailto:miracleoncraigstreet@gmail.com)  
[www.miracleoncraigstreet.org](http://www.miracleoncraigstreet.org)



"I come as one but I stand as ten thousand" -Maya Angelou

Begin forwarded message:



Re'Shawn,

I have been looking to do the same in the Capital District. After being a finalist for a Fellowship to start one (and not getting it), I decided to retool my proposal and start from scratch. There is a virtual conference coming up next month with the NY Charter School Association. Schenectady wasn't very big on charters when I initially (political leadership and CBOs) asked. However, the huge budget cuts, layoffs, and changes

in leadership may have had an impact on school choice alternatives. Anyway, I'd love to talk about this in more detail. Hit me up on email and we can schedule something.

Best,

On Thu, Sep 24, 2020 at 3:58 PM

Hi friends,

I hope you are well!

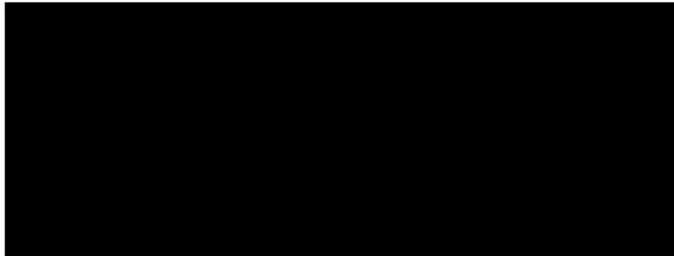
I met with Re'shawn Rogers today regarding starting a free charter school in Schenectady. He is well experienced and ambitious to begin working on this! He needs some support in getting feedback from parents and families on what they would like to see and have at/in the charter school.

I know we're all super busy but, at this time we know how important looking at alternative institutions is right now. Can you please drop the good brother a line with your phone number so he can connect with you for support with this. If you have children and families you work with that he can collect feedback from, I believe that is all that is being asked of right now.

As you know many hands make light work!

Re'shawn here is the event I mentioned: <https://fb.me/e/19udkesqy>

Much Love,



Become a Pave The Way Sponsor!



The Miracle on Craig Street  
700 Craig Street  
Schenectady, NY 12307  
[miracloncraigstreet@gmail.com](mailto:miracloncraigstreet@gmail.com)  
[www.miracloncraigstreet.org](http://www.miracloncraigstreet.org)

"I come as one but I stand as ten thousand" -Maya Angelou

PM

[REDACTED]

sorry all, I forgot to add Re'shawn on the email haha, here he is!



Become a Pave The Way Sponsor!



The Miracle on Craig Street  
PO BOX 357  
Schenectady NY 12301  
[miracleoncraigstreet@gmail.com](mailto:miracleoncraigstreet@gmail.com)  
[www.miracleoncraigstreet.org](http://www.miracleoncraigstreet.org)

[REDACTED]

"I come as one but I stand as ten thousand" -Maya Angelou  
[Quoted text hidden]

**Figure 4d 25. Outreach** [REDACTED]



---

**Followup**

---

[REDACTED] Tue, Dec 8, 2020 at 11:48 AM

Greetings [REDACTED]

It was a pleasure to meet with you last week. I appreciated hearing about the work you have done/are doing to lead by example and create more opportunities for black and brown youth.

I am eager to continue our conversation and to meet your team. I'm very intrigued by the idea of gathering input during your parent-input session and thinking about other ways that we can support each other's work.

Look forward to hearing from you!

Best Regards,  
Re'Shawn

--

**Re'Shawn Rogers** (he, him, his)

*Albany, NY*

[REDACTED] **build. excel. sustain.**

**Figure 4d 26. Outreach** [REDACTED]



---

**Follow Up on Proposed School**

---

[REDACTED] Mon, Feb 8, 2021 at 1:32 PM

Greetings [REDACTED]

I am reaching out to you in hopes of following up on the discussion we began to have during the Schenectady Rotary Club presentation.

I am hopeful that we can find common ground and establish a form of partnership that will propel the academic success of all children in Schenectady. I am eager to learn from you and share what I know and what we are working on, more deeply.

Please let me know if it is possible for us to set up a call or zoom meeting for next Thursday or Friday?

Kindest Regards,  
Re'Shawn Rogers

--

**Re'Shawn Rogers** (he, him, his)

Lead Founder of a Proposed Charter School - [destineprepcharterschool.org](http://destineprepcharterschool.org)

*Capital District, NY*

[REDACTED] **build. excel. sustain.**

**Figure 4d 27. Outreach**

[Redacted]



[Redacted]

---

**Connecting on a School Proposal**

---

[Redacted]

Tue, Dec 22, 2020 at 1:17 PM

Re'Shawn,  
I no longer serve on the Electric City Food Co-op Board and am not a decision-maker in the organization. I work in the ECFC office to relay messages and support the bookkeeper and the membership.

However, food sovereignty and environmental stewardship and sustainability are my passions.

I have ideas for other people you might contact about a healthy breakfast and lunch for a school. I would be happy to have a conversation.

Again, thanks for reaching out!

[Redacted]

**Figure 4d 28. Facilities Inquiry**

[Redacted]



[Redacted]

---

**introduction**

---

[Redacted]

Tue, Dec 8, 2020 at 9:17 PM

Re'Shawn -  
Really glad to connect. Absolutely re: finding a time. I'll look for a block on your calendar tomorrow.  
Just FYI -- I suggest we aim for 30 minutes to start. Also, we've now worked with a number of BES leaders - happy to share a little more context when we speak.  
Regards,

[Redacted]  
[Quoted text hidden]

--

[Redacted]

**Figure 4d 29. Outreach**



## Figure 4d 30. Outreach Hamilton Hill Families

The Hamilton Hill Arts Center is Proud to Partner with these  
Community Programs Creating Great Opportunities for our  
Families!



Destine Preparatory  
Charter School

Dear Families and Friends of the Hamilton Hill Arts Center,

I am excited to announce that we (a team of committed residents and professionals) are working to launch a new elementary school - right here, in SCHENECTADY! We have heard from many families that there is a need for a new charter school option, and we agree. Residents of Schenectady deserve to send their children to charter schools in Schenectady if they please.

Destine Preparatory Charter School intends to be a school where students feel physically and emotionally safe, where all students are given an equitable chance to learn, and where students can learn to read and write in a culturally affirming setting. We believe that all students are on a unique path to life success and happiness and the role of the school is to electrify that path, making it easier for our students to see their destiny. We intend to open our doors in the Fall of 2022 to Kindergarteners and 1st Graders. We are starting conversations about enrollment, now! If you are interested in one of our 104 enrollment seats, we want to talk to you and get your student signed up.

If you are interested in enrolling your student in Destine Prep, please complete our survey. If you are interested in supporting Destine Prep by getting the word out or volunteering please complete our survey. If you simply want to get to know us more or provide input, please complete the survey below!

SchoolChoice #ElectrifyingEducation #DestinePrep  
#SustainSchenectady

[DESTINEPREPCHARTERSCHOOL.ORG](http://DESTINEPREPCHARTERSCHOOL.ORG)

Figure 4d 31. Destine Prep Food Drive Facebook Post



**Destine Preparatory Charter School** Apr 25 · Instagram · 🌐

Join us! If you don't have a car, no worries. Feel free to walk up with a mask on, and grab the boxes you need. See you there :)

**DRIVE THRU**  
*Food Pantry*

**Saturday, May 1st**  
**9:00 AM - 2:00 PM**  
**Hamilton Hill Arts Center**  
**409 Schenectady Street,**  
**Schenectady**

**30lb Food Boxes will be distributed while supplies last. Open to the public. Walk-ups welcome.**

 **KIPP Albany**  
COMMUNITY PUBLIC SCHOOLS

 **Destine Preparatory**  
Charter School

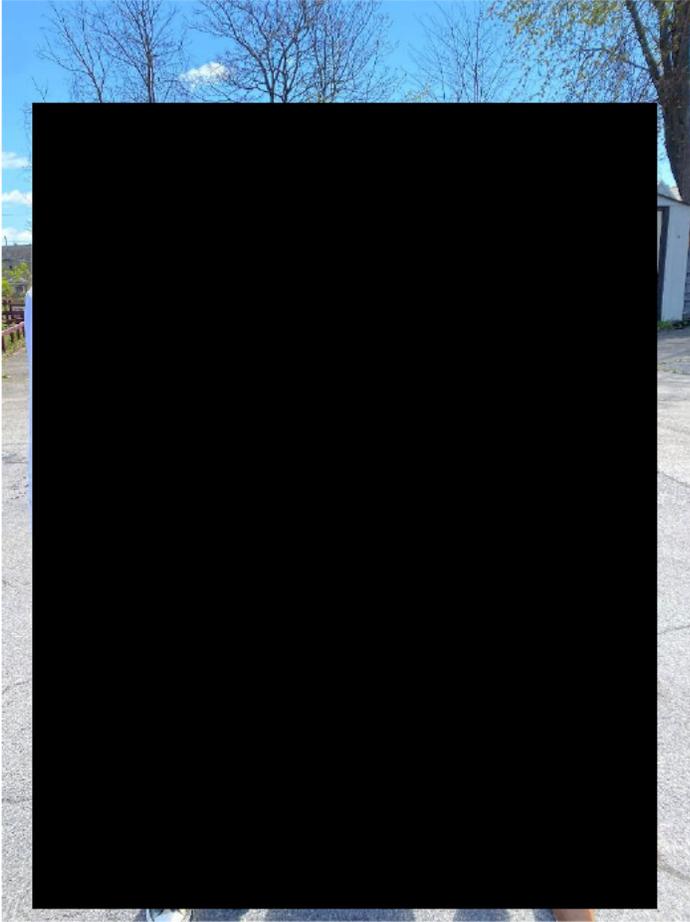


**Figure 4d 32. Food Drive, Board Members**



**Figure 4d 33. I**





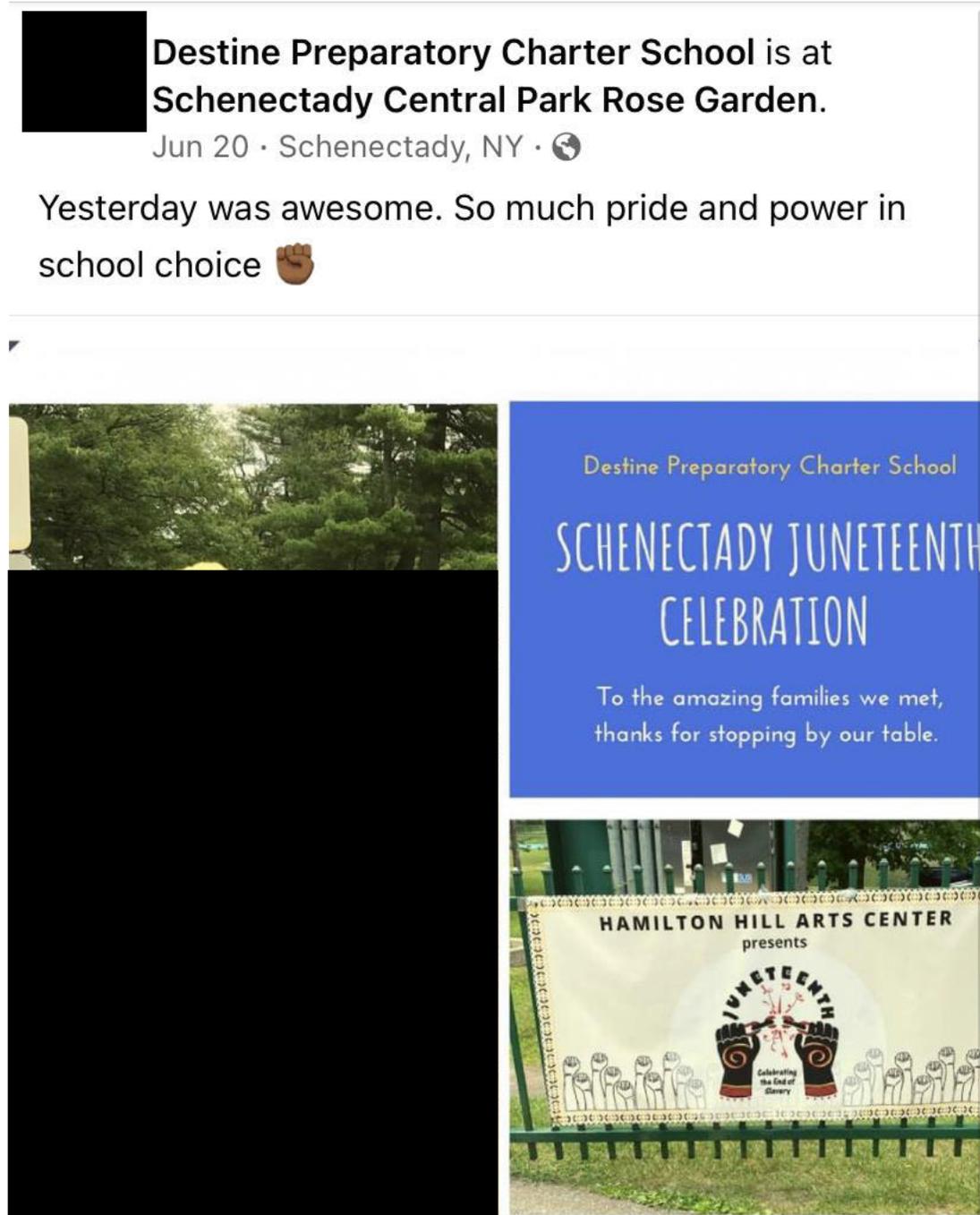
**Figure 4d 34. Food Drive, Board Members Administering the Survey**



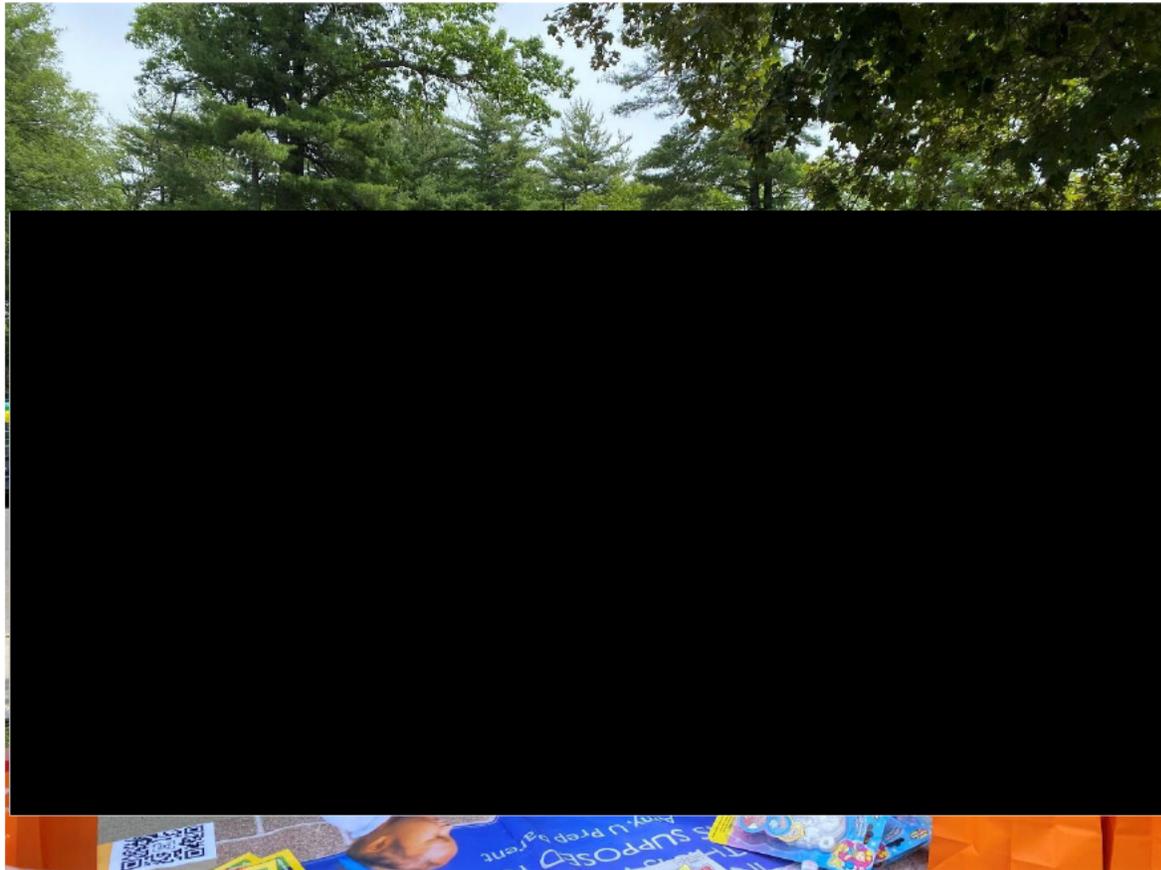
Figure 4d 35. Schenectady Juneteenth Celebration, HOS and Families Facebook Post

**Destine Preparatory Charter School is at Schenectady Central Park Rose Garden.**  
Jun 20 · Schenectady, NY · 🌐

Yesterday was awesome. So much pride and power in school choice 🦊



**Figure 4d 36. Schenectady Juneteenth Celebration, Board Member and Family**



**Figure 4d 37. Schenectady Juneteenth Celebration Program, Conversation with Families about Destine Prep**

# Juneteenth - Schedule of Events

Friday, June 18, 6pm • Vale Cemetery

## -Candle Lighting Ceremony-

Assemble in front of the Vale Cemetery Office to parade  
to the Ancestral Burial Ground

Friday's program is always a time to honor our ancestors – those who have gone on before. This year, due to the numbers of people we have lost due to Covid-19 as well as a significant number who were taken from us for other reasons, we open our hearts to our new ancestors as well as those who we revere from our collective history.

Followed by FREE Ice Cream Social provided by Stewart's Ice Cream

Saturday, June 19 • Central Park

### *At Music Haven:*

- 1:00pm:** Opening Program  
Invocation by Pastor Nicole Harris  
African Drumming and Dance
- 2:00pm:** Arthur Danzy
- 2:30pm:** OPENING ACT: Restored
- 4:00pm:** Variety Show (performances  
by adults and children)
- 6:45pm:** FEATURED ACT: George  
Boones Blues Band

### *At the Pavilion:*

- 2:00pm:** Drumming Workshop with  
Zorkie Nelson
- 3:00pm:** Bokwa Dance with Omoye  
Cooper
- 3:30pm:** Double Dutch Aerobics  
with Tiana Miller
- 4:00pm:** Leveraging Family/  
Community Voices on a  
New Charter School
- 5:00pm:** Soul Line Dancing with  
Fatima Horne
- 6:00pm:** Black Maternal Health  
Discussion

Figure 4d 38. HOS in the Community, Facebook Post



**Re'Shawn Rogers**  
Jun 16 · Canva · 🌐

Spreading love and information! Thank you to the many residents we have spoken to just on our walks around town. 🙏

WALKING THE COMMUNITY, POSTING FLYERS AND SPREADING THE WORD ABOUT DESTINE PREP! IF YOU SEE OUR FLYER, CHECK IT OUT!

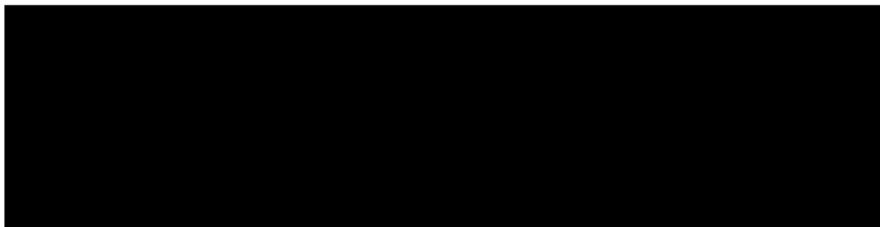


June 15th

Hamilton Hill

Mont Pleasant

Figure 4d 39. Board Support through LinkedIn and Facebook Posts #1



**Re'Shawn Rogers**

BES Fellow

3w • 🌐

There is nothing like being out in the community. You meet the most incredible people. An incredible father prayed for us and our endeavor to open De ...see more

**WALKING THE COMMUNITY, POSTING FLYERS AND SPREADING THE WORD ABOUT DESTINE PREP! IF YOU SEE OUR FLYER, CHECK IT OUT!**



June 15th

**Hamilton Hill**

**Mont Pleasant**

Figure 4d 40. Board Support through LinkedIn and Facebook Posts #2



 **Re'Shawn Rogers**  
BES Fellow  
3w • 

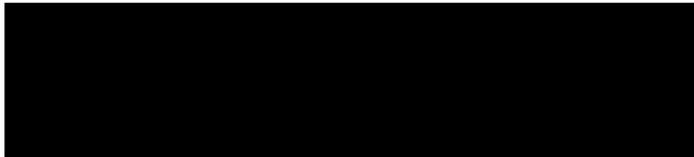
There is nothing like being out in the community. You meet the most incredible people. An incredible father prayed for us and our endeavor to open De ...see more

**WALKING THE COMMUNITY, POSTING FLYERS AND SPREADING THE WORD ABOUT DESTINE PREP! IF YOU SEE OUR FLYER, CHECK IT OUT!**



**June 15th**                      **Hamilton Hill**                      **Mont Pleasant**

**Figure 4d 41. Board Support through LinkedIn and Facebook Posts #3**



We need your help!

Re'Shawn and I have walked many miles throughout Schenectady to receive community feedback on Hamilton Hill's upcoming school.

Sign our petition (link below) to indicate your support!

<https://lnkd.in/eBmMyB3>



**Re'Shawn Rogers**  
BES Fellow  
3w · 🌐

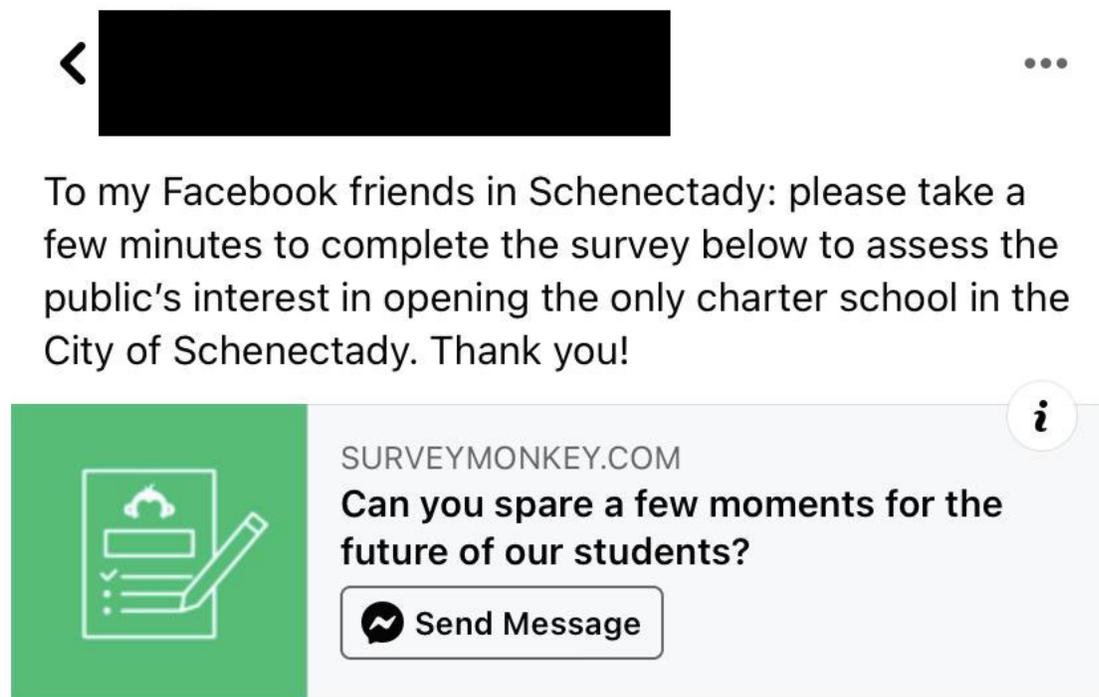
There is nothing like being out in the community. You meet the most incredible people. An incredible father prayed for us and our endeavor to open De ...see more

**WALKING THE COMMUNITY, POSTING FLYERS AND SPREADING THE WORD ABOUT DESTINE PREP! IF YOU SEE OUR FLYER, CHECK IT OUT!**



**June 15th**      **Hamilton Hill**      **Mont Pleasant**

**Figure 4d 42. Board Support through LinkedIn and Facebook Posts #4**



< [Redacted Profile Picture] ...

To my Facebook friends in Schenectady: please take a few minutes to complete the survey below to assess the public's interest in opening the only charter school in the City of Schenectady. Thank you!

 SURVEYMONKEY.COM 

**Can you spare a few moments for the future of our students?**



**Figure 4d 43. SiCM Volunteer Sign up for Meals on Wheels**



**Schenectady Community Ministries**

Mailing Address: PO Box 1049 Schenectady, NY 12301

837/839 Albany St. Schenectady, NY 12307

**Volunteer Application & Photo Release**

Name: Belshawn Rogers

Address: [Redacted]

Home Phone: [Redacted]

Cell Phone: [Redacted]

Email: [Redacted]

I have never

Signature: [Redacted]

Date: 6/18/21

I have read and understand the Summer Meals Training.

**RELEASE FORM FOR PHOTOGRAPHY - Individuals**

I, the undersigned, do hereby consent and agree that Schenectady Community Ministries (SiCM), its employees, or agents have the right to take photographs, videotape, or digital recordings and to use these in any and all media now or hereafter known, and exclusively for the purpose of publicity and marketing. I further consent that my name and identity may be revealed therein or by descriptive text or commentary.

I do hereby release to Schenectady Community Ministries (SiCM), its agents, and employees all rights to exhibit this work in print and electronic form publicly or privately and to market and sell copies. I waive any rights, claims, or interest I may have to control the use of my identity or likeness in whatever media used.

(Over)

**Figure 4d 44. Announcement of Meals on Wheels Facebook Post**



**Destine Preparatory Charter School**



Jun 30 · 🌐

We are excited to support the incredible effort being put forth by the people at SiCM. Grains, protein, fruits, and veggies, all apart of a balanced diet for a healthy kid!

<https://www.cdc.gov/healthyschools/nutrition/facts.htm>



**Schenectady Community Ministries**

Jun 30 · 🌐

Join SiCM for the Free Summer Meals Kick Off Event at noon on Friday July 9th at Jerry Burrell Park in Schenectady! Featuring guest speakers a... See More

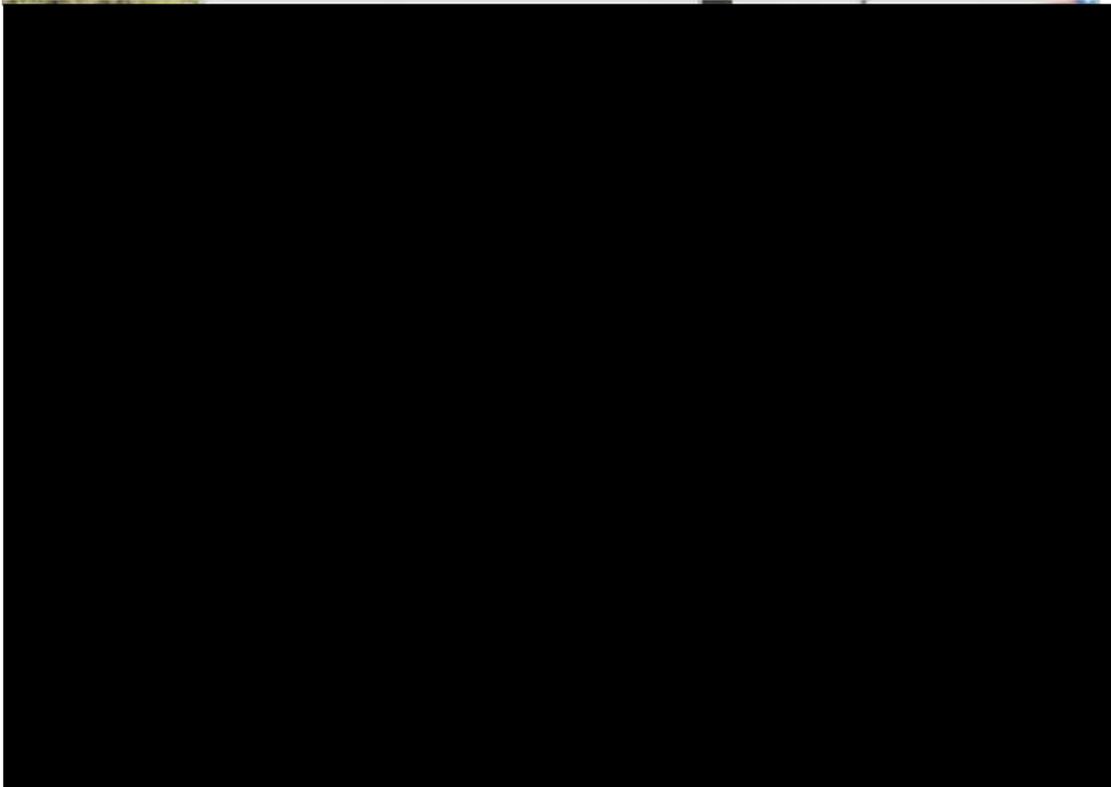
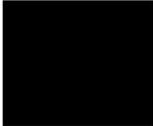


Figure 4d 45. Survey Link Facebook Post

---



**Destine Preparatory Charter School**

...

May 10 · 🌐

Do you believe in cultural and rich learning experiences?  
Are you interested in a new elementary school 🎓 in  
Schenectady? Take our quick survey 📝, and... See More



SURVEYMONKEY.COM

**Can you spare a few moments for the  
future of our students?**



 25

22 Comments 6 Shares

---

*e. Evidence of Support*

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

<b>Table of Contents</b>		
<b>Figure</b>	<b>Description</b>	<b>Page Number</b>
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Figure 4e-1. City Councilwoman, Letter of Support



Phone:



# CITY OF SCHENECTADY

NEW YORK

OFFICE OF CITY COUNCILOR CARMEL R. PATRICK

1220 Lexington Avenue  
Schenectady, N. Y. 12309



January 31, 2021

Dear SUNY Charter Schools Institute:

As a Schenectady City Councilwoman, I am writing to support the establishment of **Destine Preparatory Charter School**, to serve the children of Schenectady in Grades K-4. I believe that the mission of Destine Prep will help advance our children's educational success and develop future leaders for our community and beyond.

I have been impressed with the founding team's efforts to create opportunities for community feedback and engagement about the school's design and educational model. Mr. Re'Shawn Rogers has developed a curriculum and cultural programs which feature identity affirmation, social-emotional learning, and rigorous academics. I especially like that Mr. Rogers and his founding team members value the role that parents and family members play in helping their children succeed in school and life.

As an elected official, an educator, and a community volunteer, I am confident that the Destine Preparatory Charter School will complement other educational initiatives and services in the City of Schenectady. Our children need many dedicated individuals like these founding team members to help them learn, stay safe and lead healthy, meaningful lives.

I look forward to supporting Destine Prep as it establishes itself as a viable, high-quality educational option for the City of Schenectady's children and families.

Sincerely,



Carmel R. Patrick  
Schenectady City Councilwoman

Figure 4e-2. Redburn Development, Letter of Support



**Redburn Development Partners**  
204 Lafayette Street  
Schenectady, NY 12305

www.redburndev.com

February 1, 2021

Dear SUNY Charter Schools Institute,

This letter confirms that my organization, Redburn Development Partners, supports the establishment/founding of Destine Preparatory Charter School, for children of Schenectady.

As the former chair of the Board of Directors for Troy Prep, just a few miles away, I have witnessed first-hand the stunning impact a well-run charter school can have on the lives of children in the community. Having met with Re'Shawn Rogers personally and discussed his educational stances, I believe strongly that Destine would be a vital addition to Schenectady.

The founding team's efforts to create opportunities for community feedback and engagement regarding the design and school model has been impressive. I am confident that the school will meet the needs of the community.

I am also impressed by the great detail with which the proposed school leader has designed the academic and culture programs which feature identity affirmation, social-emotional learning, and rigorous academics. We look forward to supporting and working alongside Destine Prep as they establish themselves as a viable, high-quality educational option into their full growth as a school.

Sincerely,

A black rectangular redaction box covering the signature of Jeffrey Buell.

Jeffrey Buell  
Principal, Redburn Development Partners  
Board Member, Troy Preparatory School

**Figure 4e-3. ALAANT Workforce Solutions, Letter of Support**



Dear SUNY Charter Schools Institute,

This letter confirms that my organization, Alaant Workforce Solutions supports the establishment/founding of **Destine Preparatory Charter School**, for children of Schenectady.

As a business owner who is dedicated to the growth of talent in our local community, this school will provide a pipeline of well-rounded future employees. The school's holistic approach to include rigorous academics, social/emotional support and the promotion of community partnerships will be a valuable addition to the community.

The founding team's efforts to create opportunities for community feedback and engagement regarding the design and school model has been impressive. I am confident that the school will meet the needs of the community. I am also impressed by the great detail with which the proposed school leader has designed the academic and culture programs which feature identity affirmation, social-emotional learning, and rigorous academics. We look forward to supporting and working alongside Destine Prep as they establish themselves as a viable, high-quality educational option into their full growth as a school.

Sincerely,



**Miriam Dushane, PHR, SHRM-CP**

Managing Partner

Alaant Workforce Solutions—Albany, NY



w [alaant.com](http://alaant.com)

Pronouns: She/Her/Hers

Connect with us!



**Figure 4e-4. KIPP Albany Board Chair, Personal, Letter of Support**



Dynamic Applications, Inc | 120 DeFreest Drive | Troy, NY 12180  
[REDACTED] | fax: 518-283.0830 | www.dynamicapps.com

dynamicapps The logo for Dynamic Applications, Inc., consisting of the word "dynamicapps" in a lowercase sans-serif font followed by a stylized icon of a person with arms raised.

February 9, 2021

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

To Whom it May Concern:

I am writing to you in support of the proposed Destine Preparatory Charter School. Schenectady families deserve high quality school options, and I believe that the school described in the charter application can provide that. I have reviewed the school's design plan and believe that it includes the key elements necessary for success.

I have met with Re'Shawn Rogers, the charter applicant, and am very impressed with the level of effort he has put in to engage community leaders and families. He has also been very thorough in creating and refining his school design plan. I believe he also has a mindset of continuous improvement that will serve a charter founder well.

A high-quality charter school in Schenectady will be an asset to the city and its families as well as to the region. Thank you for your continued support of high-quality charters and your rigorous application and approval process. Should the application be approved, I know Re'Shawn can count on continued support from the Institute as he creates and grows his school.

Regards,

[REDACTED]

John P. Reilly, President  
Dynamic Applications, Inc.

**Figure 4e-5. Union College Professor, Letter of Support**

Dear SUNY Charter Schools Institute,

This letter confirms that myself, Matt Milless, supports the establishment/founding of **Destine Preparatory Charter School**, for children of Schenectady. I have worked at Union College for 20 years as an administrator. Having been a member of the Schenectady community for so long, it seems to me there is room for different types of education. Giving children an opportunity to thrive in an academic environment that is conducive to their learning style, is critical to the future of our youth. Knowing that young people learn in many different ways, I find this special opportunity for youth to be educated in a unique environment, one that holds great value.

The founding team's efforts to create opportunities for community feedback and engagement regarding the design and school model has been impressive. I am confident that the school will meet the needs of the community. I am also impressed by the great detail with which the proposed school leader has designed the academic and culture programs which feature identity affirmation, social-emotional learning, and rigorous academics. We look forward to supporting and working alongside Destine Prep as they establish themselves as a viable, high-quality educational option into their full growth as a school.

Sincerely,

Matt Milless  
Assistant Dean of Students  
Union College

Figure 4e-6. The College of Saint Rose Professor, Letter of Support



Dr. Drey Martone  
Associate Professor of Teacher Education  
The College of Saint Rose  
432 Western Ave  
Albany, NY 12203

Dear SUNY Charter Schools Institute,

This letter confirms that I, as a professor of teacher education at The College of Saint Rose, support the establishment/founding of **Destine Preparatory Charter School**, for children of Schenectady. I am particularly impressed with the way the school balances rigorous academics with social-emotional supports. After talking with Re'Shawn Rogers about best practices in teacher education, I appreciated seeing many of these details integrated into their school design. The habits of mind that will be supported through their academic approach will help to provide a solid foundation for the scholar's future. High academic expectations are critical but I am also pleased to see the emphasis placed on providing social-emotional supports to the scholars. These supports will help the scholars to develop and contribute to their learning community.

The founding team's efforts to create opportunities for community feedback and engagement regarding the design and school model has been impressive. I am confident that the school will meet the needs of the community. I am also impressed by the great detail with which the proposed school leader has designed the academic and culture programs which feature identity affirmation, social-emotional learning, and rigorous academics. I look forward to supporting and working alongside Destine Prep as they establish themselves as a viable, high-quality educational option into their full growth as a school.

Sincerely,

Dr. Drey Martone

Figure 4e-7. Albany City School District Community Director, Letter of Support



Demi O Consulting LLC  
Julianna Obie

[Redacted]  
[Redacted]

Dear SUNY Charter Schools Institute,

This letter confirms that my organization, Demi O Consulting LLC, supports the establishment/founding of **Destine Preparatory Charter School**, for children of Schenectady. The vision of Destine Preparatory Charter School, fits with the ideology of “it takes a village”. This statement alone empowers and motivates a city whose educational system has inadequately prepared their students academically. The inclusion of family and community partnerships/collaboration has the potential to invigorate the Schenectady community and fuel their lost passion for a quality and equitable education. The Charter School’s plan to implement a rigorous academic model, is filling a gap in the current educational system; building students intrinsic motivation, developing independence and strong moral fiber through character building.

The founding team’s efforts to create opportunities for community feedback and engagement regarding the design and school model has been impressive. I am confident that the school will meet the needs of the community. I am also impressed by the great detail with which the proposed school leader has designed the academic and culture programs which feature identity affirmation, social-emotional learning, and rigorous academics. We look forward to supporting and working alongside Destine Prep as they establish themselves as a viable, high-quality educational option into their full growth as a school.

Sincerely,

[Redacted]

Julianna Obie

**Figure 4e-8. Brighter Choice Foundation, Letter of Support**



May 21, 2021

SUNY Charter Schools Institute  
H. Carl McCall SUNY Building  
353 Broadway  
Albany, NY 12246

Dear SUNY Charter Schools Institute,

The intent of this letter is to show that my organization, the Brighter Choice Foundation, supports the founding and establishment of **Destine Preparatory Charter School**. This school will provide a much-needed alternative for the families and children of some of the most underserved areas of Schenectady. We, at the Brighter Choice Foundation, have a rich history with charter schools in the Capital Region, and believe that Destine Prep, with the support of BES, is building a strong team, model, and vision that will, grow into a great community school in the years to come.

The founding team's efforts to create opportunities for community feedback, engagement, and partnership in terms of the design and school model have been impressive. We are confident that the school will meet the needs of the underserved community that it will newly serve. We are also impressed by the great detail with which the proposed school leader has designed the academic and culture programs. Notably, these programs will be based in identity affirmation, social-emotional learning, rigorous academics, and community and family partnerships --- all of which are proven building blocks of great charter schools. We look forward to supporting, and working alongside, Destine Prep as they establish themselves as a viable, high-quality educational option and realize the full growth of their school.

Sincerely,



Michael J. Strianese (on behalf of the Board of Directors)  
Chair, Board of Directors  
Brighter Choicer Foundation

*The Brighter Choice Foundation seeks to transform and improve the K-12 public education landscape in the Capital District through the support and sponsorship of public charter schools and other new and innovative initiatives that expand or strengthen educational options for historically under-served students, families, and communities.*

**Figure 4e-9. The Schenectady Foundation, Letter of Support**



July 6, 2021

Dear SUNY Charter Schools Institute,

This letter confirms that The Schenectady Foundation is supportive of the establishment of a high quality educational experience for Schenectady students, as proposed by the Destine Preparatory Charter School.

We believe in the guiding principles put forward by the organizers of the school: rigorous academics, equity in accessing educational and other resources, social-emotional supports, and creating a strong connection with families and community partners.

The founding team's efforts to create opportunities for community feedback, engagement, and partnership regarding the design and school model are absolutely essential. We look forward to partnering with the school as they establish themselves as a viable, high-quality educational option for the children of our community.

Sincerely,



Robert A. Carreau  
executive director

Figure 4e-10. BES, Letter of Support



February 12, 2021

To SUNY Charter Schools Institute:

It is with great confidence that we recommend Destine Preparatory Charter School and its proposed Head of School, Re'Shawn Rogers, to be founded in Schenectady, New York.

BES is a nationally recognized and highly selective non-profit, whose flagship program, the BES Fellowship, prepares leaders to found transformative schools in communities all across the country. We began our work with Mr. Rogers seven months ago and continue to be impressed by him. Mr. Rogers has proven to be a steadfast, resourceful, and thoughtful leader, whose every decision is grounded on what is equitable and just. He holds very high expectations for both adult and student performance.

Mr. Rogers has already begun partnering with local libraries to distribute books to families in Schenectady, as a means to communicate his deep belief in the importance of literacy proficiency, and how that will be a chief priority at Destine Prep. Throughout his career thus far, as both a teacher and a coach, students under his tutelage have demonstrated significant academic growth and performance. It is evident that Mr. Rogers is a strong instructional leader who has the ability to develop the skills of students and adults and lead them both to impressive results.

We are confident about the impact that Destine Prep will have in Schenectady, and therefore it is with our full support that we are recommending the proposal of this school and Re'Shawn Rogers as its founding leader.

Respectfully,



Jabari Peddie  
**Director of Leadership Development**



**Figure 4e-11. Parent Support, Survey #1**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input type="checkbox"/> Preschool (4 years)	<input checked="" type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input checked="" type="checkbox"/> Other

How much do you know about charter schools?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

Yes  No

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input checked="" type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input checked="" type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input checked="" type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input checked="" type="checkbox"/> Increase post elementary education performance	
<input checked="" type="checkbox"/> Increase parental & community involvement	

To what extend do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed

How strongly do you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

Yes  No

Are you interested in learning more about Destine Preparatory Charter School and future community events?

Yes  No

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

Yes  No

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

Thank you!

*I want to teach in your school.*

*A school that cares about child development and works to provide all needs to ensure wholistic development in Academics and life in general.*

**Figure 4e-12. Parent Support, Survey #2**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



Please indicate the current grade levels of EACH of your children

*K-6*

What is your impression of the Schenectady City School District?

How much do you know about charter schools?  
*I do not know much about charter schools*

What is your impression of charter schools overall?

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

What do you feel the primary reason for opening a charter school might be? (select all that apply)

*We need other options for our students*

To what extent do you support free, public school choice for parents?  
*Choice for parents*

How strongly do you feel that there should be a charter school in the Schenectady City School District?  
*We should have a charter school in Schenectady*

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

Are you interested in learning more about Destine Preparatory Charter School and future community events?

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter School in Schenectady County?

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Vic communities in Schenectady?

**Thank you!**

*Teacher*

#### *f. Evidence of Student Demand*

Submit documents that provide evidence of 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, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

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# Destine Prep Family Survey

Greetings Families of the Capital District! We are proposing a K-5th grade free Charter school in Schenectady, and we need your help to build a safe, inclusive, loving atmosphere for our children. Please take 3-4 mins to take the survey below and visit our website [DestinePrepCharterSchool.org](http://DestinePrepCharterSchool.org) or find us on Facebook and Instagram @Destine\_Prep. We look forward to hearing from you!

Email address \*

[REDACTED]



Destine Preparatory  
Charter School

Name \*

[REDACTED]

Phone Number \*

[REDACTED]

Zip Code \*

12304

---

Do you have a scholar in preschool or elementary school?

Yes

No

What is the age of your child?

---

What are the most important things you want your child's school to have/be? \*

- Strong academic program
- Services for my child's academic needs
- Good teachers and belief in school-parent partnership
- A safe space for my child to grow as a human being

What would you change about your scholar's current school? \*

- The communication from the school to home
- The academics and instruction
- The location or distance from home
- The way the school disciplines the students

What can schools do to support your scholar's identity? Emotional needs? Behavior?

One of the biggest things that the school can do to support my scholar's identity, emotional needs and behavior would be to treat my scholar like the individual that they are. To not group them together with any group of people but rather understanding that everything about their education, behavior and emotions is unique to them. For the school staff to treat my children as an extension of their own family. [REDACTED] I must love and treat each one of them in the way that they receive love, in the way that they will be receptive to discipline and consequences and in a way that makes them feel that when I am with them or speaking to them its as if there is no one else in the world besides the two of us.

Can we contact you about focus groups or about enrolling your scholar in Destine Preparatory Charter School? \*

- Yes
- No

Are you interested in enrolling your scholar? \*

- Yes
- No

Do you support a new elementary school in the community?

Yes

No

Question for your child: what do you most love about school? \*

The teachers and school staff are caring and make learning fun

Learning about new topics and being challenged to think and discuss

Meeting other children and learning from them

Other

THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. LEAVE ANY OTHER NOTES BELOW.

---

This form was created inside of BES.

Google Forms

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Email address \*

[REDACTED]



Destine Preparatory  
Charter School

Name \*

[REDACTED]

Phone Number \*

[REDACTED]

Zip Code \*

12205

---

Do you have a scholar in preschool or elementary school?

Yes

No

What is the age of your child?

---

What are the most important things you want your child's school to have/be? \*

- Strong academic program
- Services for my child's academic needs
- Good teachers and belief in school-parent partnership
- A safe space for my child to grow as a human being

What would you change about your scholar's current school? \*

- The communication from the school to home
- The academics and instruction
- The location or distance from home
- The way the school disciplines the students

What can schools do to support your scholar's identity? Emotional needs? Behavior?

Have teachers that look like them, who can relate to them. School facility that will hear what students have to say in time of crisis and when they need help. Proper training for teachers and other staff that will allow them to recognize the students needs, triggers, and be their advocates.

---

Can we contact you about focus groups or about enrolling your scholar in Destine Preparatory Charter School? \*

- Yes
- No

Are you interested in enrolling your scholar? \*

- Yes
- No

Do you support a new elementary school in the community?

Yes

No

Question for your child: what do you most love about school? \*

The teachers and school staff are caring and make learning fun

Learning about new topics and being challenged to think and discuss

Meeting other children and learning from them

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Email address \*

[REDACTED]



Destine Preparatory  
Charter School

Name \*

[REDACTED]

Phone Number \*

[REDACTED]

Zip Code \*

12304

Do you have a scholar in preschool or elementary school?

Yes

No

What is the age of your child?

██████████

What are the most important things you want your child's school to have/be? \*

- Strong academic program
- Services for my child's academic needs
- Good teachers and belief in school-parent partnership
- A safe space for my child to grow as a human being

What would you change about your scholar's current school? \*

- The communication from the school to home
- The academics and instruction
- The location or distance from home
- The way the school disciplines the students

What can schools do to support your scholar's identity? Emotional needs? Behavior?

Not be threatened by a child's strong personality. To where teachers want to strip the child from her/his true identity and project how they think a child should act onto the child. When teachers, and other school employees become frustrated they allow their emotions to get the best of them. I've witness on multiple occasions schools employees talk down to ours children. Disrespect and expect our children to take it. Instead being quick to diagnosis a child with a hindering behavior disorder, teachers and school officials should consider other factors as to the reasoning for the child behavior. I feel schools are so quick to write a kid off as having ADD, being bipolar etc that they don't look at the bigger picture. Its quick and less work I guess!

---

Can we contact you about focus groups or about enrolling your scholar in Destine Preparatory Charter School? \*

- Yes
- No

Are you interested in enrolling your scholar? \*

- Yes
- No

Do you support a new elementary school in the community?

Yes

No

Question for your child: what do you most love about school? \*

The teachers and school staff are caring and make learning fun

Learning about new topics and being challenged to think and discuss

Meeting other children and learning from them

Other

THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. LEAVE ANY OTHER NOTES BELOW.

Thank you Mr. Rogers. I have been talking to my family about having charter schools in Schenectady and innovating the SSD because our children and community need that kind of structure. We need strong, understanding, compassionate people teaching our kids. Others who believes it takes a whole community to raise our kids to be the best and amazing versions of themselves. Im super excited for this long awaited change. Blessings and thank you!

---

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# Destine Prep Family Survey

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Email address \*

[REDACTED]



Destine Preparatory  
Charter School

Name \*

[REDACTED]

Phone Number \*

[REDACTED]

Zip Code \*

12303

---

Do you have a scholar in preschool or elementary school?

Yes

No

What is the age of your child?

---

What are the most important things you want your child's school to have/be? \*

- Strong academic program
- Services for my child's academic needs
- Good teachers and belief in school-parent partnership
- A safe space for my child to grow as a human being

What would you change about your scholar's current school? \*

- The communication from the school to home
- The academics and instruction
- The location or distance from home
- The way the school disciplines the students

What can schools do to support your scholar's identity? Emotional needs? Behavior?

Provide a supportive and knowledgeable environment. Understand my child's needs 100% and give him an environment that is accessible and stimulating.

---

Can we contact you about focus groups or about enrolling your scholar in Destine Preparatory Charter School? \*

- Yes
- No

Are you interested in enrolling your scholar? \*

- Yes
- No

Do you support a new elementary school in the community?

Yes

No

Question for your child: what do you most love about school? \*

The teachers and school staff are caring and make learning fun

Learning about new topics and being challenged to think and discuss

Meeting other children and learning from them

Other

THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. LEAVE ANY OTHER NOTES BELOW.

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Greetings Families of the Capital District! We are proposing a K-5th grade free Charter school in Schenectady, and we need your help to build a safe, inclusive, loving atmosphere for our children. Please take 3-4 mins to take the survey below and visit our website [DestinePrepCharterSchool.org](http://DestinePrepCharterSchool.org) or find us on Facebook and Instagram @Destine\_Prep. We look forward to hearing from you!

Email address \*

[REDACTED]



Destine Preparatory  
Charter School

Name \*

[REDACTED]

Phone Number \*

[REDACTED]

Zip Code \*

12303

---

Do you have a scholar in preschool or elementary school?

Yes

No

What is the age of your child?

---

What are the most important things you want your child's school to have/be? \*

- Strong academic program
- Services for my child's academic needs
- Good teachers and belief in school-parent partnership
- A safe space for my child to grow as a human being

What would you change about your scholar's current school? \*

- The communication from the school to home
- The academics and instruction
- The location or distance from home
- The way the school disciplines the students

What can schools do to support your scholar's identity? Emotional needs? Behavior?

Offer more help to children. Teach them how to explain their needs, emotions & behaviors.

Can we contact you about focus groups or about enrolling your scholar in Destine Preparatory Charter School? \*

- Yes
- No

Are you interested in enrolling your scholar? \*

- Yes
- No

Do you support a new elementary school in the community?

Yes

No

Question for your child: what do you most love about school? \*

The teachers and school staff are caring and make learning fun

Learning about new topics and being challenged to think and discuss

Meeting other children and learning from them

Other

THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. LEAVE ANY OTHER NOTES BELOW.

---

This form was created inside of BES.

Google Forms

Figure 4f-6. Initial Facebook Parent Message #1

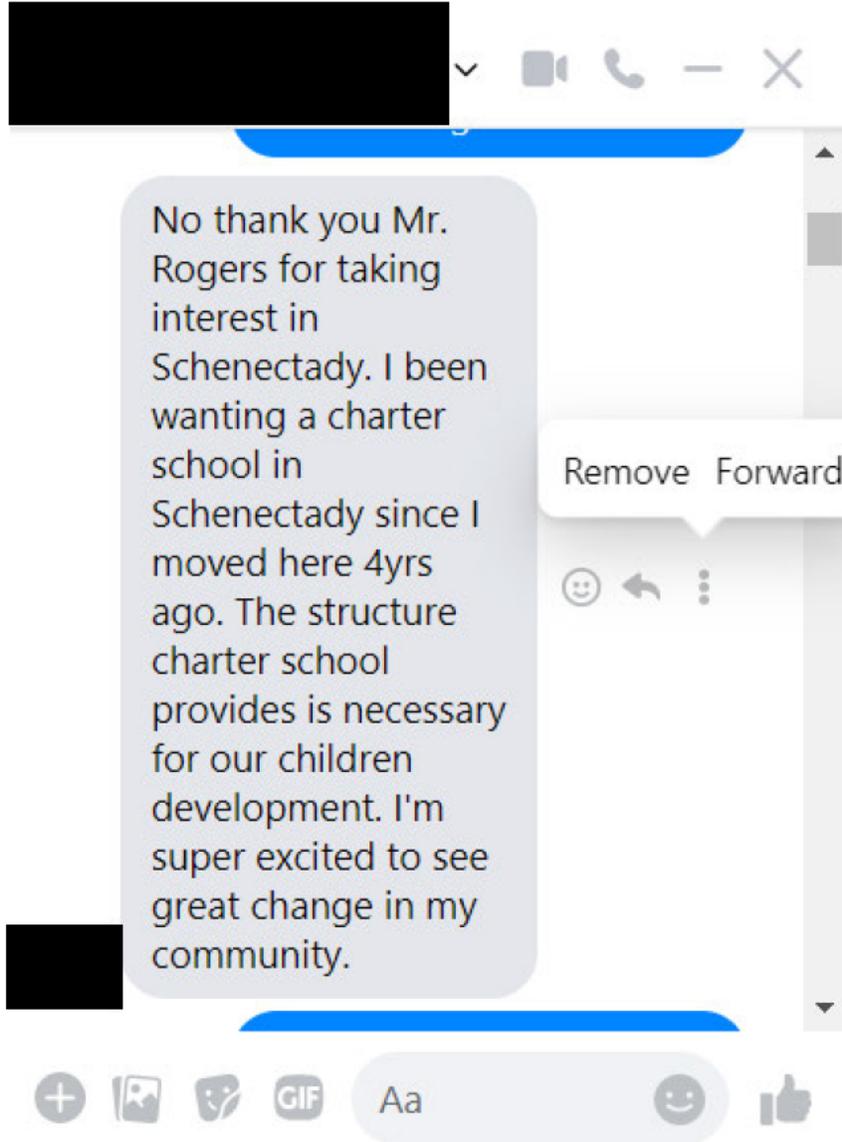


Figure 4f-7. Initial Facebook Parent Message #2

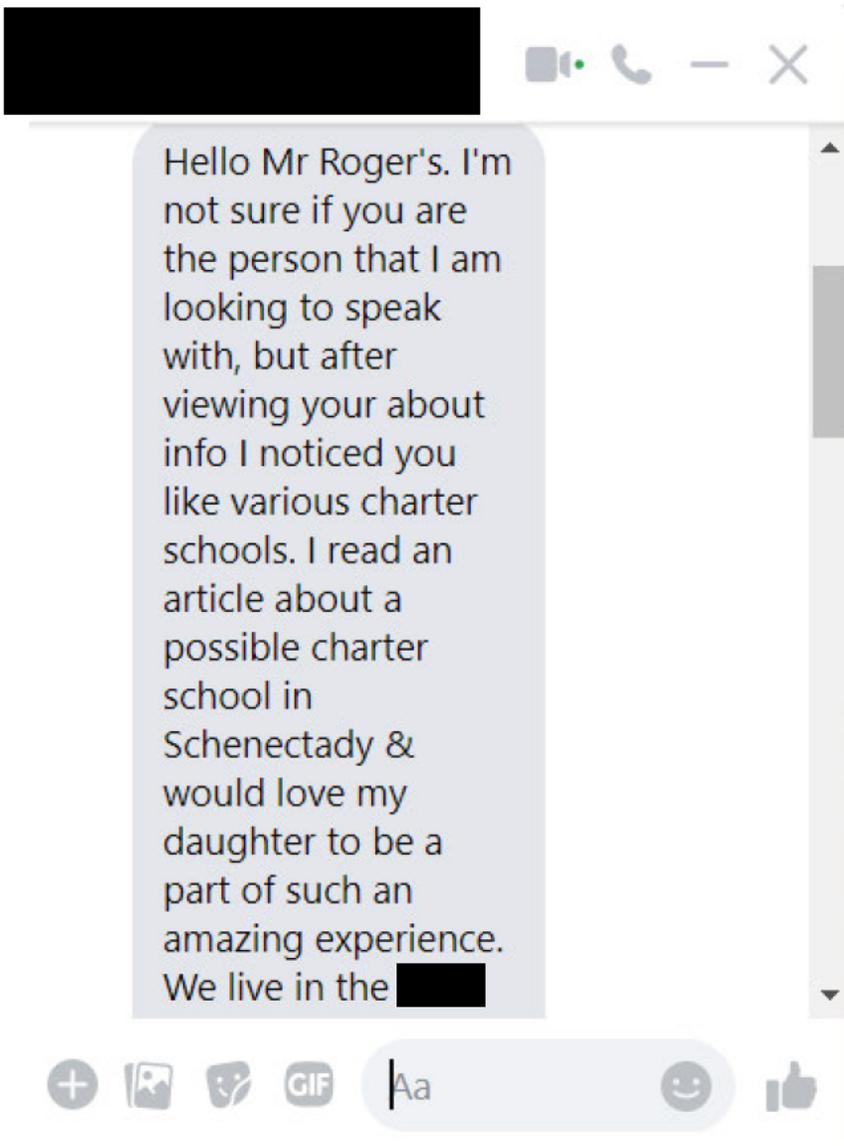


Figure 4f-8. Initial Family Survey Results

First Name	Last Name	What was most important to you when picking a school for your child(ren)?	If you could change one thing about your child(ren)'s current school, what would it be?	Phone Number	Email Address	Do you live in Poughkeepsie?	What is the zip code of your home address?	Do you have any school aged children 3-18?	What age is your school-aged child? (Choose all that apply if you have more than one child)	What is one vision you have for a school in your community?	What are the greatest needs in your community? Consider people, places, organizations, or other resources that are needed to make your community stronger.
[REDACTED]	[REDACTED]	I wanted a school that my children could relate to; I was looking for a school that was true to life one that developed the skills that they need to advance in the world		[REDACTED]	[REDACTED]	No	12550			develop free thinkers and enhance reading and math skills	College Prep programs, Mentor programs, after school activities, homework help
[REDACTED]	[REDACTED]	for my future kids, I'd want to pay attention to the quality of teachers, school mission/vision, school resources, class size, and overall school culture	n/a	[REDACTED]	[REDACTED]	No	12583			I envision a school that really takes the community into consideration & gets involved with the community. so I'm glad you're doing this survey. I've seen new schools come into communities without doing the research and end up changing traditions/cultures of the existing community.	A think a grocery store and gas station in this town would drastically improve things & could make this area more of a one-stop shop; I have to leave town to get real essential items. This town would also benefit from a more racially diverse community.
[REDACTED]	[REDACTED]		I don't have kids but when I do one day, I want there to be diversity, equity, ethical and moral leadership and respect for marginalized communities	[REDACTED]	[REDACTED]	Yes	12604				
[REDACTED]	[REDACTED]	If I had children, the most important thing to look at when searching for a school would be their staff. I wouldn't want to send my child to a school where the staff is terrible.		[REDACTED]	[REDACTED]	Yes	12601			I hope that a charter school will reinforce to students that they can literally be WHATEVER they want to be in life. I feel as if students/kids believe that there is only one route in life that they have to follow(which typically is the streets) and this is not true. By empowering the youth through a charter school dedicated to building a self awareness/a sense of self will not only impact the lives of student, but effect the way their future plans out.	My community needs unity.
[REDACTED]	[REDACTED]		Having more black teachers	[REDACTED]	[REDACTED]	Yes	12504			Students should explore more of the city and nearby towns	-Safer play grounds and people that respect black people
[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]		12401				Continuing education programs that focus on life skills.
[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]	No	12583				Lack of awareness of unconscious actions and rhetoric that support white supremacy/racism. Lack of awareness/celebration of and about the indigenous people of the Hudson Valley.
[REDACTED]	[REDACTED]	district		[REDACTED]	[REDACTED]	Yes	12603			Equal access to resources across tax zones	Stronger funding for overlooked schools.
[REDACTED]	[REDACTED]	Opportunities for growth, ability to be curious and have exposure to different cultures. The amount of outside time and hands on learning is also important.	I would love more diversity of all types	[REDACTED]	[REDACTED]	Yes	12603			A school that is diverse in its faculty and students body, and inclusive in their curriculum	Non-religious affiliated schools are needed. Widespread internet service in the community.
[REDACTED]	[REDACTED]	Equity	Covid	[REDACTED]	[REDACTED]	Yes	12601			That it helps every child in Poughkeepsie	
[REDACTED]	[REDACTED]	Sending my children to a school in our community.	Access to resources and appropriately funded buildings and staff.	[REDACTED]	[REDACTED]	Yes	12601	Yes		An excellent school where children are free to be creative and feel supported in their curiosity.	We need community schools that can embrace the entire child and their families.
[REDACTED]	[REDACTED]	Student teacher ratio,	I would want my children to be able to attend public school here in our community, the city of Poughkeepsie, if there were an option that would provide with a high academic standard	[REDACTED]	[REDACTED]	Yes	12603			A school with administrators who have real teaching experience & listen to teachers input. Administrators who support classroom instruction with a school environment of structure & stability, particularly when it comes to discipline.	Probably the greatest need is for free or affordable childcare & tutoring. So many parents work nights & the kids are unsupervised or undersupervised with no one to help them get their homework done.
[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]	Yes	12603	No		The citizens Poughkeepsie proud of there Schools	Better schools and the need for a Countywide School District, Diversity of Housing (Dutchess County has placed all low income housing in the City of Poughkeepsie) we need a more balanced approach - As the citizens advance economically they remain in the city and overtime the economic diversity of Poughkeepsie improves and moves to a more equitable status to mirror Dutchess County, irrows Dutchess county
[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]	Yes	12601				

First Name	Last Name	What was most important to you when picking a school for your child(ren)?	If you could change one thing about your child(ren)'s current school, what would it be?	Phone Number	Email Address	Do you live in Poughkeepsie?	What is the zip code of your home address?	Do you have any school aged children 3-18?	What age is your school-aged child? (Choose all that apply if you have more than one child)	What is one vision you have for a school in your community?	What are the greatest needs in your community? Consider people, places, organizations, or other resources that are needed to make your community stronger.
		Teachers...School Teaching Techniques	I would change the way the teachers spends one one time with each student send them home with home work more after school programs and Learning Programs Tutoring A place where Kids can come do homework play sports . Do Art ,Writers,Scientists, Acting Classes,Gymnastics,Cooking, Health & more that grasps our children interest and keeps them looking forward to Completing their Education Every Day whether it's online or in school				14901			More Programs for Kids... teens.... Also a much stronger Approach towards bettering and building a Firmer learning Environment to strengthen our Children Education because THEY ARE THE FUTURE!!! MORE & Better Teachers Who Care about the children WHO ALSO never gives up on them	MORE VOLUNTEERS. PARENTS MORE INVOLVED IN THEIR KIDS LEARNING &HOBBIES ACTIVITIES TRIPS FOR KIDS TEENS ETC....PLACES A COMMUNITY CENTER,ECONOMIC AND STUDY FOR ALL CHILDREN EDUCATIONS& FUN WITH ALONG AFTERSCHOOL ACTIVITIES PROGRAMS & HOW TO BETTER THE FUTURE LAWYERS AND DOCTORS, ENTREPRENEURS, SCIENTISTS, TEACHERS, ACTORS, PRESIDENT GIVE OUR LIL SCHOLARS A BETTER EXPERIENCE OF SCHOOL
Christopher	Duncan				csduncan1234@gmail.com	Yes	12603	No			BIPOC need to see pathways to financial security.
		The staffs deposition. A place where they will nurture and mold young minds	Nothing			Yes	12601			A school that's on the cutting edge of technology. Also ones who respect students input and provide quality education.	Better housing. More teachers.
						No	10030				My community needs funding to be allocated to the people, so when there are new establishments built, members of the community should be employed. There is also obvious environmental racism and pollution that needs to be addressed.
		When picking a school, I would look into it's staff members. It is important to have a diverse staff not only in regards to race, but schooling and skill too.	N/a			Yes	12601			I would want a school that teaches students value life skills.	My community needs to start thinking about the youth and what they're being exposed to at young ages(.e gun violence, bully...). We need more programs that advocate against violence and encourage kids to do more positive activities.
		Educational quality & community				No	07206			Inclusion, and lots of resources!	
						No	12504			I want to have more black staff members	More support to connect with neighboring communities outside of our small bubble.
			not teaching kids how to be anti raci			No	30087				Committed teachers, tutors, cultural community
						No	12504				
						Yes	12601			My vision for a school is for it to truly meet the needs of the children who will attend by teaching daily living skills, creative thinking and that beyond the sky is the true limit.	The greatest need for our community is to have families PARTICIPATING in positive outlets for their children or young adults.

**Figure 4f-9. Family Petition Results**

1	A	B	C	D	E
Timestamp	Name	Zip code	Do you have a child age 3	Email	
2	3/5/2021 13:08:49		12306	No	
3	3/5/2021 13:10:04		12307	Yes	
4	3/5/2021 13:10:31		12305	Yes	
5	3/5/2021 13:17:04		12203	No	
6	3/5/2021 13:34:47		12306	No	
7	3/5/2021 13:38:40		12304	No	
8	3/5/2021 13:47:20		12307	No	
9	3/5/2021 13:49:18		12306	No	
10	3/5/2021 13:57:50		12308	No	
11	3/5/2021 14:41:53		12309	No	
12	3/5/2021 15:31:45		12304	Yes	
13	3/5/2021 16:10:01		12203	No	
14	3/5/2021 18:43:08		12308	Yes	
15	3/5/2021 19:29:10		12305	No	
16	3/10/2021 7:58:42		12309	No	
17					
18	3/10/2021 23:49:36		12304	Yes	
19	3/11/2021 19:40:41		12306	Yes	
20	3/12/2021 10:06:38		12305	Yes	
21	3/12/2021 10:29:51		12303		
22	3/12/2021 10:35:56		12307		
23	3/12/2021 10:53:34		12303	No	
24	3/12/2021 10:56:16		12307		
25	3/12/2021 11:09:24		12305	No	
26	3/22/2021 12:19:50		12306	Yes	
27	4/5/2021 14:22:25		12309	No	
28	4/5/2021 14:23:41		12309	No	
29	4/9/2021 9:10:08		12304	No	
30	4/9/2021 9:10:39		12304	No	
31	4/9/2021 9:13:04		12307	No	
32	4/9/2021 9:21:06		12308	No	
33	4/9/2021 9:25:30		12309	No	
34	4/9/2021 9:30:24		12307	Yes	
35	4/9/2021 9:34:24		12303	Yes	
36	4/9/2021 9:35:19		12303	Yes	
37	4/24/2021 15:03:01		10003	No	
38	6/12/2021 15:03:03		12304	Yes	
39	6/12/2021 15:04:28		12304	Yes	
40	6/18/2021 11:38:59		10003	No	
41	6/18/2021 11:39:25		07871	No	
42	6/18/2021 17:06:29		07871	No	
43	6/19/2021 2:00:04		12210	No	
44	6/19/2021 9:56:10		12303	No	
45	7/7/2021 21:14:44		12303	No	

**Figure 4f-10. New Family Survey Response #1**

5/1/21

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.

  
**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input checked="" type="checkbox"/> Not School aged (0-3 years)	<input checked="" type="checkbox"/> 5th Grade (10 years)
<input type="checkbox"/> Preschool (4 years)	<input checked="" type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input checked="" type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

Yes  No

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	
<input type="checkbox"/> Increase parental & community involvement	

To what extend do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

How strongly fo you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 15-20 miles
<input type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input checked="" type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destime Preparatory Charter in Schenectady County?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Contact Information (Optional)

Name _____	Address _____
Phone _____	
E-Mail _____	

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**

**Figure 4f-11. New Family Survey Response #2**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

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Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

12307

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input checked="" type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input checked="" type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	
<input type="checkbox"/> Increase parental & community involvement	

To what extent do you support free, public school choice for parents?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

How strongly do you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school.
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**

**Figure 4f-12. New Family Survey Response #3**

5/1/21

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.


  
**Destine Preparatory**  
**Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input checked="" type="checkbox"/> 4th Grade (9 years)
<input checked="" type="checkbox"/> Not School aged (0-3 years)	<input checked="" type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input checked="" type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input checked="" type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input checked="" type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	
<input type="checkbox"/> Increase parental & community involvement	

To what extent do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

How strongly do you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input checked="" type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input checked="" type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter School in Schenectady County?

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**

**Figure 4f-13. New Family Survey Response #4**

5/1/21

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

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Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.

Please indicate the current grade levels of EACH of your children

What is your impression of the Schenectady City School District?

How much do you know about charter schools?

What is your impression of charter schools overall?

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

What do you feel the primary reason for opening a charter school might be? (select all that apply)

To what extend do you support free, public school choice for parents?

How strongly fo you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

Are you interested in learning more about Destine Preparatory Charter School and future community events?

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton communities in Schenectady?

**Thank you!**



**Destine Preparatory  
Charter School**

N/A - I do not have children  
 Not School aged (0-3 years)  
 Preschool (4 years)  
 Kindergarten (5 years)  
 1st Grade (6 years)  
 2nd Grade (7 years)  
 3rd Grade (8 years)  
 4th Grade (9 years)  
 5th Grade (10 years)  
 6th-8th Grade (11-13 years)  
 9th-12th Grade (14-17 years)  
 University / College (18+ years)  
 Other: \_\_\_\_\_

Positive Impression  
 Negative Impression  
 Undecided  
 Other

A lot  
 Some  
 Very little  
 Nothing  
 Undecided  
 Other

Positive Impression  
 Negative Impression  
 No  
 Yes

Increase graduation rates  
 Increase student academic achievement  
 Provide unique school community  
 Increase post elementary education performance  
 Increase parental & community involvement  
 Provide free school choice for parents  
 None, I do not feel that a charter school should open in our community.  
 Other: \_\_\_\_\_

A lot  
 Some  
 Very Strongly  
 Strongly interested  
 Mildly interested  
 Very little  
 Nothing  
 Not interested  
 Opposed

0 miles - My family depends on public school transportation  
 1-5 miles  
 6-10 miles  
 11-15 miles  
 16-20 miles  
 Over 20 miles  
 N/A - I have no interest in my child(ren) attending a charter school

Yes  
 No  
 Yes  
 No  
 Yes  
 No

**Figure 4f-14. New Family Survey Response #5**

5/1/21

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.

  
**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input checked="" type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input checked="" type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input checked="" type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input checked="" type="checkbox"/> Increase post elementary education performance	
<input type="checkbox"/> Increase parental & community involvement	

To what extent do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

How strongly do you feel that there should be a charter school in the Schenectady City School District?

<input type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input checked="" type="checkbox"/> Mildly interested	

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input checked="" type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input checked="" type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

Contact Information (Optional)

Name _____	Address _____
Phone _____	
E-Mail _____	

Please share any other comments regarding developing a charter school supporting Hamilton/Vale in Schenectady?

**Figure 4f-15. New Family Survey Response #6**

5/1/21

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City School district.

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Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.

Please indicate the current grade levels of EACH of your children

What is your impression of the Schenectady City School District?

How much do you know about charter schools?

What is your impression of charter schools overall?

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

What do you feel the primary reason for opening a charter school might be? (select all that apply)

To what extend do you support free, public school choice for parents?

How strongly do you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

Are you interested in learning more about Destine Preparatory Charter School and future community events?

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?



Destine Preparatory  
Charter School

- N/A - I do not have children
  - Not School aged (0-3 years)
  - Preschool (4 years)
  - Kindergarten (5 years)
  - 1st Grade (6 years)
  - 2nd Grade (7 years)
  - 3rd Grade (8 years)
  - 4th Grade (9 years)
  - 5th Grade (10 years)
  - 6th-8th Grade (11-13 years)
  - 9th-12th Grade (14-17 years)
  - University / College (18+ years)
  - Other: \_\_\_\_\_
- Positive impression
  - Negative impression
  - Undecided
  - Other
- A lot
  - Some
  - Positive impression
  - Negative impression
  - Very little
  - Nothing
  - Undecided
  - Other
- Yes
  - No

- Increase graduation rates
- Increase student academic achievement
- Provide unique school community
- Increase post elementary education performance
- Increase parental & community involvement
- Provide free school choice for parents
- None, I do not feel that a charter school should open in our community.
- Other: \_\_\_\_\_

- Not
  - Some
  - Very Strongly
  - Strongly interested
  - Mildly interested
  - 0 miles - My family depends on public school transportation
  - 1-5 miles
  - 6-10 miles
  - 11-15 miles
  - Very little
  - Nothing
  - Not interested
  - Opposed
  - 16-20 miles
  - Over 20 miles
  - N/A - I have no interest in my child(ren) attending a charter school
- Yes
  - No
  - Yes
  - No
  - Yes
  - No
- Name \_\_\_\_\_ Address \_\_\_\_\_
- Phone \_\_\_\_\_
- E-Mail \_\_\_\_\_

**Figure 4f-16. New Family Survey Response #7**

5/1/21

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

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Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input checked="" type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input checked="" type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

What is your impression of charter schools overall?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input checked="" type="checkbox"/> Provide unique school community	Other: _____
<input checked="" type="checkbox"/> Increase post elementary education performance	_____
<input type="checkbox"/> Increase parental & community involvement	_____

To what extend do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

How strongly fo you feel that there should be a charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input checked="" type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input checked="" type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter School in Schenectady County?

Contact information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**

**Figure 4f-17. New Family Survey Response #8**

5/1/21

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.


  
**Destine Preparatory**  
 Charter School

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input checked="" type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input checked="" type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input checked="" type="checkbox"/> Very little
<input checked="" type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	
<input type="checkbox"/> Increase parental & community involvement	

To what extend do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

How strongly to you feel that there should be a charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input checked="" type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destime Preparatory Charter School in Schenectady County?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Contact Information (Optional)

\_\_\_\_\_

\_\_\_\_\_

Please share any other comments regarding developing a charter school supporting Hamilton, communities in Schenectady?

**Thank you!**

**Figure 4f-18. New Family Survey Response #9**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

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Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.

5/1/21

  
**Destine Preparatory**  
 Charter School

Please indicate the current grade levels of EACH of your children

(2)  N/A - I do not have children  
 Not School aged (0-3 years)  
 Preschool (4 years)  
 Kindergarten (5 years)  
 1st Grade (6 years)  
 2nd Grade (7 years)  
 3rd Grade (8 years)

4th Grade (9 years)  
 5th Grade (10 years)  
 6th-8th Grade (11-13 years)  
 9th-12th Grade (14-17 years)  
 University / College (18+ years)  
 Other: \_\_\_\_\_

What is your impression of the Schenectady City School District?

Positive impression  
 Negative impression

Undecided  
 Other

How much do you know about charter schools?

A lot  
 Some

Very little  
 Nothing

What is your impression of charter schools overall?

Positive impression  
 Negative impression

Undecided  
 Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

Yes  
 No

What do you feel the primary reason for opening a charter school might be? (select all that apply)

Increase graduation rates  
 Increase student academic achievement  
 Provide unique school community  
 Increase post elementary education performance  
 Increase parental & community involvement

Provide free school choice for parents  
 None, I do not feel that a charter school should open in our community.  
 Other: \_\_\_\_\_

To what extent do you support free, public school choice for parents?

A lot  
 Some

Very little  
 Nothing

How strongly do you feel that there should be a charter school in the Schenectady City School District?

Very Strongly  
 Strongly interested  
 Mildly interested

Not interested  
 Opposed

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

0 miles - My family depends on public school transportation  
 1-5 miles  
 6-10 miles  
 11-15 miles

16-20 miles  
 Over 20 miles  
 N/A - I have no interest in my child(ren) attending a charter school

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

Yes  
 No

Are you interested in learning more about Destine Preparatory Charter School and future community events?

Yes  
 No

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

Yes  
 No

Contact Information (Optional)

Name \_\_\_\_\_ Address \_\_\_\_\_  
 Phone \_\_\_\_\_  
 E-Mail \_\_\_\_\_

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

Thank you!

**Figure 4f-19. New Family Survey Response #10**

5/1/21

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

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Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.

  
**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input checked="" type="checkbox"/> Preschool aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input checked="" type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input checked="" type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input checked="" type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive impression	<input checked="" type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input checked="" type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input checked="" type="checkbox"/> Increase post elementary education performance	
<input type="checkbox"/> Increase parental & community involvement	

To what extent do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

How strongly do you feel that there should be a charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly Interested	<input type="checkbox"/> Opposed
<input checked="" type="checkbox"/> Mildly Interested	

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input checked="" type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input checked="" type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/V communities in Schenectady?

**Thank you!**

**Figure 4f-20. New Family Survey Response #11**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

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Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children  
*2nd & preschool*

What is your impression of the Schenectady City School District?  
 N/A - I do not have children  
 Not School aged (0-3 years)  
 Preschool (4 years)  
 Kindergarten (5 years)  
 1st Grade (6 years)  
 2nd Grade (7 years)  
 3rd Grade (8 years)  
 4th Grade (9 years)  
 5th Grade (10 years)  
 6th-8th Grade (11-13 years)  
 9th-12th Grade (14-17 years)  
 University / College (18+ years)  
 Other: \_\_\_\_\_

How much do you know about charter schools?  
 Positive impression  
 Negative impression  
 Undecided  
 Other

What is your impression of charter schools overall?  
 A lot  
 Some  
 Very little  
 Nothing  
 Positive impression  
 Negative impression  
 Undecided  
 Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?  
 Yes  
 No

What do you feel the primary reason for opening a charter school might be? (select all that apply)  
 Increase graduation rates  
 Increase student academic achievement  
 Provide unique school community  
 Increase post elementary education performance  
 Increase parental & community involvement  
 Provide free school choice for parents  
 None, I do not feel that a charter school should open in our community.  
 Other: \_\_\_\_\_

To what extent do you support free, public school choice for parents?  
 A lot  
 Some  
 Very little  
 Nothing  
 Very Strongly  
 Not interested  
 Strongly interested  
 Opposed  
 Mildly interested

How strongly to you feel that there should be a charter school in the Schenectady City School District?  
 0 miles - My family depends on public school transportation  
 1-5 miles  
 6-10 miles  
 11-15 miles  
 16-20 miles  
 Over 20 miles  
 N/A - I have no interest in my child(ren) attending a charter school

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?  
 Yes  
 No

Are you interested in learning more about Destine Preparatory Charter School and future community events?  
 Yes  
 No

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?  
 Yes  
 No

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/V communities in Schenectady?

**Thank you!**

**Figure 4f-21. New Family Survey Response #12**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

N/A - I do not have children  
 Not School aged (0-3 years)  
 Preschool (4 years)  
 Kindergarten (5 years)  
 1st Grade (6 years)  
 2nd Grade (7 years)  
 3rd Grade (8 years)  
 4th Grade (9 years)  
 5th Grade (10 years)  
 6th-8th Grade (11-13 years)  
 9th-12th Grade (14-17 years)  
 University / College (18+ years)  
 Other: \_\_\_\_\_

What is your impression of the Schenectady City School District?

Positive impression  
 Negative impression  
 Undecided  
 Other

How much do you know about charter schools?

A lot  
 Some  
 Very little  
 Nothing  
 Undecided  
 Other

What is your impression of charter schools overall?

Positive impression  
 Negative impression  
 Undecided  
 Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

Yes  
 No

What do you feel the primary reason for opening a charter school might be? (select all that apply)

Increase graduation rates  
 Increase student academic achievement  
 Provide unique school community  
 Increase post elementary education performance  
 Increase parental & community involvement  
 Provide free school choice for parents  
 None, I do not feel that a charter school should open in our community.  
 Other: \_\_\_\_\_

To what extend do you support free, public school choice for parents?

A lot  
 Some  
 Very Strongly  
 Strongly interested  
 Mildly interested  
 Very little  
 Nothing  
 Not interested  
 Opposed

How strongly fo you feel that there should be a charter school in the Schenectady City School District?

0 miles - My family depends on public school transportation  
 1-5 miles  
 6-10 miles  
 11-15 miles  
 16-20 miles  
 Over 20 miles  
 N/A - I have no interest in my child(ren) attending a charter school

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

Yes  
 No

Are you interested in learning more about Destine Preparatory Charter School and future community events?

Yes  
 No

Would you like to be actively involved in supporting the opening of Destime Preparatory Charter in Schenectady County?

Yes  
 No

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Va communities in Schenectady?

**Thank you!**

**Figure 4f-22. New Family Survey Response #13**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input checked="" type="checkbox"/> 5th Grade (10 years)
<input type="checkbox"/> Preschool (4 years)	<input checked="" type="checkbox"/> 6th-8th Grade (11-13 years)
<input checked="" type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input checked="" type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	_____
<input type="checkbox"/> Increase parental & community involvement	_____

To what extent do you support free, public school choice for parents?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

How strongly do you feel that there should be a charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

Contact Information (Optional)

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

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**

**Figure 4f-23. New Family Survey Response #14**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed **Destine Preparatory Charter School** would provide a free, public school choice to parents in the Schenectady City School District. **Destine Preparatory Charter School** mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input checked="" type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

What is your impression of charter schools overall?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed **Destine Preparatory Charter School**, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	_____
<input type="checkbox"/> Increase parental & community involvement	_____

To what extent do you support free, public school choice for parents?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

How strongly do you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in **Destine Preparatory Charter School** if it becomes available?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Are you interested in learning more about **Destine Preparatory Charter School** and future community events?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Would you like to be actively involved in supporting the opening of **Destine Preparatory Charter** Schenectady County?

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Va communities in Schenectady?

Thank you!

**Figure 4f-24. New Family Survey Response #15**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive Impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative Impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input type="checkbox"/> Positive Impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative Impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	_____
<input type="checkbox"/> Increase parental & community involvement	_____

To what extend do you support free, public school choice for parents?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

How strongly fo you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/V communities in Schenectady?

**Thank you!**

**Figure 4f-25. New Family Survey Response #16**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input checked="" type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	
<input type="checkbox"/> Increase parental & community involvement	

To what extent do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

How strongly do you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 15-20 miles
<input checked="" type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**

**Figure 4f-26. New Family Survey Response #17**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.

**Destine Preparatory  
Charter School**

*ASCS / KIPP*

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input checked="" type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input checked="" type="checkbox"/> 9th-12th Grade (14-17 years)
<input checked="" type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input checked="" type="checkbox"/> Increase post elementary education performance	
<input checked="" type="checkbox"/> Increase parental & community involvement	

To what extend do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

How strongly fo you feel that there should be a charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input checked="" type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input checked="" type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Contact information (Optional)

Address: \_\_\_\_\_  
 City: \_\_\_\_\_  
 State: \_\_\_\_\_  
 Zip: \_\_\_\_\_

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**

**Figure 4f-27. New Family Survey Response #18**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interest in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	_____
<input type="checkbox"/> Increase parental & community involvement	_____

To what extend do you support free, public school choice for parents?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

How strongly fo you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Would you like to be actively involved in supporting the opening of Destime Preparatory Charter in Schenectady County?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**

**Figure 4f-28. New Family Survey Response #19**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input checked="" type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input checked="" type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input checked="" type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	
<input type="checkbox"/> Increase parental & community involvement	

To what extent do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

How strongly do you feel that there should be a charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input checked="" type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input checked="" type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Contact Information (Optional)

Name _____	Address _____
Phone _____	
E-Mail _____	

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**

**Figure 4f-29. New Family Survey Response #20**

5/1/21

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

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Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.

  
 Destine Preparatory  
 Charter School

Please indicate the current grade levels of EACH of your children

N/A - I do not have children  
 Not School aged (0-3 years)  
 Preschool (4 years)  
 Kindergarten (5 years)  
 1st Grade (6 years)  
 2nd Grade (7 years)  
 3rd Grade (8 years)

4th Grade (9 years)  
 5th Grade (10 years)  
 6th-8th Grade (11-13 years)  
 9th-12th Grade (14-17 years)  
 University / College (18+ years)  
 Other: \_\_\_\_\_

What is your impression of the Schenectady City School District?

Positive impression  
 Negative impression

Undecided  
 Other

How much do you know about charter schools?

A lot  
 Some

Very little  
 Nothing

What is your impression of charter schools overall?

Positive impression  
 Negative impression

Undecided  
 Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

Yes  
 No

What do you feel the primary reason for opening a charter school might be? (select all that apply)

Increase graduation rates  
 Increase student academic achievement  
 Provide unique school community  
 Increase post elementary education performance  
 Increase parental & community involvement

Provide free school choice for parents  
 None, I do not feel that a charter school should open in our community.  
 Other: \_\_\_\_\_

To what extent do you support free, public school choice for parents?

A lot  
 Some

Very little  
 Nothing

How strongly do you feel that there should be a charter school in the Schenectady City School District?

Very Strongly  
 Strongly interested  
 Mildly interested

Not interested  
 Opposed

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

0 miles - My family depends on public school transportation  
 1-5 miles  
 6-10 miles  
 11-15 miles

16-20 miles  
 Over 20 miles  
 N/A - I have no interest in my child(ren) attending a charter school

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

Yes  
 No

Are you interested in learning more about Destine Preparatory Charter School and future community events?

Yes  
 No

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

Yes  
 No

Contact Information (Optional)

Name \_\_\_\_\_ Address \_\_\_\_\_  
 Phone \_\_\_\_\_  
 E-Mail \_\_\_\_\_

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

Thank you!

**Figure 4f-30. New Family Survey Response #21**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

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Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive Impression	<input checked="" type="checkbox"/> Undecided
<input type="checkbox"/> Negative Impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input checked="" type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input checked="" type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input checked="" type="checkbox"/> Increase post elementary education performance	_____
<input type="checkbox"/> Increase parental & community involvement	_____

To what extent do you support free, public school choice for parents?

<input type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input checked="" type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

How strongly do you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input checked="" type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter School in Schenectady County?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Contact Information (Optional)

\_\_\_\_\_ address

\_\_\_\_\_

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

\_\_\_\_\_

\_\_\_\_\_

**Thank you!**

**Figure 4f-31. New Family Survey Response #22**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input type="checkbox"/> N/A - I do not have children	<input type="checkbox"/> 4th Grade (9 years)
<input type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input checked="" type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive impression	<input checked="" type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

How much do you know about charter schools?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

What is your impression of charter schools overall?

<input type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input checked="" type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input checked="" type="checkbox"/> Increase post elementary education performance	_____
<input type="checkbox"/> Increase parental & community involvement	_____

To what extent do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input checked="" type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

How strongly do you feel that there should be a charter school in the Schenectady City School District?

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input checked="" type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Contact information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/Vale communities in Schenectady?

**Thank you!**



**Figure 4f-33. New Family Survey Response #24**

This survey has been designed to determine the level of interest in the development of a charter school in Schenectady County and to identify individuals who may be interested in becoming part of the school.

Charter schools are independently operated public schools, that are publicly funded and open to all students who wish to attend. Charter schools do not charge any fees for admission and they cannot discriminate when making enrollment or admissions decisions. There are currently 6 charter schools in the Capital Region supporting Albany and Troy City schools districts. None are currently available in the Schenectady City school district.

The proposed Destine Preparatory Charter School would provide a free, public school choice to parents in the Schenectady City School District. Destine Preparatory Charter School mission is to develop students in grades K-5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

Thank you in advance for your time and honest feedback. Please note that the survey is anonymous unless you elect to provide contact information.



**Destine Preparatory  
Charter School**

Please indicate the current grade levels of EACH of your children

<input checked="" type="checkbox"/> N/A - I do not have children	<input checked="" type="checkbox"/> 4th Grade (9 years)
<input checked="" type="checkbox"/> Not School aged (0-3 years)	<input type="checkbox"/> 5th Grade (10 years)
<input type="checkbox"/> Preschool (4 years)	<input type="checkbox"/> 6th-8th Grade (11-13 years)
<input type="checkbox"/> Kindergarten (5 years)	<input type="checkbox"/> 9th-12th Grade (14-17 years)
<input checked="" type="checkbox"/> 1st Grade (6 years)	<input type="checkbox"/> University / College (18+ years)
<input type="checkbox"/> 2nd Grade (7 years)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> 3rd Grade (8 years)	

What is your impression of the Schenectady City School District?

<input type="checkbox"/> Positive Impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative Impression	<input type="checkbox"/> Other <b>Neutral</b>

How much do you know about charter schools?

<input type="checkbox"/> A lot	<input checked="" type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing
<input checked="" type="checkbox"/> Positive impression	<input type="checkbox"/> Undecided
<input type="checkbox"/> Negative impression	<input type="checkbox"/> Other

What is your impression of charter schools overall?

Have you previously heard of the proposed Destine Preparatory Charter School, an initiative to open the ONLY charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

What do you feel the primary reason for opening a charter school might be? (select all that apply)

<input checked="" type="checkbox"/> Increase graduation rates	<input type="checkbox"/> Provide free school choice for parents
<input checked="" type="checkbox"/> Increase student academic achievement	<input type="checkbox"/> None, I do not feel that a charter school should open in our community.
<input checked="" type="checkbox"/> Provide unique school community	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Increase post elementary education performance	
<input type="checkbox"/> Increase parental & community involvement	

To what extent do you support free, public school choice for parents?

<input checked="" type="checkbox"/> A lot	<input type="checkbox"/> Very little
<input type="checkbox"/> Some	<input type="checkbox"/> Nothing

How strongly do you feel that there should be a charter school in the Schenectady City School District?

<input checked="" type="checkbox"/> Very Strongly	<input type="checkbox"/> Not interested
<input checked="" type="checkbox"/> Strongly interested	<input type="checkbox"/> Opposed
<input type="checkbox"/> Mildly interested	

If a charter school option becomes available, how far are you willing to travel in order for your child(ren) to attend?

<input type="checkbox"/> 0 miles - My family depends on public school transportation	<input type="checkbox"/> 16-20 miles
<input checked="" type="checkbox"/> 1-5 miles	<input type="checkbox"/> Over 20 miles
<input checked="" type="checkbox"/> 6-10 miles	<input type="checkbox"/> N/A - I have no interest in my child(ren) attending a charter school
<input type="checkbox"/> 11-15 miles	

Would you be interested in enrolling your child(ren) in Destine Preparatory Charter School if it becomes available?

<input type="checkbox"/> Yes	<input type="checkbox"/> No <b>Maybe</b>
------------------------------	--

Are you interested in learning more about Destine Preparatory Charter School and future community events?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Would you like to be actively involved in supporting the opening of Destine Preparatory Charter in Schenectady County?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
---	-----------------------------

Contact Information (Optional)

Please share any other comments regarding developing a charter school supporting Hamilton/W communities in Schenectady?

**Thank you!**

Figure 4f-34. New Family Survey Response #25

4/20/2021

Destine Prep Family Interest Survey

10. Contact Information

4/20/2021

Destine Prep Family Interest Survey

2. Please indicate the current grade levels of EACH of your children

- .. N/A - I do not have children
- .. Not School aged (0-3 years)
- .. Preschool (4 years)
- .. Kindergarten (5 years)
- .. 1st Grade (6 years)
- .. 2nd Grade (7 years)
- .. 3rd Grade (8 years)
- .. 4th Grade (9 years)
- .. 5th Grade (10 years)
- .. 6th-8th Grade Middle School (11-13 years)
- .. 9th-12th Grade High School (14-17 years)
- .. University / College (18+ years)
- .. Other: Specify \_\_\_\_\_

3. How much do you know about charter schools?

- A lot
- Some
- Very little
- Nothing

Powered by SurveyMonkey

See how easy it is to create a survey.

Privacy & Cookie Policy

www.surveymonkey.com/PPTHQ2H

5/5

https://www.surveymonkey.com/PPTHQ2H

2/5

Figure 4f-35. New Family Survey Response #26

Destine Prep Family Interest Survey

10. Contact Information

[Redacted]

See how easy it is to [create a survey](#).

Privacy & Cookie Policy

4/30/2021

Destine Prep Family Interest Survey

2. Please indicate the current grade levels of EACH of your children

- N/A - I do not have children
- Not School aged (0-3 years)
- Preschool (4 years)
- Kindergarten (5 years)
- 1st Grade (6 years)
- 2nd Grade (7 years)
- 3rd Grade (8 years)
- 4th Grade (9 years)
- 5th Grade (10 years)
- 6th-8th Grade Middle School (11-13 years)
- 9th-12th Grade High School (14-17 years)
- University / College (18+ years)
- Other: Specify \_\_\_\_\_

3. How much do you know about charter schools?

- A lot
- Some
- Very little
- Nothing

<https://www.surveymonkey.com/r/PPTHQ2H>

25

No mask

Figure 4f-36. New Family Survey Response #27

4/30/2021

Destine Prep Family Interest Survey

10. Contact Information

[Redacted]

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SurveyMonkey  
See how easy it is to create a survey.

Privacy & Cookie Policy

4/30/2021

Destine Prep Family Interest Survey

2. Please indicate the current grade levels of EACH of your children

- .. 3rd Grade (8 years)
- .. N/A - I do not have children
- .. Not School aged (0-3 years)
- .. Preschool (4 years)
- .. Kindergarten (5 years)
- .. 1st Grade (6 years)
- .. 2nd Grade (7 years)
- .. 3rd Grade (8 years)
- .. 4th Grade (9 years)
- .. 5th Grade (10 years)
- .. 6th-8th Grade Middle School (11-13 years)
- .. 9th-12th Grade High School (14-17 years)
- .. University / College (18+ years)
- .. Other: Specify \_\_\_\_\_

3. How much do you know about charter schools?

- A lot
- Some
- Very little
- Nothing

## R-05ac - Enrollment

### a. Enrollment Plan

Provide a narrative description of 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-Kindergarten ("pre-K") program.

*NOTE: The school district of location or NYSED reviews applications for pre-K programs. Applicants may not submit an application for pre-K until the SUNY Trustees approve the charter.*

Destine Preparatory Charter School proposes to open in the Fall of 2022 to our inaugural class, which will include Kindergarten and First grade scholars from the city of Schenectady. There will be no difference in age eligibility between Destine Prep and SCSD. We will be a public school, and as such, any child, no matter their background or needs, can apply to enroll in Destine Prep. We will enroll 58 Kindergarteners and 58 1st graders in our inaugural school year. Each grade will be split into 2 homerooms with 29 scholars assigned to each homeroom. We are following a slow growth model to ensure we appropriately serve our inaugural classes by operationalizing elements of our mission and core beliefs excellently. We will scale our school up to 5<sup>th</sup> grade in 2026, allowing our scholars to matriculate to a District Middle school at the same grade level as their district peers (not attending Destine Prep) in 6<sup>th</sup> grade. We will not pursue a full day pre k program at the current time.

We will slowly scale up each grade at Destine Prep to 87 scholars. By the 2029 30 school year, we will have 87 scholars enrolled in each grade. We believe that our role in the community is to provide an excellent, free, early childhood option to as many families as possible while maintaining the integrity of Destine Prep's vision. We will apply for a 2nd charter term in 2027 and will fully scale our enrollment to 522 scholars by the school year 2029 30. We project 10% attrition yearly. Maintaining our integrity as a public school, we will backfill those seats to scholars on our waiting list (see section [R-05d – Admissions Policy](#)). We will backfill any open seats in all grades, maintaining full enrollment and effectively serving as many scholars as we

can. We will proactively provide supports for families and scholars who are struggling to adjust to the culture of our school alignment as well as for newly enrolled families and scholars. We anticipate some scholars from our waiting list will begin at Destine Prep throughout an already started school year or at different grade levels. We will support their integration into the school and their commitment to Destine Prep's mission and vision through the following actions OR initiatives:

**Family Orientation** At the beginning of each school year, we will invite all our families to our campus to engage in interactions with the school staff, to build relationships and familiarity. We will also ensure our families are abreast of the schoolwide expectations.

**Home Visits/Commitment Meetings** During the Summer, the members of the Leadership team will conduct visits to each of the newly enrolled scholars' homes to meet our scholars, their families, help their families fill out registration forms along with our Destine Prep commitment letter, and test our scholar's foundational Math and ELA skills. The comprehensive plan for Home Visits will be completed in tandem by the Head of School and Operations Manager in the planning year. For families of scholars who are enrolled later in the school year, scholars from our waitlist, we will host a Commitment Meeting on campus with members of Destine Prep's Leadership Team. Similar to our Home Visits, we will use that time to become acquainted with the scholar and family, assess the scholar's understanding, and ensure the family commits to Destine Prep's mission and vision. We will also take the family and scholar on a tour of our school, so they internalize the expectations and outcomes of our mission and vision.

**Reflection Phone Calls** Weekly, our teachers will be expected to make at least 7 phone calls to families of scholars in their homerooms. The purpose of said calls is to update families on scholar progress regularly to gain a common and clear understanding of how the scholar is performing and which supports are best suited to help the scholar make progress. This includes any additional support or resources the family may need. Our Reflection Call system operationalizes our belief that Families are our Partners.

**Leadership and Family Meetings** As described in section R 08ad Specific Populations, scholars who are not making adequate progress academically will be flagged for further support. Families will be notified if their scholar requires additional supports including 1:1 Interventions, pull outs, or if the scholar is being recommended for evaluation. Families will determine if the school is to follow through with an evaluation. In the case that it is determined that additional resources or services are needed, families will be invited to any planning meeting to give input on and become knowledgeable of additional supports.

**Scholar and Family Experience Surveys** Our Families will be asked to take both a mid year and end of year survey that will garner feedback from them on whether the school and its leadership lived up to its mission and core values, and whether they felt like

trusting partners. The Leadership Team will analyze data from surveys and respond accordingly.

### *b. Target Population Enrollment*

*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: [newyorkcharters.org/operate/existing-schools/enrollment-retention/](http://newyorkcharters.org/operate/existing-schools/enrollment-retention/);*
- *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). Such strategies should take into account potential limitations on recruitment resulting from the COVID-19 pandemic;*
- *Describe any at risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;*
- *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; and,*
- *Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.*

*NOTE: 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.*

At Destine Prep we will maintain our commitment to equal access to enrollment for all residents in Schenectady by using a lottery enrollment system. We exist to provide an educational option for scholars of families who seek high quality schooling but do not have access to it. Our target neighborhoods are Hamilton Hill, Vale, and Eastern Avenue, and Mount Pleasant (see [R-01ac – Community Need](#)). We have heard input from our community, and we have studied the student achievement gaps in Schenectady to understand the dire need that persists in our proposed neighborhoods. The poverty levels and poor living conditions in our proposed neighborhoods pale to what students experience in nearby, more affluent suburbs like Niskayuna. Our school plans to address such inequities within our school model, structures, and systems, including our enrollment systems, to give our scholars an equal opportunity at success as those students in local, more affluent districts.

### **Destine Prep's Presence in Target Community**

We believe that family and community partnerships will be critical to the success of the school. Destine Prep's Founding Team (Board and school Founder) will leverage professional and personal connections to local community organizations and community leaders and continue to foster new relationships and connections across Schenectady to establish our school physically and in the minds of community members. Our Founding Team has established close connections with multiple community entities in Schenectady: The S.E.A.T. Center, the Bethesda House, Boys Day Out, as well as organizations and non profits existing directly in our target neighborhoods of Hamilton Hill and Vale, such as The Carver Community Center and the Hamilton Hill Arts Center. Our Founding Team has placed hundreds of flyers at local organizations such as the Schenectady Boy's and Girl's Club, Schenectady Libraries, and at home Daycare Centers located in Schenectady as well as in community staples such as barbershops, chicken spots, laundry mats, and delis. We have spoken with hundreds of Schenectady residents through the connections listed above as well through tabling at events like the Schenectady Juneteenth Celebration (see section [R-04d - Evidence of Outreach](#)). We plan to continue to engage residents over the coming months; the proposed school Founder will lead SiCM's Meals on Wheels program in Jerry Burrell Park from July until September; the proposed school Founder will lead a Backpack Give Away sponsored by Smalls Law, PLLC and Wallace Turner Law, LLP.

### **Scholar Recruitment Strategies**

Research shows that marketing leaders have increased their online presence by 28% during the pandemic<sup>1</sup>. We will use many marketing strategies that do not involve in person touchpoints, whether we are planning for normal in person learning or virtual learning. We will host online events that engage families in learning and teach them about Destine Prep. For instance, we will partner with representatives from Families Together, a parent advocacy group that works specifically with parents of children with special needs, bringing educational experiences and resources to families in a virtual space. We will share our survey code, where to find our application on our website, and social media pages with people virtually and collect personal information for sharing our newsletter. We will use our relationships with other local organizations to request they share our application and marketing materials. We will establish parent volunteers, asking people who complete our survey if they are interested in helping us recruit scholars. We will establish an incentive for parent volunteers to reward them for getting new applicants to apply for a seat at Destine Prep. We will utilize our social media to expand our outreach by asking parent volunteers to *like* and *share* our page with family and friends. Destine Prep will continue with its mailing outreach as well. We have previously mailed 1,000 postcards

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<sup>1</sup> "Digital Student Recruitment in the Time of Coronavirus"

with our website and survey information to families in our target community. We will mail information about our school and leave door hangers with detailed information about the application process. All printed marketing materials will be available in English and Spanish, as well as any additionally requested language. If there are opportunities to table at or speak at live events, the proposed school Founder and members of the Board will present information about the school including our application process. We began discussions with [REDACTED] Managing Partner and Senior Media Director with Relentless Awareness LLC, who has experience in marketing and school enrollment.

Our monitoring of scholar enrollment will be continuous. The HOS will maintain an enrollment dashboard that will be updated daily and includes the demographics of scholars who have applied. The dashboard will disaggregate data, so the school can make determinations or projections about enrollment, such as the number of ELL students who have applied. The dashboard will be shared with members of the Board and reviewed and evaluated monthly. The Board will make suggestions and ask critical questions of the HOS to help ensure the school meets enrollment targets. The Board will provide resources such as contacts at organizations that can support our enrolment efforts. The Board will sign off on any marketing expenses of \$5,000 or more.

### **Target Enrollment for Specific Populations**

Destine Prep expects to enroll 116 scholars for Year 1. Our inaugural grades will include 58 kindergarteners and 58 first graders. 4.4% of our student population will be English Language Learners, and 16% of our student population will be Students with Disabilities. Our target percentages of specific students are determined by local district percentages and is not a fixed number as Destine Prep is a public school, open to serving all scholars who enroll until we are enrolled at capacity. Our target neighborhoods have an 81% rate of Economically Disadvantaged students. As such, over 81% of the scholars we enroll will be students receiving Free and Reduced Priced Lunch (FRPL). The following figures outline Destine Prep's target enrollment populations for Year 1 and Year 5. Our budget conservatively considers projected enrollment numbers for specific populations. We have accounted for SPED learning materials in our budget (see section [R23 - Budget](#)). Figures 5b 1 and 5b 2 display Destine Prep's specific populations' enrollment targets for Year 1<sup>2</sup>.

#### **Figure 5b-1. Specific Populations Enrollment Targets Year 1**

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<sup>2</sup> Targets were created using SUNY's enrollment and retention calculator.

<b>Specific Population</b>	<b>Comparable District Percentages by Grade Level</b>	<b>Baseline School Enrollment Target</b>
Students with Disability	16%	19 Scholars
English Language Learners	4.4%	5 Scholars
Economically Disadvantaged	81%	94 Scholars

**Figure 5b-2. Specific Populations Enrollment Targets for Year 5**

<b>Specific Population</b>	<b>Comparable District Percentages by Grade Level</b>	<b>Baseline School Enrollment Target</b>
Students with Disability	16%	70 Scholars
English Language Learners	4.4%	17 Scholars
Economically Disadvantaged	81%	352 Scholars

### **Recruitment of Our Specific Populations**

We are a public school and thus believe it is our responsibility to serve the community at the highest levels of excellence, so families of all backgrounds may choose to apply and enroll their scholars in Destine Prep. In accordance with 8 NYCRR 119.5, we will implement a student recruitment plan that attracts diverse student populations that are representative of the Schenectady City School District.

We will enroll a diverse student population by strategically planning our approach to community engagement and outreach. Figure 5b 3 illustrates strategies and best practices garnered from successfully opened Charter schools in the Capital Region (KIPP Primary Albany and Troy Prep Charter School). Destine Prep will utilize these best practices in our school's Scholar

Recruitment Plan to meet enrollment targets for specific populations. Destine Prep’s Founding Team will collaborate to create a final Scholar Recruitment Plan that will be operationalized upon our pending approval. Within our plan, we will make any necessary contingencies for Covid 19. We will incorporate virtual strategies. Figure 5b 3. is a baseline for strategies Destine Prep will employ to meet its enrollment targets.

Figure 5b-3. Scholar Recruitment Strategies for Specific Populations	
Students with Disabilities	<ul style="list-style-type: none"> <li>Door to Door Info Session</li> <li>Door Hangers</li> <li>Use relationships at <i>Families Together</i> to find opportunities to speak to families</li> <li>Inquire about posting information to the <i>Families Together</i> website</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>Table Outside Schenectady Library Branches</li> <li>Programming Translated to Spanish</li> <li>Door Hangers in Spanish</li> <li>Post videos to social media (Facebook and Instagram) translated into Spanish</li> </ul>
Economically Disadvantaged	<ul style="list-style-type: none"> <li>Host Parking Lot Event at Schenectady Municipal Housing</li> <li>Table Outside SiCM Food Pantry</li> <li>Distribute Flyers at Social Services office</li> <li>Door to Door Info Sessions</li> <li>Leave flyers in mailboxes</li> <li>Door Hangers</li> <li>Host a virtual focus group with another community organization (Schenectady Public Library)</li> </ul>

### Retention of Targeted Populations

At Destine Prep, we believe in intentionally planning for how we maintain our focus on our mission. At our core, we are all about providing an equitable education for all of our scholars. That means creating the conditions and environment for scholars to excel and graduate out of Destine Prep at 5<sup>th</sup> grade. We must also establish our core belief that families are our partners engaging families around our school design from our founding stage well into our proposed school opening. We will show a deep commitment to the families in our targeted neighborhoods by focusing 75% of our outreach in those zip codes. We will partner with organizations in our targeted neighborhoods to bring rich programming and resources to our families: financial

literacy classes, student advocacy groups, school assemblies/performances, and activities involving giving back to the community. We will also invite our families into our school building during school hours and after school to engage in our SEL approach: Yoga Saturdays and Mindfulness in the Evening. We believe that the more we involve the families of our scholars in the school's culture, the stronger our retention numbers will be.

We will convey to families our deep belief and commitment to students with disabilities. The Director of Scholar Supports (DSS) will provide a comprehensive plan to families around how we will support their scholar's special needs while the scholar is in school, and this plan will include tools and resources the families can use with their scholars at home. We will use two teacher model and staff at least one SPED certified teacher per grade, and we will contract an ESL teacher in Year 1. We will maintain investment with families by providing the services their children need to thrive as well as holding to our plan to hire specialty staff. We will invite families into processes involving IEP's and encourage them to share their perspectives in building individualized plans for their students. At scale, we will invest in full year services for our students with disabilities to ensure there is year long growth and development. To maintain the investment of families of our ELL scholars, we will curate individual student schedules that allow for additional reading and writing intervention daily led by an ESL certified instructor, on top of the general literacy blocks; afterschool tutoring to all ELL scholars whose families oblige; and homework written in both English and Spanish. Furthermore, we will provide our English language learning families with educational resources and opportunities to advance their acquisition of the English language. All families of Destine Prep scholars will feel welcomed and as though their backgrounds are respected and needed at our school.

The Leadership Team at Destine Prep will use its structures for data review and RTI to ensure scholars from specific populations receive academic and social emotional supports and interventions as needed. We will always consult with families before entering scholars into interventions and will collaborate with parents to find the best strategies for each individual scholar. At the end of the school year, we will review and evaluate end of year data including retention data from scholars of specific populations to determine growth, absolute outcomes, retention, and the number of scholars remaining enrolled at Destine Prep. Based on the data, we will set an improvement goal for academic achievement, SEL growth, and grade retention of specific populations for the following year. We will be transparent with all data, posting our end-of year data to our website. Our willingness to own our outcomes and share how we plan to improve year to year will convince families that they can trust the leaders and staff at Destine Prep.

*c. Student Enrollment Table*

Complete the student enrollment table provided in the budget template and include a copy of it with this request.

**Figure 5c 1** illustrates the expected enrollment for the first charter term.

Figure 5c-1. Enrollment Number for First Charter Term							
CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2022 23	2023 24	2024 25	2025 26	2026 27	AGE RANGE
Kindergarten	Elementary School	58	58	87	87	87	5 6
1st Grade	Elementary School	58	58	58	87	87	6 7
2nd Grade	Elementary School		58	58	58	87	7 8
3rd Grade	Elementary School			58	58	58	8 9
4th Grade	Elementary School				58	58	9 10
5th Grade	Elementary School					58	10 11
Totals:		116	174	261	348	435	

#### *d. 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 the new employee and CMO employee preference, is available at [newyorkcharters.org/applications/admissions-materials/](http://newyorkcharters.org/applications/admissions-materials/).*

Destine Preparatory Charter School's admissions policy was influenced by the policies of Valence College Preparatory Charter and Kwenda Collegiate Girls Charter School, both of which have been authorized by SUNY Charter Institute. We are a tuition free public charter school and in accordance, all scholars who are aged for the grades we are offering may apply to enroll despite race, sexual orientation, physical ability, mental ability, socioeconomic status, or any other identity marker.

In our inaugural year of operation, Destine Prep will enroll 58 kindergarteners and 58 first grade scholars, adding one grade level each year and additional scholars in each grade over time, and until we are fully enrolled, having reached 522 scholars by 2029 30 school year. We will backfill all open seats, no matter the grade level or time of school year. We will administer a random public lottery to determine which scholars will receive open seats if the number of applicants exceeds our target enrollment for that year.

#### **Application Logistics**

All applicants must be legal residents of New York State and be able to demonstrate such through two proofs of residency. The aforementioned does not apply to scholars whose families are at that time experiencing homelessness. Applicants must submit their application by April 1, 2022. Our application will be available for completion through our website and will be highlighted on the homepage. Paper copies of our application will be available and distributed by our Founding Team at all events we attend. Our application will be accessible in English, Spanish, and any other home language in our target community that we become privy of.

#### **Eligibility & Lottery**

Kindergarten scholars who turn 5 by December 31st of the year in which they intend to enroll are eligible to apply. First grade students who completed Kindergarten by spring of 2022 are eligible to enroll. Every student must be a resident of New York State, determined by submission

of two proofs of residency<sup>1</sup> except for students who are experiencing homelessness. For our first class of 2022, scholars who have applied by April 1, 2022, will be eligible for the public lottery. Residency documents will be collected after the lottery has been conducted.

The enrollment lottery will be public and will take place approximately ten business days after the application deadline. Destine Prep's Executive Director will decide upon a physical location for the lottery if the school facility is not ready. All families will be notified of the lottery setting before the event. A third party auditor will be present at the time of the lottery, who will ensure that our process is conducted transparently per the policies required to be adhered to by SUNY Charter School Institute as well as New York State Education Law § 2854. We will utilize a random number generator to effectively engage in a non bias lottery where all scholars have an equal chance of enrollment.

### **Enrollment Preferences**

Our enrollment priority will be awarded as follows:

1. After Year 1, any scholar returning to Destine Prep for another year of school
2. After Year 1, any scholar who is a sibling of a current Destine Prep scholar
3. Any scholar who is a child of a member of staff
3. Any scholar residing in the Schenectady City School District (SCSD), the city where Destine Prep will be located

Enrollment preferences are not to be stacked in such a way that would result in a weighted lottery application, which would make Destine Prep ineligible to receive federal Charter School Program grant funding. Any applicant who wants to be awarded preferential enrollment must provide proof with the application no later than the deadline. If the family is not able to provide proof, they will still be able to participate in the lottery without the enrollment preference.

### **Non-Discrimination**

In accordance with New York State Education Department's regulations against discrimination and alignment with the Federal Civil Rights Act, 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 based on ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, national origin, religion or ancestry. A*

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<sup>1</sup> 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.



*school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) for an applicant to either receive or submit an application for admission to that school<sup>2</sup>.*

### **Enrolling Scholars from the Waitlist**

Any completed applications received after April 1, 2022 will be placed on Destine Prep's waitlist in the order that the applications were received. Should seats become available, we will communicate with the family of the first name on the waitlist to offer admission to Destine Prep. The waitlist is subject to the same preferences as the lottery. Families have 48 hours to accept their scholar's seat or the seat will be given to the next scholar on the waitlist.

### **Documentation of Admissions Procedures**

Destine Prep will remain in compliance with NYSED Charter School Regulation 119.5 by documenting the lottery procedure and maintaining a record of all processes and outcomes described in this section and presenting them upon request to NYSED or SUNY Charter Schools Institute.

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<sup>2</sup> <https://www.newyorkcharters.org/wp-content/uploads/NYSED-Uniform-Application-Instructions-1.pdf>

## R-06af - Curriculum and Instruction

### a. Curriculum Selection Process

- 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, key design elements, and unique themes;
- 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 sequence documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources;
- The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved; and,
- The extent to which the selected curriculum lends itself to implementation in a remote setting should circumstances related to the COVID-19 pandemic require and any considerations related to the COVID-19 pandemic taken into account when selecting the curriculum

The effects of the Covid 19 Pandemic supersede those that are immediate and blatant; hundreds of thousands of people have lost their lives; hospitals are overcrowded; schools are mostly closed. There is a growing body of research that suggests African Americans, Latin American, and other marginalized groups have disproportionately suffered the worst outcomes of the deadly virus.<sup>1</sup> People of color and those who are economically disadvantaged die at higher rates; these groups represent essential workers, people living in poor living conditions or multigenerational homes, and those with preexisting health conditions. Further, scholars growing up in these households may lose anywhere between 9.2 12.4 months of learning in the 2020 2021 school year alone.<sup>2</sup> Students are not receiving the support they need to academically thrive while attempting to navigate (learning) modules from their living rooms. Many students are experiencing trauma that cannot be supported by school counselors and school psychologists as they would normally during in person schooling. Our students with disabilities and our at risk students are falling further behind and these gaps have lifelong impacts on one's social skills, ability to secure employment, wage and earnings, and mental health.

Because the current health and culture crisis has disproportionately affected our target student population, we are intentional about selecting curricula, materials, and resources that support our children in being active and eventually independent learners. We believe that highly engaging lessons, effective instruction, and rigorous work ([R-02ab - Addressing Need](#)) will drive student outcomes. We have selected curricula that align with our vision, which is our scholars will be change makers in their community as well as in many diverse professional fields.

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<sup>1</sup> Golden, S. 2020, April 20. Coronavirus in African Americans and Other People of Color. Retrieved November 28, 2020, from <https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/covid19-racial-disparities>

<sup>2</sup>Dorn, Hancock, Sarakatsannis, & Viruleg, 2020

## Curriculum Development

In our planning year, the HOS will hire either an Instructional Coach or contract a curriculum consultant. They will work together to review and further develop lesson plans for each content area that are aligned to NYS Common Core Standards and Next Generation Science Standards. The collaborative work in our inaugural year with lesson, unit, and curriculum planning will allow for a streamlined process for developing a curriculum that is aligned to standards, the mission of the school, and vertically aligned across grades. In our inaugural year, teachers will not focus on lesson planning, but rather on the execution of lessons, supporting our scholars' social emotional needs, and meeting all other requirements of their role. All adopted curricula will be enhanced to meet our baseline threshold for effectiveness. We believe that effective curriculum can drive teacher performance and thus have a major impact on student results.

Although materials will be readily available for teachers, they will still have the responsibility of reviewing materials and connecting them to what they know about their scholars before instructing them. Teachers will engage in this portion of the Intellectual Preparation Protocol (IPP) for every lesson and with the support of their coach.<sup>3</sup> Teachers will get formalized IPP training during Data Day's, Friday PD's, as well as during coaching meetings if this is determined as a factor hindering the teacher's effectiveness ([R-09ad - Instructional Leadership](#)). Teachers will also deeply internalize the lesson by clearly understanding its outcomes, skills assessed, the type of thinking scholars should do during the lesson, appropriate supports and scaffolds, and how to make a personal connection between the scholar and the lesson. Teachers will be prepared daily to lead engaging and effective instruction that centers on scholar thinking and work. Figure 6a 1 provides greater detail regarding the steps in the protocol and their purpose.

Figure 6a-1 Description of Intellectual Preparedness Protocol	
Steps to the Protocol	Purpose/Description
Internalize the big idea/concept	Teachers will study the standards aligned to the big idea/concept to deeply understand what skills and knowledge scholars should walk away from the lesson having mastered or deepened their understanding.
Complete the main task or lesson	Teachers will complete the learning task to deeply understand the scholarly thinking and skill required for mastery.
Anticipate potential misconceptions and establish a plan for addressing	Teachers will rely on what they know about their scholars as well as data to determine where

<sup>3</sup> The protocol used at Springfield Prep Charter School and Achievement First Network

gaps	scholars might struggle and to create supplemental resources, draft mid independent work models, and create activities to remediate gaps.
Establish a progress monitoring or intervention plan for scholars needing more intensive supports	Teachers will review IEP's, 504 plans, and BIP's to ensure they thoughtfully address how and when in the lesson to support our differently abled scholars while also monitoring the work and progress of general education scholars.
Reflect on the data from the previous day's assessment to make modifications or connections	The teacher will determine if a mini lesson on the previous days big idea/concept is warranted or if some other abbreviated bridge activity is needed.

### Curriculum Choices

At Destine Prep, we understand that curriculum choices can be detrimental to scholars' success. The right choices can position our scholars with a wealth of knowledge and tools that enable their imaginations to believe that they can do and be anything. We will evaluate our curricula and the effectiveness of each. This process first starts by identifying the curriculum being used at excellent schools, such as Achievement First and Springfield Prep, and identifying the correlating student performance data.<sup>4</sup> We have studied our selected curricula by observing it being implemented into practice and by meeting with school leaders to understand the pros and cons of each. We needed to consider the alignment our curricular choices had to New York P 12 Common Core Standards. We also needed to ensure our choices were mission aligned. Figure 6a 1 illustrates our curriculum choices by core content in alignment with NYS Standards.

Figure 6a-1. Curriculum by Content Area				
Grade	Literacy	Math	Science	Social Studies
Kindergarten	Reading Mastery Achievement First Guided Reading Plans Wit & Wisdom	Eureka Math Achievement First OER Math Stories Eureka Math Sync Everyday Counts: Calendar Math	PhD Science	Into Social Studies
1 <sup>st</sup> Grade	Reading Mastery	Eureka Math	PhD Science	Into Social Studies

<sup>4</sup>[https://www.achievementfirst.org/wp-content/uploads/2017/11/AF\\_Math\\_ELA\\_Results\\_June08.pdf](https://www.achievementfirst.org/wp-content/uploads/2017/11/AF_Math_ELA_Results_June08.pdf)  
 And <https://www.springfieldprep.org/our-results>

	Achievement First Guided Reading Plans Wit & Wisdom	Achievement First OER Math Stories Eureka Math Sync Everyday Counts: Calendar Math		
2 <sup>nd</sup> Grade	Achievement First Guided Reading Plans Wit & Wisdom	Eureka Math Achievement First OER Math Stories Eureka Math Sync	PhD Science	Into Social Studies
3 <sup>rd</sup> Grade	Achievement First Guided Reading Plans Wit & Wisdom	Eureka Math Achievement First OER Math Stories Eureka Math Sync	PhD Science	Into Social Studies
4 <sup>th</sup> Grade	Achievement First Guided Reading Plans Wit & Wisdom	Eureka Math Achievement First OER Math Stories Eureka Math Sync	PhD Science	Into Social Studies
5 <sup>th</sup> Grade	Achievement First Guided Reading Plans Wit & Wisdom	Eureka Math Achievement First OER Math Stories Eureka Math Sync	PhD Science	Into Social Studies

We will evaluate our curricula throughout the school year, including performing step backs during our data day meetings to understand the effect our curriculum and instruction have on results. In the planning year, the HOS and IC (or contracted curriculum consultant) ensure that curriculum choices and unit maps are aligned to end of year assessments. We will use end of year assessment results (STEP, NWEA MAP, IA's, and State Testing data) to determine if any program shifts need to be made for the following school year. We want to see that an overwhelming majority of our student base make growth across all content areas. Our guiding questions when selecting curriculum expand on our baseline threshold of potential effectiveness:

- Are the lessons and curricular materials accessible to all scholars?
- Are the lessons and curricular materials relevant to our scholars? Do they push our scholars to think beyond their known world?
- Are the lessons and curricular materials easy to navigate? Does the pacing of units seem mostly on track, slightly on track, or off track?

Based on both quantitative and qualitative data, we will be able to make decisions about what needs to be tweaked and what needs to be completely changed for the following school year. We will strive towards the idea of *getting it right*. The HOS and instructional leaders will utilize their talents and experiences to the best of their abilities and then reach out to curriculum leaders at excellent schools and other academic institutions to learn from their experiences and adopt their best practices.

### Literacy Curriculum at Destine Prep

Proficiency is key. Students need to be taught developmentally appropriate skills that enable them to access texts at the deepest level. Many of the cognitive skills students need to decode and understand texts, are the same skills they require to excel in other subject areas, such as Math and Science. Students need to be able to predict, compare and contrast, infer, and understand the relationship between cause and effect. Low ELA proficiency can render students inept in other areas of study. Research shows that students who do not read proficiently by 3<sup>rd</sup> grade, are four times more likely than proficient readers to leave school without a high school diploma.<sup>5</sup> In our community, Schenectady, we acknowledge that the High School graduation rate is below New York State averages and ELA proficiency ranks in the bottom 50<sup>th</sup> percentile, and the two are deeply connected. On the 2018 New York State Exam, only 22% of 3<sup>rd</sup>-8<sup>th</sup> graders scored proficient or above.<sup>6</sup> 34% of students were proficient in Mathematics.<sup>7</sup> The data shows that proficiency in ELA is linked to student performance across other content areas. Scholars need a strong literacy foundation in order to thrive in other core content areas.

We have thoughtfully selected curricula that provide our scholars an opportunity to develop critical literacy skills that build a foundation for more complex application, over time.<sup>8</sup> We have selected Reading Mastery, Wit and Wisdom, and Achievement First OER Guided Reading plans as each aligns to our key design element, Academic Program is Rigorous and Extends Student thought. Each curricula challenges scholars with grade level appropriate work and builds student independence with reading and writing over time. This will support our scholars ability to independently study anything, which they will need this skill to be successful in college and beyond.

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<sup>5</sup><https://online.mc.edu/degrees/education/med/elementary/reading-for-elementary-students/>

<sup>6</sup><https://data.nysed.gov/assessment38.php?subject=ELA&year=2018&instid=800000038389>

<sup>7</sup><https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2018&county=53>

<sup>8</sup>Spycher, P. (2017). *Developing Foundational Reading Skills in the Early Grades*. <https://www.wested.org/wp-content/uploads/2017/02/Developing-Foundational-Reading-Skills-in-the-Early-Grades.pdf>.

Scholars will gain mastery of grade level skills in a variety of instructional contexts that align to the curriculum and are developmentally appropriate, such as direct instruction during our Phonics block. The Reading Mastery curriculum is designed so that scholars apply knowledge of sound and word recognition with fluency. Each of the curricula we have chosen has been used with target communities of scholars similar to ours and has yielded outstanding reading results when used effectively. Each curriculum is also Common Core aligned. Wit and Wisdom builds skills in the following Common Core Anchor Standards: Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity. The Wit and Wisdom curriculum gives our scholars opportunities to read culturally rich, grade level appropriate texts that get more complex in plot and structure as the school year progresses. Wit and Wisdom foster strong thinking, listening, and writing skills within students. Lessons require scholars to engage in discussion and challenge ideas about the text. Wit and Wisdom's Writing resources correlate to the reading units giving students the opportunity to apply skills they have learned from authors they have read to develop argumentative, informational, and narrative essays. Achievement First Guided Reading plans hinges on these same standards. However in Guided Reading, scholars are being met on their reading level. Guided Reading plans are essentially intervention lessons meant to scale up in complexity based on the readers progress. The lessons foster a strong foundation in student thinking. The lesson plans and format allow scholars to engage with the text through discussion as well as independent application of reading skills. Reading Mastery builds scholars skills in Anchor Standards such as Vocabulary Acquisition and Use, Knowledge of Language, and Conventions of Standard English. The Reading Mastery curriculum is designed so that scholars apply knowledge of sound and word recognition with fluency. Scholars are required to read and speak aloud so the teacher can directly correct misconceptions and model the standard use of English language.

### **K-1(Lower School) Foundational Literacy**

Scholars in lower elementary need to be explicitly taught how to read. They need tools for putting words together as well as breaking words apart. For our scholars to access materials and content in Science, Math, and all core content blocks, they need to be progressing their reading skills and independence with reading. Scholars will also need to progress their ability to articulate and respond to questions, engage in discussions, and write coherently about a topic. Our lower elementary scholars need a panoramic approach to literacy that tackles all the foundational skills simultaneously and separately. For instance, we will instruct on phonemic and phonological awareness together and then ask our scholars to show mastery by recognizing sight words and reading with fluency across all content blocks. Daily, we will have Reading Rooms led by two reading teachers with small groups of scholars, homogeneously grouped by reading level. Scholars will be able to take the knowledge and skills learned or sharpened in Reading Room to the Reading Comprehension block and all other core content blocks, as they all infuse literacy. Our scholars will receive explicit modeling of writing habits and skills, as well as targeted coaching on their written pieces. Scholars will also be encouraged to orally share their written work with their classmates and revise their work based on coaching from their

teacher and feedback from their peers. Our lower school literacy program is as follows in Figure 6a 2.

Figure 6a-2. Lower Elementary Literacy Program	
Literacy Block	Description
Phonics	Foundational to our approach to reading is phonemic awareness. All of our scholars must be taught the tools to decode and encode words. We will use Reading Mastery to ensure our scholars know skills for word solving as well as build the automaticity to recognize grade level sight words
Guided Reading	Our scholars work in homogenous small groups of no more than 8 scholars to study content and skills appropriate to their reading (STEP) level. Teachers plan for how to meet scholars at their reading level and push them to the next level of reading achievement with the support of coaching and through the use of Guided Reading lesson plans adopted from Achievement First. Scholars have the opportunity to learn from a teacher model, immediately practice the skill and type of writing, be evaluated by their teacher, and share their learnings within their small group. <sup>9</sup>
Reading Comprehension	Our scholars have the opportunity to put skills learned in Reading Room to the test. In this student thinking friendly block, scholars read along with the teacher as they become more acquainted with historical figures, events, and phenomena illustrated in fiction and non fiction texts. Scholars will then be asked to write about what they learned and make connections between what they learned and the author's use of craft and structural moves. Scholars build schema as well as begin to understand how authors teach lessons in texts.
Writing	The Writing block is an opportunity to expose our scholars to written communication using Wit and Wisdom curriculum. Scholars will be exposed to many forms of print and text to begin grappling with the critical question, "Why do people communicate through writing?" Teachers will model different writing styles for scholars and lead them through a step by step process of developing their own written piece. Our kindergarteners will spend time in the early

<sup>9</sup>Best Practices are borrowed from Achievement First where they have created an agenda for minute by minute teacher actions and student actions during Guided Reading

	months of school learning to write letters accurately and neatly, and by the end of their first school year, they will use both words and pictures to convey the message of their written piece.
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### 2-5(Upper School) Foundational Literacy

For upper school readers, there is a shift from learning to read to reading to learn or for meaning.<sup>10</sup> Our 2<sup>nd</sup> through 5<sup>th</sup> grade scholars need the space to flex their literacy skills. We prioritize our upper school scholars taking more ownership of their learning. In ELA, this looks like scholars reading the text not the teacher. Scholars taking notes and capturing their understanding as they read. Scholars engaging in independently written comprehension prompts as well as peer and whole class discussions. To engage in this level of independence without frustration, scholars must have acquired foundational literacy skills taught in Kindergarten and 1<sup>st</sup> grade. For our upper school scholars still struggling to read near or on grade level, teachers will support them through RTI (see section R-08 – Specific Populations) building their phonemic awareness, fluency, and or comprehension, and this will take place during Independent Reading or Choice Time. Figure 6a 3. illustrates the shifts that make upper school literacy, even more, scholar driven and rigorous.

Figure 6a-3. Upper Elementary Literacy Program	
Literacy Block	Description
Guided Reading	Our scholars work in homogenous small groups of no more than 8 scholars to study content and skills appropriate to their reading (STEP) level. Teachers plan for how to meet scholars at their reading level and push them to the next level of reading achievement with the support of coaching and through the use of Guided Reading lesson plans adopted from Achievement First. Scholars have the opportunity to learn from a teacher model, consistently practice, be evaluated by their teacher, and share their learnings within their small group.
Close Reading	Our scholars seek to understand the deepest level of meaning in all texts. In this block, scholars are exposed to rich short and long texts of a variety of genres, including fiction, non fiction, poetry, folktales, fairy tales, and biographies from the Wit and Wisdom curriculum. Scholars seek to understand the main ideas of texts by looking carefully at authors' craft moves, thinking critically about genres, and using skills learned in other reading blocks, such as inferencing, to deeply understand texts.

<sup>10</sup> Learning to Read, Reading to Learn. (n.d.). Retrieved 1996, from <https://files.eric.ed.gov/fulltext/ED398691.pdf>

Writing	The Writing block will be driven by prompts designed by Wit and Wisdom. Scholars will construct short responses and essays using the writing process to develop their pieces over time. Scholars will create written pieces in all applicable genres, using mentor texts to help inform their use of craft and structure in their responses. Scholars will refine their vocabulary, handwriting, grammar, and clarity of their written pieces through peer feedback and 1:1 teacher feedback.
Independent Reading (IR)	Our scholars have a dedicated time within the school day to introspectively work towards their reading goals and independently sharpen their skills all while reading grade level texts that interest them. Our scholars will be challenged to read independently for at least 30 minutes every day. <sup>11</sup> We will invest in robust and diverse classroom libraries for which our scholars may choose books. With the support of local Librarians from the Schenectady Public Library and with input from our families and scholars, our scholars will each find books that interest them. Our mission is that scholars develop independence and agency of their learning IR is a structured way of developing that soft skill. <sup>12</sup>

### STEM at Destine Prep

Schenectady has long been known as *the city that lights the world*. Thomas Edison’s decision to move his plant to Schenectady in 1886 greatly shaped the economy of the city by creating a new job market in the area that would employ thousands of residents of Schenectady. Still employing over 4000 residents of Schenectady in 2019, GE is one of the top employers in the region.<sup>13</sup> Jobs in tech and science are not limited to GE. 8 of the top 10 paying jobs in Schenectady are within the realm of STEM: medical positions and engineering positions at the top of this ranking. Our scholars need to be set up to take on these jobs in the future. We believe it is our role to expose our scholars to curricula that will expand their thinking on who and what they can be.<sup>14</sup> That is why we have chosen to expose our scholars to all elements of STEM: science, technology, engineering, and mathematics. At the foundation, we will have a strong Science and Math block that will enable our scholars to have more advanced STEM experiences as they advance grades.

<sup>11</sup>[https://www.collaborativeclassroom.org/wp-content/uploads/2017/12/asklibraries\\_handbook\\_asl-irthbk.pdf](https://www.collaborativeclassroom.org/wp-content/uploads/2017/12/asklibraries_handbook_asl-irthbk.pdf)

<sup>12</sup>[https://www.hmhco.com/~media/sites/home/classroom/classroom-solutions/independent-reading-libraries/hmh\\_independent\\_reading\\_libraries2.pdf?la=en](https://www.hmhco.com/~media/sites/home/classroom/classroom-solutions/independent-reading-libraries/hmh_independent_reading_libraries2.pdf?la=en)

<sup>13</sup><https://dailygazette.com/2020/06/12/ge-to-cut-75-jobs-in-niskayuna-up-to-45-in-schenectady/>

<sup>14</sup>Reed, M. (2018, July 9). *Making STEM Accessible to All*. Edutopia. <https://www.edutopia.org/article/making-stem-accessible-all>.

## Math Curriculum at Destine Prep

After careful study of curriculum used by schools with similar scholar demographics as those of Destine Prep, we have selected a curriculum that we believe unleashes student thinking, aligning with our key design element, Academic Programming is Rigorous and Extends Student Thought (see section R-2a - Key Design Elements). We believe that our chosen curriculum will expand our scholars' interest in mathematics and technology. The lessons are hands on and interactive and allow scholars to enter the lesson at the point of access, allowing them to creatively discover and use strategies and representations that make sense to them.

Our scholars need to grapple with math concepts through a variety of engaging activities that put heavy cognitive lifting on them. We have selected Eureka Math and Achievement First OER Math Stories (CGI) curriculum. Both curricula were designed to ensure scholars acquire a range of mathematical skills and concepts aligned to NY State Common Core Standards. We will adopt Eureka Math and Achievement First OER Math Stories lessons because they leverage scholars' thinking to drive each lesson. The lessons build skills in each of the following domains of Common Core Math Standards: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations Fractions, Measurement and Data, Geometry, Ratios and Proportional Relationships, The Number System, Expressions and Equations, and Statistics and Probability. The technology component of our Math program will be Eureka Sync which provides online modules and assessments that align with the in person course work that is led by teachers during Math block. We will also use Eureka Sync Math as a supplemental resource to enhance lessons in which digital application of a skill through an online activity would be more effective. This will help prepare our scholars to use computers as a life skill and to effectively complete the NWEA MAP assessment which requires our scholars to have some level of computer skill. In lower school, we will also use Every Day Counts Calendar Math as a supplemental resource to support our scholars' number sense. The combination of these curriculums will set up our scholars to master math skills comprehensively by ensuring our scholars have a strong procedural and conceptual understanding of concepts both digitally and on paper.

### K-1(Lower School) Foundational Mathematics

The National Council of Teachers of Mathematics (NCTM) and the National Association for the Education of Young Children (NAEYC) say, "high quality, challenging, and accessible mathematics education for 3 to 6 year old children is a vital foundation for future mathematics learning."<sup>15</sup> Our HOS, IC, and DCI will ensure that our curriculum is vertically aligned so that scholars are building on their mathematical understanding unit by unit and year to year. Scholars in Kindergarten through 5<sup>th</sup> grade will engage with fluency drills, Cognitive Guided Instruction, inquiry based learning, and daily assessments of standards taught. Scholars will be taught to conceptualize mathematical concepts and deeply understand math facts to build fact

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<sup>15</sup>Early Childhood Mathematics: Promoting Good Beginnings. (2010). Retrieved from <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/psmath.pdf>

fluency, number sense, and skills to solve complex mathematical problems and critical thinking questions in other content areas. Figure 6a 4. illustrates our approach to Mathematics.

Figure 6a-4. Schoolwide Math Program	
Math Block	Description
Math Stories (C.G.I.)	Using Achievement First's OER Math Stories plans, scholars solve complex story problems, using representations and computational strategies that best work for them. The number sizes and computation strategies are dependent upon grade level and correlated standards for Numbers and Operations and Algebraic Thinking. Scholars will devise many appropriate strategies to solving story problems and share and exchange ideas, building their understanding of mathematical concepts.
Math Workshop	Teachers model techniques to solve complex math problems, using visual models and manipulatives, diagrams, and graphs, as well as collaborative games to differentiate for all learners. Scholars build a foundation in counting, number sense, place value, geometry, fractions, and measurement. They develop appropriate and accurate use of computation strategies by practicing independently or within groups. Scholars receive a mix of paper application and digital application of skills to show or build their mastery of mathematical concepts, independent of the learning platform.
Fact Fluency	In lower elementary, each math block begins with activities designed to stimulate scholars' brains and sharpen their fluency of math facts as well as strengthen their number sense within the context of numbers they must distinguish daily, such as time and days of the week. We utilize the curriculum from EDC: Calendar Math.

### Science at Destine Prep

At Destine Prep, we believe in effectively introducing our scholars to content and experiences that they may not otherwise be exposed to. Exposure is a key ingredient behind our key element Academic Programming is Rigorous and Extends Student Thought (see section [R-2a - Key Design Elements](#)). Exposing our scholars to future careers and interest that are available in their community is critical to our mission, and we believe this will invest scholars even more deeply in learning. Pursuant of two of our key design elements, we will push student thinking in the effort of ensuring our scholars have an equitable chance to obtain careers in high paying fields and opportunities to lead.

We will introduce our scholars to multiple Sciences, including engineering. Science will give our scholars the opportunities to engage with critical thinking, do investigative and inquiry based learning, and work collaboratively with their peers and instructors. Through more hands on application of concepts and through discovery, our scholars will aspire to be future engineers and scientist. We have selected PhD Science because we believe that our scholars will be “change makers” and problem solvers, and to set our scholars up to function in that capacity, we must create opportunities for them to academically engage with problem solving. PhD Science hinges on Next Generation Standards such as K. Forces and Interactions, K Ps2 Motion, and Stability and K 2 ETS1 Engineering Design. Each lesson covers the three dimensions of science, building out scholars knowledge of the different sciences, and building their skills in analyzing and observing data and understanding patterns and causation. Our approach to Science instruction will have a strong connection to ELA and Math as each lesson in the Science block is Inclusive of Engineering, Focus on Practices, and Crosscutting Concepts. Figure 6a 5 describes our curriculum choice in greater detail.

Figure 6a-5. Schoolwide Science Program	
Science Block	Description
Science	Using PhD Science, our scholars will study concepts of engineering, life science, earth science, and physical science. They will be guided through inquiry based lessons by the scientific process; asking big questions about phenomenon, hypothesizing a response based in schema, investigating a phenomenon, using evidence to explain their findings, and transforming knowledge to other phenomenon. Scholars will explore a range of topics from whether patterns to matter to Ecosystems.

### Social Studies at Destine Prep

We have chosen Into Social Studies as our k 5 Social Studies curriculum. Social Studies builds scholars’ analytical skills by offering them opportunities to step into the shoes of other people and understand what they experienced and why they made the decisions they did. It also gives scholars a safe place to discover more about themselves and the communities they are a part of so that they are better able to understand their connection and relationship to the greater world

Academic Programming and Rigorous and Extends Student Thought. Core to our mission is the idea that all scholars deserve their identities affirmed and respected. Social Studies gives us an opportunity to dive deeper into what it means to be a human and to have connections to

others, which will help foster the sort of classroom climates we intend to establish, where all scholars respect each other and feel collective accountability to one another.<sup>16</sup>

Into Social Studies is aligned to New York Social Studies Standards: History of the United States and New York, World History, Geography, Economics, and Civics, Citizenship, and Government. Through Into Social Studies, our scholars will build historical knowledge and understand how countries create systems and share resources. Into Social Studies embraces interdisciplinary lesson design, allowing for learning through the development and use of reading, writing, and listening skills. Figure 6a 6 details Into Social Studies curriculum.

<b>Figure 6a-6. Schoolwide Social Studies Program</b>	
<b>Science Block</b>	<b>Description</b>
Social Studies	We will utilize a curriculum created by Houghton Mifflin Harcourt, Into Social Studies. Scholars will build their content knowledge by studying artifacts from the past and doing readings and audio listening's on key historical information. Scholars will conduct hands on activities to convey their understanding of recently acquired knowledge: creating skits, posters, and utilizing media not exclusive to a written response. Scholars will build their vocabulary and use newly acquired vocabulary in discussions, written work, and during the hands on activities. Our approach to teaching Social Studies allows scholars of varying academic levels to have access to the content.

### **Enrichment Curriculum**

At Destine Prep, we believe that having exceptional arts programming that aligns with our mission of supporting the whole child. All Destine Prep scholars will be heard and seen. The Arts are one of the ways scholars engage with creative expression, self awareness, their relationships with others, and discover new means to solve problems. Many researchers suggest that more Arts education not less is better for students' academic success. A 2019 study conducted in Houston elementary schools shows that students averaged 13% improvement on standardized writing assessments after having participated in Arts programming.<sup>17</sup> The same study illustrated a 3.6% reduction in student disciplinary infractions and an increase of 8% in standard deviation in their compassion for others. Our approach to Arts education is as follows:

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<sup>16</sup>Rapopart, A. (2020). *Development of Global Identity in the Social Studies ...* <https://files.eric.ed.gov/fulltext/EJ1251917.pdf>.  
<https://files.eric.ed.gov/fulltext/EJ1251917.pdf>.

<sup>17</sup>Kisida & Bowen, 2019

- **Art Block.** In Year 2, we will adopt the curriculum from Arts Attack to curate our Art unit plans.<sup>18</sup> We will collaborate with local organizations such as BrightsideUp and the Hamilton Hill Arts Center to vet our units and ensure they are responsive to our targeted student population.
- **Fitness.** In Year 1, we will utilize the curriculum created by Achievement First as a baseline for our Fitness unit planning. We will comply with education law [135.4 Physical education](#) by ensuring our approach to P.E. includes a variety of physical activities, meets a baseline time expectations for elementary students, and there are established goals that are assessed throughout each trimester.<sup>19</sup>
- **Dance.** In Year 1, we will utilize the curriculum created by Achievement First as a baseline for our Dance unit planning. We will collaborate with the local community arts center, Hamilton Hill Arts Center, to adopt the curriculum and ensure it meets the needs of our targeted student population.
- **Spanish.** In Year 2, we will offer Spanish Language Acquisition to our 1<sup>st</sup> and 2<sup>nd</sup> graders. We will utilize a curriculum from Calico Spanish which offers our scholars the ability to develop skills through a computerized storytelling program then apply those skills practically through dialogue with their classmates and teacher led activities as a whole class.

### Operationalizing Curriculum

In the planning year, the HOS and Operations Manager (OM) will purchase curricular materials and additional books/texts for planning and independent reading purposes. The HOS will utilize his relationships with Schenectady County librarians to ensure our book selection is diverse, relevant to our student population, and well written.

During our proposed planning year, the HOS, with support from a contracted curriculum consultant, will further develop our curriculum by establishing unit maps for each content block and grade level that are aligned to NYS Common Core Standards. There will also be established scope and sequence for each content block and grade level that details skills scholars will need to master at specific points throughout the school year and the order of lessons taught. We will prepare assessment maps that detail the time of year for each assessment, the content the assessment correlates to, and our protocols for administering and grading assessments.

During Summer Institute, teachers will become more familiar with our curriculum systems, including where to find and how to use unit plans, lessons, and books/texts. The OM will guide our staff through all our systems. The HOS and Instructional Coach will lead teachers through a review and internalization of the first unit across all content areas. They will also establish how teachers will use unit plans to ensure all standards are taught and lay out the expectations for teaching all lessons included in each unit, throughout the school year. They will also practice

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<sup>18</sup><https://artsattack.com/index>

<sup>19</sup>[govt.westlaw.com](http://govt.westlaw.com)

the application of IPP for the first days of school lesson plans as well as practicing the instructional delivery. Teachers will meet with a member of Leadership Team at least once a week for IPP and Content Meetings, and additional curriculum or instructional trainings will be held during Friday Professional Development.

### **Remote Curriculum**

The curriculum we have chosen curriculum for Reading, Writing, Math, Science, and Social Studies that can be easily adapted for virtual implementation. Curricular materials are available online from Eureka Math, Guided Reading, Wit and Wisdom, PhD Science, and Into Social Studies. Included are lesson plans, student work materials that are downloadable, activities that be done from home with limited materials necessary, and videos of master teachers leading lessons, experiments, discussions. The open source materials from Achievement First (Math Stories, and Guided Reading) are also made available digitally, however, teachers will need to publish the written work on Google Classroom, such as math worksheets and writing prompts, so they are easily accessible to our scholars. We will be able to transition all our instruction to remote learning, shall we need to. We will adopt both synchronous and asynchronous learning (see section [6-c - Instructional Methods](#)) to support our approach. During the Summer, the HOS and Leadership Team will develop a plan detailing which components of each curriculum require teacher direction and instruction and which components scholars can apply independently. The plan will detail expectations for both synchronous and asynchronous instruction. We will establish within the plan how and when teachers post lessons/work to Google Classroom; when scholars are to submit work and the process for reviewing all scholar work; and best practices and logistics for Zoom instruction. The HOS will lead teachers through sessions during Summer Institute to help them internalize their roles and the content they will be teaching and instructional approaches for each. Teachers will become abreast of the logistics of remote learning like how and when to upload work to Google Classroom and knowing which scholars they will meet with and when. The Leadership Team will guide the teacher's practice of virtual learning by having teachers practice logging into their different accounts (Google Classroom and Zoom) and practicing executing lessons.

### *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;'*

- *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;*
- *Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information; and,*
- *Describe the key considerations in the school's approach to its assessment program if circumstances necessitate remote instruction including: o How the school intends to administer assessments and analyze the resulting data in a remote setting; and, o How the school will ensure the validity and reliability of assessment results in a remote setting.*

We have identified a set of assessments that are well researched and frequently used in high performing charter schools with similar student demographics. As a data driven school, we believe that each assessment will render data that will help us determine our scholar's mastery of core content skills, concepts, and Common Core Standards. Consistent with our belief and key element, Equitable Systems and Structures Enable Learning, Growth, and Leadership, we will use data to make decisions that will improve outcomes for all members of our school. The instructional leaders of the school (IC's, DCI's, and HOS) will analyze the data and evaluate the programming (coaching, curriculum, and instruction) to determine where to prioritize development teachers, lessons, or instructional practices. Figure 6b 1 is an assessment bank that details our approach to assessments.

**Figure 6b-1. Assessment Descriptions**

<b>Assessment</b>	<b>Administered By</b>	<b>Description</b>	<b>Purpose</b>	<b>Frequency</b>
Daily Exit Tickets	Classroom Teachers	2-3 questions aligned to the skill or content taught that day	Used to determine daily progress towards mastering standards. Often used to judge the effectiveness of re-teaches	Daily
Bi-weekly Quizzes	Classroom Teachers	Culminating assessment that occurs repeatedly and on a bi-weekly basis	Used to determine mastery of multiple skills	Once Every Other Week
Interim Assessments	Classroom Teachers	Aligned to CCSS, administered in the same nature as NY State Exams	Used to assess student progress towards mastery of all ELA and Math standards required for their grade level	At the End of Each Trimester
NWEA MAP	Classroom Teachers	Nationally normed assessment that measures conceptual understanding of Math concepts 3 times a year	Used to determine student growth and mastery over math concepts	At the End of Each Trimester
STEP	Classroom Teachers	1:1 reading assessment occurs 5 times a year	Used to assess reading level and correlating skills of fluency, accuracy, phonemic awareness, and reading comprehension.	At the End of Each Trimester
New York State Assessment (Once, Towards the End of the Schoolyear)	All School Staff (Proctors are trained by the HOS)	The state created assessment aligned to CCSS for ELA, Math, and Science occurs at the end of each year	Used to determine student mastery of core content; ELA, Math, Science	At the End of the School Year

WIDA Access for English Language Learners Screener and Assessment	ESL Instructor and SPED teachers	Requires ESL scholars to answer questions aloud as well as respond to prompts that require scholar to match words and phrases with pictorial representations of the words and phrases.	Used to assess language growth for ESL scholars in four domains: listening, speaking, reading, and writing	The screener will be given at the beginning of the school year and the Assessment at end of the School Year
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### Assessment Creation Process

We will adopt nationally recognized assessments such as STEP, NWEA MAP, and NY State Assessment, as these are assessments that allow us to compare our scholars' performances to scholars across the country and in neighboring districts. During the planning year, the HOS will work with a curriculum consultant to evaluate and make revisions to the assessment materials if needed, including developing bi weekly quizzes, IA's, and Exit Tickets, utilizing assessment questions included in our curricular purchases. They will ensure the standards being assessed match the standards covered in each unit of study. They will also create assessment maps detailing timelines for when bi weekly quizzes, IA's, STEP test, NWEA MAP, and State Tests should be administered, and when they are expected to be graded and evaluated. We will use the unit assessments included with our curricular materials to develop Interim Assessments that assess scholars' mastery of grade level standards. We will assess scholars daily through exit tickets. Exit tickets will include the big question scholars are working to answer during the lesson as well as questions meant to assess the development of content related skills. We will use bi weekly quizzes to progress monitor for skill development and newly acquired content knowledge over a two week span of time.

### Analysis of Assessment Data

A core function of having scholar data is reviewing it and utilizing it to improve practices. The HOS will review all assessment data to align his/her coaching, feedback, and goal setting for teachers and members of the Leadership Team. Instructional leaders will plan professional development opportunities for Data Days and Friday PD that center around improving scholar outcomes specific to the assessment data. The Leadership Team will establish a coaching plan that allows the Leaders to adjust teacher supports and coaching in ways that will most impact scholar outcomes. Leaders will also use data from Exit Tickets and Bi Weekly Quizzes to progress monitor scholars receiving interventions. Interim Assessment, STEP, and NWEA MAP will be evaluated to determine overall progress towards end of year goals. Data from these exams will be the focus data when determining what scholars require or should be recommended for intervention. We will use the most up to assessment data data when conducting IEP reviews.

Leaders will use State Testing data to make recommendations to families for retention of scholars whose scores are considered below grade level.

Teachers will deeply dive into data independently and reflect on areas of instructional improvement, daily. Exit Tickets are to be reviewed by teachers daily, and adjustments are to be made to the next day's lesson based on student mastery of skills being assessed. Teachers will review Bi weekly Quizzes to determine reteaches and to make recommendations to leaders about whether any scholars require an intervention or one on one support. Interim Assessments, STEP, and NWEA MAP data will be used to determine how on track we are to meeting end of year goals. Teachers will create individualized plans for each of their scholars that detail the current gap in thinking, doing, and skill, establish an improvement goal for scholar performance, and establish the teacher actions that will most support improvement for each individual scholar. Teachers and IC's will work collaboratively set an improvement goal and send it to the HOS for approval.

Parents will have continual access to scholars' data through our student information system. However, we know this is not enough. We will have Report Card Nights throughout the year to meet with parents, look at specific scholar work, and work together to create goals for the next card marking. Weekly, our teachers will communicate with at least half of their scholar's families, with academic and behavioral updates. Scholars reviewing tier 2 or tier 3 interventions, scholars with an IEP, and ELL's will have weekly progress reports printed and sent home by teachers. For our struggling scholars, monthly progress reports will be sent home by the Director of Scholar Supports.

Our scholars will see data tracked throughout our school. In each classroom, we will publicly post the class' STEP reading levels on the wall/tracker, in a motivating and child friendly way. We will also publicly track scholars' social emotional growth and decision making anonymously to motivate our scholars and visually demonstrate how far or close they are to SEL goals. We will not post scholars' names to deter bullying or breaking scholars' confidence. We do however, want to be transparent with our scholars, and we ultimately hope that seeing data encourages our scholars to self regulate and goal set towards the goal.

### **Accessibility of Assessment Data**

The OM will own the organization of our data systems. Data from our assessments will be rolled into our scholar information system (Schoolrunner) which will be accessible to all Destine Prep staff and parents of Destine scholars. Assessment data will have thorough breakdowns by standards, so teachers and leaders will be able to see proficiency for each and specific scholar's performance on each. Our parent facing platform will allow all parents to see standards and absolute grades. We will also send home daily exit tickets and bi weekly quizzes for parents to review with their scholars. Family and Community Partnerships Matter and are Vital to the School Success, so it is critical that parents know where their scholar is performing so they can support the improvement of scholar performance. Furthermore, we believe in offering

opportunities for families to learn how to support their scholars. We will send recommendation letters home to families to join parent workshops based on their scholar's performance. All state and national testing data will be made readily available for the community and the public via our website.

The HOS will create dashboards of scholar data to share monthly, or as frequently as requested, with the Board of Trustees. The dashboards will include academics, enrollment, attendance, and behavior data. The board will review for the purpose of evaluating how on track the school is to accomplishing the goals in our Accountability Plan (See [R-06g – Accountability Plan](#)). Yearly, the OM will upload annual reports which will include academic data, retention data, and survey data, to the school website which is and will remain available to the public for review.

### **Assessments during Remote Learning**

All assessments will continue to be administered in remote learning settings. Teachers will administer assessments via Zoom in small groups or 1:1 when needed (STEP). We will utilize Google Classroom as a platform for submitting assessments that is to be done on paper, such as daily Exit Tickets and Interim Assessments. Scholars will upload written, drawn, and created work here as needed. All submitted work will be evaluated using similar evaluation protocols as described above in figure 6a 1. Teachers will use a tracker daily to input data from daily assessments and make adjustments to the next day's lesson when preparing or internalizing. Teachers will meet with their coach virtually to do the same process of analyzing the data determining performance improvement goals. We will communicate assessment dates to families ahead of the assessment cycles to ensure scholars are in a focused location. We will also communicate our expectations for no family interference during assessments that will alter the fidelity of the assessment. If it is determined that there was interference, we would request the scholar be reassessed. The DSS and SC will work together to ensure modifications and acclamations are made in alignment with scholar's IEP's or 504 plans and shared with all teachers and leaders. They will also provide feedback on the virtual schedule, ensuring that special educators and related service providers are leading or supporting the assessments of scholars who se IEP says they require modifications or adjustments.

### ***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., coteaching 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 6(a) – Curriculum Selection Process;*
- *An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements, and unique themes; and,*
- *An explanation of the school's approach to instruction if circumstances necessitate remote and/or hybrid instruction including:*

- Which specific approaches (e.g., synchronous vs. asynchronous) and programs/platforms (e.g., Zoom, Nearpod, etc.) the school would consider and the extent to which these align with the school's overall academic program and key design elements; and,
- The physical resources necessary to implement this model (e.g., laptops, mobile hotspots, cameras, etc.) and the school's plan to obtain and distribute them.

Destine Prep will provide a high quality, rigorous academic program that addresses the needs of all scholars. We believe that a strong curriculum must be paired with thoughtful and researched instructional methods to deliver on our key design element, Rigorous Academics. Thus, coaching and professional development must work in tandem with curriculum and instruction. During Summer Institute, our staff will be trained by the Head of School(HOS) with the support of Instructional Coaches and the DSS. Our HOSwill ensure that all components of our program, specifically the academic portions, are in alignment with the priorities of the school. During our founding year, we have made it a point to study schools that have a similar mission and curricular choices, such as Troy Preparatory Charter School, Springfield Preparatory Charter School, and Achievement First, so that we can select the best instructional practices. Our instructional methods will be normed across the school to provide equitable opportunities for success among all our teachers and scholars. We also heard from families and community members that it is important for scholars to have a balance of learning experiences: small group instruction when applicable; hand's on learning where their children are learning from doing, and not always doing learning at their desks. We value the voices of our families and community, so we have been intentional in establishing a variety of instructional methods that allow our scholars to access the learning experience.

### **Instructional Methods at Destine Prep**

At Destine Prep, it is important that all scholars have access to the content being taught. WE understand that not all scholars learn the same way and that not all content ought to be taught in the same way. We have selected instructional methods that are considered educational best practices. Our practices were studied by the proposed school founder during school visits, professional development opportunities, and during his tenure at Achievement First. We will use direct instruction, inquiry based instruction, cognitive guided instruction, guided instruction, workshop, and discussion. Pairing aggressive monitoring to help us assess during student work, thinking, or talk time to the effectiveness of our instruction.

**Direct Instruction.** We believe that scholars need to be met where they are in their development and pushed further to meet new academic outcomes. Direct Instruction is an approach that is synonymous with equity. This approach allows us to develop lagging and emergent scholar skills in an urgent and data driven way. We will use this approach with all scholars, tiers 1 3, as it is proven to improve academic outcomes for all learners.<sup>20</sup> We will use direct instruction when teaching phonics. We will adopt the curriculum from Reading Mastery, which is already formatted for this instructional approach. Scholars have many opportunities to engage in rigor

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<sup>20</sup>Shippen, Houchins, Steventon and Sartor, 2005

and difficult thinking. We believe that through teaching scholars directly, we can model the exactness of a skill (letter sound) or concept, which will keep our most struggling scholars from being frustrated and speed up the acquisition of the skill or concept.

**Inquiry-Based Instruction.** We believe that our scholars' unique identities bring with them a range of schema that ought to be tapped into in the classroom. This approach allows us to seek out our scholars' understanding of concepts and topics by encouraging scholars to use what they know to solve a problem. This model is commonly used in Science, Math Workshop, Reading Comprehension, and Close Reading, Destine Prep scholars will have many opportunities to leverage their ideas and thinking in all classes. This approach puts the heavy lifting on scholars, but teachers will need to model the density of thinking and inquiry by asking deep questions about the problem being solved or the concept being studied.<sup>21</sup> Scholars will learn to ask deep questions, analyze, and interpret their findings to make meaning of concepts and topics.

**Cognitive Guided Instruction (CGI).** We believe that the next generation of leaders must be problem solvers and critical thinkers. Our scholars will develop confidence in their ideas and thinking. We use this approach to learning for our Math Stories content block so that we can center scholars' mathematical thinking and understanding and build on to each through rigorous math story problems. CGI has proven to drastically and quickly improve scholars' base 10 knowledge and computational fluency.<sup>22</sup> To arrive at stronger mathematics scholars will interpret math story problems and derive strategies for representing and solving the problem. Scholars will build on understanding by engaging with new strategies and discovering how different strategies can lead to the same output. Scholars will engage in deep thinking through the exchanges of ideas with classmates. These developing parts of their brain: posterior parietal cortex, ventral temporal occipital cortex, and the prefrontal cortex

**Guided Instruction.** We believe in positioning our scholars to be independent and life long learners. In guided instruction models, we will gradually release the thinking and applying of concepts and skills to scholars. During our Guided Reading content block, teachers will model a reading habit, skill, and concept, then encourage scholars to reflect and share what they learned from the model. Once scholars have internalized what they are working on and how to apply it, the teacher sends scholars into reading (work time). We will use and further develop the curriculum from Achievement First for our Guided Reading lessons

### Data-driven Instructional Methods

The decisions we make around instructional approach or revising the curriculum is and will continue to be guided by data. We believe that data driven instruction increases readiness for learners by providing an equitable chance for scholars to master skills as the instruction is being

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<sup>21</sup>Inspired Teaching.org. 2021. online Available at: <<https://inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf>> Accessed 3 February 2021.

<sup>22</sup>Munday, 2021

tailored for students.<sup>23</sup> Teachers will collect data via a data tracker that they will create alongside their IC. They will review the tracker daily. Teachers will use daily assessments, Exit Tickets as well as formally collected data to make well-informed decisions about instruction. Our teachers will be trained during Friday PD's and Data Days on how and where to adjust lessons to meet scholars where they are as well as how to look at data to determine root causes behind performance gaps. During IPP meetings, the IC will continue to build teacher skill in this area and create ample opportunities for teachers to practice data driven skills and strategies – such as reviewing pieces of student work before internalizing the next day's lesson.

**Aggressive Monitoring.** We believe in supporting all our scholars. We do this during work time by circulating the classroom, tracking data, and giving warm and demanding feedback to push scholars further. The idea here is that all scholars are seen, and the teacher is consistently doing something to remediate gaps. Teachers are expected to monitor scholars during all work times. They will use a data collection tool that is aligned to their content area to take notes and track mastery of the skill or concept being practiced. They will use the collected data to determine which scholars need the most support. Through monitoring, we are also able to help scholars maintain emotional constancy watching for signs that scholars are becoming frustrated or disengaged with the work. Scholars feel supported through this strategy. Scholars understand that if they struggle too much, a teacher will support and push them. A 2018-19 study of the Martin Luther King Jr. Learning Center, a public school in Dallas serving a similar population as Destine Prep's target population (72% African American and 23% Hispanic), presents convincing data regarding the value of monitoring during work time.<sup>24</sup> The school saw significant gains when teachers began to collect and respond to real time data. In reading, they saw a 10% year to year gain in student data, and in math, a 23% year to year gain.

**Workshop.** We believe that rigor is essential for our scholars' long term success. Scholars need to be taught how to persevere through obstacles and challenging work so that they have the fortitude to respond to more complex challenges. During Math Workshop and Writing Workshop blocks, our teachers will model skill or concept, then give scholars the majority of the instructional block to develop and apply the skill or concept independently or within a small group. The teacher will act as the facilitator, providing feedback and support to all scholars. Through multiple attempts and opportunities, and through extended periods of work time, our scholars will become comfortable with challenges.

**Discussion (Socratic Seminar).** We will develop our scholars' speaking and listening skills to successfully accomplish our key element Equitable Systems and Structures Enable Learning, Growth, and Leadership. Studies show that Black and Hispanic students are less likely than white

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<sup>23</sup>*Data-Driven Decision Making in Education: 11 Tips for Teachers & Administration.* Data-Driven Decision Making in Education: 11 Tips | American University. (2019). <https://soeonline.american.edu/blog/data-driven-decision-making-in-education>.

<sup>24</sup>Wicks and Mckenzie, 2021

students to be identified as needing speech therapy.<sup>25</sup> We believe that all scholars must develop foundational literacy skills coupled with oral language skills by the end of 3rd grade to be prepared for academic success in middle school and beyond. During all content blocks we will use discussion to build speaking and listening skills and to drive scholar thinking. The Socratic approach to discussion studied at Achievement First requires scholars to think, collaborate and share their ideas, and engage in productive disagreement to arrive at a deeper understanding of the concepts being discussed. We will use this approach to extend and strengthen the learning experience happening in each lesson we instruct. Data shows that some scholars learn more through productive discussions.<sup>26</sup> Discourse will help develop our scholars' academic understanding, processing skills, as well as their social intelligence. Scholars will be taught habits of discussion grounded in the Common Core and tied our Core Values, like Self Management our scholars' ability to focus on a topic for an extended or appropriate period of time (see section R-10a - Culture and Discipline). Figure 6c 1 shows the discussion habits, the intended Common Core alignment, and work our scholars must do to master the habit.

<b>Figure 6c-1. Speaking and Listening Development through Discussion</b>		
<b>Discussion Habit</b>	<b>Scholar Thinking and Doing</b>	<b>Common Core Standard</b>
Listen to Understand	Actively thinks about what is being shared and how it compares to other ideas shared or one's schema	<u>CCSS.ELA-LITERACY.SL.1.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
Build on, Agree, or Disagree	Starts speaking by addressing the comment or idea shared previously and extends the discussion by adding a new idea or affirming an already shared idea	<u>CCSS.ELA-LITERACY.SL.1.1.B</u> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Complete Thought	Restate the question then answer the question with evidence as needed	<u>CCSS.ELA LITERACY.SL.1.6</u> Produce complete sentences when appropriate to task and situation.

<sup>25</sup>Samuels, C. (2017, August 8). Minority Students Missing Out on Speech and Language Services, Study Finds. Education Week. <https://www.edweek.org/teaching-learning/minority-students-missing-out-on-speech-and-language-services-study-finds/2017/08>.

<sup>26</sup> 2009. online Available at:

<[https://www.researchgate.net/profile/Wendy\\_Adams2/publication/23716395\\_Why\\_Peer\\_Discussion\\_Improves\\_Student\\_Performance\\_on\\_In-Class\\_Concept\\_Questions/links/02e7e51d217b190abf000000/Why-Peer-Discussion-Improves-Student-Performance-on-In-Class-Concept-Questions.pdf?origin=publication\\_detail](https://www.researchgate.net/profile/Wendy_Adams2/publication/23716395_Why_Peer_Discussion_Improves_Student_Performance_on_In-Class_Concept_Questions/links/02e7e51d217b190abf000000/Why-Peer-Discussion-Improves-Student-Performance-on-In-Class-Concept-Questions.pdf?origin=publication_detail)> Accessed 3 February 2021.

### Two Teacher Co-teaching Model

Consistent with our key design element Academic Programming is Rigorous and Extends Student thought, we will use a teaching model that enables more scholars to get the support they need. We will use a two teacher teaching model in each of our classrooms to excel scholar performance. In many of our classrooms, we will have a general education teacher and a Special Education certified teacher. We will staff each grade with at least one SPED certified teacher. Grade placement for teachers with SPED certification will depend on the need and percentage of scholars with IEP's or in the evaluation process per grade level. We anticipate that many of our Kindergartners who require special supports will not have been identified as at risk in their former educational experiences (preschool or daycare). Yearly, we will staff Kindergarten with a minimum of two SPED certified teachers to ensure we are differentiating at a high level. We will also use our SPED certified teachers to help the scholar supports leaders identify scholars with additional needs who may be appropriately recommended for an evaluation. We will also staff assistant teachers who may be working on their certification or who we deem during the hiring process as a worthy investment for the school although said teachers may be lacking classroom experience. Assistant teachers will be paired with teachers with ample experience and or teachers with high results. We believe in intentionally creating pipelines for improvement and leadership. Assistant teachers will prove their capabilities to move into general education teacher or SPED teacher positions which is accompanied by a pay increase and raised expectations for scholar outcomes. Figure 6c 2 and figure 6c 3 display the instructional responsibilities for core content teachers in both two teacher models.

Figure 6c-2. General Educator + SPED Educator Model	
Staffing Position	Responsibilities
General Education Teacher	Lead Arrival Lead Breakfast Support Morning Circle Lead Guided Reading Lead Reading Comprehension Support small group of at risk scholars or scholars with IEP's during Math Workshop Lead Writing Workshop Lead Social Studies Support Reflection Circle Support Choice Time Lead Dismissal
Special Education Teacher	Support Arrival Support Breakfast Lead Morning Circle Lead Phonics

	Teach small group of at risk scholars or scholars with IEP's during Reading Comprehension and Read Aloud Lead Science Lead Snack Lead Math Stories Lead Math Workshop Support Social Studies Lead Reflection Time Lead Choice Time Support Dismissal
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Figure 6c-3. General Educator + Assistant Educator Model	
Staffing Position	Responsibilities
General Education Teacher	Lead Arrival Lead Breakfast Support Morning Circle Lead Guided Reading Lead Reading Comprehension Lead Writing Workshop Lead Social Studies Lead Reflection Circle Support Choice Time Lead Dismissal
Assistant Teacher	Support Arrival Support Breakfast Lead Phonics Support Reading Comprehension and Read Aloud Lead Science Lead Snack Lead Math Stories Support Math Workshop Support Social Studies Support Reflection Circle Lead Choice Time Support Dismissal

### Classroom Management

We will set a firm foundation for our instructional methods of practice by aligning on how best to manage and invest all our scholars in learning. Taken from Doug Lemov's *Teach Like a*

*Champion 2.0*, our teachers will be trained on a set of core taxonomy moves that our proposed OS observed while studying high quality charter schools during his participation in a Fellowship with BES<sup>27</sup>. Our chosen foci are in alignment with our mission and beliefs that scholars require positive reinforcement to feel affirmed. Our Leadership Team will define our teachers' skills throughout the school year. We will push their mindsets around strong classroom management by showing the connection between scholars' SEL growth and academic growth and data. Figure 6a 2 describes our expectations for core taxonomy moves and figure 6a 3 details taxonomies that will support our teachers' ability to maintain high expectations by managing their scholars and creating opportunities for rigor to live in their classrooms.

<b>Figure 6a-2. Core Taxonomy for Behavioral Management</b>	
<b>Taxonomy</b>	<b>Description</b>
Precise Praise	Teachers give positive feedback to scholars on behavior or response that is either correct or in alignment with the classroom commitments.
Positive Framing	Teachers correct scholars when they are off task in a positive way. This includes naming what the scholars should be doing without judgment and giving the scholar the space to get back on track.
What to Do	Specific directions, positively framed, and break down any parts of the tasks that might be ambiguous.
Warm Demanding	Leading from a place of "Captain of the classroom", leaders of children, both needing to balance care and thoughtfulness with clarity and consistency.
Tight Routines	Scholars need to be taught a set of quick transitions to move from place to place safely and without disrupting others' learning.
Do it Again	Teachers provide quick feedback to scholars on behavior or response then allow scholars to re do until they get it to mastery.

<b>Figure 6a-3. Core Taxonomy - Instructional Techniques</b>	
<b>Taxonomy</b>	<b>Description</b>

<sup>27</sup> Troy Preparatory Charter School is an Uncommon School that is overseen by Doug Lemov, the author of "Teach Like a Champion" and has implemented a core taxonomy for building positive relationships in the classroom.

Cold Call	Teachers intentionally yet spontaneously call on scholars to respond to questions that they have had time to think about or should have automaticity over.
Everybody Writes	Teachers direct all scholars to complete a written task that is tied to a question that will be discussed as a class. This gives scholars the chance to do the heavy thinking before sharing and exchanging ideas.
Turn and Talk	Teachers routinely use this strategy to help scholars exchange ideas on a topic in an organized way.

### Remote Instruction at Destine Prep

The proposed HOS has conducted a school study of the remote instructional components of high quality charter schools. He observed teachers in both hybrid and at home models. Our remote learning plan will incorporate many of the best practices he witnessed, including fully transitioning all of our in person instructional strategies to remote learning to continue providing scholars with a high quality at home learning experience. Our approach always begins with our vision of equity, successfully setting up all scholars for academic advancement. We understand that this means thinking critically about what supports scholars will need to access their work and do it with high quality.

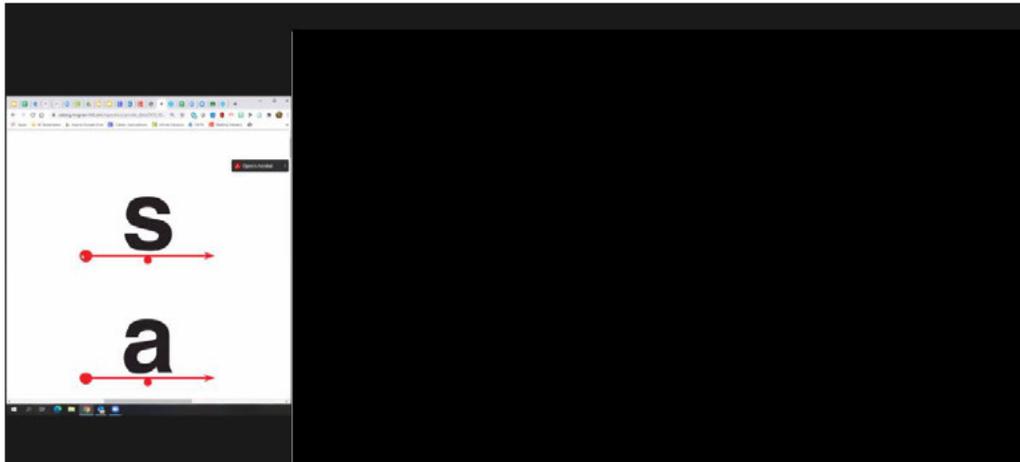
Destine Prep will ensure that every scholar doing remote learning will have the materials they need to be successful. We will conduct a remote learning survey to audit and understand what resources scholars have at home. From there, we will determine what resources are needed and distribute them to those families in need. Because our scholars require different tools and strategies to learn, we will provide scholars with all the basic supplies such as pencils, notebooks, printed texts, and math toolkits, which will have flashcards, manipulatives, tens and hundreds charts, and any additional resources specific to the unit. All scholars will also have a Chromebook that will be kept at home the duration of remote learning. Our approach to remote learning will combine synchronous and asynchronous instruction. In alignment with our general instructional approach, scholars will have opportunities to engage with their teachers and peers as well as opportunities to grapple with difficult work independently.

### Synchronous Learning

We will prioritize all of our instructional blocks: Math, Reading, Writing, Science, Social Studies, and Enrichment. Scholars will log in daily at a consistently scheduled time to receive remote instruction (see section [R-7 - Calendars and Schedules](#)). During Math, teachers will use cognitively guided instruction to engage scholars and maintain the emphasis on student thinking. During virtual Math Stories blocks, we will require scholars to use their schema and mathematical knowledge to solve problems in the moment. Then scholars will share their

strategies by displaying their work and explaining it. They will also use the workshop model to give scholars a chance to apply a new skill or concept directly after the teacher models it during the virtual Math Workshop block. Our teachers will use direct instruction to teach our scholars phonics virtually, modeling sounds and words then having scholars say it back to their laptop, as illustrated in Figure 6c 4. Scholars will also engage in rich discussions on texts and have scholars write about what they learned. We will conduct scientific experiments with our scholars using visual aids and videos created by our chosen curriculum partner. And, they will have a daily reading and writing task for Social Studies block. Scholars will engage in activities that require them to move around their moves in both Fitness and Dance. The Instructional Team will observe at least one lesson from every teacher per week in remote learning. The HOS or the Instructional Coach (IC) will send an email to the teacher naming a glow and a grow. The observation debrief will occur with a coach during weekly coaching meetings.

**Figure 6c 4. Achievement First Direct Instruction Phonics Lesson**



### Asynchronous Learning

Here we will place intense emphasis on scholar thinking. Scholars often learn more by doing, as such they will independently complete daily Math, Reading, and Writing assignments posted to Google Classroom and submit them online at a scheduled time. At the beginning of the school year, or the point at which we transition to remote learning, teachers will model for scholars how to log in to google classroom, access the materials, and how to submit work and written assessments. Teachers will review scholar work daily, leave comments or feedback, and collect data on their trackers. Teachers will review data with their coach weekly during a virtual IPP meeting or content meeting, and they will plan and practice instructional strategies to improve scholar outcomes.

## Open Ended Question

### How to Edit

Click [Edit This Slide](#) in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.



#### *d. Course or Subject Overview*

*Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules and specials (e.g., physical education, art, etc.). This should include, at a minimum:*

- *A general description of the specific content and skills that would be addressed in the course, if known;*
- *The curricular programs (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in each course;*
- *Essential course-specific assessments (e.g., the state's 3rd – 8th grade 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*

#### **Literacy in Lower Elementary**

At Destine Prep, we acknowledge Literacy as a key component of our academic programming. We believe that it is our duty as an elementary school to ensure that scholars have the foundational skills needed for them to read and comprehend rigorous texts on grade level. We will be guided by Common Core ELA Standards when determining scholars' reading and writing proficiency (grade level appropriate reading) throughout the school year. We will use the curriculum from Great Minds ( ) to promote our scholars' reading, writing, speaking, listening, and language skills. This will serve as the foundation for our reading comprehension blocks. For phonics and phonemic awareness, we will utilize the Reading Mastery program. In the planning year, the HOS and contracted curriculum consultant will work collaboratively to establish units

for all ELA curriculum, ensuring that all curricular components are aligned to standards and per the school's accountability goals (see section [R-6g - Accountability](#)). Utilizing our assessment systems which include STEP and interim literacy assessments, we will regularly monitor student progress and performance to determine any necessary adjustments in our curriculum.

### Literacy in Upper Elementary

Scholars will build their critical reading skills through four key literacy components: Guided Reading, which offers small group targeted instruction that develops reading comprehension and fluency skills; Close Reading, which builds textual analysis skills; Independent Reading, which builds scholars capacity to self monitor; and Writing, which will allow our upper school scholars to extend their capacity to respond to rigorous prompts. We will continue to utilize STEP, internally created assessments (IA), and the New York State Assessment to measure student reading and writing achievement and proficiency. Figure 6d 1 illustrates our core literacy blocks along with descriptions of each. Annually, we will review the curriculum to determine major or minor shifts based on data from content and standards aligned assessments.

<b>Figure 6d-1. Core Literacy Components at Destine Prep</b>			
<b>Content Block</b>	<b>Academic Skills Developed</b>	<b>Curriculum</b>	<b>Assessments</b>
DI (phonics)	Phonemic awareness, Phonological awareness, Fluency	Reading Mastery	STEP Assessment
Guided Reading	Concepts of print, Fluency, Comprehension	Achievement First OER Guided Reading lesson plans	STEP Assessment
Reading Comprehension	Comprehension	Wit and Wisdom	Interim Assessment (IA)
Close Reading	Comprehension	Wit and Wisdom	IA State Assessment
Independent Reading	Fluency, Vocabulary, Comprehension	Classroom library	STEP Assessment
Writing	Vocabulary, Spelling, Handwriting	Wit and Wisdom	IA State Assessment

### **Mathematics in Lower Elementary**

Destine Prep will utilize the Math curriculum from Eureka Math, Achievement First OER Math Stories, and Everyday Counts: Calendar Math to deepen our scholars' understanding of mathematical concepts. Our curricular choices align to Common Core Standards and allow for our scholars to build on their understanding grade by grade. In Kindergarten our scholars will begin to understand place value, addition and subtraction to 10, counting to 100, number pairs, measurement, shapes, and more. First graders will build in their foundational skills of place value by understanding how to compare numbers, learning skills for measurement and data analysis skills, and they'll be able to identify shapes and their attributes. We will assess our scholar's mastery through exit tickets, our internally created assessment (IA), which will follow a similar creation framework as used by Achievement First schools, and the widely used NWEA MAP.<sup>28</sup> Our 3rd 5th graders will also be assessed through the State Assessment.

### **Mathematics in Upper Elementary**

In the upper school, scholars will learn topics such as counting money, solving more complex word problems, and being exposed to the foundations of multiplication and division. Scholars in upper school (2nd 4th grade), will continue to deepen their conceptual understanding in math through Math Workshop, Math Stories, and Eureka Sync. We will utilize Eureka Math and Achievement First's open source CGI materials. In 3rd grade, our scholars will engage with topics such as multiplication and division, calculating area, understanding of fractions as numbers on a number line, data collection and display, and solving multi step math. In fourth grade, scholars learn multi digit and fractional multiplication and division. Scholars will learn to solve volume and area, learn to convert units, and are introduced to solving problems on coordinate planes. We will continue with the same assessment systems across all grade levels. Figure 6d 2 illustrates our Math blocks along with descriptions of each. We will review our curriculum annually to determine if any major or minor shifts based on scholar outcomes.

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<sup>28</sup><https://www.nwea.org/map-growth/>

**Figure 6d-1. Core Mathematical Components at Destine Prep**

<b>Content Block</b>	<b>Academic Skills Developed</b>	<b>Curriculum</b>	<b>Assessments</b>
Math Workshop	Number Sense, Place Value, Fact Fluency, Computation	Eureka Math	Exit Tickets Bi weekly Quiz IA NWEA MAP State Assessment
Math Stories	Problem Solving, Number Sense, Computation	Achievement First CGI Lesson Plans	Exit Tickets State Assessment
Fact Fluency	Number Sense, Counting	Everyday Calendar Counts	Exit Tickets Bi weekly Quiz IA NWEA MAP

### **Science at Destine Prep**

At Destine Prep, we believe in the Sciences. Science will give our scholars the opportunities to engage with critical thinking, do investigative and inquiry based learning, and work collaboratively with their peers and instructors. Aligned to the New York State P 12 Science Learning Standards as well as Next Generation science standards, we will utilize PhD Science. The curriculum will introduce our scholars to what it means to be an engineer through hands-on activities involving problem solving, spatial reasoning, and symbolization, offering our scholars a means to understand and apply technology to new scientific concepts. Through PhD Science, scholars will engage in rich investigations to deepen their knowledge and ability to critically think. Scholars will make cross disciplinary connections with literacy skills and mathematical thinking. At Destine Prep, we believe in effectively introducing our scholars to content and experiences that they may not otherwise be exposed to, so we will introduce our scholars to multiple Sciences. In 4th and 5th grade, our scholars will take the state created Science assessment. Annually, we will review the curriculum to determine major or minor shifts.

### **Social Studies at Destine Prep**

We take an interdisciplinary approach to teaching Social Studies content. Scholars will read, research, and write about historical topics and cultural phenomenon. We will utilize curriculum from Into Social Studies to teach our scholars to question and understand the global and local communities with which we all belong. Scholars will read well written biographies,

informational articles, historical texts, and use mediums such as audio recordings, magazines, newspaper clippings, and other artifacts to understand challenging concepts and history. We will use bi weekly quizzes and exit tickets to determine our scholars' mastery of knowledge.

### **Enrichment at Destine Prep**

Destine Prep will offer scholars the opportunity to express themselves through movement and art. Our enrichments are as follows:

- **Art Block.** Scholars at Destine Prep will build confidence, empathy and discover the creative expression of their emotions through drawing, painting, and building meaning clay models.
- **Physical Education.** Scholars at Destine Prep will learn locomotor and non manipulative skills through physical activities. Aligned to NY State P.E. Standards.
- **Dance.** Scholars at Destine Prep further develop their locomotor skills through dance. They will also build intrapersonal SEL skills through managing their body movements and interpersonal SEL skills through working as a team and remaining aware of those around them.
- **Spanish.** Scholars at Destine Prep will learn elements of the Spanish Language starting in Year 2. They will further develop their command of the Spanish language, listening, speaking, memorization skills, and critical thinking skills.

### *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*

At Destine Prep, we believe in setting all of our scholars up for long term academic and career success by holding our scholars accountable to growth and absolute achievement. There are clear academic and attendance criteria that will need to be met for us to determine the reasonability of growth and the absolute goals our scholars must hit to be deemed prepared for the next grade level.

### **Academics**

Our scholars are expected to show mastery of New York Common Core Learning Standards and Next Generation Science Standards as they are prescribed per grade. Scholars will engage with a set of core assessments every year which our Leadership Team will use to determine mastery. During Summer Institute, our teachers will be developed on understanding core proficiencies for their grade level and subjects taught. They will then compare these proficiencies to the units

of study and be able to articulate how our curriculum will support scholar mastery. Our teachers will also internalize our assessment systems and understand how each plays a role in determining mastery of standards and progress monitoring for scholar achievement. At the end of each trimester, we will have Data Day. We will evaluate mastery of grade level standards by reviewing STEP, IA's, and MAP performance data. Staff will also reflect on the data, create goals, practice instructional strategies, and prepare interventions, smalls groups, and individual scholar supports. The HOS will have weekly coaching meetings with the Leadership Team (DSS, SPED Coordinator (SC) Year 2, and Instructional Coach) to review data for determining scholars needing tier 3 supports (see section 8a [Specific Populations](#)) or additional actions on behalf of the school, e.g. evaluations, to support the scholar's performance.

Families of struggling scholars will be notified and consistently updated on their scholar's progress via weekly progress reports sent home by teachers and monthly reports sent home by the DSS. All parents will have access to and be encouraged to check their scholar's grades in Schoolrunner (our student information system). If a scholar is in serious jeopardy of retention, the HOS will schedule a meeting with the family to further express the severity of their child's performance and to recommend retention. Scholars with IEPs and scholars in the evaluation process for special education services may be promoted to the next grade level if their IEP details specific promotional criteria. We have decided upon a set of promotional requirements that will help us ensure scholars are prepared for the coursework of the next grade level. Our requirements will be made public and available to parents through our student handbook. Figure 6e 1 details Destine Prep's promotional criteria.

<b>Figure 6e-1. Academic Promotional Requirements</b>		
<b>Grade level</b>	<b>Academic Components</b>	<b>Requirements</b>
Kindergarten	Reading	>STEP 4
	Math	>70% Average
First Grade	Reading	>STEP 7
	Math	>70% Average
Second Grade	Reading	>STEP 9
	Math	>70% Average
Third Grade	Reading	>STEP 12 or Level 1 on State Assessment
	Math	>60% Average or Level 1 on State Assessment

Fourth Grade	Reading	>STEP 12 or Level 1 on State Assessment
	Math	>60% Average or Level 1 on State Assessment
	Science	>60% Average or Level 1 on State Assessment
Fifth Grade	Reading	Level 1 on State Assessment
	Math	>60% Average or Level 1 on State Assessment
	Science	>60% Average or Level 1 on State Assessment

### Attendance

No scholar will be retained solely because of attendance. However, Destine Prep will have a clear attendance policy described in the Scholar and Family Experience Handbook. Scholars shall not exceed more than 10 absences in a school year. Scholars who exceed our threshold of 3 or more absences in a trimester will be flagged. The OM will re communicate attendance expectations to families whenever a scholar is absent. Upon the 3rd absence, a meeting between the HOS, the DSS, and the family will be held. Members of the Leadership Team and the family will establish concrete action steps to avoid future unexcused absences. If the behavior ensues, the school counselor will become involved and will work with the HOS to determine if the number of absences warrants a referral to the Department of Child and Family Services.

### f. Programmatic Audits

*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 the 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.

### Annual Report

Annually, we will systematically evaluate our progress through a comprehensive programmatic audit. The review will include analysis and study of our academic, stakeholder engagement, and financial metrics. In compliance with New York State Education Law § 2851(2)(f), we will conduct audits annually to determine the strength and viability of our organization's culture, finances, and academic program. The board will decide upon an auditing firm. The board will request an overview of the audit, including the timeline and process. Findings from the audit

will be submitted to our authorizer, SUNY, and the New York State Department of Education. We will report on the following indicators:

The financial health of our organization to prove reliable oversight of the school's budget, which includes the following:

- Revenues
- Expenses
- Projections
- Scholar Enrollment

Academic health of the organization to prove the school is meeting all intend outcomes set in the charter, including the following:

- Assessment data
- Scholar growth metrics
- Enrollment
- Identification and evaluation (of scholars with needs) process

The health of the organization to prove mission alignment and progress towards annual goals, itemized below:

- Survey data
- Successes or growth
- Community partnerships

### **Curriculum Audit**

On the school level, instructional leaders will conduct a curriculum audit twice a year. We will Evaluate the using the Chalk's Curriculum Audit Checklist.<sup>29</sup> There will be 6 categories of which we will audit: Curriculum, Instruction, Accommodations and Individualized Learning, Social emotional Learning, Assessments, and Coaching. We will ask specific questions about each of these categories using scholar performance data, attendance data, work samples, teacher observation data, retention data, teacher survey data, Scholar and Family Experience survey data, and other relevant data points to answer those critical questions. Our findings will help us determine a priority area for improvement. For example, our findings may suggest that our homework needs to be more closely linked to schoolwork. Revisions and adjustments based in the findings will be led by the DCI and IC. Findings from our curriculum audit will not be shared with the board unless requested by the board or the firm elected to handle Destine Prep's audit.

### **Audit Findings**

Destine Prep's Board of Trustees will be responsible for hiring an external auditor who will conduct an annual audit of the school's program and finances. The auditor will have access to any documents that will support their work including the finalized annual budget, enrollment dashboards, and waitlists. Upon completion of the audit, the auditor will meet with each

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<sup>29</sup><https://www.chalk.com/wp-content/uploads/2018/09/Chalk-Curriculum-Audit.pdf>

committee of the board: the Finance Committee, Academic Committee, and Governance Committee of the board to disclose any variances or deficiencies. Each committee will then present to the full board. The auditor generates a report to be submitted to the authorizer, SUNY. The Board and HOS will adhere to all recommendations. After the audit, the Board and HOS will meet to determine if strategic shifts need to be made to any part of the school's program. The board may offer suggestions to the Head of School as to what the shifts are. If it is deemed that the auditor finds major issues or violations, the Board will also submit a corrective plan to SUNY, describing its plan to fix major variances and deficiencies.

### **Board Evaluation**

The Governance Committee of the board will be responsible for initiating the annual review process. Destine Prep's Board of Trustees will administer an internal audit on the viability of the team which will include the following:

- Self evaluation of each trustee
- Review of the performance of the HOS
- Organizational Health data: staff surveys, Scholar and Family Experience Surveys

### *g. Draft Accountability Plan*

Complete the Accountability Plan template available on the Institute's website at [newyorkcharters.org/reporting-requirements/accountability-plan-draft/](http://newyorkcharters.org/reporting-requirements/accountability-plan-draft/). The web page includes additional detail to assist the applicant in drafting the required SUNY 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.

NOTE: Much of the Institute's Accountability Plan template centers on the results of annual state exams, the future administration of which may be uncertain given circumstances surrounding the COVID-19 pandemic. The Institute encourages applicants to consider other means of accountability and be prepared to discuss them if invited to participate in an interview.

## **Destine Preparatory Charter School Accountability Plan for the Accountability Period 2022 23 TO 2026 27<sup>1</sup>**

### **ACADEMIC GOALS**

#### **GOAL I: ENGLISH LANGUAGE ARTS**

**Goal:** Students will be proficient in English Language Arts.

#### **Absolute Measures**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State English language arts exam for grades 3<sup>rd</sup> 5<sup>th</sup>.
- Each year, the school's aggregate Performance Index (PI) on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

#### **Comparative Measures**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above 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 meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

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<sup>1</sup> Our Accountability Plan and measure were modeled after Valence College Preparatory Charter School

## **Growth Measures**

### **Elementary**

- 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 4 5 will be above the target of 50.
- Each year, in cohort analysis of longitudinal growth, the average annual increase is a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75, or the upper quartile of national performance.

## **GOAL II: MATHEMATICS**

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### **Absolute Measures**

#### **Elementary**

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3 5.
- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

### **Comparative Measures**

#### **Elementary**

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## **Growth Measures**

### **Elementary**

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4 5 will be above the target of 50.
- Each year, in 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.

### **GOAL III: SCIENCE**

**Goal:** Students will be proficient in science.

#### **Absolute Measures**

##### **Elementary**

- Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above proficiency on grades 4-5 New York State Science exam.

#### **Comparative Measures**

##### **Elementary**

- 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: ESSA**

**Goal:** The school will remain in good standing according to the state's ESSA accountability system.

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as needing comprehensive or targeted assistance.

### **GOAL V: Social Emotional Intelligence**

**Goal:** Destine Prep scholars will demonstrate and emotional and character growth

- Each year, scholars (inclusive of those classified as ELL or SWD) who are enrolled for two or more years will outperform local school districts serving the same population by having lesser suspension and expulsion data.
- Each year, we will have a 5% decrease in disciplinary infractions from the previous school year.

## **ORGANIZATIONAL AND OTHER NON ACADEMIC GOALS**

### **GOAL I: ENROLLMENT**

**Goal:** The school will be fully enrolled with high levels of daily attendance and yearly retention.

- 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.
- Of students who complete the year, 90% of students will re-enroll for the following year.

### **GOAL II: FISCAL SOUNDNESS**

**Goal:** The school will consistently demonstrate fiscal responsibility.

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

**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 at least 75% 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 75% of families responding.

**GOAL IV: BOARD of Trustees**

**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-07ac - 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 first year calendar or where further explanation is necessary.

While not required to submit an alternate calendar for remote and/or hybrid instruction, applicants should discuss in narrative form how the school would develop the calendar if the closure of the physical school building becomes necessary for any duration of time. Applicants should also address any contingencies and/or flexibility built into the calendar that would enable the school to meet the relevant grade level mandates for instructional hours in the event of a mandated closure.

Destine Prep is committed to an annual school calendar that aligns with our mission of both high achievement and high support. Implicit in our approach is our need to assess data regularly to track scholar growth and absolute outcomes. Our proposed calendar, see Figure 7a-1, takes into account our assessment and review timelines that allow for leaders and teachers to collaborate and action plan for supporting struggling scholars. Family orientations, Report Card Nights, Summer Institute, Professional Development, and ongoing teacher training, underpin the key elements of our school design ([R-02ab - Addressing Need](#)). Our calendar is framed in trimesters which supports our scheduled testing dates and student data reporting and analysis. Our inaugural school year includes 189 instructional days (including Early Dismissal on Fridays) and 24 full day Professional Development sessions (Including Summer Institute, Data days, and other training).

To ensure a strong launch of the school year, we dedicate 15 full days in August to developing our teachers' skills around instruction, lesson internalization, and restorative practices as well as being clear with teachers about how their performance will be tracked, what roles and responsibilities they own. The priority of Summer Institute is to ensure absolute alignment and understanding of Destine Prep's mission and vision as well as how all components of the school tie back to the mission and vision. Professional Development will be used throughout the school year to address trends in teachers' instruction and preparedness, maintain a strong adult culture within the school, and review and respond to data and goals ([R-09c – Professional Development](#)). Each Friday scholars will be dismissed early (1:15 p.m.) to account for 2.5 hours of Professional Development time for Destine Prep staff. Because of our early dismissal schedule on Fridays, we have planned for 38 additional development sessions to occur on Fridays, after scholars are dismissed.

Family engagement is essential to our mission of high achievement and high support. Families must be clear about end-of-the-year goals and their students' progress towards those goals. They must also be deeply invested in our school staff and have relationships with their scholars' teachers that allow them to ask for the support they need and give input on how the school or teachers can support their scholars better. We begin building relationships with families the moment they complete an intent to enroll form. We build on our relationships and clarify expectations during Home Visits in the summer. This is the Leadership Team's opportunity to understand home dynamics and assess scholars' proficiency in Math and Reading. We are dedicating 21 days in our inaugural year to meet all 108 families and scholars. Before the opening week of school, we will have a Family Orientation to check in with families to ensure we have all relevant documents, ensure scholars are prepared for school and introduce our teachers and staff to our families. Throughout the school year, we will invite families into our building to volunteer or observe, to take part in Friday Circle, to experience school plays and performances, and to receive services or education on topics that relate to parenthood, student-advocacy, higher education, and the workforce. We will have Back to School Night in September to teach our families different reading and mathematical strategies to reinforce at home. Towards the end of each trimester, we will host Report Card Nights to discuss scholar performance 1:1 with families. Consistent with our key design element Family and Community Partnerships Matter and are Vital to School Success, we will create opportunities for families to engage in ways to better support their scholar. Figure 7a-1 illustrates our annual school calendar for Year 1.

## **Destine Prep's Year 1 Annual Calendar**



hours or more, as required by the state. The HOS will establish a final calendar after receiving feedback from stakeholders (teachers and members of PTA or parent groups). The final calendar and schedule will be mailed to families and uploaded to the school's website.

### *b. Sample Student Schedule*

*For each division of the school (e.g., lower elementary, upper elementary, middle, 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 identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.);*
- *A sample student schedule for a typical week; and,*
- *A narrative describing key considerations in the development of an alternate student schedule for remote and/or hybrid instruction should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, etc.). Applicants are not required to submit a fully developed alternate student schedule but should discuss how the proposed school would go about developing one and the resources it would consult in doing so.*

We have designed a daily schedule that accounts for robust Literacy and STEM programming. True to our key elements of design is the notion that our scholars need ample support in acquiring and practicing foundational skills, such as phonemic awareness in Reading blocks and counting accurately and fluently in Math blocks. Within our daily schedules is dedicated time for supporting non-academic habits and building strong student culture. We believe that directly teaching SEL during Morning Circle and Reflection block will be a key lever to accomplishing our school's mission of supporting the whole scholar and helping them reach academic excellence.

Monday through Thursday we operate with an extended school day schedule. Arrival begins at 7:15, instruction begins at 7:45, and our school day ends at 4:15. Every Friday, our scholars will be dismissed early, 1:00 p.m., to allow for structured Professional Development for the entire school staff. We will balance two ideas that are core to our mission and vision: more time must be spent delivering high-quality instruction to our scholars, and more time must be spent training teachers and developing their skills and practice, so they can deliver high-quality instruction.

### **Daily Schedule in Lower Elementary (K-1)**

In lower school, our scholars receive 190 minutes of literacy instruction Monday through Thursday, and on Fridays, they receive 145 minutes of literacy instruction. Reading Rooms are broken into two blocks in K-1<sup>st</sup> grade. Scholars receive 50 minutes of phonics instruction and the other 50 minutes split between small group reading instruction (Guided Reading) and responding to written prompts. Our scholars will have 125 minutes of STEM education Monday through Thursday and 80 minutes on Fridays. Scholars in lower school will build foundational skills in literacy that's why it accounts for the most amount of daily instructional minutes. Figure

7b-1 breaks down each block of the day with brief descriptions of what the blocks entail. For more comprehensive details on a curriculum or our instructional components see [R-06ad – Curriculum and Instruction](#).

<b>Figure 7b-1. Descriptions of Instructional Components for Lower Elementary</b>		
<b>Instructional Components</b>	<b>Daily Minutes</b>	<b>Descriptions</b>
Breakfast/Morning Work	30 minutes	Scholars will greet their teachers upon entering the classroom. Once entered and unpacked, scholars are either to eat breakfast or to work on a packet of spiraled materials and activities related to standards or skills already taught. Because breakfast is a short component of the day, teachers will use this time to check-in on struggling scholars and prepare them for the content that will be taught, preview any changes in schedule, and build enthusiasm for the school day
Morning Circle	20 minutes	Scholars will commune in a circle with teachers leading the transition into Morning Circle. Scholars will discuss their mood, their goals for the school day, and how they will contribute positively to their community. Scholars will sing their classroom chant or other inspirational songs to get their brains in the space to learn and grow.
Guided Reading (Reading Room)	25 minutes per GR group	Scholars will be grouped in homogenous small groups for direct reading instruction on skills and standards-aligned to their current Reading Level/performance (see Assessments). Teachers will preview a text on scholars' Reading Level. Then scholars will read independently as the teacher checks-in with scholars 1:1 to monitor their progress of a reading skill or standard. In the end, scholars share their thinking about the text using text-based evidence, scheme, and other strategies to support comprehension.
Phonics (Reading Room)	50 minutes	Scholars will be grouped in homogenous small groups for direct instruction on phonemic and phonological awareness. They will be assessed individually on

		foundational sounds, blending, and their ability to encode and decode words fluently.
Reading Comprehension	45 minutes	Scholars receive guided instruction on reading skills, aligned to CCSS. Scholars follow along with a copy of a text during a read aloud and engage in a teacher-led discussion. Beginning in January of their kindergarten year, scholars will shift to also working on closely reading texts. Teachers model finding the central idea of the text and analyze the author's choices to communicate the main idea. By analyzing the moves of great writers, scholars sharpen their reading comprehension skills in multiple genres, while also learning to write different genres.
Science	45 minutes	Scholars work collaboratively with their peers to conduct STEM labs, learning foundational STEM skills and building fluency in symbolization, spatial orientation, symmetry, sequence, correspondence, classification and comparison, and logical reasoning. Scholars learn concepts of mechanical engineering, structural engineering, and remote-control robotics.
Art Block (Enrichment)	45 minutes	Scholars receive guided lessons on art forms or techniques then have an opportunity to create with heavy monitoring and support from the Art Teacher
P.E. (Enrichment)	45 minutes	Scholars build community, work as a team, develop social skills, exercise, and learn what it means to live a healthy lifestyle
Dance (Enrichment)	45 minutes	Scholars receive guided lessons on different types of dance and are allowed several opportunities to practice and acquire the dance type
Math Stories	30 minutes	Scholars build reading fluency through reading multiple math story problems a day. Teachers model a process that scholars can adopt as they are learning to problem-solve, including visualizing, articulating, representing, and solving strategies. CGI math stories allow for scholars to be exposed to a variety of math problem types which helps scholars build a bank of possible ways to solve different problems.
Math Workshop	45 minutes	Scholars start the block by building number sense and automaticity through a 10-minute fluency drill. Teachers use rapid questioning to maintain momentum and create

		the norm that all scholars can acquire number sense and automaticity of grade-level and foundational math facts. Once scholars are warmed up, the teacher leads a mini-lesson on a skill and activity with which scholars will have multiple ATBATs. Scholars then work independently or with a small group to repeat the activity or work on the skill, building their independence, conceptual understanding, and computational accuracy.
Writing	45 minutes	Teachers utilize text from reading blocks to model the type/genre of writing scholars will practice. Scholars have the opportunity to pull out the thinking the teacher or author did to create the final piece. Scholars then work independently with teacher support to create their piece. In K-1, scholars will use a combination of drawing and writing to articulate their ideas. Teachers will use mid-workshop interruptions frequently to redirect ideas and remind scholars of foundational habits of writings. In upper elementary, scholars will be given more time to write independently and less time watching teacher models.
Social Studies	25 minutes	Scholars will study historical fiction and non-fiction text as well as study artifacts such as newspaper clippings, maps, and audio recordings to come to an answer about a big question. The teacher will guide scholars through discourse designed to help elicit the thinking scholars need to do to arrive at the understanding by the end of each lesson. Scholars will respond to a written prompt in which they must show their new knowledge on the topic being studied.
Reflection Circle	10 minutes	Scholars commune in a circle at the end of the day to reflect on choices they made and if those choices aligned to the goals they shared in Morning Circle. The community closes out with meditation and by scholars sharing “Shout-outs” to their peers who made good choices.

Figure 7b-2 illustrates total instructional time for core academic components in lower elementary. Destine Prep’s scholars will receive 1,555 total minutes of core instructional time per week. We will prioritize literacy minutes daily.

**Figure 7b-2. Lower Elementary Instructional Minutes by Component**

<b>Instructional Components</b>	<b>Daily Instructional Minutes (Mon-Thu)</b>	<b>Daily Instructional Minutes (Friday - Early Dismissal)</b>	<b>Weekly Instructional Minutes</b>
Literacy	190 Minutes	145 Minutes	905 Minutes
Mathematics	80 Minutes	70 Minutes	390 Minutes
Science	45 Minutes	0 Minutes	180 Minutes
Social Studies	25 Minutes	0 Minutes	100 Minutes
<b>Total Instructional Time:</b>	<b>355 Minutes</b>	<b>215 Minutes</b>	<b>1,575 Total Core Instructional Minutes Per Week</b>

### Scholar Schedules during Remote Learning

Our remote learning schedule is informed by schedule of a local charter school that educate similar demographics<sup>1</sup>. We believe that scholars should experience school as close to normally as possible. The Head of School will own creating new scholar schedules if we are to switch to remote learning. Using the remote learning annual school calendar, he/she will ensure scholars receive an adequate amount of live instruction and independent instruction, daily. We will plan for 4 hours of synchronous learning and 3 hours of asynchronous learning daily in order to instruct all of our normal learning blocks, Reading, Science, Fitness/P.E., etc. We are deeply committed to Math and Literacy instruction, and as such, scholars will receive one hour of live Math instruction, and one and a half hours of live ELA instruction daily. Our synchronous approach will also incorporate direct instruction on SEL, during enrichment blocks, Morning and Reflection Circle. For asynchronous work, scholars will complete a writing task daily, practice assigned math problems independently, independently read daily, and conduct assigned research or scientific inquiry daily. We will maintain that our scholars have a robust and comprehensive learning schedule. Before the final schedule being mailed to families and posted to each scholar's Schoolrunner account, the Leadership Team will give feedback on the remote learning schedules.

### Day in the Life of a 1<sup>st</sup> Grade Scholar at Destine Prep

De'Anthony walks to school with his mother and older siblings, both brother and sister, every morning. They leave their home by 7:10 a.m. They live roughly half a mile from the school, but because of morning traffic, mom prefers to walk the kids to school. De'Anthony eats his favorite yogurt on the way to school and finishes it just before he approaches the building. He throws all the scraps and leftovers into the trash can located in front of the school building. De'Anthony carries with him his backpack which contains his homework binder, extra clothes in case of an accident, and his favorite pencils. In his right hand is his Avengers lunch box. As he approaches the head of school, he switches his lunchbox to the left hand and reaches out to shake the hand of the Head of School. Their eyes meet and the Head of School greets him with "Good Morning,

<sup>1</sup>The proposed HOS conducted a multi-week school study at Troy Preparatory Charter School during the COVID-19 Pandemic and observed synchronous and asynchronous student schedules.

De'Anthony. Did you study for your dictation quiz last night?" De'Anthony replies, "Good Morning. Yes, my mom helped me practice all my words." The Head of School retorts, "Have a good day buddy!" and De'Anthony waves to his mother and siblings before entering the school building.

De'Anthony climbs 2 flights of steps, passing through staff with gleaming facial expressions. They model silent enthusiasm as De'Anthony and his classmates walk the stairs. They also remind De'Anthony to always look up and to use the railing whenever a classmate begins to fumble with their lunchbox. Once off the stairs, De'Anthony is greeted with vibrant images of other students of color as well as historical figures with quotes such as, "Anything is possible" and "Today will be the day you make it". De'Anthony is inspired by the school staff that expects the most of him before entering the building along with the constant reminders to be great that are posted as wall art throughout his school.

De'Anthony approaches his homeroom where his teachers Mr. Nesbitt and Mrs. Kersey are playing soft instrumental music designed to calm anxiety. He hears the tunes and is eager to come into his classroom and be mentally stimulated. But first, he greets his teachers. Mr. Nesbitt stands at the door every day, extends his hand, and says to De'Anthony, "Good morning future president, how are you feeling today?" De'Anthony knows that he must describe his mood by using descriptors and adjectives related to weather. Whenever he gets stuck on weather terms, he uses the classroom weather chart posted right outside the classroom. He says, "I am feeling mostly sunny, with a bit of dreariness. Mr. Nesbitt tells De'Anthony about the fun activity in Math Block and that brings about a smile on the young man's face. Mr. Nesbitt closes by synthesizing and asking De'Anthony what leaders or mindsets he can remind himself of if he starts to feel dreary again. De'Anthony responds, "I can think about exciting things, like Math Block". Mr. Nesbitt gives him a high-five then sends him into the classroom.

Mrs. Kersey stands by the coat hooks where each scholar greets her with a good morning, then she asks each scholar if they would prefer a hug, handshake, or high-five before sitting. De'Anthony, so excited for a hug from his favorite teacher, urgently hangs his backpack, removes his binder, drops his lunchbox in the bin, then approaches Mrs. Kersey. In a calm and low voice, she says, "Good morning De'Anthony. I cannot wait to see all your work and great thinking on your homework. Would you like a hug, handshake, or high-five?" De'Anthony responds, "Good morning. I would like a hug today." Mrs. Kersey gives him a short hug and pats him on the back before De'Anthony retreats to his desk.

At De'Anthony's desk, he finds a breakfast on top along with a brain starter. Today's starter, planned by one of the 1<sup>st</sup> grade teachers, is to think about a time you did something nice for someone else, write 1-5 sentences with correct spelling, and draw a picture inside the lines that shows how you made that person feel. Because not all scholars are reading fluently yet, Mrs. Kersey walks around to each scholar and asks them to read the directions to her. She also points out that there is an exemplar on the board of how she made her friend feel so pleasant by giving her flowers. Mrs. Kersey narrates as the scholars walk into class and begin, "Don't forget you are telling your own story, not mine."

By 7:45, breakfast time is over, and the breakfast clean-up song begins. Each pod of desks gets up to throw out their breakfast. De'Anthony stands on guard for his pod's turn, but he does not

miss out on singing along to the breakfast clean up song. He sings loud and proud. All the scholars as well as the teachers take pride in having a clean and safe classroom. When it is De'Anthony's turn, he rises with his pod, carefully takes as much to the trash as he can and moves to his circle spot on the carpet. Mr. Nesbitt assists with any trash left at desks to speed up the process. De'Anthony transitions to his circle seat on the carpet and claps his hands and continues the song until all his classmates have cleaned up. Upon completion, Mrs. Kersey does a call to attention that officially indicates the first block of the day, Morning Circle.

Mrs. Kersey greets the entire class, "Good morning, Howard University Bisons!" The class responds enthusiastically, "Good morning, Mrs. Kersey". De'Anthony enjoys the opportunity to sing fun, affirming songs and chants, but his favorite thing to do is to meditate to start the school day. Mrs. Kersey tells all the scholars to close their eyes then models calm breathing, and all the Howard University Bison's follow her lead. Mrs. Kersey then says, "Who would like to start our classroom weather check?" De'Anthony volunteers to speak first. He says, "Today, I was feeling some dreariness, but now I am feeling just sunny because I'm excited about Math class and getting to use different strategies to solve problems." One by one, De'Anthony's classmates share in order. Mrs. Kersey then directs the class to turn and talk and respond to the question, *what makes a community strong?* De'Anthony turns to Angelique and both scholars share. Each scholar listens intently to the other, nodding their heads and ready to jump into each other's statements and build on. When Mrs. Kersey asks who wants to share, all scholars enthusiastically raise their hands. Mrs. Kersey calls on two scholars then moves to the final part of Morning Circle – goal setting. Scholars are given 30 seconds to think about something they can do to contribute to a strong team. They will write this on their goal cards on their desks. Mrs. Kersey leads scholars back to their desks, but they must be sitting and writing their goal by the end of the transition song.

By 8:03, De'Anthony and his classmates eagerly await the Reading Block. De'Anthony is excited to continue reading "Leo the Late Bloomer". De'Anthony loves this book because on day 1, he was able to read it fluently, so Mr. Nesbitt informed him that his next goal was to understand how Leo felt by relating the text to himself. Mr. Nesbitt gathers the class's attention and begins the transition into the reading block. De'Anthony sits at the Guided Reading table and is instructed to begin reading the description on the board in a whisper voice as Mr. Nesbitt ensures his scholars working on computers are all logged in. At 8:05, he gives the cue for a calm Guided Reading song. Scholars around the GR table sing the song in low voices. Mr. Nesbitt calls on a scholar to read the reading goal and directions for Guided Reading. All other scholars follow along and listen for fluency. If there is a mistake, that scholar re-reads while De'Anthony and his classmates show them a silent, non-distracting symbol of encouragement and support. Mr. Nesbitt gives them a clear cue to begin reading. As scholars independently read, they are to think about the directions given at the start of reading. De'Anthony and his classmates are still working on fluency, so most scholars are prompted to read in whisper voices. Scholars are also always expected to look at the pictures and make meaningful connections back to the text.

By 8:25, Mr. Nesbitt is ready to confer with De'Anthony. Because De'Anthony had strong fluency the day prior, he gets to skip that step and go right into the discussion. De'Anthony is excited to show off a new 1<sup>st</sup> grade skill – explicitly using his schema to determine how the character feels. Mr. Nesbitt reminds him of what he is working on and begins asking questions. What feels like 10 minutes is 3 when De'Anthony is prompted to continue reading and now think about if there

is a change in character feels. At 8:35 the group comes back together, and all the scholars are prepared to share something about the character or book that is related to the goal. At 8:30, groups switch. De'Anthony's GR group is now transitioned to independent work, where he needs to answer written prompts related to what he read. At 8:55, De'Anthony and his small reading group peers transition to the carpet where they begin Reading Mastery with Mrs. Kersey. De'Anthony loves learning new sounds and sight words with Mrs. Kersey. She always gives him an independent turn to name the sounds and words. He loves the attention of his teachers.

At 9:45, Mr. Nesbit and Mrs. Kersey begin to transition all reading groups back to the carpet. On the carpet, they celebrate all scholars who made their reading goal for the day and a special shout-out to 2 scholars who made a lot of growth. By 9:48, Mrs. Kersey begins to teach a special reading skill that scholars will work on in Reading Comprehension. By 10:00, she asks checks for understanding to ensure the class knows what they are working on.

By 10:02, De'Anthony is back at his desk with the day's text already there. He notices Kristin and Jabari being pulled to the back table with Mrs. Kersey. Scholars are prompted to do a 60-second picture walk to make predictions about what they will read. De'Anthony notices pictures of sea animals and thinks they will read about how fantastic sea life is. Mr. Nesbitt prompts scholars to share their predictions with evidence. De'Anthony shares, "I think today's text will be about how cool it is underwater for sea animals and that there are many animals in the sea." Mr. Nesbitt takes a few hands before suggesting the best way to understand is to read the text and pay attention to the details closely. He begins reading and calling on some of the most fluent scholars to read along. De'Anthony gets selected to read the page about sharks – he loves sharks. The scholars are sent into many small tasks throughout the reading, such as draw an image that would better complement what we read, create a heading for the image, find a partner and share what you learned about your favorite sea animal, write a sentence to the author about why you enjoy this text, etc. De'Anthony loves the many ways he can share his thinking about the text.

The small group of scholars Mrs. Kersey worked with return to their desk. Mr. Nesbitt wraps up Reading Comprehension 10:30 and begins to transition to dance; it is time to move. De'Anthony and his classmates will continue to learn moves and practice for the school recital. De'Anthony is not the most coordinated, and he notices. He asks the dance teacher, "Please help me to stop falling?" The dance teacher works with De'Anthony on stability and calming his mind. Then she has him reflect on what he needs to do to be calmer so that he can be more stable when dancing. At the end of the block, scholars enjoy some cooldown time that includes every scholar having a drink of water and a healthy snack to eat. The dance teacher dances before the class and invites scholars to join her in free dance after they've finished and cleaned up their snack.

At 11:25, scholars are transitioned back to their homeroom. There they notice materials set up for the Science block. Mrs. Kersey reminds scholars to not touch materials as they are entering. De'Anthony is excited to continue the lesson they started the day before on defining what it means to be an engineer. His grandfather worked at the G.E. plant and always tells him stories that he is eager to share with his classmates and teachers. At 12:05, scholars complete their Exit Ticket for Science and prepare for Lunch.

By 12:10, all scholars are lined up with their lunchboxes if they have one. Scholars are led by their homeroom teachers to the playground. Enrichment teachers lead scholars during Recess,

which is great for De'Anthony. He wants to practice his dance moves with the Dance teacher at Recess. After Recess time is up, Enrichment teachers transition scholars to the lunchroom. De'Anthony and his classmates silently line up in the lunchroom to retrieve free-reduced lunch. Scholars who have their lunch, go straight to their class's lunch table and begin to eat silently. Once the majority of students are seated, 12:40, talking lunch commences. Scholars are prompted by teachers to use the restroom if they haven't. De'Anthony remembers he has not gone all day, so he chooses to use the restroom during lunch. At 12:50 scholars are asked to finish their lunch silently so clean-up can begin. De'Anthony ensures he eats all his greens before starting his cookie. He offers to share half of his cookie with his best friend in non-verbal language. At 12:53, his teachers give him a cue to begin cleaning. He finishes quickly and sits and waits for his teacher's next cue. By 12:55, the class rises, dumps out their lunch, and makes their way to class.

By 1:00, the Bisons are standing at their homeroom door ready to enter. Mrs. Kersey does a greeting at the door, and Scholars enter a well-lit classroom with Math work and materials already on their desks. De'Anthony recalls what Mr. Nesbitt told him about the day's Math lesson. He gets excited to see there are cubes and other manipulatives. The class sings a calming Math song to prepare them for the afternoon. Mrs. Kersey leads Math Stories followed by Math Workshop. Scholars work in pairs to perform the game and understand the math. She calls up exemplars to showcase their skills and knowledge. Mrs. Kersey circulates to confer with scholars, takes notes on their mastery, and gives feedback. De'Anthony and his partner Maurice are excited to show her their sticks and dots representations. By 2:10 scholars have done ample ATBATs at rigorous work and now it's time for them to complete an Exit Ticket to prove their mastery of the day's math content.

At 2:15, scholars participate in Writing block. To start, Mr. Nesbitt gives a dictation test based on 10 words given out the previous week. Afterward, she calls student by student to stand and spell at least one word. Students who show perseverance or get the spelling right earn a sticker. Today is also poetry day in Writing. Mr. Nesbitt reads a few poems of a specific genre and asks the class to pull out the strengths. Scholars then have 10 minutes to write their poem in that same genre and draw an illustration that relates to the poem. De'Anthony writes a poem to his mother and draws a picture of them together at Central Park. At 3:00, Mr. Nesbitt begins Social Studies. De'Anthony and his classmates participate by answering questions about a map of the Capital Region. De'Anthony loves learning about his community and sharing fun facts about Schenectady that he learned from his grandfather.

Mrs. Kersey and Mr. Nesbitt begin to wind down the class through reflection time. Mrs. Kersey asks the class to read their goal cards and think about whether they met their goals for the day or not. De'Anthony thinks hard about what he wrote: *be positive and kind to others*. Mrs. Kersey then leads scholars through a turn and talks in which scholars share whether they met their goal or not. De'Anthony shares with Maurice that he did meet his goal, "Because when Kameron dropped his fork at lunch, I picked it up for him." After scholars have had an opportunity to articulate their reflections orally, Mrs. Kersey directs scholars to write their reflections on a reflection template that is sent home daily. Both Mrs. Kersey and Mr. Nesbitt circulate the class to support their emerging writers and sign off on scholars' reflections. The teachers then transition scholars to a circle. In the circle, Mrs. Kersey leads scholars through shout-outs. De'Anthony gets two shout-outs: one from Maurice and one from Mr. Nesbitt. Mrs. Kersey gives

directions for Choice Time. Scholars begin to roam around the classroom to discover materials and games they want to engage with. De'Anthony chooses a math board game that he will play with Maurice and Angelique.

At 3:48, clean up begins. Mrs. Kersey selects Maurice to be the cleanup captain to ensure that all the materials go back to their correct spot. At 3:55, parents begin picking up their scholars. Mr. Nesbitt talks to parents, as Mrs. Kersey monitors scholars sitting quietly or reading. At 4:10, De'Anthony's mother and siblings arrive. She is proud to hear that he had such a strong day. Mr. Nesbitt asks him again about his mood, and De'Anthony replies, "It's all sunny!"

Figure 7b-3 illustrates our proposed lower elementary schedule for all full school days.

Figure 7. Monday-Thursday Lower Elementary Schedule				
Time	Union College (K)	St. Rose (K)	Howard (1 <sup>st</sup> )	Hampton (1 <sup>st</sup> )
7:15-7:35	Arrival			
7:35-7:45	Breakfast			
7:45-8:05	Morning Circle			
8:05-8:55	Reading Room (Block 1)			
8:55-9:45	Reading Room (Block 2)			
9:45-10:30	Reading Comprehension			
10:30-11:25	Science/Snack	Science/Snack	Enrichment/Snack	Enrichment/Snack
11:25-12:10	Enrichment	Enrichment	Science	Science
12:10-12:35	Recess			
12:35-12:55	Lunch			
12:55-1:25	Math Stories			
1:25-2:15	Math Workshop			
2:15-3:00	Writing			
3:00-3:25	Social Studies			
3:25-3:35	Reflection Circle			
3:35-3:55	Choice Time/Eureka Sync Math Intervention			

<b>3:55-4:10</b>	<b>Dismissal</b>
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Figure 7b-4 illustrates our proposed lower elementary schedule for early dismissal days – Fridays.

Figure 7b-4. Friday Lower Elementary Schedule				
<b>Time</b>	Union College (K)	St. Rose (K)	Howard (1 <sup>st</sup> )	Hampton (1 <sup>st</sup> )
<b>7:15-7:35</b>	Arrival			
<b>7:35-7:45</b>	Breakfast			
<b>7:45-8:15</b>	School-wide Circle			
<b>8:15-9:05</b>	Reading Room (Block 1)			
<b>9:05-9:55</b>	Reading Room (Block 2)			
<b>9:55-10:40</b>	Reading Comprehension			
<b>10:40-10:55</b>	RECESS			
<b>10:55-11:15</b>	Lunch			
<b>11:15-11:35</b>	Math Stories			
<b>11:35-12:25</b>	Math Workshop			
<b>12:25-12:40</b>	Reflection Circle			
<b>12:40-1:00</b>	Choice Time/Celebrations			
<b>1:00-1:15</b>	Dismissal			

### Daily Schedule in Upper Elementary (2<sup>nd</sup>-3<sup>rd</sup>)

In the upper school, our scholars receive 190 minutes of literacy instruction Monday through Thursday. On Fridays, our 2<sup>nd</sup> through 5<sup>th</sup> graders receive 145 minutes of literacy instruction. During all instructional days, we prioritize scholars having our *Reading Room* block, one which will be Guided Reading for our upper school scholars. Scholars receive 50 minutes split between small group reading instruction (Guided Reading) and responding to written prompts about what they've read. In the 2<sup>nd</sup> and 3<sup>rd</sup> grades, our scholars still receive direct instruction on phonics for 50 minutes daily as a part of *Reading Room* block 2. In 4<sup>th</sup> and 5<sup>th</sup> grades, our scholars receive Independent Reading in place of phonics. In upper school, we make the shift from Reading Comprehension to Close Reading. Under our Key Elements, scholars in upper school will slowly matriculate from building foundational skills in literacy to applying their skills more independently during blocks like Close Reading. Figure 7b-5 breaks down each block of the day

with brief descriptions of what the blocks entail, for more comprehensive details on the curriculum or our instructional components see [R-06ad – Curriculum and Instruction](#).

<b>Figure 7b-5. Descriptions of Instructional Components for Upper Elementary</b>		
<b>Instructional Components</b>	<b>Daily Minutes</b>	<b>Descriptions</b>
Breakfast/Morning Work	30 minutes	Scholars will greet their teachers upon entering the classroom. Once entered and unpacked, scholars are either to eat breakfast or to work on a packet of spiraled materials and activities related to standards or skills already taught. Because breakfast is a short component of the day, teachers will use this time to check-in on struggling scholars and prepare them for the content that will be taught, preview any changes in schedule, and build enthusiasm for the school day
Morning Circle	20 minutes	Scholars will commune in a circle with teachers leading the transition into Morning Circle. Scholars will discuss their mood, their goals for the school day, and how they will contribute positively to their community. Scholars will sing their classroom chant or other inspirational songs to get their brains in the space to learn and grow.
Guided Reading (Reading Room)	25 minutes	Scholars will be grouped in homogenous small groups for direct reading instruction on skills and standards-aligned to their current Reading Level/performance (see Assessments). Teachers will preview a text on scholars' Reading Level. Then scholars will read independently as the teacher checks-in with scholars 1:1 to monitor their progress of a reading skill or standard. In the end, scholars share their thinking about the text using text-based evidence, schema, and other strategies to support comprehension.
Phonics (Reading Room)	50 minutes	2 <sup>nd</sup> and 3 <sup>rd</sup> grade scholars will continue to be grouped in homogenous small groups for direct instruction on phonemic and phonological awareness. They will be assessed individually on foundational sounds,

		blending, and their ability to encode and decode words fluently.
Close Reading	45 minutes	Scholars closely read multiple genres of texts, including historical fiction, non-fiction, poetry, biographies, etc. to gain exposure to the different ways authors deliver their messages. Scholars will also build Social Studies content knowledge through the readings. They will also build onto their skills of thinking about and processing new information as they will learn new historical context during this block. Teachers will support scholars in identifying the central idea of the text and analyzing the author's choices to communicate the main idea by asking guided questions. By analyzing the moves of great authors/writers, scholars sharpen their reading comprehension skills in multiple genres, while also building content knowledge.
Science	45 minutes	Scholars work collaboratively with their peers to conduct STEM labs, learning foundational STEM skills and building fluency in symbolization, spatial orientation, symmetry, sequence, correspondence, classification and comparison, and logical reasoning. Scholars learn concepts of mechanical engineering, structural engineering, and remote-control robotics.
Art Block (Enrichment)	45 minutes	Scholars receive guided lessons on art forms or techniques, then have an opportunity to create with heavy monitoring and support from the Art Teacher
P.E. (Enrichment)	45 minutes	Scholars build community, work as a team, develop social skills, exercise, and learn what it means to live a healthy lifestyle
Dance (Enrichment)	45 minutes	Scholars receive guided lessons on different types of dance and are allowed several ATBATs to learn the dance type

Spanish (Enrichment)	45 minutes	Interactive activities and games that build scholars familiarity with Spanish words through digital and physical application.
Math Stories	30 minutes	Scholars build reading fluency through reading multiple math story problems a day. Teachers model a process that scholars can adopt as they are learning to problem-solve, including visualizing, articulating, representing, and solving strategies. CGI math stories allow for scholars to be exposed to a variety of math problem types which helps scholars build a bank of possible ways to solve different problems.
Math Workshop	45 minutes	Scholars start the block by building number sense and automaticity through a 10-minute fluency drill. Teachers use rapid questioning to maintain momentum and create the norm that all scholars can acquire number sense and automaticity of grade-level and foundational math facts. Once scholars are warmed up, the teacher leads a mini-lesson on a skill and activity that scholars will have multiple ATBATs at. Scholars then work independently or with a small group to repeat the activity or work on the skill, building their independence, conceptual understanding, and computational accuracy.
Writing	45 minutes	Teachers utilize text from reading blocks to model the type/genre of writing scholars will practice. Scholars have the opportunity to pull out the thinking the teacher or author did to create the final piece. Scholars then work independently with teacher support to create their piece. Teachers will use mid-workshop interruptions at least once, but as needed, to redirect ideas and remind scholars of foundational habits of writings. In upper elementary, scholars will be given more time to write independently and less time watching teacher models.

Independent Reading	50 minutes	Scholars will have a dedicated time Monday through Thursday where they are challenged to read books on their level independently. Scholars will have a choice of a wide range of diverse texts to choose to read from their classroom library. Scholars will be reminded to practice their reading goal or a certain skill as they are reading independently. Teachers may pull a scholar or small group of scholars who may struggle with independent application for intervention during this time.
Reflection Circle	25 minutes	Scholars commune in a circle at the end of the day to reflect on choices they made and if those choices align to goals, they shared in Morning Circle. The community closes out with meditation and by scholars sharing “Shout-outs” to their peers who made good choices.

Figure 7b-6 illustrates total instructional time for core academic components in upper elementary. Destine Prep's upper elementary scholars will receive 1,545 total minutes of core instructional time per week. We will continue to prioritize literacy minutes (time in texts) in the upper school, but we put forth even greater emphasis on time in mathematics.

<b>Figure 7b-6. Upper Elementary Instructional Minutes by Component</b>			
<b>Instructional Components</b>	<b>Daily Instructional Minutes (Mon-Thu)</b>	<b>Daily Instructional Minutes (Friday - Early Dismissal)</b>	<b>Weekly Instructional Minutes</b>
Literacy	190 Minutes	145 Minutes	905 Minutes
Mathematics	95 Minutes	80 Minutes	460 Minutes
Science	45 Minutes	0 Minutes	180 Minutes
Social Studies	25 Minutes	0 Minutes	100 Minutes
Total Instructional Time:	360 Minutes	215 Minutes	1,645 Total Instructional Minutes Per Week

Figure 7b-7 illustrates our proposed upper elementary schedule for all full school days.

**Figure 7b-7. Monday-Thursday Upper Elementary Schedule**

<b>Time</b>	<b>2<sup>nd</sup> Grade</b>	<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
7:15-7:35	Arrival			
7:35-7:45	Breakfast			
7:45-8:05	Morning Circle			
8:05-8:55	Reading Room (Block 1)			
8:55-9:45	Reading Room (Block 2)	Reading Room (Block 2)	Independent Reading/Intervention	Independent Reading/Intervention
9:45-10:30	Close Reading			
10:30-10:50	RECESS	RECESS	Lunch	Lunch
10:50-11:10	Lunch	Lunch	RECESS	RECESS
11:10-11:35	Math Stories	Math Stories	Math Stories	Math Stories
11:35-12:20	Math Workshop			
12:20-12:45	Social Studies	Social Studies	Social Studies	Social Studies
12:45-1:40	Enrichment /Snack	Enrichment /Snack	Science/Snack	Science/Snack
1:40-2:25	Science	Science	Enrichment	Enrichment
2:25-3:10	Writing	Writing	Writing	Writing
3:10-3:35	Reflection Circle			

3:35-3:55	Choice Time/Intervention
3:55-4:10	Dismissal

Figure 7b-8 illustrates our proposed upper elementary schedule for early dismissal days – Fridays.

Figure 7b-8. Friday Upper Elementary Schedule				
Time	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
7:15-7:35	Arrival			
7:35-7:45	Breakfast			
7:45-8:15	School-wide Circle			
8:15-9:05	Reading Room (Block 1)			
9:05-9:55	Writing	Writing	Writing	Writing
9:55-10:40	Close Reading			
10:40-11:10	Math Stories			
11:10-11:35	Lunch			
11:35-12:25	Math Workshop			
12:25-12:40	Reflection Circle			
12:40-1:00	Choice Time/Celebrations			
1:00-1:15	Dismissal			

### 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' workday;
- Time devoted to core teaching assignments, planning, and other activities; and,
- A narrative describing key considerations in the development of an alternate teacher schedule for remote and/or hybrid instruction, should circumstances require (e.g., length of the remote school day, the number

*of synchronous vs. asynchronous lessons per day/week, planning time allotments, etc.). Applicants are NOT required to submit a fully developed alternate teacher schedule but should discuss how the proposed school would go about developing one and the resources it would consult in doing so.*

### Lower Elementary Teacher Schedule

In the lower school, all K-1 classrooms have two homeroom teachers. Each teacher has distinct roles and responsibilities based on their certification and experience, however, both are responsible for the academic growth, student culture (the health of the classroom), and safety of all scholars. The two-teacher models we have invested in incorporate a general educator and special educator or experience general educator with an assistant educator. Either model allows us to have inclusive classrooms with scholars of different needs because we will be able to modify lessons with two teachers in the classroom. We can run intervention in the classroom and support scholars in smaller groups when appropriate. The additional benefit to a two-teacher model is allowing our teachers to become content experts in the instructional component they lead teach.

Our teachers work from 7:05 a.m. until 4:10 p.m. daily, 9 hours and 25 minutes a week. General educators will generally have 175 minutes of daily planning and preparation time Monday through Thursday. Special educators and assistant educators will have 135 minutes of daily planning and preparation time Monday through Thursday. Homeroom teachers will mostly have joint planning, preparation, and meeting time during Enrichment, Recess, and Lunch. This joint time will strategically be used to plan Content Meetings, Grade Team Meetings, IPP sessions, and other meetings that require multiple members of the same grade team. Enrichment teachers will support homeroom teachers throughout the school day by leading interventions, teaching Enrichment, and providing coverage during Recess and Lunch. Figure 7c-1 illustrates the Monday through Thursday schedule for kindergarten homeroom teachers, using the general education teacher and special education teacher model.

**Figure 7c-1. Sample Kindergarten Schedule for Gen.+SPED Teacher Model, Monday-Thursday**

Time	Sample Homeroom: Union College (K)		
	Block	General Educator	Special Educator
7:15-7:35	Arrival	Lead Teacher	Support Teacher
7:35-7:45	Breakfast	Lead Teacher	Support Teacher
7:45-8:05	Morning Circle	Support Teacher	Lead Teacher
8:05-8:55	Reading Room (Block 1)	Lead GR	Lead Phonics
8:55-9:45	Reading Room (Block 2)	Lead GR	Lead Phonics

<b>9:45-10:30</b>	Reading Comprehension	Lead Teacher	Supporting Teacher
<b>10:30-11:25</b>	Science/Snack	Planning	Lead Teacher
<b>11:25-12:10</b>	Enrichment	Planning	Planning
<b>12:10-12:35</b>	RECESS	Planning	Planning
<b>12:35-12:55</b>	Lunch	Planning	Planning
<b>12:55-1:25</b>	Math Stories	Planning	Lead
<b>1:25-2:15</b>	Math Workshop	Support Teacher	Lead Teacher
<b>2:15-3:00</b>	Writing	Lead Teacher	Planning
<b>3:00-3:25</b>	Social Studies	Lead Teacher	Supporting Teacher
<b>3:25-3:35</b>	Reflection Circle	Supporting Teacher	Lead Teacher
<b>3:35-3:55</b>	Choice Time/Intervention	Supporting Teacher	Lead Teacher
<b>3:55-4:10</b>	Dismissal	Lead Teacher	Support Teacher

In the general educator and assistant educator model, we expect that the experienced general education teacher will serve as a mentor for the less experienced assistant teacher. Thus, in this model, the general educator will lead more instruction, however the assistant teacher will be an active teacher, supporting behavior, pulling small groups, or modifying lessons for students who require modifications. Figure 7c-2 illustrates a Monday through Thursday 1<sup>st</sup> grade homeroom teacher's schedule, using the general education teacher and assistant teacher model.

<b>Figure 7c-2. Sample 1<sup>st</sup> Grade Schedule for Gen.+Assistant Teacher Model, Monday-Thursday</b>			
<b>Time</b>	<b>Sample Homeroom: Hampton (1<sup>st</sup>)</b>		
	<b>Block</b>	<b>General Educator 1</b>	<b>Assistant Educator 2</b>
<b>7:15-7:35</b>	Arrival	Lead Teacher	Support Teacher
<b>7:35-7:45</b>	Breakfast	Lead Teacher	Support Teacher
<b>7:45-8:05</b>	Morning Circle	Support Teacher	Lead Teacher
<b>8:05-8:55</b>	Reading Room (Block 1)	Lead GR	Lead Phonics

8:55-9:45	Reading Room (Block 2)	Lead GR	Lead Phonics
9:45-10:30	Reading Comprehension	Lead Teacher	Supporting Teacher
10:30-11:25	Science/Snack	Planning	Lead Teacher
11:25-12:10	Enrichment	Planning	Planning
12:10-12:35	RECESS	Planning	Planning
12:35-12:55	Lunch	Planning	Planning
12:55-1:25	Math Stories	Planning	Lead
1:25-2:15	Math Workshop	Support Teacher	Lead Teacher
2:15-3:00	Writing	Lead Teacher	Planning
3:00-3:25	Social Studies	Lead Teacher	Supporting Teacher
3:25-3:35	Reflection Circle	Lead Teacher	Support Teacher
3:35-3:55	Choice Time/Intervention	Support Teacher	Lead Teacher
3:55-4:10	Dismissal	Lead Teacher	Support Teacher

In our Friday Kindergarten schedule, the general educator will lead more content blocks, allowing the special educator to pull small groups for each of the blocks he/she is supporting. Figure 7c-3 illustrates the Friday schedule for kindergarten teachers.

Figure 7c-3. Sample Kindergarten Teacher Schedule, Friday			
Time	Sample Homeroom: Union College (K)		
	Block	General Educator	Special Educator
7:15-7:35	Arrival	Lead Teacher	Support Teacher
7:35-7:45	Breakfast	Lead Teacher	Support Teacher
7:45-8:15	Schoolwide Circle	Support Teacher	Lead Teacher
8:15-9:05	Reading Room (Block 1)	Lead GR	Lead Phonics
9:05-9:55	Reading Room (Block 2)	Lead GR	Lead Phonics

<b>9:55-10:40</b>	Reading Comprehension	Lead Teacher	Supporting Teacher
<b>10:40-10:55</b>	RECESS	Planning	Planning
<b>10:55-11:15</b>	Lunch	Planning	Planning
<b>11:15-11:35</b>	Math Stories	Planning	Lead Teacher
<b>11:35-12:25</b>	Math Workshop	Supporting Teacher	Lead Teacher
<b>12:25-12:40</b>	Reflection Circle	Lead Teacher	Supporting Teacher
<b>12:40-1:00</b>	Choice Time/Celebrations	Support Teacher	Lead Teacher
<b>1:00-1:15</b>	Dismissal	Lead Teacher	Supporting Teacher

### Teacher Schedules for Remote Learning

In the case that Destine Prep must transition to remote learning, the Head of School will work collaboratively with the Leadership Team to develop teacher schedules that are modeled after teacher schedules at local charter schools that have had to endure and excel in remote learning. We will review and evaluate those schedules to determine components that work for our school model; preparation time per teacher for instance. We will take into consideration coaching meetings, preparation and planning time, lunch and bathroom breaks when creating the teacher schedules. The team will refer to the remote learning annual school calendar as a starting point for creating daily remote learning schedules. The HOS will establish a minimum of 4 hours of live-instruction, synchronous learning, and 3 hours of asynchronous learning daily. Scholars doing remote learning will have a 7-hour school day. The team will devise a plan that considers teacher talent and ensures scholars are getting the best possible live instruction. The team will create individual schedules for each teacher which will include timestamps for logging into Zoom for synchronous learning, completing attendance, checking scholar's asynchronous work, prep, and dismissal/logging off. We will ensure that the amount of time teachers have for prep matches their remote responsibilities; for instance, a teacher leading synchronous lessons and checking asynchronous work should have adequate time to leave feedback on scholars' work, internalize for the next day's lessons, check emails, and attend any virtual meetings. We will use our teacher talent strategically. For instance, we will assign our special educators to work directly with scholars who have been identified as differently abled or scholars who meet the triggers for tier 3 support/intervention. Our assistant teachers will work continue to lead the content with more scripted curriculum such as Phonics and Science. Schedules will be shared with teachers during a professional development session, emailed, and saved to the school's online platform, Google Classroom. If Destine Prep is allowed to conduct hybrid learning, teachers who teach in-person will follow the normal schedule above.

### A Day in the Life of a Destine Prep Teacher

Mr. Nesbitt starts his day by having a cup of coffee and reading over his emails. He notices that the Daily Memo was sent out early and begins to read. Within the memo, there is a reminder from the Head of School, Mr. Rogers to prepare for the Intervention Rollout Meeting afterschool. Mr. Nesbitt is excited to hear more supports will be given to his struggling scholars and that he will have a role in creating and rolling out the supports. Mr. Nesbitt leaves out of his apartment by 6:50 so that he has time to get comfortable and set up at the school. He drives to school while listening to one of his favorite podcasts on education and equity.

Once he arrives at the school, he checks-in at the office to ensure he has no mail in his mailbox. There is one letter. It is a note from one of his scholars, Julissa. The note reads, "Thank you for being the *best* teacher and helping me understand words." This puts a smile on his face as he quickly approaches his classroom – Howard University. Mr. Nesbitt attended Howard and every time he sees the logo on his classroom door, he feels pride over his achievement. He smiles. He heads to the back table where he sits and finishes reading his emails. He notices some deadlines are approaching so he copies them into his *to-do list*. He makes a note to plan a surprise birthday party for Ms. Kersey with his scholars.

At 7:09, Mrs. Kersey walks into the classroom with a big smile and warm greeting, "Hello friend! Good to see you." Mr. Nesbitt is instantly elated to see his co-teacher. He replies, "Hey Kers! Did you read the Daily Memo? Some important dates are coming." Mr. Nesbitt and Mrs. Kersey sit together for the next few minutes and align on when they can meet to divide roles and responsibilities for upcoming deadlines. Mr. Nesbitt is always so grateful to have a co-teacher who is willing to share the work. 7:15 quickly approaches so Ms. Kersey goes to her post near the pack-up station, so she can help scholars unpack once they come into class. Mr. Nesbitt retreats to his post at the door to greet scholars. As he does, he sees Mr. Diaz, another 1<sup>st</sup> grade homeroom teacher. They whisper jokes to each other before scholars start to approach.

Most scholars say that greeting Mr. Nesbitt at the door in the morning is one of their favorite parts of the day. He prides himself on remembering unique things about each scholar that makes them feel special. He often has a good, corny joke to tell that could brighten the day of the crankiest scholars. Mr. Nesbitt enjoys making his scholars feel safe and affirmed in school; that is a part of his job. Mr. Nesbitt greets scholars one by one until 7:35.

As breakfast winds down, Mr. Nesbitt circulates the classroom to put smiley faces on morning work that meets the criteria. This is also his chance to affirm the habit of focus and hard work to motivate his sleepy scholars. As Mrs. Kersey calls for breakfast to be cleaned up, Mr. Nesbitt assists with throwing out breakfast trash and helping scholars find a safe and fast route to their circle carpet seats. While Mrs. Kersey leads Morning Circle, Mr. Nesbitt understands the purpose is to build community, so he sits in the circle as well and only leaves the circle to support struggling scholars or greet any scholars coming into the classroom late. When it is his time to share how he is feeling, he says, "I am full of sunlight and energy today. I am eager to shed my light on all of you."

By 8:15 it is time for *Reading Room*. Mr. Nesbitt leads the transition, calling for the Plains Bisons, the name of his second reading group, to stay on the carpet and the Wood Bisons, his first reading group, to stand and follow him to the back table and desks. Mr. Nesbitt gives a snap and scholars quickly scoot to their reading seats on the carpet. Mr. Nesbitt starts Guided Reading

with a song as he passes out books to each scholar. Then he says, "I can't wait to see which super readers have been practicing all their sounds and sight words!" At 8:55, the groups switch and the Plains Bisons transition to the back table to do Guided Reading with Mr. Nesbitt. He enjoys teaching his young readers the fundamentals of reading and celebrating their growth. At the very end of Reading Rooms, Mr. Nesbitt shouts-out two readers who made a lot of growth in sounding out words they were struggling with. "Angelique and Jose, nice job not giving up but instead taking your time and using your strategies to solve tricky words. Let's give them a 'Yee-Haw'."

At 9:45, it's time to begin Reading Comprehension, so Mr. Nesbitt passes out the text to each scholar as Mrs. Kersey transitions her small group to the back table. He starts the lesson by naming the skill scholars will be working on and asking scholars why they need to improve on it. He then enthusiastically introduces the text. He takes notes of scholars' growth and supports them during the independent portion of the lesson. Mr. Nesbitt collects his scholars' work at the end of the block, and says, "I'm so excited to see if your predictions were right as we continue reading the text tomorrow."

At 10:30, Mr. Nesbitt then hands off the class to Mrs. Kersey for Science block. As he sits at the back table for prep time, he also ensures that scholars are using the materials appropriately, and he asks scholars questions about their investigation to support Mrs. Kersey. As he is scanning the class, he notices that Tony is missing blocks. He reminds Tony to pick up his blocks when he drops them. Mrs. Kersey has already reminded the class twice about taking care of materials. At 11:10 she noticed reminders were not working. She calls a Peace Circle. Scholars know that means to drop everything and track the teacher. Mr. Nesbitt takes part in the Peace Circle. Mr. Nesbitt asks the class, "Who knows the harm and why it's a problem?" Sara responds, "We are not taking care of the ROK Blocks because we keep dropping them, and no one is picking them up. He then asks, "How do we fix this as a community?" He locks his eyes with Tony as he is asking the question then cold calls him to answer. Tony says, "We need to clean up our materials and pick up other peoples' materials if we see them fall or we will not be able to use the ROK Blocks." Mrs. Kersey asks the class to agree and commit to Tony's statement of accountability. Scholars agree so she transitions them back to their desk to continue labs. Whenever he notices a scholar pick up dropped materials, he narrates, "We are becoming a better, stronger community when we take care of our materials."

With his remaining prep time, Mr. Nesbitt checks off a few items on his *to-do list* that must be completed before he next teaches, including some copies he still needs to print for Writing. He grabs his lunch and heads to the teachers' lounge. There he works near the window as he enjoys having natural light when he works. He first reviews his math lesson plans, reminding himself of the key ideas. He then reviews his scholars' Reading Comprehension work and enters data into the school's data tool. He finishes his sandwich before heading to his first meeting of the day. It's a Math IPP meeting with his Instructional Coach (IC) Mr. Diaz. He is greeted by the IC, "Good afternoon, Mr. Nesbitt. How is your day going?" He replies, "It's been interesting. The kids are loving the first unit on robotics. I am enjoying the book we are reading just as much as the scholars, and Angelique is making progress in her sound recognition." Mr. Diaz says, "That's wonderful to hear. I hope you are proud of the progress." Just then Mrs. Kersey arrives, and the IPP meeting begins.

Mr. Diaz starts by asking the teachers to name the development they are most prioritizing. Mrs. Kersey responds, "We are working on our capacity to differentiate Math for our struggling scholars." Mr. Diaz then asks the teachers a series of questions related to the Math Workshop lesson for that day. Around 12:40, the meeting concludes. Mr. Nesbitt thanks Mr. Diaz for the development and heads back to his classroom. Ms. Kersey and Mr. Nesbitt pass out the Math work and manipulatives before scholars return from Lunch. They talk for a bit as Mr. Nesbitt about the group of scholars Mr. Nesbitt will pull to the back table during Math Workshop. He then writes the Math Stories question on the board for Mrs. Kersey. Mr. Nesbitt meets scholars at the door as the Dance teacher returns the class from Lunch. Mrs. Kersey directs scholars to take deep breaths to calm themselves before the Math Stories block. She stands in the front of the classroom and leads scholars calmly to their carpet seat. As scholars come to the carpet, they pick up a whiteboard and stuff their pockets with a marker. After they've sung their Math Stories chant, Mrs. Kersey reads the question aloud to scholars. She reads the question a second time in Spanish before asking scholars to visualize and represent the problem on their whiteboards. She circulates as scholars write to find three representations: a sophisticated one, an average one, and an incorrect one. She shows all three to the class and asks them to rate and to discuss which is right and which needs to try again. Scholars then transition to their desks to practice independently. She has planned for 3 independent ATBATs, a mid-workshop interruption, and a final story problem to assess mastery. By 1:16, Mrs. Kersey directs scholars to begin working on the final story problem. She circulates as scholars work. Right before the block ends at 1:24 she tells scholars that 26/27 scholars correctly solved the problems. The class does a cheer before transitioning to Math Workshop.

To start Math Workshop, Mrs. Kersey transitions scholars to the carpet. Mr. Nesbitt pulls a group of scholars to the back table. Mrs. Kersey then calls two scholars to the board to lead Calendar Math, where scholars count the days in the month and answer other questions related to the calendar using simple addition and subtraction in their heads. She then tells scholars a story about not being able to decide how much pizza was half. Scholars answer questions and engage in a mini-model from Mrs. Kersey and scholars showing how to determine parts of an object on the projector. Mrs. Kersey sends scholars to their desks to complete workshop activities where they must partition circles into equal parts. Mrs. Kersey circulates to give feedback to scholars as they begin to work at their desks. She checks-in with Mr. Nesbitt to see how the small group is progressing, all the while still observing the entire class. She notices Angelique and Terrance working well together and says, "I'm seeing some hard-working Bisons. Angel and T are working as a team, sharing their materials and their ideas!" She checks in with all of his scholars before it is time for the exit ticket. Mr. Nesbitt transitions his group back to their desk before exit ticket time. Because Mrs. Kersey has seen most of the scholars' work, she knows who is likely to struggle on the exit ticket, so he narrates and affirms those scholars before telling them to begin their exit ticket.

Mr. Nesbitt begins Writing as Mrs. Kersey collects the Math materials and work. As she does, she notices any scholars who she will need Mr. Nesbitt to pull for intervention for the next day. By 2:20, She has put away all the Math manipulatives and leaves the classroom to go plan in her favorite spot in the teachers' lounge. She reviews all of the Math exit tickets to determine two scholars to work with at the end of the day. She noticed that Angelique, one of his English Language Learners, and Tanya struggled with accessing the question. At 2:50 she checks her email and notices an invite from his Head of School, Mr. Rogers, to interview for the Grade Level

Leader position. She responds to Mr. Rogers, “Thank you for the opportunity to lead. I am excited to meet with you.” Excited about the interview, she rushes back to class at 3:20 to support Social Studies. As she enters the classroom, Mr. Nesbitt hands her the materials to pass out to scholars. She circulates the classroom to ensure scholars are following along in the lesson at their desk. During the guided reading portion of the lesson, she stops by some at the desk of Jacob and reminds him to keep his glasses on while reading. After Social Studies, Mr. Nesbitt begins to transition the class into Reflection Circle. Mrs. Kersey simultaneously checks each scholar’s binder for completed homework and stuffs any notices into their binders before passing each binder out. Once scholars have completed their independent reflections, Mrs. Kersey circulates to sign off on each reflection and adds notes for scholars who had struggles.

From 3:35 to 3:45, Mrs. Kersey works one on one with Angelique and one on one with Tanya from 3:45-3:55. As dismissal approaches, Mr. Nesbitt stands in the hallway to greet parents as they pick up their scholars. Ms. Watson, Terrence’s mom, brings him a slice of her sweet potato pie; he thanks her for her kindness and reminds Terrence to work on his handwriting homework. By 4:09, all of the Bisons have been picked up. Mr. Nesbitt sighs, "What a good day." Mr. Nesbitt and Mrs. Kersey talk for a bit about things that went well before agreeing on a time to plan together on Wednesday. Mr. Nesbitt cleans every scholars' desk and stores student work from the day. He checks his emails again at 4:30 and notices the agenda for the Content Team Meeting on Thursday was emailed to him. He takes home his "Lessons and Activities for Building Powerful Numeracy" in preparation for that Content Team Meeting. He reviews his Guided Reading lesson for Wednesday, packs up his things, and heads home by 5:00 p.m.

### Upper Elementary Teacher Schedule

In the upper school, we continue our two-teacher model, where each teacher is either leading or supporting a core content block. The biggest shift will happen in 4<sup>th</sup> grade when there is no longer a dedicated Phonics block. Instead, both teachers will teach Guided Reading. The general educator will focus more on literacy, while the assistant educator and special educator focus more on STEM.

Our teachers work from 7:05 a.m. until 4:10 p.m. daily. The general educator will have 140 minutes of daily planning and preparation time Monday through Thursday, which will include writing Guided Reading Lesson plans based in the data they record for their small groups of readers and reviewing exit tickets and student work to determine where to take the next day’s lessons. The assistant educator and special educator will have 115 minutes of daily planning and preparation time Monday through Thursday where they will practice similar habits: reviewing student work, entering data and IPP. Homeroom teachers will have joint planning, preparation, and meeting time during Enrichment, Recess, and Lunch. This joint time will strategically be used to plan Content Meetings, Grade Team Meetings, IPP sessions with IC’s, scholar evaluations, and other meetings that require both teachers. Figure 7c-4 illustrates the Monday through Thursday schedule for 4<sup>th</sup> grade homeroom teachers.

Figure 7c-4. Sample 4 <sup>th</sup> Grade Schedule for Gen.+Assistant Teacher Model, Monday-Thursday	
Time	Sample: 4 <sup>th</sup> Grade

	Block	General Educator	Assistant Educator
7:15-7:35	Arrival	Lead Teacher	Planning
7:35-7:45	Breakfast	Lead Teacher	Planning
7:45-8:05	Morning Circle	Lead Teacher	Supporting Teacher
8:05-8:55	Reading Room (Block 1)	Lead GR Small Group	Lead GR Small Group
8:55-9:45	Independent Reading/Intervention	Lead Teacher	Supporting Teacher
9:45-10:30	Close Reading	Lead Teacher	Supporting Teacher
10:30-10:50	Lunch	Planning	Planning
10:50-11:10	RECESS	Planning	Planning
11:10-11:35	Math Stories	Supporting Teacher	Lead Teacher
11:35-12:20	Math Workshop	Supporting Teacher	Lead Teacher
12:20-12:45	Social Studies	Lead Teacher	Support Teacher
12:45-1:40	Science/Snack	Planning	Lead Teacher
1:40-2:25	Enrichment	Planning	Planning
2:25-3:10	Independent Reading/Intervention	Lead Teacher	Supporting Teacher
3:10-3:35	Reflection Circle	Lead Teacher	Supporting Teacher
3:35-3:55	Choice Time/Intervention	Support Teacher	Lead Teacher
3:55-4:10	Dismissal	Lead Teacher	Supporting Teacher

Figure 7c-5 illustrates the Friday schedule for 4<sup>th</sup> grade homeroom teachers.

Figure 7c-5. Sample 4 <sup>th</sup> Grade Schedule for Gen.+Assistant Teacher Model, Friday			
Time	Sample: 4 <sup>th</sup> Grade		
	Block	General Educator	Assistant Educator
7:15-7:35	Arrival	Lead Teacher	Supporting Teacher

7:35-7:45	Breakfast	Lead Teacher	Supporting Teacher
7:45-8:15	School-wide Circle	Lead Teacher	Supporting Teacher
8:15-9:05	Reading Room (Block 1)	Lead GR Small Group	Lead GR Small Group
9:05-9:55	Writing Workshop	Lead Teacher	Support Teacher
9:55-10:40	Close Reading	Lead Teacher	Planning
10:40-11:10	Math Stories	Planning	Lead Teacher
11:10-11:35	Lunch	Planning	Planning
11:35-12:25	Math Workshop	Supporting Teacher	Lead Teacher
12:25-12:40	Reflection Circle	Lead Teacher	Supporting Teacher
12:40-1:00	Choice Time/Celebrations	Supporting Teacher	Lead Teacher
1:00-1:15	Dismissal	Lead Teacher	Supporting Teacher

We will hire two Enrichment teachers in Y1 to lead P.E. and Dance instruction. Each will be part time employees. They will lead teach their respective Enrichment blocks and provide coverage to homeroom teachers during Recess and Lunch, ensuring scholars eat and play safely. Enrichment teachers will provide several supports throughout the school day, such as pushing-in to support scholars for academic and SEL interventions, transitioning scholars to and from busses, and answering calls and performing other main office duties. Additionally, they will meet with a coach weekly for feedback and IPP. Figure 7c.5 illustrates the Monday through Thursday schedule for Enrichment teachers in Y1.

<b>Figure 7c-5. Sample Enrichment Teacher's Schedule and Roles, Monday-Thursday</b>			
<b>Time</b>	<b>Sample Homeroom: Hampton (1<sup>st</sup>)</b>		
	<b>Block</b>	<b>P.E. Teacher</b>	<b>Dance Teacher</b>
7:15-7:35	Arrival	Transition Bussers	
7:35-7:45	Breakfast	Monitor Halls	
7:45-8:05	Morning Circle	Support the Main Office	
8:05-8:55	Reading Room (Block 1)	Support the Main Office	

<b>8:55-9:45</b>	Reading Room (Block 2)	Support the Main Office	
<b>9:45-10:30</b>	Reading Comprehension	Planning	
<b>10:30-11:25</b>	Science/Snack	Planning	Support the Main Office
<b>11:25-12:10</b>	Enrichment	Lead	Lead
<b>12:10-12:35</b>	RECESS	Lead	Lead
<b>12:35-12:55</b>	Lunch	Lead	Lead
<b>12:55-1:25</b>	Math Stories	Dismissed	Planning
<b>1:25-2:15</b>	Math Workshop		Planning
<b>2:15-3:00</b>	Writing		Support the Main Office
<b>3:00-3:25</b>	Social Studies		Support the Main Office
<b>3:25-3:35</b>	Reflection Circle		Support the Main Office
<b>3:35-3:55</b>	Choice Time/Intervention		Support the Main Office
<b>3:55-4:10</b>	Dismissal		Transition Bussers

## R-08ad – Specific Populations

### a. Struggling Students

*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;*
- *How the school would ensure the effective implementation of a student identification process in a remote setting;*
- *The strategies, programs, specific curricula, 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.);*
- *How the school would ensure the effective implementation of these interventions in a remote setting;*
- *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.*

Destine Prep aims to educate all scholars with equity, providing the appropriate supports and a high bar for student outcomes. We meet all our scholars where they are in their development and create clear goals in partnership with scholars and parents, so we can ensure growth and absolute outcomes. All scholars will receive academic and social-emotional data-driven supports. Our students with disabilities will receive more intensive supports, including accommodations and interventions designed to help them reach the same outcomes as their general education peers. We will seek to hire highly skilled teachers who are certified in special education and/or ESL instruction, as they will play a vital role in supporting our special population and helping us to achieve our mission. The Head of School (HOS) and Director of Scholar Support (DSS) will support the development of all teachers by providing them with the best resources and practices available to improve their instruction. Our Instructional Coach will work with classroom teachers in coaching meetings and Intellectual Preparedness Protocol (IPP) meetings to adjust lessons to meet the needs of the specific populations they teach. Our school social worker and DSS will work together to ensure the schools' positive reinforcement system is running fluidly and consistently. They will use data to support teachers who are struggling to manage scholars' behaviors. They will also work 1:1 with any scholars struggling to meet basic behavioral expectations (see section [R-10a - Culture and Discipline](#)). This subset of scholars will be identified by the DSS and HOS as scholars needing tier 2 and tier 3 support. The DSS and HOS will evaluate culture data (notes about student behavior saved in Schoolrunner) weekly to determine if any behaviors have been repetitive or harmful. Those scholars will be referred for intervention and will begin immediately after receiving consent from their parents.

Destine Prep's estimates for the percentage of English Language Learners (ELLs) and differently-abled scholars (SPED) that will enroll is based on local district schools' demographics: 4.4% ELL and 16% SPED. We have estimated in our budget that we will enroll 16% SPED population to not over-estimate revenue for special services. We are a public institution, and every child in the district can apply.

### Identifying Struggling Scholars

At Destine Prep, we utilize data to determine instructional decisions and choices we make regarding student interventions and support. Our process for identification was studied at inspirational charter schools, Achievement First and KiPP Albany. We always start by reflecting on our tier 1 practices to ensure that they are high quality and occurring with fidelity. When there are trends related to specific subsets of students, classrooms, or cohorts, we utilize our coaching structures to intensify supports for teachers. When looking at data, we seek to identify outliers and scholars who are performing significantly below their peers. We disaggregate data to compare assessment to assessment which scholars have made little to no growth in any content area. To facilitate our identification of struggling scholars, Destine Prep's Leadership Team will review the following data weekly: Quizzes, STEP Assessments, Unit Assessments, IA's, and State Exams. Figure 8a-1 reflects academic triggers that may suggest a scholar is struggling.

Figure 8a-1. Academic Triggers for Struggling Scholars		
Assessment	Target Achievement	Academic Trigger
Bi-Weekly Quiz	Score 70% or Above	Score 60% or Below
STEP	2 STEP Levels Passed	>1 Level Moved
NWEA MAP	RIT Score at Grade Level	RIT Score Below Grade Level
IA	Score 80% or Above	Below 70%
State Exam	Level 3 or Level 4	Level 1 or Level 2

Other factors that we consider are behavioral data and attendance. The HOS and DSS will also review student culture data to identify struggling scholars. We identify scholars who are not making social-emotional growth as struggling – as SEL is a core pillar to our program. Scholars who struggle to fill in their Compass or demonstrate Core Values will receive more intensive and intentional support as well. Scholars who have 3 or more absences in each trimester will be identified as struggling, at-risk, and in need of intensive support. Our trigger for habitual tardiness is five or more late arrivals or early dismissals from school in a trimester.

At Destine Prep, we systematically review data to identify struggling scholars and make determinations about what supports will best be leveraged to remediate gaps. During our 4 Data

Days, Teachers and Instructional Leaders will reflect on data from the STEP assessment and IA's.<sup>1</sup> Collaboratively they will identify any scholars who did not move at least 1 STEP level and do a deep dive on those scholars' assessments to understand what standards, skills, and content knowledge held scholars back from meeting our target achievement – as described in Figure 8a-1. During weekly Content Meetings, The DSS , SC, and teachers will review the most relevant assessment data to identify any scholars who scored well below their peers and determine intentionally designed small groups or 1:1 instruction that needs to happen to support those scholars. State Exam data will be reviewed by the HOS and Leadership Team when data is made readily available. Dependent on the data release timeline, State Exam data, in conjunction with all other end-of-year exam data will inform decisions around curriculum and instructional approaches for the following school year, as well as standards we may need to revisit.

### **Identifying Struggling Scholars during Remote Learning**

Because we are knowledgeable of the many conditions that can stifle our scholars' progress in remote learning, we are more stringently focused on reading acquisition and math skills. Destine Prep's Leadership Team will review reading and math quiz data weekly to determine which scholars need additional support. We will also think critically about how the scholar's learning environment, remote, might be affecting their growth. If in-person is not possible, we will schedule a virtual small group intervention, placing the scholar amongst other scholars with similar skill gaps. When reviewing data for struggling scholars, all members of the Leadership Team are responsible for noticing scholars' names who repeatedly score below proficiency in core content areas. We will also acknowledge if struggling scholars receiving intervention are continue to struggle. It will be the role of the Director of Scholar Supports to ensure the further investigation into any struggling scholar's performance always happens and that the appropriate supports are always recommended to the family of the struggling scholar.

At the end of each trimester, we will administer STEP and an online Math assessment to determine which scholars are still in need of additional support, as demonstrated in Figure 8a-2. Scholars still scoring below our target will continue to receive more intensive supports such as small group or 1:1 Intervention. We will evaluate the strength of our intervention regularly, as the Leadership Team will virtually observe each intervention once a week. If scholars do not make progress towards targets, we will determine adjustments to make to the intervention, establish a teacher development and coaching plan, and invite the family to a virtual session where we collaborate on ideas for supporting the scholar at home. We will keep families engaged in their scholar's performance by making weekly progress reports available for all families. Parents of struggling scholars will also receive a weekly phone call to update them on their scholar's intervention, progress, and maintain alignment on goals.

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<sup>1</sup>Studied this practice at Achievement First. Creating space for teachers to meaningfully reflect and refine their practice so they can lead targeted instruction.

**Figure 8a-2. Performance Targets for Scholars Receiving Intervention**

<b>Assessment</b>	<b>Target Achievement/Growth</b>	<b>Trigger for Continual Intervention</b>
Interim Assessments	Score 70% or Above	Score Below 70%
STEP	1 STEP Level Passed	>1 Level Moved
Bi-Weekly Quiz	10% Growth	>10% Growth

### Academic Response to Intervention

We will use the Response to Intervention (RTI) framework to support all scholars. The framework includes 3 tiers of support designed to meet learners where they are and push them towards the same academic goals and outcomes. All scholars at Destine Prep will receive tier 1 support. We believe that our approach to tier 1 instruction will support 80-95% of our student base. Our tier 1 supports for all include extended school-day, ICT structure/model, and CCSS aligned curriculum. Scholars who continue to struggle still with tier 1 interventions will receive additional supports and instruction. Tier 2 supports will be for scholars who make little academic progress, who consistently score within the academic trigger range as described in Figure 6a-1, and scholars struggling to make social-emotional growth. Instructional Coach, DSS, and SC will collaborate to design appropriate interventions, utilizing Special Education certified teachers and associate teachers to run interventions. These interventions will be driven by student needs and data as well as our daily schedules. For scholars who require additional reading support, we will use a small group intervention structure to teach Reading Mastery lessons or reteach Guided Reading lessons at the back table. For scholars struggling with mathematics, we will reteach lessons in small groups at the back table, slow down the pace of the lessons, and use appropriate aids such as manipulatives (base ten blocks). Scholars will be served in their classrooms when applicable. For scholars who require services such as occupational therapy and speech pathology, they will be pulled to a vacant classroom or instructional spaces where they will receive their mandated services. We will aggressively monitor the scholars' progress weekly and aim to remove all scholars who do not have IEP's from interventions after 6 weeks of intervention. Figure 8a-3 details tier 2 intervention types.

**Figure 8a-3. Descriptions of Tier 2 Interventions**

<b>Intervention</b>	<b>Description</b>
Reading Mastery <sup>2</sup>	During Breakfast, Recess, enrichment block,

<sup>2</sup>Watkins, T. (2017). *The Effectiveness of Direct Instruction Reading on African American, Caucasian, and Hispanic Students*. International Journal of Education and Human Developments. <http://ijehd.cgrd.org/images/vol3no6/5.pdf>.

	<p>or Read Aloud, scholars will be pulled to the back table to work with a SPED certified teacher to build reading or writing skills using researched resources from the Wilson program. We will never pull a scholar during the same content block more than twice per week.</p>
<p>Content Re-teach</p>	<p>During Breakfast, Recess, enrichment block, or Read Aloud, scholars will work in a small group with the content lead instructor for 10-15 minutes on one skill they did not master the day before. In Math, this will often include the use of manipulatives and additional resources to assist scholars with creating visual representations.</p>

Our goal is that through two teacher classroom models, we will always have a second teacher “on” during core content blocks to support the needs of scholars in tier 2 and tier 3. In lower elementary, we will prioritize staffing one general educator and one special educator per classroom. In upper elementary, we will staff one general education teacher alongside a special education teacher or associate teacher. One teacher will lead instruction, while the other teacher will parallel teach a smaller group, pull a small group for guided practice, or circulate the classroom to provide additional support at scholars’ desks.

Scholars who continue to struggle academically will be recommended for tier 3 interventions. This may include but is not limited to 1:1 instruction that may take place as a push-in during the content block they are struggling with. This may also include a pull-out intervention twice a week during enrichment block and twice a week during the content they are struggling with. We will consult with families before making any modifications to the scholar’s schedule.

### **Social-Emotional Response to Intervention**

We will support our scholars' developing needs as it relates to their social skills and emotional constancy. Our two-teacher model and culture system built on positive reinforcement system, the affirmation of identities in alignment with Restorative Practices<sup>3</sup>, will support scholars in tier 1. Scholars who struggle in the form of repeatedly exhibiting behaviors that are not safe or not conducive to learning will receive 1:1 SEL sessions and in the moment coaching by a member of the Leadership Team. Scholars who have repeated issues will receive a phone call home and intervention with the DSS or school social worker during Breakfast, Recess, or enrichment. The DSS will determine if the scholar needs a Functional Behavior Assessment (FBA) because of

<sup>3</sup>McClure, Laura. “Bringing Restorative Practices to Your School.” Edutopia, 2016, [www.edutopia.org/article/bringing-restorative-practices-to-your-school-laura-mcclure](http://www.edutopia.org/article/bringing-restorative-practices-to-your-school-laura-mcclure).

repeated referrals or harm done to the community. The DSS will consult with parents before administering. Upon analysis of the results, the DSS will work with the advice of the CSE, teachers, and the scholar's parents to develop a Behavioral Improvement Plan that can be consistently and effectively used both in school and at home.

The school's leadership team will track the scholar's progress over six weeks. After six weeks, the DSS and the CSE with the support and recommendations from all adults who work with the scholar will decide whether to scaffold the plan backward, add additional supports, or consider referring the scholar for further evaluation. The DSS will seek permission from the scholar's parents before moving forward with an evaluation. The DSS and Operations Manager will seek to supply parents with any relevant resources or counsel that extends outside of Destine Prep. The Leadership Team will evaluate the effectiveness of SEL interventions by monitoring scholar SEL growth data, referral, suspension data, and Scholar and Family Experience survey. The leadership team will determine adjustments needed to our SEL interventions which may include additional professional development for teachers, shifts in how Leadership responds to scholar behavior and referrals, or additional resources or taxonomy to strengthen our approach. The HOS will set an improvement goal for the following school year and may choose to include SEL interventions as a priority.

### **Attendance Response to Intervention**

At Destine Prep, we believe that more time in school is correlated to greater scholar academic and social-emotional outcomes.<sup>4</sup> When scholars routinely miss days of school or parts of the school day, they miss out on extraordinary opportunities to learn from their peers, be a part of their community, and learn new skills and standards taught during their absence. The HOS and Operations Manager (OM) will work together to maintain a keen eye on scholar attendance. The OM will be tasked with tier 1 attendance support. The OM will ensure our attendance tracking system is operating with fidelity. They will follow up daily with parents of scholars who are counted as absent. In those conversations, they will name the number of absences the scholar currently has for the trimester. If a scholar is being early dismissed, the OM will still name the total number of absences and early dismissals for the parent/s and the implications of the scholar missing parts of that school day. In all cases, the OM will work with teachers to send all missed schoolwork home with scholars the day they return to school. During weekly check-ins, the HOS and OM will meet to identify any scholars who have missed multiple days of school or who have had multiple early dismissals in a week as scholars who need tier 2 support. Our approach to tier 2 is coordinating more intensive support for parents which may include home visits, recommitment meetings with the HOS, a referral to the school social worker, or outside resources to support home needs. Our tactics of support will intentionally be driven by what we

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<sup>4</sup>Gottfried, Michael A. "Evaluating the Relationship Between Student Attendance and Achievement in Urban Elementary and Middle Schools: An Instrumental Variables Approach." *American Educational Research Journal*, vol. 47, no. 2, 2010, pp. 434-465. JSTOR, [www.jstor.org/stable/40645446](http://www.jstor.org/stable/40645446). Accessed 3 Jan. 2021.

know about the family and what new information the family shares with us. Tier 3 supports will be triggered in the case that a specific scholar has missed more than 3 school days in a week, is on track for 5 or more absences in the trimester, or home visits and recommitment meetings have already occurred. We will utilize daily incentives (stickers, breakfast with a teacher, student-helper, etc.) to encourage the scholar's attendance, and the HOS, OM, and school social worker will meet with the family again to notify them of potential referral to outside agencies, in this case, New York State Office of Children and Family Services. If the scholar has 20 or more absences, the school social worker will move forward with notification to the New York State Office of Children and Family Services.

The Leadership Team will evaluate scholar attendance data during weekly team meetings. The team will work collaboratively to establish a plan for improving attendance for the following week. Annually, the Leadership Team will review attendance data from the year. This data will be aggregated into subgroups such as scholars below proficient, scholars struggling behaviorally, etc. The team will also review feedback from the Scholar and Family Experience Survey. The HOS will set an improvement goal and detail specific strategies for the school to improve attendance the following school year.

### **Program Evaluation of Response to Intervention**

Throughout the school year, the HOS and Leadership Team will monitor the progress of our scholars receiving tier 2 and tier 3 intervention. We want to be sure that our programmatic approach focuses on the gaps that our scholars struggle with most. During our weekly Leadership Team Meetings, we will evaluate our program by asking ourselves a series of reflective questions, including:

- Is the performance data for scholars with IEPs and scholars receiving tier 2 and 3 intervention improving?
- Are some scholars making more progress than others? Why?
- What resources, teacher development, and family and community partnerships are in place to support at-risk learners?

To answer these questions, we will evaluate bi-weekly quizzes, end-of-trimester assessments, Family and Scholar Experience Surveys, teacher surveys, as well as data collected by the DSS and SC on Special Educators' instructional performance. As a Leadership Team, we will reflect on opportunities for improvement within the logistics, instruction, coaching and development, curricular materials, and the scholar identification process. The HOS will set an improvement goal during Leadership Team Meetings that is to be met by the next team meeting.

The HOS and DSS will conduct additional formal reviews of RTI twice a year: mid-year and end-of-year. They will use the Self-Assessment of Problem-Solving Implementation (SAPSI) tool

published by the National Center for Learning Disabilities.<sup>5</sup> At the end of the school year, the Leadership Team will review the following data to determine the efficacy of our RTI: review the Self-Assessment named above, review the number of scholars who received interventions the past school year, culture data, STEP Assessments, IA's, State Exams, attendance data, the number of scholars recommended for retention, and the number of students being recommended for declassification. It will be our expectation that all of our scholars with IEP's and scholars receiving tier 2 and 3 intervention should show growth in their areas of struggle by the end of each school year. We will adjust our approach for the following school year, prioritizing improving or replacing the least effective interventions and making modifications to logistics, instruction, coaching and development, curricular materials, and identification process as we deem appropriate. The HOS will set an improvement goal for the following school year and provide development and strategies that will support the leaders' growth.

### *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), and 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.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;*
- *The services or settings that will be provided by the school district of the student's residency or through a third party contract (according 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 including how the school would do so in a remote setting;*
- *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,*

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<sup>5</sup> <http://www.rtinetwork.org/getstarted/evaluate/refiningimplementation>

- *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.*

At Destine Prep, we hold a high bar for scholar's achievement, because we believe that all of our scholars, no matter the gender, race, native language, or ability, can be successful members of our school community despite the gaps in achievement that tends to be persistent for people of low economic backgrounds and communities. Nurturing young learners from diverse backgrounds is essential to our mission of affirming all scholars. We are committed to meeting the learning and social-emotional needs of all scholars.

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<sup>6</sup>:

- 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 apply 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; 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.

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<sup>6</sup> SUNY Charter School Institute

- 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 Education Corporation 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 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 before providing a child's name to a CSE for potential evaluation.
- The Education Corporation will not convene its CSE to make IDEA evaluations of children suspected of being disabled, create IEPs, re-evaluate, 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.
- The Education Corporation 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.

Destine Prep will provide 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 laws, 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. We 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). Our school does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities. Destine Prep will work in close partnership with the Committee on Special Education (CSE) from the NYCDOE and other local partner organizations to ensure that all students receive appropriate services.

## Identification

Before the start of every school year, the HOS, DSS, and OM will lead orientation with incoming families and inquire through our Enrollment Survey whether scholars have an IEP or 504 plan. The DSS will then follow up with the scholar's previous learning center and/or the CSE to obtain documents related to the scholar's IEP or 504 plan, to be used by school officials to prepare necessary accommodations, services, and instructional modifications. Destine Prep will comply with its obligations under Child Find requirements of IDEA by utilizing the tier 1 RTI approach with all scholars. This instructional approach allows teachers and school leaders to identify scholars who qualify for special education supports and services. The Leadership will closely monitor tier 1 data by reviewing weekly quiz data, all major assessments, classroom observations, and through positive reinforcement data. We have identified triggers for each, and scholars who fall below those triggers, we escalate to tier 2 interventions and supports – as described in 8a – Struggling Students. We will also seek permission and collaboration first with the parents before implementing an intervention plan. Scholars who show very little or no progress within their first three weeks of tier 2 intervention will be elevated to tier 3 and receive more intensive supports. If the scholar continues to struggle to make progress, school leadership will seek approval from parents to elevate the case to the Committee on Special Education (CSE). The DSS will work closely with the CSE to determine the scholar's qualification.

### **504 Plans**

Destine Prep will comply with all relevant federal and state laws, 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. The Director of Student Supports will ensure that as a school community we are meeting the requirements of student 504 plans and will lead the process for managing family requests for 504 plans. An overview of the 504 plans and common supports called for therein will be provided to teachers during Summer Institute, annually. The HOS, DSS (and SPED Coordinator in Year 2) will review data for 504 accommodations during weekly check-ins.

### **Supports for Scholars with Disabilities**

Our Special Education program will be led by our Director of Student Supports (DSS) in Year 1 and a SPED Coordinator (SC) the years after, who will be licensed by the state of New York. In Year 1, the DSS will lead Summer Institute sessions developing our teachers' skills around identifying and support scholars with special needs. Throughout the school year, during Data Days, Friday Professional Development (PD), and content meetings the DSS in collaboration with the Instructional Leader will continue to lead teacher development around implementing accommodations included in IEPs and 504 plans as well as monitoring scholar progress. The SC will share the role of collaboration and training with the DSS in Year 2 and after. The DSS, with the support of the CSE, will ensure all scholar support services are provided to scholars whose IEP's require them. Potential supports include but are not limited to speech pathology, physical therapy, occupational therapy, counseling, and hearing or vision services.

The DSS will assume a dual role in Year 1. The DSS will oversee all services for students with disabilities, including push-in and pull-out instruction. The DSS will be tasked with hiring and coaching service providers to meet the unique needs of our differently-abled scholars. The DSS in Year 1 will work closely with Special Education teachers to monitor the effectiveness of services. We will have at least 1 SPED certified teacher in Year 1. In Year 2, we will hire a SC to own implementation or services and the coaching of Special Education teachers, still overseen at a high level by the DSS. The DSS will also oversee the school's culture and discipline expectations (R-10a - Culture and Discipline). The DSS will work with SPED teachers to identify differently-abled scholars who are not making SEL growth or who demonstrate repeatedly undesired behaviors. The DSS, teachers, and the family of the scholar will develop a behavior intervention plan that identifies the gap and addresses it with restorative best practices and SEL curriculum. The DSS or the school social worker will meet one on one with the scholar or in small group settings to ensure the activity or practice is targeted to the scholar's deficiency or skill gap. Growth will be monitored over the trimester and a meeting with the family will be called to decide whether the intervention is still needed. During Content Meetings, the DSS and SC will develop teachers' instructional strategies for differently-abled scholars through practice. The team will also review any BIP's to ensure they are being followed to fidelity.

All teachers will receive an Accommodations Binder in Summer Institute, to be updated throughout the school year, of any scholars in their classroom and grade level who has mandates to receive accommodations or modifications. As a part of our preparation for the school year, each grade team will have a Content Meeting during Summer Institute led DSS or SC. We will discuss and practice instructional strategies for struggling scholars. SPED teachers and general educators will share practices that have been effective in their classrooms. Content Meetings will occur weekly throughout the school year and will serve as an opportunity always for collaboration on instructional and non-instructional moves to support struggling and differently-abled scholars. Figure 8b-1 outlines our expected ratio of Special Education staff and differently-abled scholars.

<b>Figure 8b-1. Students with Disabilities/Special Education Teachers</b>				
Year	Total Scholars	Scholars with Disabilities	Total Special Education Teachers	Expected Ratio
2022-23	104	19	1	9:1
2023-24	156	28	3	9:1
2024-25	214	39	4	9:1

2025-26	312	56	5	11:1
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### **Supports for Scholars with Special Needs During Remote Learning**

It is critical to our mission that we will provide academic and social-emotional support to scholars in-person or learning remotely. Destine Prep will strive to deliver services with no disruption. We will give preference for in-person seats to scholars who have IEP's and 504 plans. We understand that scholars in these subgroups need additional resources that may not be effective or easily accessible via remote learning. It will ultimately be the decision of the family as to whether to send their scholar to school, in-person. If parents opt for at-home learning, we will build individualized schedules for all scholars requiring additional support. We will schedule services and interventions based on related-service providers' schedules ensuring that scholars are still able to receive general instruction with their peers. The HOS and DSS will ensure that scholars' daily schedules allow them to participate in any service outlined in their IEP and 504 plans as well as core content blocks and enrichment blocks. Our goal is to ensure this subgroup of scholars receives the same content as their peers and modified content as recommended. Destine Prep will honor all services outlined in IEP's and 504 Plans and interventions will be offered in their exactness whether we are remote or in-person.

We will staff at least one special educator per grade level. In a remote learning setting, the Special Education Certified teacher for each grade will lead additional Guided Reading, Phonics lessons in homogenous groups of scholars. The special educator will also lead reteaches of Math lessons with scholars who consistently score below proficient on Math assessments as well as scholars whose IEP's require small setting Math. The DSS and SC will manage and coach Special Education Teachers and lead development for all teachers on strategies to use with struggling scholars in a tier 1 setting.

### **Monitoring Growth and Evaluation**

The goal is to ensure scholars are making progress towards the goals outlined in their IEPs. At weekly Content Meetings, general education teachers, SPED teachers, ESL teachers, and the DSS SC will meet to review data of all scholars receiving special services. The DSS, SC, and SPED teachers will share and practice best instructional practices for supporting scholars. The DSS will gather qualitative data from hearing teachers' perspectives to inform teacher training and Professional Development topics for Friday PD. Teachers will be tasked with communicating progress home to families weekly and ensuring that all scholars know their academic standing. Teachers will maintain visible, student-friendly data trackers around the classroom and scholars will have individual goal cards on their desks. Goal cards and trackers will be updated after all major assessments.

In Year 1 the DSS (SPED Coordinator Year 2 and after) will own communicating data from all assessments within a monthly progress report sent to families of scholars receiving SPED

services. The HOS will communicate data monthly to the Academic Committee of the Board of Trustees. The Board may ask questions and offer suggestions for improvement to the HOS.

Our core assessments for all scholars ensure they are proficient in literacy and mathematics. We will assess scholars' reading growth through STEP, State Assessment, IA, and Weekly Quizzes. We will assess Math through NWEA MAP, State Assessment Interim Assessments, Weekly Quizzes. We will also assess SEL through CASEL

We will assess daily and with cumulative assessments at the end of each trimester. This data helps our school and the CSE make recommendations for additional or less invasive services.

Weekly, the Leadership Team will review data and offer suggestions for how to improve the use of scholar performance plans. The HOS will determine an improvement goal and establish strategies amongst the team, delegating any additional teaching responsibilities to instructional members of the Leadership Team. Annually the Leadership Team will review absolute performance and growth for scholars who have received special services. We will also review the number of scholars removed from an IEP or 504 plan. Together, they will identify areas of strength and weakness within the curriculum, our instructional approach, or our Professional Development and teacher training on specific supports and instructional moves for scholars with needs. The HOS will establish areas to improve upon and track progress for the following school year and offer strategies for how the school will meet said goal. The HOS may choose to create a priority for the following school year that is centered in SPED supports.

### **Monitoring Growth and Evaluation of Remote Learning Programming**

The HOS and DSS in Year 1 (SC years after) will meet weekly to evaluate the performance of our students with disabilities. We will review IEP and 504 plan goals to determine if the scholars are on track to meet them. If not, we will decide on additional ways to support scholars without modifying their plans which may include recommending virtual after-school tutoring, sharing more supplemental resources and materials with the family, and/or further developing teachers' instructional capacity. Teachers will report progress to families weekly, via phone calls or zoom and log phone calls in our student information system. We will make all data readily available via our student information platform. And, the DSS will mail home monthly progress to all scholars receiving additional learning opportunities. Annually, we will conduct the same process as detailed above: reviewing absolute performance and growth, identifying the number of scholars to be removed from an IEP or 504 plan, identifying areas of strength and weaknesses, planning for our improvement to the program for the following school year.

### ***c. 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 associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings) including a brief discussion about how specifically the school would ensure that students continue to receive language acquisition supports in a remote setting;*
- *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 another extra-curricular programming accessible to ELLs.*

Destine Prep will comply with all applicable Federal Education Laws, including Title IV of the Civil Rights Act of 1964 and the Education Opportunities Act of 1974. We will comply with New York State Education Law 3204, Section 3, which protects the educational standards set for students speaking home languages other than English. Based on CSD 22 and the composition of our target communities within Schenectady, we expect a population of English Language Learners (ELLs) of approximately 4%. We have constructed a staffing plan to meet the needs of this community of students, which will include the following:

- In every grade level K-5, there will be two teachers in every classroom during all core academic instruction (ELA and Math blocks)
- In Year 1, there will be one teacher certified in ESL contracted to work with our ELLs as part of our co-teaching model (1 ESL certified teacher in Y1 for 116 students (estimated 6 ELLs)
- Our ESL teacher/s will be managed by the Director of Student Supports in Year 1 and the SPED Coordinator in Year 2 and on.
- We will pay attention to any changing demographics in our scholar enrollment – year to year – to determine if there is an increased need for ELL supports or if we need to employ an additional ESL teacher

### **Identification**

Destine Prep will ensure that students who are English Language Learners (ELL) are identified according to the requirements of New York State. Upon enrollment, families will complete a Home Language Survey (as a part of the Enrollment Survey) in the language of their preference,

to identify services that scholars may need to acquire the English language. During Home Visits, the HOS, DSS, or OM (with the possible assistance of a translator) will administer the New York State Identification Test for English Language Learners (NYSITELL) to determine the level of support needed. We will administer the NYSITELL assessment annually to determine the level of intervention needed for incoming scholars. For any scholar identified as an ELL and differently-abled, the DSS will review the scholar's IEP to ensure all testing was administered with consideration to the child's home language. If any modifications were not previously made, the DSS (SC in Year 2 and beyond) will work with the CSE to initiate a review of the scholar's IEP and determine if the scholar has been misclassified as a scholar with special needs. Any such scholar will continue to receive services for English acquisition. The DSS will communicate any changes to the scholar's family in their preferred language (English or Home language).

### **Supports for ELL Scholars**

Scholars who are classified as ELLs will have equitable access to all instruction and activities within our school. Our extended school day, ICT classrooms, and extended minutes of literacy instruction allow for targeted support and the development of reading, writing, and speaking skills. It is a school policy that no scholar will be pulled out from the same block of time more than twice a week. We believe inequitably supporting our differently-abled scholars - which means they will receive the same content and enrichment blocks as all other scholars. This school policy remains the same for any services or interventions that take place before and after school, during breakfast or lunch, or during any times of the day in which learning is happening.

We will use Structured English Immersion<sup>7</sup> so that scholars are not separated from their peers or receive lower expectations for literacy growth and achievement. Should a scholar's English proficiency be so limited as to prevent normal classroom participation, we will utilize pull-out time from mainstream classes for English instruction. We also believe that in-class supports through Structured English Immersion will be particularly successful given our smaller percentage of ELLs that will likely enroll each year; with 4% in Year 1 equaling an estimated 5 scholars; 4% in Year 2, equaling an estimated 6 scholars; Year 3, 9 scholars; in Year 4, 12 scholars; and in Year 5, 16 students. Our staffing plan allows us to contract 1 ESL teacher in Year 1 and 2 ESL teachers at full scale. We will maintain a ratio of 9:1 (ELL scholars to ESL Teacher).

At Destine Prep we will meet the needs of our English Language Learners through our general education classrooms. We will utilize research-proven instructional practices to provide an equitable education for all. Components of the Sheltered Instruction Observation Protocol (SIOP)<sup>8</sup> will be integrated into our general education instruction as tier 1 teacher tools that address the needs of most scholars. Teachers will be trained during Summer Institute to incorporate components of the SIOP protocol into their pedagogy, which include the following:

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<sup>7</sup>Clark, K. n.d. Supporting English Language Learners. *The Case for Structured English Immersion*.

<sup>8</sup> <https://www.cal.org/siop/pdfs/flyers/siop-flyer-march-2016.pdf>

- Lesson Preparation - Teachers develop purposeful activities accompanied by supplemental materials (i.e. visual aids) designed to help the scholar master a set of targeted language objectives.
- Building Background - Teachers tap into scholar's existing schema or build schema around new topics, so scholars can connect the information they know to what they are reading. Scholars will build vocabulary through learning about new topics and relating their cultural background to the new information.
- Comprehensible Input - Teachers name the skill or concept scholars are working on in writing and orally. Scholars then have many opportunities to engage through observation (teacher model, teacher repetition, pictorial models) and application (act it out), and many other differentiated strategies to support English language immersion.
- Strategies - Teachers scaffold learning to model the thinking and doing scholars will eventually do independently. When scholars master a skill or concept, teachers leave them to practice it independently. Teachers ask critical thinking questions that require scholars to discover something or to respond using English vocabulary they have mastered.
- Interaction - Scholars will practice with each other having conversations using sentence structures and vocabulary taught. They will also practice responding to each other's thinking by elaborating on ideas and asking clarifying questions.
- Practice/Application - Scholars will practice concepts and language skills independently or within small groups through a variety of teacher planned activities.
- Lesson Delivery - Teachers articulate the lesson objective and scholar goals in multiple ways before starting any lesson. Teachers used researched best practices for supporting scholar thinking and engagement in learning.
- Review & Assessment - Teachers determine mastery in the moment by closely monitoring scholar application of skills and concepts. Teachers provide feedback to scholars in the moment and use repetition of tasks and key vocabulary words to help scholars master content. Data is then used to determine how to plan and structure the following intervention session.

We will also meet the needs of our ELL's through our extended daily literacy blocks that allow for intentional small groups and 1:1 support from the supporting teacher "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<sup>9</sup>. "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

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<sup>9</sup>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](http://timeandlearning.org/publications/giving-english-language-learners-time).

overall learning.”<sup>10</sup> Our kindergarten through 1<sup>st</sup> grade scholars will receive 210 minutes of literacy instruction Monday-Thursday and 145 minutes of literacy on Fridays. In grades 2-5, scholars will receive 190 minutes of literacy instruction Monday-Thursday, and 145 minutes of literacy on Fridays. Each of our classrooms will have a class size of 26 scholars to 2 teachers. In each of our classrooms is a general education teacher and a teacher licensed in either SPED or ESL. During Reading Room (Destine Prep’s literacy block broken into homogeneous reading levels) ELL scholars will be paired with an ESL teacher for phonemic and phonological awareness instruction.

For more details on our extended ELA program, please see Programmatic Details below, and see [R-06af – Curriculum and Instructional](#) and [R-7b – Sample Student Schedule](#).

### **Monitoring Scholar Growth**

The Director of Scholar Supports with the guidance of the Head of School in Year 1, and the SC with the guidance of the DSS in future school years will oversee and manage the implementation and management of all individualized support plans for all ELL scholars. The plan is distinct from an IEP or the RTI approach and includes specific support for English language acquisition for all ELLs. We will use WIDA assessment during Home Visits as a baseline assessment to determine our scholars’ level of English proficiency. We will share those results with the ESL instructor to ensure the groupings and instructional approach is distinctively tailored to the subset of ELL scholars that school year.

Weekly content meetings allow for formal collaboration of general education teachers and ESL teachers as well as oversight and training by the DSS in Year 1 and SC thereafter. The HOS will meet with the DSS and SC weekly to track growth for ELL scholars by way of teacher reflections, scholar reflections, and assessment data (bi-weekly quiz data, STEP, and IA's). The Leadership Team will plan for how to address current scholar gaps and make decisions to adjust our approach. The DSS or SC will be tasked with sending monthly progress reports home to parents of ELL scholars, available in their preferred language (Home language or English). Parents of ELL scholars will also schedule a meeting with the DSS or SC on Report Card Nights to review progress and align on in-school and at-home support needed for the scholar. A translator may be requested for this meeting if needed.

### **ELL Evaluation**

The ESL teacher will help scholars set goals for each trimester. Together, they will keep track of progress daily by charting the standards, skills, or word knowledge the scholar is working to master then having the scholar shade in a portion of the charter(tracker) whenever they achieve mastery. Teachers will leave feedback on all work and return it to scholars the following day for review. Scholars will be clear and internalize areas for improvement.

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<sup>10</sup>[https://www.timeandlearning.org/sites/default/files/resources/ell\\_report\\_12.14.15.pdf](https://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf)

Annually, at the end of each school year, our ELL scholars will take the New York State English as a Second Language Achievement Test (NYSESLAT) to designate scholar proficiency in reading, writing, speaking, and listening to the English language – Beginning, Intermediate, or Advanced. ELL scholars with disabilities will receive the appropriate accommodations and test modifications as designated in their IEPs.<sup>11</sup> This will help determine if the scholar exits the ELL program or needs more intensive supports for the following school year. We will evaluate the efficacy of our ELL programming by the percentage of scholars exiting the program and the growth scholars made throughout the school year as well as feedback from the Scholar and Family Experience survey. The HOS will establish a goal for the following school year and share research strategies to improve the programming.

### **ELL Scholars in Remote Learning**

The HOS and DSS (SC in Year 2) will meet weekly to evaluate the efficacy of our virtual ELL programming by reviewing scholar reading and writing data for growth and by observing interventions and general instruction for ELL's at least once a week and providing in the moment feedback to teachers to improve instruction immediately. The team may then decide to make shifts in the school's approach, curriculum or to plan for teacher development to strengthen instruction. Annually, the Leadership Team will evaluate the effectiveness of our ELL programming by reviewing STEP, IA, and State Testing data as well as survey data to inform the Professional Development, training, curriculum, and instructional practices we will adopt the following school year.

All ELL scholars will receive remote instruction with general education students, homogenous group instruction, and they will receive English language development intervention with the contracted ESL instructor. We will give them opportunities to apply the skills they have learned in intervention and language instruction with the whole class of scholars. Language development intervention will target their specific language and skill gaps. Scholars will receive this intervention daily in a group no larger than 6 scholars through Zoom. The SC will manage the ESL instructor and provide feedback to the company through which the ESL instructor is contracted. The Leadership Team will evaluate data for ESL scholars with a critical eye towards growth. Interventions may be modified or

#### *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,*

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<sup>11</sup>20 <http://www.nysed.gov/common/nysed/files/bilingual/ellidchartrev.pdf>

- *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 including how the school would implement these strategies in a remote setting.*

At Destine Prep, our Leadership Team will make recommendations to families of advanced and/or gifted scholars. We will follow the guidance given by the National Association for Gifted Students, assuring that our processes for identifying gifted scholars is practically unbiased.<sup>12</sup> We will make recommendations based on a number of data points including STEP, NWEA MAP, State Assessment data, and quiz data as well as through ongoing teacher observations and classroom-based data. Scholars who are reading more than two grade levels above their designated grade, scoring in the top tenth percentile ranking on the NWEA MAP, or who earn a 4 (Advanced) on the 3-8 NY State Assessment will be designated as gifted. Teachers may also advocate for a gifted designation based upon classroom data and multiple written reflections on observing the student to be recommended. Scholars identified as gifted will be given more advanced and conceptually challenging work and will be given reading texts and assignments that provide sufficient challenge. Gifted scholars will also have a creative daily schedule that allows them access to classes in upper grades. Teachers will work closely across grade levels and with the Instructional Coach to ensure gifted scholars are receiving adequately rigorous work and experiences and that they feel welcomed into their classroom community.

We will closely monitor the performance of our gifted scholars to ensure they are keeping pace with their peers. Gifted scholars should never be in the bottom 10% on an assessment, or we will give the scholar an additional assessment on their original grade level to determine if their grade placement remains appropriate. We may recommend to the family that the scholar be appropriately placed back into the grade-level content blocks. We will evaluate the efficacy of our approach throughout the year and at the end of the year by reflecting on Reading and/or Math data for this subset of scholars and referring to Scholar and Family Experience survey data to understand how children and families were impacted by our approach. The HOS will set an improvement goal for the following school year.

### **Gifted and Advanced Scholars in Remote Learning**

We will use the same process as outlined above to identify gifted scholars. The Leadership Team will review the beginning of the year assessment data and bi-weekly assessments throughout the school year to seek out outliers - scholars performing below and well above expectations on assessments such as STEP, NWEA MAP, and the State Assessment. We will recommend to families of scholars who are identified as gifted that those scholars attend remote learning blocks with scholars in the grade-level above. With the permission of the family, we will curate any individualized schedules to ensure our gifted scholars have access to content and teachers at

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<sup>12</sup><http://www.nagc.org/sites/default/files/Position%20Statement/Identifying%20and%20Serving%20Culturally%20and%20Linguistically.pdf>

their level. We will ensure they also have access to texts on their levels by providing all our scholars with codes to reading websites and ensuring parents and scholars know and understand their reading level. Our adoption of Eureka Math Sync a supplemental math program will support differentiation in remote learning because we can tailor gifted scholars' work. The software is designed to meet scholars at their level and continue to push them further – just before they reach frustration. Our SPED team will support by providing rich enrichment opportunities for our gifted scholars such as visiting online museums, book clubs, typing, and more. Our Leadership Team will review academic data to ensure scholars remain at the same level of performance.

## R-09ad - 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.

At Destine Prep we value the talent on our school team. We understand that our scholars will only do as well as their teachers instruct and that our teachers need coaching to continue to improve their practice. Because we understand how leadership impacts everything and everyone in our school, we invest time in recruiting leaders who are committed to work, committed to people, and who have proven results.

Our organizational model starts with our Head of School (HOS), who will be tasked with ensuring decisions made on the school-level are aligned to Destine Prep's mission and vision. The HOS will deeply understand, model, and align all school elements to the mission and vision of Destine Prep. The HOS is responsible for hiring, developing, and holding the Leadership Team accountable for meeting performance metrics specific to their role. The HOS will meet with the Leadership Team collectively for the first-time during Leadership Summer Institute to support their internalization of Destine Prep's mission and vision and learn how to lead with the mission and vision in mind. Leadership Summer Institute will run for a week in June, prior to home visits. On the first day of the Leadership Summer Institute, the HOS will ensure all leaders are clear on the roles and responsibilities and how they must operate within their roles to achieve the school's mission (see Figure 9a-1).

**In Year 1**, The HOS will directly manage and lead Destine Prep's Leadership Team which will be composed of the Director of Operations, Director of Scholar Supports, and an Instructional Coach. **In Year 2**, we will add a Director of School Culture to our leadership team. **In Year 3**, we will add a Special Education Coordinator who will be managed by the Director of Student Supports and will work to ensure that all students are being supported and that the school remains in compliance with the delivery of services outlined in a scholar's IEP or 504 plan. We will also add an additional Instructional Coach **in Year 3** to support the development of our growing teaching staff. **In Year 5**, we will add a Director of Curriculum and Instruction to oversee our Instructional Coaches. Figure 9a-1 illustrates the roles and key responsibilities for all instructional leadership positions.

The HOS is the chief overseer of the school's mission. As such, they are responsible for ensuring all resources are in place for leaders and staff to drive towards the mission. The HOS will

manage, develop, and evaluate members of the Leadership Team, maintaining a keen eye on the school's operations, culture, and instructional methods. The HOS will lead curriculum planning in Year 1 with the support of the IC. Additionally, the school may contract a curriculum consultant to support in building and designing unit plans and assessments that are aligned to New York State Standards. The HOS will oversee and provide feedback on all professional development that is led by a member of the Leadership Team. He/she will meet with members of the Leadership Team in multiple meeting cadences such as Leadership Coaching Meetings to ensure the continuous development and evaluation of school leaders. The HOS will conduct a school-walkthrough at least once per week during instructional time. The HOS will empower all school personnel to use their unique strengths to drive the school's vision for equity.

The Director of Scholar Supports will oversee the Special Education and English Language Learner programming. They will meet with the CSE to conduct evaluations for scholars requiring additional supports. The DSS will manage, develop, and evaluate the SPED Coordinator, Special Education teachers, and English Language Learner teachers. The DSS will ensure the services, accommodations, and modifications are high-quality are aligned to the mission and vision. The DSS will evaluate data for scholars receiving special services and collaborate with the IC to provide development and strategies for teachers. The DSS is an essential role to the upkeep of our equity vision. They provide the expertise on and the continuous focus towards providing data-driven and student-driven instructional modifications and accommodations.

The Director of Curriculum and Instruction will oversee our curricular choices and ensure we are culturally responsive in our approach to teaching, by reviewing student data and attending professional development opportunities. He/she will use data to determine development for staff.

The DCI will manage, develop, and evaluate Instructional Coaches to lead teachers at a high level. The DCI will conduct classroom observations with the IC at least once per week as a part of the evaluation of the IC's. The DCI will lead professional development for junior leadership (IC and SC) and will work in collaboration with the IC to develop instructional PD for staff. The DCI will develop, supervise and coordinate assessments, developing a plan for end-of-trimester assessments and rolling out expectations for administration and process for evaluating data. The DCI will work across the team to ensure that all students receive the tiered instruction and support they need based on weekly and end-of-trimester assessment data. In alignment with our equity vision, the DCI will be considerate of how the general instructional approach lends itself to the learning of all students, no matter their additional needs. The DCI will further develop processes for evaluating and revising the curriculum throughout the school year and will make decisions on books and additional learning resources needed in the school.

The Instructional Coach will manage, develop, and evaluate the general education teachers by facilitating bi-weekly coaching meetings and observing teachers leading instruction at least once per week. During the observations, the IC will provide or model instructional techniques for the teacher then use the coaching meeting at a moment to reflect on instruction and practice to mastery new techniques. The IC will also lead Intellectual Preparation Protocols with teachers at least once per week. And during Summer Institute, the IC will lead lesson rehearsals to help prepare teachers for the first days of school. The IC will meet with the DCI at least once a week to receive feedback on their performance and to plan around which teachers need support and what that support will look like. The IC is the Leadership Team member with the most frequent teacher and scholar interactions. Their insights will be especially meaningful for our entire Leadership Team when thinking on a general level about what our teachers or school needs in order for it to progress forward. This leader will be extremely data-driven and will be nimble towards the needs of scholars and will account for all scholar's needs when implementing new techniques with teachers.

The Special Education Coordinator will oversee the logistics of the special education program. He/she will review IEPs to ensure compliance and ensure all teachers have updated information pertaining to modifications, accommodations, and services. Coordinates special accommodations such as special education transportation and state assessment processes. The SC participates in the development of IEP's, 504 plans, and BIPs, and meets with the DSS once per week to discuss IEPs and professional development for special education teachers. The SC will support the DSS with leading PD and coaching Special Education teachers and English Language Learner teachers. The SC plays a vital role in ensuring our practices are in alignment with what is best for SPED and ELL scholars. This person helps ensure interventions and services are in place, so that all scholars are able to learn at a high level.

### **Monitoring Effectiveness through Leadership Meetings, Evaluations, and Development**

Our Leadership Team will meet in a variety of combinations to evaluate data and performance relative to each leader's role. Our proposed meeting configurations will be ongoing for our school's Leadership Team to ensure that our program is meeting the needs of our scholars and fulfilling OR driving towards our school's mission. We will review a variety of data outputs to determine the effectiveness of our instructional approach. As a Leadership Team, we will plan for how to support our teachers in improving outcomes for struggling scholars, which will often include building our capacity and skill in one or more of the Leadership Competencies described above.

Our leadership team will meet in three configurations: Leadership Team Meetings, Instructional Leadership Meetings, and Leadership Coaching Meetings. The purpose of each meeting is distinct.

**Leadership Team Meetings** will be led by the HOS and will involve all members of leadership. Weekly, we will review weekly survey data with teacher input on key culture and instructional items, data from major assessments, SEL growth data, and attendance data. We will seek to determine any scholars who are performing below our benchmarks, and we will seek to understand what is causing the struggle by reviewing their attendance, behavior data, and information the student or family shares through our surveys. As a team, we will plan for new structures, systems, or professional development opportunities that will support the improvement of school wide practice and data. We will also use this time to project plan for schoolwide events. We will always evaluate data to determine how well our school is functioning on a high level and then we will engage in general discourse around what each member of the team is prioritizing and focusing on.

**Instructional Leadership Meetings** will be led by the HOS. Those instructional leaders holding the most senior role in their department will attend (the DSS and IC in Year 1 and the DSS, DCI, and DSC by Year 5). This meeting will occur weekly as many of our decisions around individual student supports and teacher supports will be made here. We will progress monitor our scholars receiving tier 3 RTI; we will review disciplinary referrals, services referrals, and classroom observation data. We will determine whether individual scholars have made the progress they needed to recommend removal from intervention. We will also determine which teachers may need extended observations, what skills they may be struggling with, and which leader is most equipped to support them. We will establish timelines for scholar and teacher progress as well as checkpoints – which will likely be upcoming Instructional Leadership Meetings or Leadership Coaching Meetings.

**Leadership Coaching Meetings** will be conducted by each LT member's direct coach. In Year 1, the HOS will directly coach all members of the LT. In Year 5, we will have established senior and junior leaders. Senior leaders such as the DSS will lead coaching meetings with the SC, and the DCI will lead coaching meetings with the IC's. These meetings will occur weekly so that our LT is developing skills to support teachers in a rapid fashion. The primary focus of the meeting is to reflect on individuals' leadership strengths and areas of growth, using the Leadership Competency rubric to align the feedback. During this meeting, we will develop an improvement plan for supporting the LT member in their role, which may include observations of coaching meetings, planning out PD for teachers, practicing coaching moves, or adding additional touching points to closely monitor the leader's progress.

### **Evaluating New Leadership Hires and Current Members of the Leadership Team**

Destine Prep's Leadership Team will individually be evaluated on four core leadership competencies. We will adopt the four major competencies from the *Leadership Competencies: For Learner-Centered, Personalized Education*<sup>1</sup> framework. The competencies include (1) Vision,

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<sup>1</sup> [https://ccsso.org/sites/default/files/2017-10/Leadership\\_Competencies\\_Final-090717%280%29\\_0.pdf](https://ccsso.org/sites/default/files/2017-10/Leadership_Competencies_Final-090717%280%29_0.pdf)

Value, and Culture, (2) Personnel Skills, Mindsets and Values, (3) Capacity Building, and (4) Share Responsibilities<sup>2</sup>. Figure 9a-1 demonstrates the relationship between our key design elements and the domains/skills that live within each competency.

<b>Figure 9a-1. Key Design Elements and Leadership Competencies</b>	
<b>Key Design Elements</b>	<b>Leadership Competencies</b>
Academic Program is Rigorous and Extends Student-thought	<ul style="list-style-type: none"> <li>- Have relevant content, instructional, human development, and technical knowledge and skills</li> <li>- Model being a risk-taker and innovator</li> <li>- Exemplify being a life-long learner with a growth mindset</li> <li>- Develop instruction that improves learning</li> <li>- Support a culture of risk-taking and continuous improvement for educators</li> <li>- Build educators' capacity for assessment for learning and strategic data use</li> <li>- Use assessment data for learning moments</li> </ul>
Equitable Systems and Structures Enable Learning, Growth, and Leadership	<ul style="list-style-type: none"> <li>- Create and share a vision to prepare students for the future via inclusive, learner-centered, personalized approaches.</li> <li>- Establish and sustain a learning-focused culture that is asset-based, trusting, and celebratory.</li> <li>- Establish and sustain a learning-focused culture of risk-taking and continuous improvement.</li> <li>- Create norms that foster student voice, choice, and agency</li> <li>- Demonstrate effective change management on an ongoing basis</li> <li>- Build and sustain an effective team</li> <li>- Deliver strategic and personalized professional learning.</li> <li>- Foster systems that support personalization</li> <li>- Create structures to support and spread innovation</li> </ul>

<sup>2</sup>During our planning year, the Head of School will work with the directors from the BES fellowship to finalize the criteria to be used during the leadership hiring process and establish a rubric with scoring ratings to be used during leadership evaluations.

	<ul style="list-style-type: none"> <li>- Enhance continuous improvement and personalized approaches with the use of technology</li> </ul>
Family and Community Partnerships Matter and are Vital to School Success	<ul style="list-style-type: none"> <li>- Foster and maintain connections to the local and global community</li> <li>- Demonstrate and effectively communicate a commitment to equity and learner-centered, personalized approaches</li> <li>- Establish collective accountability</li> <li>- Use communication approaches that enable shared responsibility</li> </ul>

### **Establishing a Pipeline of Future Leaders**

The HOS will operate with intentionality regarding the promotion and retention of top-performing teachers, staff, and members of leadership. The design of our school leadership is such that junior leaders are trained and set up to take on more senior leadership roles as the school grows. Similarly, our teachers are given stepping-stones to move into leadership roles, such as our special education teachers being encouraged to apply for the SPED Coordinator role, and our office manager being encouraged to apply for Operations Manager, when the role is introduced in Year 4. We want all members of our staff to see a future at Destine Prep, and by offering new positions over time, we believe there will be a role and potential for promotion for all well-performing staff members. Furthermore, we seek to establish and maintain a diverse group of leaders. In our hiring process, we will be attentive to the backgrounds of our staff, noting the percentages of different diversity markers such as race, gender, and ability/disability. We believe steadfast in having representative images of our scholars and families within our staff, fostering a belief in our scholars that no matter where you come from or what you come with, you can lead.

### ***b. Teacher Support and Supervision***

*Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high-quality instructional planning and implementation.*

At Destine Prep, we understand the value of retaining great teachers on our staff. Thus, we take the time to build relationships and understand who our teachers are, their career aspirations, how their individual goals relate to the goals of the school, and what motivates them. We start the school year in Summer Institute, building relationships across staff, including between leadership and teachers. We create unique professional engagement that fosters an environment in which staff learns to trust each other, through CASEL SEL. We will also use weekly observations, bi-weekly coaching meetings, weekly preparation meetings, content meetings, and Friday PD to enhance our staff's skills. We operate from a place of clarity and

directness with all staff by naming unabashedly what our high expectations are for professionalism, what each adult's roles and responsibilities are, and our end of year goals for scholars and staff. We truly believe that there is no time to waste, so we start the year with the intensity we plan to sustain throughout the year. Our teachers have multiple opportunities to give feedback directly and through weekly surveys, so their voices matter in their development. At the end of the year, leaders engage in a reflection process, Coaching Stepbacks, with their coachees to learn in more detail where their coaching was most beneficial and where it fell short. Allowing the Leadership Team to reflect on direct feedback and action plan for how they want to improve for the following schoolyear. Through consistency and clarity, we plan to retain our teachers and grow their skills as educators and professionals. Figure 9b-1 reflects multiple ways we will achieve one of our leader goals of *Consistency and Clarity*.

<b>Figure 9b-1. Key Coaching Practices (Goal: Consistency and Clarity)</b>			
<b>Teacher Support Provided:</b>	<b>Description of Support/Structure:</b>	<b>Who Supports:</b>	<b>Frequency of Support/Structure:</b>
Classroom Walkthrough	5-10 minute observation used to collect data on climate of the school building and to norm around a schoolwide action step	DSS, DSC, DCI, IC, SC, and HOS	Twice Weekly
Observation	10-15 minutes of observing and in the moment coaching focused on a specific, targeted skill that the teacher and coach are privy to	DSS, DSC, DCI, IC, or SC	Weekly
Extended Observations and Coaching	The coach supports the teacher for the entire block, using a variety of techniques (such as co-teaching, prompting, whisper coaching, modeling, and bug-in-the-ear/head-set coaching) to support the teacher until the	DSC, DCI, or IC	Monthly

	teacher and coach find what is most impactful.		
Peer Observation	Either in-person or via video where teachers observe one another for best practices and give each other feedback aligned to a school-wide action step	Teacher and Teacher	Bi-weekly
Coaching Meetings	Teachers meet with an instructional leader to norm on teacher growth, align on the teacher's next action step, practice instructional moves and give each other professional feedback. Coaching meetings are leverage with high frequency for new or struggling teachers	IC, DSS, or SC	Bi-weekly
Content Team Meeting	Teachers meet with instructional leaders to review weekly assessment data and evaluate and revise the instructional approach for scholars with IEP's as well as scholars receiving tier 3 intervention.	IC, DSS, SC	Weekly
Self-Reflection	Teachers will reflect on their outcomes each week. Coaches will determine scholars whom teachers should	Teacher, Co-teacher, Coach (either the DSS or Instructional Coach), and HOS	Weekly

	reflect on, and for whom they should analyze outcomes. Teachers will share reflections with their co-teacher, coach, and HOS so they can offer support.		
Mid-Year and End-of-Year Performance Evaluations	Teachers will be formally observed by a member of the Leadership Team. The leader will use the performance rubric <sup>3</sup> to score teachers in 4 key competencies: Intrapersonal, Interpersonal, Cognitive, and Instructional (see Figure 9d-1. Destine Prep’s Educator Competencies).	DSS, SC, and IC with support from the HOS as needed (DOO will conduct with office manager starting in Year 2)	Mid-Year and End-of-Year

Our teachers spend most of their workdays executing, planning, or reflecting on how to improve their practice. Our annual school calendar and our daily schedule (see section **R-07ac- Calendar and Schedules**) allow for scheduled time in the day and throughout the school year for teachers to improve their practice. We also have embedded time for teachers to improve their ability to plan and prepare to teach (see section **c. Professional Development**). Although we will utilize a high-quality curriculum proven to get results, our teachers will internalize materials and differentiate materials as needed for their scholars.

### Remote Learning Teacher Supervision

Our staff handbook will have a section on what it means to be present and prepared for remote learning as a Destine Prep teacher. We intend to continuously improve our teachers' skills. We understand that teacher talent is the most influential indicator of scholar success. Not only will teachers still engage in professional development led by their coach or manager, but they will also receive routine observations, feedback, and coaching from their coach or manager. Leaders will invite the HOS to participate in at least one observation per week. We will ensure the Leadership Team is observing struggling teachers and providing them with excellent in the

<sup>3</sup>Rubric to be developed by the Head of School, using criteria from Educator Competencies for Personalized, Learner-Centered Environments

moment coaching. The HOS will give feedback to leaders on how to improve their coaching. The HOS will work collaboratively with leaders to decide on action steps for struggling teachers as well as topics for whole school virtual professional development. If a teacher continues to struggle, the HOS schedules a formal meeting to discuss the next steps, which could include a formalized improvement plan.

### *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;*
- *The process for evaluating the efficacy of the professional development program; and,*
- *How the school would ensure teachers continue to receive high-quality professional development in a remote setting.*

*"We are what we repeatedly do. Excellence, then, is not an act, but a habit."*  
*-Aristotle<sup>4</sup>*

### **Professional Development at Destine Prep**

At Destine Prep, we believe that practice seldom breeds perfection, but if intentional, it can yield better results. It is then the role of a school leader to ensure there is ample time for teachers to practice their craft with extreme clarity on what they are attempting to accomplish. We know that teacher skill will drive results, so we have deliberately planned within our school calendar (see [R-07ac- Calendar and Schedules](#)) 28 Professional Development (PD) days. We have also adjusted our weekly schedule to have PD every Friday after dismissing scholars at 1:00. We prioritize teacher development because our teachers must grow their instructional skills in order to address the needs of all scholars. We anticipate that Destine Prep will be the first teaching job for some of our staff; however, our scholars deserve an equitable chance of performing as well as students at schools with experienced teachers. Strategic development, grounded in our rubric will lead to our teachers performing as well as experienced teachers at local schools. Our development of teachers is centered around our four components of effective PD that were studied during the HOS visits to KIPP Albany and Memphis Merit Academy, which are:

1. **Grounded in Data.** Leaders will meet during a weekly Leadership Team Meeting to review scholar data, such as character growth, performance on weekly quizzes,

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<sup>4</sup> Aristotle, ca. 350 B.C.E./1925

attendance, etc. We will use this data to inform the structure of our PD time. Although we have pre-planned topics, we will adjust our scope and sequence and build on to it to align with where our teachers need the most support.

2. **Applicable to Teaching.** The skills we prioritize for PD are data analysis, key taxonomy moves, relationship building, social-emotional support strategies, restorative practices, mindsets, lesson preparation, lesson execution. We will also train our teachers on skills for word solving, reading comprehension, and strategies to solve math and other critical problems. We believe that these skills will drive outcomes for students and that all teachers can grow in these areas.
3. **Clear and Consistent.** We have pre-planned when PD is to happen along with topics to cover. However, we will only improve teacher practices if we are constantly norming around practices and outcomes during walkthroughs, coaching meetings, informal conversations, etc. Leadership must use all coaching practices as opportunities to ensure there is teacher uptick in the skill that was focused on during PD. Teachers should always know whether they have mastered the skill or are still working on it, and they must have a plan for how to achieve it.
4. **Teacher Driven.** Our teachers are smart people who often understand what is and what is not working. When given the space to reflect on and analyze their practices, teachers come up with action steps for themselves that they are highly invested in. We believe in creating space for teachers to self-develop, collaborate, and share ideas that can move the school forward. During PD, we invite our teachers in to share their experiences and wealth of knowledge with the team, so our teachers feel valued, and their great ideas are always heard. We will also utilize a weekly survey that allows our teachers to share their ideas and give feedback to the school leaders frequently.

Figure 9c-1 illustrates the pre-planned Friday Professional Development schedule that aligns with our school’s mission, as well as our vision for on-going teacher development and leadership capacity building.

Figure 9c-1. Sample Schedule: Friday Professional Development		
Time	Topic and Description	Facilitator/s
1:30-2:00	Data Reground, Review, and Reflection: All staff will engage in mindfulness to mentally close out the school day and center their focus on data and development. Staff will have the opportunity to review assessment data, scholar development data, attendance, survey data, and instructional observation data. In their affinity groups, they will discuss and reflect upon how they contributed to the data.	HOS and DCI

2:00-2:45	Looking at Student Work/Intellectual Preparation Protocol: Leaders will develop teachers' capacity to analyze scholar performance on a specific assessment, standard, or question and collaboratively plan for how to address scholar performance in upcoming lessons.	HOS and IC
2:45-3:30	Schoolwide Training: All staff will practice a skill or discuss a mindset that will most affect the quality of their instruction.	IC and DSS
3:30-3:50	Preparation Time: All staff have the opportunity to operationalize learnings from PD by preparing materials, internalizing key points, or seeking further support from a Leadership Team member	N/A
3:55-4:10	Reflection and Ritual: Teachers will be notified of the subset of scholars they will need to do weekly reflection and communication home for; they will begin this reflection in a formalized tool which they will submit to the HOS and their coach before the start of school Monday. We will engage in shout-outs before departing. This is a weekly to do at Destine Prep	HOS and OM

We believe that teachers play a key role in driving excellent instruction. To support our Key Element of *Rigorous Academics*, teachers must have the fortitude to set a high bar for everything that happens in their classrooms and persistently push their scholars towards that bar. Leadership must support teachers in maintaining that high bar for themselves and scholars through PD and coaching. Our Professional Development model is complemented by strong coaching practices. Before we meet with the full staff for Summer Institute, the leadership team has a Summer Leadership Institute where the team is trained on each *Key Coaching Practices* (see section [9b - Teacher Support and Supervision](#)), so we can effectively use these practices to improve our teachers' skills.

Teachers also need the skills to support our scholars' emotional and social growth. Our scholars may come from backgrounds that include poor living conditions, poverty, and generational education gaps, as well as other factors that may cause trauma, so they need school systems that intentionally value their experiences and create safe spaces for them to share. Further, we deeply believe in keeping scholars in class – no send-outs and suspensions for things that can be handled by a classroom teacher (refer to section [R-10abc – Culture and Discipline](#)). We will equip our teachers with strategies and tools to de-escalate behaviors that cause harm to the community and partner with CASEL and Brightside Up to lead development of these skills.

CASEL is a proven SEL model that intentionally addresses non-academic skills within scholars as well as adults. CASEL has established a curriculum and training designed to make the work

more accessible for educators who are not familiar with SEL<sup>5</sup>. We will bring a representative to our school during Summer Institute. The HOS and DSS will participate in ongoing CASEL training and will turnkey training and resources throughout the school year to foster restorative mindsets within our staff.

Brightside Up is a local organization whose mission is to create and disburse high-quality resources and training for child-care providers located in and around Schenectady, NY. The organization has existed for 40 years, previously called the *Capital District Child Care Council*. Their evidence-based training includes a three-part series called *Trauma and Behavior, Identifying Developmental Delays*, and many more trainings centered around supporting the whole-child. Before Summer Institute, the HOS and DSS will engage in training and work with representatives from Brightside Up to design targeted training for Destine Prep's staff. During Summer Institute, we will host Brightside Up training for our full staff.

The HOS, DSS, Ops Director, and Instructional Coaches will give input on the Summer Institute PD schedule before it is finalized. Leaders will work with the HOS to ensure the schedule meets the needs of the school and is aligned to school-wide goals. The HOS will delegate roles and responsibilities dependent on leadership skills, experience, and official roles (see section **R-09a – Instructional Leadership Roles**). The HOS will lead and distribute leadership of Summer Institute sessions amongst members of the Leadership Team, including those around organizational health, mission alignment, schoolwide goals, and coaching structures. The DSS will lead sessions around the character growth system including CASEL introduction, whole school circle (community circle), restorative practices, key taxonomy, and he/she will collaborate with the DSS and Brightside Up to organize training. The DSS will also review with staff expectations around supporting students with disabilities and compliance. Our IC will review expectations for content internalization, roles and responsibilities for teaching, and content-specific goals. Our OM will review expectations around materials and technology, classroom organization, and systems for entering scholar data.

Figure 9c-1 outlines the key session topics Destine Prep will cover during Summer Institute. Our PD schedule will be finalized during Summer Leader Institute after all members of the Leadership Team review the session topics and give feedback as needed.

Figure 9c-1. Destine Preparatory Summer Institute PD Session Topics			
Topic	Description	Facilitator	Week
Team Building	All staff participate in 15-minute daily activities that build relationships – fostering a strong adult culture	Leadership Team	Daily

<sup>5</sup> <https://casel.org/wp-content/uploads/2020/07/CASEL-State-Learnings-Wisconsin.pdf>

Reflection	All staff participate in 5-10 minutes of reflection time where they can synthesize the learning and plan for the next steps	HOS	1
Mission and Vision	All staff dissect the mission and vision and narrate what it is like to be a scholar at Destine Prep	HOS	1
Values and Culture	All staff dissect our Destine Values and spend time grouped in grade teams discussing how to teach values to scholars	HOS	1
Affinity Groups	All staff are placed into small groups where they share their life maps and what brought them to this work	DSS	1
Family Engagement and Communication	All staff are asked to read the text - "Phoning Parents". We will discuss how the messages of the text connect to our work; expectations for parent communication; practice communication.	HOS & OM.	1
Community Engagement	All staff volunteer at the Carver Community Center in Hamilton Hill	OM	1
Community Engagement Pt. 2	All staff attend a panel talk with Schenectady Leaders to grow their understanding of the community	HOS and OM	1
Restorative Justice	All staff read the "The Restorative Practices Handbook". As a whole group, we discuss how the practices align with our mission and vision	DSS	1
Affirming All Scholars	All staff read articles on diverse student perspectives then discuss what it means to affirm all scholars and suggest schoolwide norms for affirming scholars' identities	IC	1
Co-teaching at Destine Prep	Co-teachers work in pairs to understand the roles and responsibilities each owns in their classroom	IC	2
SEL (Brightside Up Training)	All staff norm on mindsets and best practices for supporting our scholars' evolving needs	DSS & Brightside UP	2
Whole School Systems	All staff understand the different reporting tools they will use and practice navigating each	OM	2
Supporting Scholars w/ Disabilities (Brightside Up training)	The HOS will name expectations of achievement for scholars with disabilities. Instructional staff understand all SPED related reporting; our plan to stay in compliance; as well as how SPED services are managed	DSS	2
Content - Unit Unpacking	Instructional staff internalize end of year standards and unpack first units in Math and Reading	IC	2

Supporting ELLs	The HOS will name expectations of achievement for scholars who are English Language Learners. Instructional staff understand all ELL related reporting; how we will intentionally support language learners	DSS	2
Lesson Internalization	Instructional staff will review the lesson internalization protocol and get coach supported ATBATs (amount of practice opportunities) with a first day of school lesson.	HOS & IC	2
Positive Reinforcement System	All staff norm, practice, and make connections between teacher moves, mission, and vision	HOS & DSS	2
The Circle Model	All staff participate in Circle - relationships and empathy are built across the team	HOS	2
SEL Training	All staff get an overview of the CASEL model and make connections between circles and the positive reinforcement system	HOS & DSS	2
Coaching at Destine Prep	All staff receive an overview of coaching practices, know who their coach is, and schedule weekly and biweekly meetings	HOS	3
Whole School Routines	All staff internalizes all scholar routines in common spaces (lunchroom entry, classroom lines in the hallway, dismissal, etc.)	HOS & DSS	2
Classroom Routines	Instructional staff internalizes all scholar routines in the classroom (line up, desk to carpet, pack-up, etc.)	DSS	3
Scholar Assessments	The instructional staff is trained on STEP, practices administering an assessment and given an overview of all assessments, and understand how assessments align to EOY standards for scholars	IC	3
FDOS Walkthrough	All staff are given an overview of how the first days of school will flow. All staff understand their roles, posts, and schedule for FDOS	OM	3
FDOS Rehearsals	All staff will rehearse something they are leading during the FDOS. Teachers will rehearse lessons and routines applicable for the FDOS	IC	3

### Whole Group Professional Development

At Destine Prep, Friday PD is data-driven and structured so that deliberate practice around a skill, mindset, or routine always occurs. We will approach professional development without bias by grounding ourselves in Destine Prep's Equity Vision (see section [R-02ab Addressing the Need](#)). We ground ourselves in the mindset that every child can succeed if given the proper support. Our Leadership Team will meet ahead of every Friday PD to discuss trends in

instructional data and student development growth data. We align on priorities and support for teachers. The Leadership Team leaves every meeting with clarity on their role in achieving the priority. Teachers will leave every PD session exceptionally clear on a schoolwide priority; what they need to do; the support that will help them achieve that priority.

### **Individualized Professional Development**

All teachers receive individual support as well during observations and Coaching Meetings. We understand that not all teachers will grow their skills at the same rate, so we put in place coaching structures that allow for individualized support. At the beginning of the school year, teachers will work with their coach to create performance goals that are grounded in the rubric. Progress towards goals will be measured during biweekly coaching meetings. Coaches will help illuminate areas for growth and they will discuss next steps and practices teachers will need to implement to improve their performance. Teachers receive a mid-year and end-of-year observation and evaluation also grounded in our rubric (see [Figure 9d-1](#)). Teachers and coaches also meet formally for Mid-Year and End-of-Year Performance Evaluations. Evaluations are the culmination of observations and coaching. They will be recorded and documented in teachers' files and used to determine promotion, retention, and or coaching supports needed. If the teacher's performance during an evaluation earns a below-average score on the teaching rubric, he/she may be placed on a formalized performance improvement plan. At this point, the HOS will work with the coach to create the improvement plan, which will name a target area(s) for improvement, a timeline for improvement, and supports to assist the teacher. Teachers who are excelling in their role may be offered opportunities to coach and support other teachers. Teachers will also be given opportunities to lead professional development whenever applicable to their strongest instructional skills.

### **Remote Learning Professional Development**

Destine Prep will continue to develop its teachers even if we are in a remote or hybrid setting. We will use our coaching structures such as Observations, Friday Professional Development, Coaching Meetings, and Content Team Meetings to review instruction and practice instructional execution. Leaders will schedule coaching meetings with observed teachers on the same day as the observation, so we can urgently close gaps in instruction. We will utilize email to a greater capacity to follow up on items and send documents that would regularly be shared in person. Regarding Summer Institute, we will host full day Zoom sessions in which we will lead summer training on the priority topics. The HOS will refer to the Leadership Team for recommendations on adjusting training or capturing some training via video and sharing training videos with teachers to watch at their convenience. The HOS will work with and through the Leadership Team to ensure all necessary training take place prior to the first day of school. The HOS intends to continue studying the best practices of high-quality schools, such as KIPP Albany and Troy Prep, for improved teacher instruction during remote learning.

### **Professional Development Evaluation**

We believe in constantly improving our practices. To ensure we are always delivering on this expectation, after each Friday PD session, teachers will complete an online survey, evaluating the effectiveness of the professional learning. Teachers will be asked to describe what was effective and what was ineffective about the PD, what their coach can do to support the acquisition of the new skill, and input on topics to cover in future PD's. We will use the data to perfect our practice as we continue with methods that work best for teachers and modify our approach, so our delivery of content improves.

#### *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,*
- *A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.*

Our teachers will be evaluated along with the Educator Competencies for Personalized, Learner-Centered Environments<sup>6</sup> (see Figure 9d-1) which is grounded in our key design elements. The framework suggests that there are four competencies to effective teaching: Intrapersonal, Interpersonal, Cognitive, and Instructional. The framework includes key indicators in teacher actions or mindsets that illustrate mastery or growth in each competency. During the planning year, the HOS will codify the four competencies into a teaching rubric that will be used by members of the Leadership Team during walkthroughs of classrooms, coaching meetings with teachers, and formal teacher observations to occur twice a year. We will use the data to determine teachers who are in need of more intensive support, such as extended observations and coaching. Embedded in each competency are cross-cutting themes (Equity and Inclusion, Foundational Competencies, Social-Emotional Learning, and Remote Learning) that support effective instruction for all students no matter the setting, which aligns to Destine Prep's mission and vision for equity.

Figure 9d-1. Destine Prep's Educator Competencies
<b>Intrapersonal</b>
<ul style="list-style-type: none"> <li>● Demonstrate a dedication to all learners – especially those historically marginalized and/or least served by public higher education – reaching college, career, and civic readiness</li> <li>● Maintain an orientation toward and commitment to a personalized, learner-centered vision for teaching and learning</li> <li>● Engage in deliberate practices of persistence and a growth mindset</li> <li>● Demonstrate commitment to lifelong professional learning and growth</li> <li>● Practice and model self-care</li> </ul>

<sup>6</sup> Studentsatthecenterhub.org. 2020. [online] Available at: <<https://studentsatthecenterhub.org/wp-content/uploads/educator-competencies-2020.pdf>> [Accessed 20 December 2020].

<b>Interpersonal</b>
<ul style="list-style-type: none"> <li>● Design, strengthen and participate in positive learning environments (i.e., school and classroom culture) that support individual and collaborative learning</li> <li>● Build strong relationships with students, peers, identified families, and learning community members that contribute to individual and collective success</li> <li>● Contribute to college and career access and success for all learners, particularly those who have been historically marginalized and/or least served by public higher education due to background, demographics, neurodiversity, or culture</li> <li>● Seek appropriate individual or shared leadership roles to increase responsibility for student learning and advancement</li> </ul>
<b>Cognitive</b>
<ul style="list-style-type: none"> <li>● Utilize in-depth understanding of content and learning progressions to engage learners and lead individual learners toward mastery</li> <li>● Impart knowledge of the different types of skills involved in effective communication (e.g., written, oral, listening, and digital skills and presentation) to develop learners into effective 21st-century communicators</li> <li>● Demonstrate awareness of and employ culturally responsive teaching (CRT) to center students' cultural diversity as a strength and asset in their learning journey</li> <li>● Employ techniques for developing students' skills of metacognition, self-regulation, and perseverance</li> <li>● Be able to apply the history of schooling in America and its role in the perpetuation of racism to de-centering Whiteness in the learning community</li> <li>● Stay up to date on evidence-based practices that inform teaching and learning</li> </ul>
<b>Instructional</b>
<ul style="list-style-type: none"> <li>● Use a mastery approach to learning</li> <li>● Use assessment and data as tools for learning and to ensure that students are progressing at rates that result in inequity of outcomes</li> <li>● Customize the learning experience through assessments, supports, progressions, relationships, and technology</li> <li>● Promote student agency and ownership regarding learning</li> <li>● Provide opportunities for any time/ anywhere and real-world learning that is tied to learning objectives and standards</li> <li>● Develop and facilitate project-based learning experiences</li> <li>● Use collaborative group work</li> <li>● Use technology in service of learning</li> </ul>

At Destine Prep, we develop our teachers in ways that are aligned to our mission and organizational values. We are clear with teachers in the hiring process that their work is comprehensive, and to be successful at our school, they must be developing themselves while simultaneously experiencing school-led developmental structures. Our scholars need teachers

who reflect deeply on their actions if we are to encourage our scholars to do the same. We will use multiple different mediums to develop our teachers: routine coaching, observations, walkthroughs, Friday PD, and mid-year and end-of-year performance evaluations. For more comprehensive descriptions of each, refer to Figure 9b-1. Key Coaching Practices (Goal: Consistency and Clarity).

During Summer Institute, our staff will have the opportunity to read the teaching performance evaluation rubric which will be added to the staff handbook during the planning year. All staff will have the opportunity to read the handbook, internalize, and ask questions. During Summer Institute, all staff will reflect upon their areas of strength and growth and set goals for the school year. Our staff will also deepen their understanding for how the framework aligns with our leadership goals of clarity and consistency. Leaders will use the framework and rubric during mid-year and end of year performance evaluations, and we will track teachers' progress across the rubric from mid-year to end-of-year performance evaluations. After the mid-year performance evaluation, the HOS will individually reflect with each leader to understand factors holding their direct reports back, including reviewing scholar data for each teacher. Any teacher with low scholar performance that is not meeting at least 60% of the rubric components will have to engage in a formal discussion with the HOS, who may determine the teacher needs a performance plan. As a tier 1 support, teachers will have the opportunity to set goals during Data Days and collaborate with other teachers and their coach to set a vision set for how to achieve those goals. At the end of the school year, the Leadership Team will reflect on the progress of teachers and evaluate if teachers who made the most progress and demonstrated the strongest outcomes as it relates to the rubric, also had the highest student achievement data.

Leadership must develop for our coaching systems to be effective. Leaders will be supported by the HOS in effectively using the teaching rubric. The HOS will model the use of both when observing and evaluating leadership members coaching teachers. The HOS will also incorporate the practice of utilizing the rubric during Leadership Team walkthroughs at the beginning of each school year to establish a consistent vision of excellence amongst the team.

## R-10a - Culture and Discipline

### a. School Culture

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;*
- *Any specific programs (e.g., Responsive Classroom, restorative justice, etc.) the school intends to implement and the rationale for their selection;*
- *How the school will maintain a safe and orderly environment; and,*
- *How the school would ensure the development of strong school culture in a remote setting including behavior expectations for students in the context of a remote classroom.*

### Our Approach to School Culture

What is most important to us is that scholars feel safe and that school feels orderly. Additionally, our approach is rooted in beliefs that we have about how learning best occurs. Scholars at Destine Prep feel seen and recognized for being on their journey towards becoming independent, socially, and emotionally conscious people. Scholars will build trust with their teachers and know that all staff members believe in and care for them. Scholars will feel intellectually safe to participate and exchange ideas with guidance from their teachers. Scholars will be invested in routines and procedures, so they always know what to expect, what is expected of them, and why. Our vision is achieved by striking the balance of a warm and demanding school climate. Teachers will build authentic and strong relationships with individual scholars and are regarded by scholars as captains of their classroom communities. With nuance and finesse, teachers set the bar high for what is expected of all scholars, and they utilize techniques to support individual scholars who need additional coaching to meet the bar. Scholars are held accountable for "harming" their community or not upholding schoolwide Core Values and Commitments. Eventually, scholars gain the skills (emotional intelligence and social awareness) to hold themselves more accountable by self monitoring and adjusting their behavior with minimal teacher input, and all with the goal in mind of minimizing disruptions and maximizing learning time.

Destine Prep's school culture plan is designed to reinforce positive behaviors and decision making. Our scholars will be supported through our use of restorative justice practices and explicit teaching of social and emotional awareness and intelligence. We have chosen to use restorative justice practices because research shows that the use amongst scholars of color and low economic backgrounds can improve math data and suspension data for schools that effectively embed the practices into their culture model. An Oakland, California school reported

a 128% increase in ELA scores the year after implementing restorative justice practices.<sup>1</sup> Our Core Values are aligned to those of CASEL SEL. CASEL SEL is a well respected model that explicitly teaches self regulation and reinforces the skills and processes related to self regulation through reflection, accountability, goal setting. Core Values language helps scholars conceptualize the actions required to build skills such as self regulation. Teachers support and believe that restorative justice and CASEL can positively impact their classrooms. Pairing research based, programmatic approaches to character development, along with our strategies to foster strong relationships between teachers and scholars, we will build a community of love, trust, and safety that serves as the foundation for excellent social and emotional growth and academic outcomes. ultimately, this will support our key design element Equitable Systems and Structures Enable Learning, Growth, and Leadership. We intend to be a school where every scholar gets the support they need academically and social emotionally.

Our **CORE VALUES** are as follows:

**Self-Management.** ***“I can calm myself down and refocus whenever I am distracted.”*** Our scholars can remain present in school activities and learning. They are balanced people, so they are never too high, too low, nor unable to recenter themselves.

**Self-Awareness.** ***“I love who I am because who I am makes me unique.”*** Our scholars are comfortable in their skin because we are constantly affirming who they are and where they come from. Our scholars are taught to be themselves unapologetically and bullying and hate talk are firmly extinguished.

**Social Awareness.** ***“I participate kindly with members of my community.”*** Our scholars show care for one another. They respect the diversity of experience that their peers have and are eager to learn from each other.

**Build Positive Relationships.** ***“I work well with my community.”*** Our scholars communicate and work well with each other. They understand that communities move forward together, so they step up to support one another and hold each other accountable to our classroom commitments.

**Responsible Decision Making.** ***“I make good choices in tough moments.”*** Our scholars make the best choice in any situation. To be change makers, they must try new approaches, stumble many times, but get back up every time they fall. They must learn from their mistakes and choose better approaches for handling them.

## **The Data on School Culture**

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<sup>1</sup>Fronius, T. (2019). Restorative Justice in U.S. Schools.

Schools are reinforcing racial biases that disproportionately affect their African American scholars. At elementary schools where law enforcement is less likely to be mobilized, African American scholars make up the dominant percentage of students suspended or referred for behavioral support. 18% of African American boys and 7% of Latin American boys are suspended annually.<sup>2</sup> Research suggests that students who are suspended or pushed out of the classroom are 29% more likely to drop out of school than their peers. For our scholars with disabilities, the data is even more disturbing. This subset of scholars often experiences school suspension at double the rate of the general student population. Scholars with disabilities also represent 58% of scholars who are punished by seclusion or involuntary confinement.

### **Supporting Our Community.**

In 2013, Superintendent of SCSD, Laurence Spring, was asked about the racial disparity in suspensions; he retorted "We need to look at equity issues." Since then, Schenectady school officials have tried reckoning with the issue of high African American student suspensions and have made a concentrated effort to remedy the discipline gap by offering their diversion program and encouraging teachers to use a diverse variety of supports anchored in restorative justice practices. This could not come soon enough. 509 suspensions in the 2016 17 school year were elementary scholars, down to 299 suspensions in the 2017 18 school year. This is a promising sign of closing the gap for our African American scholars, Latin American scholars, and scholars with disabilities. Our scholars need services and support, not exclusion and expulsion. We need our scholars to believe that growth is possible, and schools should be places where children grow academically as well as socially and emotionally. At Destine Prep, we offer robust scholar supports. We believe that suspensions and expulsion are not tools to support our scholar's overall well being; they are last resort options. Our scholars deserve a programmatic approach that acknowledges that their social and emotional skills are connected to their behaviors and teaching them awareness and the capacity to regulate is just as prevalent as teaching scholars academic skills.

### **Schoolwide Positive Reinforcement System**

At Destine Prep we believe in proactively cultivating positive and authentic relationships with all scholars. Based on research about the Positive Behavioral Interventions and Supports (PBIS) framework, created by the U.S. Department of Education's Special Education Committee, we will ensure that all tiers of scholars are positively supported by collecting data and determining which scholars need additional touchpoints and interventions. To accomplish our vision of positive reinforcement, we have integrated components of teaching taxonomy from *Teach Like*

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<sup>2</sup><https://journals.sagepub.com/doi/full/10.1177/2332858419844613>

a *Champion 2.0*, CASEL SEL curriculum, and Restorative Classroom Practices. Figure 10a 2 illustrates our programmatic approach to supporting our scholars' social emotional growth.

<b>Figure 10a-2. Components of the Positive Reinforcement System</b>		
<b>Program:</b>	<b>What:</b>	<b>Rationale:</b>
<b>CASEL SEL</b>	Comprehensive, programmatic approach to SEL that builds community and collective accountability for learning in the classroom	Supporting our scholar's non academic needs is essential to cultivating the type of people who will lead change in their community and world. SEL allows our scholars to feel emotionally safe in school which will encourage them to take academic risks.
<b>Taxonomy<sup>3</sup></b>	Teaching techniques that enrich the quality of instruction and foster student engagement and focus in learning.	Teachers need tools and strategies for productively managing behaviors and emotions while also leading rigorous academic content. Scholars know their teachers are attuned to their individual needs.
<b>Restorative Classroom Practices<sup>4</sup></b>	Proactive and reactive strategies to promote a positive learning environment and to structurally problem solve behaviors or situations not conducive to a positive learning environment.	Restorative practices replace punitive ones that have historically hindered the academic performance and graduation rates of students of color.

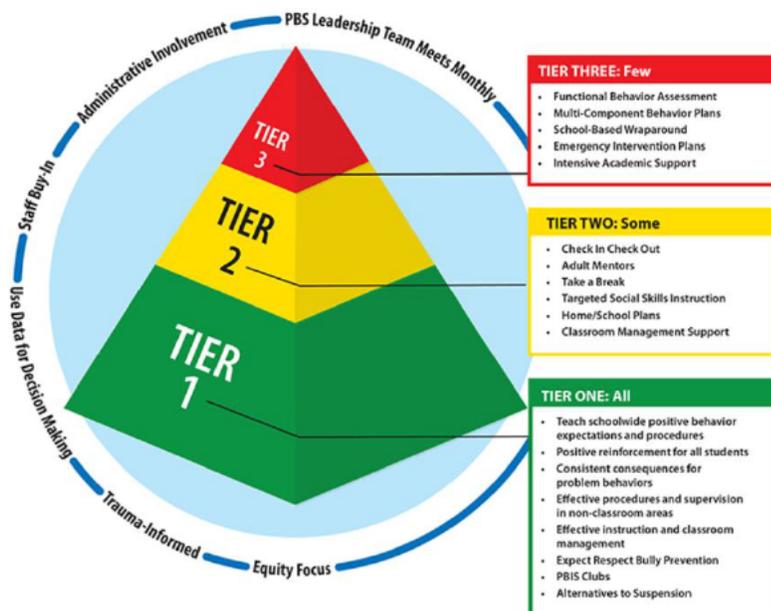
When scholars excel at exemplifying our core values, they will be positively praised and rewarded for their effort. We will track scholars' progress daily by posting visual trackers in each classroom. The trackers will focus solely on merits and positive behaviors, as opposed to negative behaviors. Scholars who fill in portions of their tracker will be invited to a weekly Friday party with the Director of Scholar Supports (DSS). Teachers keep hourly track of scholar

<sup>3</sup>Lemov and Atkins 54

<sup>4</sup>Walker, T. (2020). Restorative Practices in Schools Work ... But They Can Work Better. NEA. <https://www.nea.org/advocating-for-change/new-from-nea/restorative-practices-schools-work-they-can-work-better>.

performance on a Core Values tracker created by the Head of School (HOS) and DSS. Daily data will be captured by teachers into Schoolrunner, which will be monitored by the Operations Manager (OM). Data is reviewed to determine which scholars may attend the Friday celebration. Data is also used to communicate with parents, where we share their scholar's strengths and areas of concern. The HOS and DSS will present this data to the leadership team and utilize the data to collectively create improvement goals, decide upon schoolwide culture foci, and determine what scholars need SEL intervention and what teachers need individualized support (R-08ad – Specific Populations). Figure 10a 1 shows the gradient of interventions that teachers will apply to our scholars. This chart reflects our RTI system. All scholars will experience tier 1 interventions to reinforce positive behaviors. Scholars who are mildly struggling will experience tier 2 interventions, and children who are having the most intense challenges will receive tier 3 positive reinforcement interventions.

**Figure 10a 1. Tiers of Support**



Tier 2 and Tier 3 scholars will participate in SEL interventions with the DSS, SC, school social worker, or psychologist. Our interventions will be determined by student deficiencies and skill gaps and will incorporate CASEL SEL curriculum.<sup>5</sup> CASEL is a data driven and well researched model that includes framing for planning, implementing, and evaluating the school's SEL programs. We will utilize framing to ensure we fully engage with the model comprehensively

<sup>5</sup> <https://casel.org/about-2/>

and implement the model successfully. Our core values, noted above, are rooted in the CASEL model. All our scholars will receive tier 1 support by way of daily Morning Circles and Reflection Circles driven by the CASEL curriculum. We will utilize activities created by the program to grow our scholars' social and emotional intelligence, helping scholars to make more responsible choices. Teachers will also proactively use taxonomy techniques to support emerging behaviors least invasively in these moments (see Figure 10a 4).

When major harm is done, we will utilize Peace Circles, borrowed from Restorative Classrooms. Teachers may gather scholars as a community to discuss an issue in the classroom and to work together to find a solution. Teachers will utilize Peace Circles no more than twice within a given content block. In the Peace Circle, the teacher will lead scholars through guided meditations and peaceful resolutions that address the disrespect or disturbance. The community will contribute by sharing what they felt and how they'd like to move forward. At the beginning of the school year, Peace Circles may take some time to set up and for scholars to understand their roles and the purpose of community accountability. Eventually, they will become a routine method for dealing with community harm or at best, the mindsets associated with Peace Circle are adopted by all members of the community, so there is rarely harm done. Figure 10a 3 highlights other restorative practices teachers will be trained to use proactively and reactively to support individual and whole class social emotional needs.

Figure 10a-3. Priority Restorative Classroom Practices	
What:	Description:
Morning (Meeting) Circle	Teachers and students sit in an organized circle, greet each other, share stories related to a topic or respond to an activity, goal set for the day, and sing inspirational songs or read inspirational quotes
Interactive Modeling	Teachers show students what is expected by modeling the behavior or task is broken down steps and helping students to pull out the criteria for success
Teaching Language	Clear statements that direct students on what to do, how to do it, when to do it, and why.

Logical Consequences	A restorative practice is used to encourage and invest students in repairing "harm" by taking practical steps to undo, redo, or fix relationships and trust that was broken.
Restorative Circles	Used to repair "harm" caused by member/s of the community. Intended as a community reflection and strengthening moment where all active members gain closure and peacefully move forward.
Interactive Learning Structures	Pre planned activities that align with the content and standards being addressed. Designed to give scholars hands on and or social ATBAT's at content.
Energizers	Pre planned, quick games and interactions amongst students designed to get students moving, engaging with others, or supplementing content.
Closing Circles	The final opportunity in the school day for scholars to reflect on decisions, growth, and alignment to core mindsets, so all scholars understand the health of their community and practical next steps for making it stronger.

### **Programmatic Impact on Scholars**

Our Core Values encourage scholars to be leaders of their class community. Through positive reinforcement and rewarding and encouraging behavior that will improve collaborative learning in the classroom, we are developing leadership skills, such as Responsible Decision Making, that will help our scholars lead. Our use of CASEL SEL allows scholars to build skills needed to be "change makers" and trains scholars on productive ways to handle disputes and disruptions. The taxonomy techniques we will prioritize allow our teachers to scale up or down the amount of social emotional support they are providing a scholar. Scholars slowly progress towards ownership of their learning and social and emotional constancy through explicit SEL instruction and motivation to be positively recognized by adults and peers.

### **Systems and Routines Underpin Safety and Order**

We will also take away the guesswork from our scholars and teachers by being transparent about the expectations for systems and routines at Destine Prep. Such systems include but are not limited to the classroom and out of classroom transitions, walking in hallways, attendance, fire drills, etc. We will consistently hold scholars accountable to the same expectations for transitions, so they quickly learn them and do not have to think about what to do. Being clear with scholars about the most orderly and efficient way of doing things, will increase the likelihood of them doing it orderly and efficiently. The OM will ensure that in hallways there is clear signage about which side to walk on and where to stop. Teachers will teach their scholars transitions and how to behave in the hallways and provide the rationale behind all expectations. Another critical system at Destine Prep is attendance. Homeroom teachers must take and submit attendance via Schoolrunner by 8:00 AM daily. All staff and families will have access to attendance through their Schoolrunner login. This will be one of the ways we communicate to all stakeholders which scholars are present in our building. The OM will ensure that all classrooms have a fire drill/evacuation folder with updated class rosters in the case that we must remove scholars from the building and need to ensure all scholars are safe and with an adult. It is the job of all members of the Leadership Team to ensure our systems run strong and to coach teachers in the moment on how to maintain consistency with their scholars.

### **Training and Support**

Teachers will engage in intensive SEL training during Summer Institute. Two days of Summer Institute are for CASEL training. We will have a representative from the organization speak to us about the efficacy of the program and lead the staff through practice. Teachers must be invested in the program and understand the connection between the work, supporting our scholars' well being, and closing educational opportunity gaps. Our positive reinforcement system is different from what many of our teachers will have experienced, so we will train our teachers over two days on what it means to be restorative in our approach to discipline. Our teachers must be equipped with core taxonomy moves and techniques, so they have ample strategies to support every scholar's needs. Our teachers can handle any potential scenario in their classrooms because we will spend adequate time practicing the execution of our core taxonomy techniques and rationalizing when and why to use them. Teachers who are struggling will receive more intensive in the moment coaching and more frequent observations by the HOS, DSS, or Instructional Coach. They will also have a weekly Culture Coaching Meeting with the DSS to strategize and practice. Figure 10a 3 shows the tier 1 approach to teacher supports.

**Figure 10a-3. Student Culture Supports for Teachers**

<b>Support</b>	<b>Frequency</b>	<b>Participants</b>	<b>Goal/Outcome</b>
<b>Culture Walkthroughs</b>	Minimum twice a week	Teacher/s DSS HOS IC's	Teachers get in the moment feedback and support to improve their execution of a skill
<b>Culture Coaching Meetings</b>	Weekly	Teacher DSS	The DSS will step back with any teachers who are struggling to manage their classrooms. They will review the data, determine growth, and a focus area for improvement. 2X2 feedback is given at each meeting to help both the DSS and teacher work better together.
<b>Summer Institute</b>	Multi Day	Teacher/s DSS HOS IC's	Teachers have space to internalize and practice Core Taxonomy Moves and internalize our SEL strategy
<b>Friday PD</b>	Weekly	Teacher/s DSS HOS IC's	Teachers reflect on student culture data, plan for next steps, and practice focus areas for improvement

Figure 10a 4 outlines the taxonomy techniques our teachers must be proficient at to support and lead restorative practices in their classrooms.

**Figure 10a-4. Core Taxonomy (TLAC)**

<b>Technique</b>	<b>Description</b>	<b>Example</b>
Positive Framing	Teachers correct scholars when they are off task in a positive way. This includes naming what the scholar should be doing without judgment and giving the scholar the space to get back on track	<i>I need 3 people to get started. We're almost there as a community. I need one friend to show me what they know. Nice, all my friends are now writing!</i>
What to Do	Specific directions, positively framed, and break down any parts of the tasks that might be ambiguous as developmentally appropriate	<i>When I say Cheetahs, silently take your guided reading book out from your desk, turn to page 2, then put your eyes on me.</i>
Warm/Demanding	Leading from a place of "Captain of the classroom" both needing to balance care and thoughtfulness with clarity and consistency.	<i>Johnny, I will help you remember, but please take the quickest path to your seat so you can get back to your seat because your learning is waiting for you.</i>
Tight Routines	Scholars need to be taught a set of quick transitions to move from place to place safely and without disrupting others' learning.	<ul style="list-style-type: none"> <li>● Desk to Carpet</li> <li>● Line Up</li> <li>● Lunch Entry</li> <li>● Recess Line Up</li> <li>● Play Time Clean Up</li> <li>● Dismissal</li> </ul> <p><i>Each of our transitions will be planned out by our DSS and HOS</i></p>

Each Core Taxonomy Technique will be normed and practiced during Summer Institute. The DSS and HOS provide feedback to teachers that is based in a schoolwide taxonomy rubric.

### **Remote Scholar Culture**

We will support our scholars towards meeting expectations for culture during remote learning. Our belief about remote culture is rooted in our mission. All scholars will be supported in

meeting high academic outcomes through supports such as our positive reinforcement system. We have determined a set of expectations in which all scholars are to abide by during remote learning, as well as logical remote consequences and a thoughtful approach to remote SEL. Destine Prep's expectations for scholar conduct during remote learning will be provided for families in our scholar handbook and is as follows:

- Scholars are to remain visible during remote learning until the end of the content block
- Scholars are to login to remote learning on time or text their teacher to inform them of tardiness
- Scholars are to be seated at a desk or table (sitting up in a bed if necessary).
- Scholars are to participate in class discussions
- Scholars should be dressed in the appropriate uniform
- Scholars should complete all pre work for the remote learning session prior to the session

Destine Prep scholars aspire to be future change makers, therefore they will be held accountable, within reason, for meeting classroom expectations during remote learning sessions. Scholars are always to adhere to our commitments, inside and outside the physical classroom. If scholars cause harm during remote learning, the teacher will work with the scholar's guardian to issue an appropriate consequence. Scholars will apologize to their community in the next session.

We are deeply committed to SEL and its expected outcomes for our scholars. We will host Morning Circle every day where we utilize the CASEL curriculum to lead virtual activities designed to develop community. We will also host daily Reflection Circles with our school social worker. This session will be mandatory for scholars who are triggered for perpetual harm to their virtual community (scholars whose behavior has been flagged by the teacher to a member of the Leadership Team). The school social worker will work with parents to ensure scholars attend Reflection Circle.

Teachers will track culture data daily in Schoolrunner, including attendance, uniform, preparedness, participation, and scholar behavior notes. The OM will ensure data is being uploaded appropriately to our SIS. The DSS will continue to monitor daily data and work with the school social worker and teachers to understand what issues scholars are having. The DSS will host a weekly Friday celebration for scholars who make traction in our positive reinforcement system. He/she will deliver or mail any certificates or awards to scholars' homes. Congruent with our key design element Equitable Systems and Structures Enable Learning,



Growth, and Leadership, we believe that all our scholars deserve an opportunity to grow and to be recognized for their growth. We will continue to use data to inform how we support scholars in remote learning.

The DSS will be the primary owner of culture and discipline during remote learning. The DSS will review data weekly to determine if any scholars require tier 2 or tier 3 interventions. The OM is responsible for ensuring scholars attend remote learning daily and that teachers record attendance data. We expect scholars to log in to remote learning every day, on time. The OM will make home visits if the school is unable to reach any family who we have attempted to communicate with about poor attendance. If a family does not improve the scholar's attendance, the HOS will work with the OM and school social worker to determine the appropriate next steps, guided by New York State laws on student absenteeism.

## *b. Discipline Policy*

*Provide the school's discipline policy for general education students*

At Destine Prep, we work as a community to figure out positive, effective, and restorative solutions to any harm done to our school or classroom community. Through our restorative approach, attentiveness to SEL, and aligned development system we can curv most undesirable behaviors. As an added support, we build authentic relationships amongst our scholars. Our teachers are trained in Core Taxonomy Techniques meant to assist their ability in developing warm and demanding relationships with all scholars. Our teachers love and care for our scholars and understand that this means we hold all scholars accountable. Our logical consequences will align with our school wide core values, so scholars see the connection between their decisions and core values. We do not hide the ball from our scholars, instead, we are transparent about what we expect and how we will hold them accountable. Our approach is designed to support all learners.

### **Major Violations**

At Destine Prep, there are a set of behaviors that we will consider as major disruptions to the learning environment. These behaviors could cause concern for the emotional or physical safety of scholars or teachers as well as the erosion of peer trust and a focused learning environment. The following behaviors will be listed in the Scholar and Family Handbook as Major Violations:

- Hitting a classmate or teacher
- Leaving the classroom without permission
- Knocking things over or throwing items
- Profanity or derogatory language
- Incessant tantrums
- Incessant disruptions

If these behaviors ensue, teachers are to immediately reach out to a member of the Leadership Team for support. Then, teachers need to judge whether the scholar is calm enough to be a part of a peace circle. Teachers should not escalate the scholar or the situation, instead, actively work to ensure all scholars know and feel like the teacher is in control of the situation and that the classroom is safe. The role of leadership is to help de escalate the situation as needed and to help ensure the scholar understands how they will repair the harm done to their community; how their logical consequence aligns with their decisions; and how to ask for support for their emotional needs in the future. All consequences should be issued to fix the harm done (i.e. hitting a classmate may result in the scholar writing an apology letter to the classmate and the scholar sitting in a seat that is highly visible to the teacher).

### **Suspension**

Destine Prep teachers, leaders, and staff will exert all options before school suspensions or expulsions. Destine Prep has put into place a development system and researched based practices to ensure all scholars have a fair opportunity to learn and be supported on their journey

as well balanced human beings. When major violations warrant further action, scholars will either receive an in school or out of school suspension. In school suspensions are a parent option when suspensions are issued for a single day (short term) or if the scholar involved is a student with a disability (SWD). Scholars are subject to be excluded for long or short term durations.

#### **Short Term Suspensions (1 day):**

- Hitting another scholar or teacher
- Theft or vandalism
- Inappropriate use of technology
- Repeat classroom disruptions or disrespect

#### **Long term Suspensions (2 days or more):**

- Repeat major violations for which a student may have already earned a suspension
- Inappropriate sexual conduct
- Use or possession of drugs

#### **School to Home Communication**

In any event that a scholar is suspended, the school will communicate with parents and caregivers per state and federal laws:

- Written communication is sent home the day of the major violation. Parents and caregivers are called or emailed the day of the major violation
- Parents or legal caregivers are allowed to meet with the school's DSS and HOS before the scholars return to school
- A scholar is always given a chance to tell their perspective of the major violation
- A Repair and Improvement Plan is co created between the DSS, classroom teachers, parents or caregivers, and the scholar accused

#### **Expulsion**

Per the federal Gun Free Schools Act, Schools Act, 20 U.S.C. § 7151, whether with the intent to use it or not, admission of weapons on school grounds is a term for suspension. The data around violence in our targeted community directly impacts our culture model of providing emotional and physical safety for all scholars. At Destine Prep, we take the safety of our school community seriously, and thus our response must be thoughtful and stringent. The admission of any weapon will result in expulsion from Destine Preparatory Charter School. Destine Prep will follow a just process to determine the legitimacy of the expulsion:

- The school will provide the student and parent or legal caregiver a written notice of the major violation/s
- The scholar will be afforded a hearing, including the opportunity to secure counsel, confront and cross examine witnesses, and call their witnesses to verify their version of the incident.



- After the hearing, the HOS will submit a written decision to the scholar, their parents or caregivers, and the school's Board of Trustees. The HOS will notify the family that they have up to ten (10) days to appeal the expulsion decision.
- A record of the hearing will be maintained, and the hearing officer's decision is appealable to the Board of Trustees and then to the authorizer, according to Education Law Section 2855(4). The action of the Board of Trustees is final.

### *c. Special Education Discipline Policy*

*Provide the school's discipline policy for special education students with assurances that it conforms with the federal Individuals with Disabilities Education Act ("IDEA") and regulations.*

At Destine Prep, all scholars will receive an equitable education and be given a chance to repair the harm they have done to their community. Per the Federal Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Plan of 1973, we will ensure all proper accommodations for students with disabilities.

Our DSS (Year 1) and the SPED Coordinator (Year 2 and beyond) will work with the Schenectady City School District Committee on Special Education (CSE) to create Individualized Education Plan (IEP's) and 504 Plans that address behavioral and emotional supports for scholars requiring them ([R-08ad – Specific Populations](#)). Our DSS and SPED Coordinator (SC) will work with teachers to ensure that all plans, modifications, and accommodations occur with fidelity and in alignment with what is written into the IEP. Instructional Coaches will work with teachers to ensure there are strategies and systems in place to support the use of IEP's in the classroom.

If data from our positive reinforcement system shows scholars needing additional supports, the DSS or school social worker will establish a plan for pushing into the classroom to coach up the scholar. They will communicate instructional strategies to the scholars' teachers. the DSS will tack the data for scholars being push in on. If there is no improvement, the HOS and DSS will make several observations before suggesting to the parents or caregivers that a Functional Behavior Assessment (FBA) be conducted. If it is determined that a scholar may need a Behavior Improvement Plan (BIP), the DSS communicates this to the HOS, SC, school social worker, and parents or caregivers. The DSS and SC will set up a call with the CSE that includes at least one teacher, a parent or legal caregiver, and the HOS. If it is determined that a scholar does not need a BIP, the DSS, SC and the school social worker will set up a meeting with the CSE to collaborate on best practices to support the scholar. The DSS and school social worker will be the primary instructors of all pull out behavioral interventions. The intervention goals, schedule, group size, and activities will be in accordance with any plans that were established by the evaluation committee including the family of the scholar and the CSE.

Additionally, the DSS and SC will work in collaboration with the CSE from the scholar's home district (Schenectady City School District) for all discipline procedures for scholars with disabilities. Destine Prep will work with the school district's CSE to develop procedures supporting our ability to meet our respective obligations to charter school students under the

IDEA discipline procedures<sup>1</sup>. We will work with the CSE to ensure we are acting immediately on any items that will affect whether our SWD are receiving just and equitable education by:

- Issuing prompt notice to the school district CSE of charter school suspensions or removals that trigger requirements for meetings of the CSE, such as the need to conduct a manifestation determination or to meet to review a functional behavioral assessment plan;
- Assuring the participation of charter school personnel in meetings of the CSE relating to charter school students, particularly in meetings relating to the development and implementation of behavioral intervention plans for charter school students;
- Prompt notice to the charter school of any actions by the school district CSE that affects a charter school student; and
- CSE determinations for charter school students under 34 C.F.R. §§300.121(d)(3)(ii) (determination of services for suspensions or removals that would constitute a change in placement); 300. 522(a) (determination of interim alternative educational setting) and 300. 523 (manifestation determination).

### **Suspensions**

Our threshold for school suspensions will not exceed three days. If a SWD is issued a short term suspension, the scholar will serve the extent of the suspension in school no matter the length. The scholar will be in a separate location in the school building and away from their classmates. The scholar will be supported by the DSS throughout the school day and the school may require any teachers with special education qualifications to support the scholar during parts of the day. The scholar shall receive all schoolwork for the total amount of days they are suspended. The scholar will have access to a teacher at all points of the school day to support them with work completion. If a scholar with disabilities is issued a long term suspension the HOS, DSS, SPED Coordinator (in Year 2) and school social worker must determine if the major violations incurred were a function of the disability. If the major violations are separate from the disability, Destine Prep shall move forward with the suspension, provided the school can meet the demand of providing all missed work to the scholar; supporting the scholar with their work; and providing the supports and accommodations outlined in their IEP. The DSS and school social worker will utilize Peace Circles and SEL resources to help the scholar identify the feelings and triggers for his/her behavior and come up with a support plan together with the scholar. If the major violations were a result of the disability, the DSS, SPED Coordinator (in Year 2), school social worker, and HOS will meet with the CSE to modify the scholar's current plan.

### **Expulsion**

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<sup>1</sup> <http://www.p12.nysed.gov/psc/Footer/specialeduc.html>

If major violations persist or the scholar brings a weapon to school or if the long term suspension is issued multiple times in a school year, the HOS determines that the DSS, SC (in Year 2) and CSE need to meet and create a committee to determine if the behavior was related to the disability. The committee will bring recommendations and evidence to a meeting that will include the parents or legal caregivers of the scholar, a teacher, the DSS, SC (in Year 2), school social worker, the HOS, and a representative from the CSE. If it is determined that the scholar's behavior is not a result of the disability, the scholar may be expelled. The parent or legal caregiver can file a complaint against the school or request a public hearing with the school and CSE if they disagree or feel the suspension or expulsion is unjust. The CSE then assumes responsibility for scheduling this hearing.

### **Manifestation Determination**

In accordance with all the relevant law, in any case that would otherwise warrant a recommendation for a long term suspension or expulsion, the DSS will convene a review committee to determine whether the scholar's misconduct was related to their disability and whether the scholar is receiving the appropriate and required supports as detailed in their IEP or BIP at the time of their misconduct<sup>2</sup>. If the misconduct was related to their disability and was provided with all the appropriate and required support as detailed and required, 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 and also our process for reevaluating the special education services to support the scholar's success. 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 CSE for such removals, reproduced below. IDEA protections apply to:

- Scholars with disabilities in Charter Schools; and
- Scholars 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.

### **Manifestation Determination Review:**

The manifestation team must consider all relevant information pertaining to the behavior, including:

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<sup>2</sup><sub>1</sub> 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>

- 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;
- 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 liability 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 Destine Prep’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. If the behavior that led to removal was not a manifestation of the student’s disability, then Destine Prep; may remove the student and must implement the services recommended by the CSE during the length of the disciplinary change of placement. If the behavior that led to removal was a manifestation of the student’s disability, then Destine Prep must return the student to the original charter school placement, unless:

- If the misconduct involved weapons, illegal drugs, controlled substances, or serious bodily injury, in which case Destine Prep 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 Destine Prep remedy deficiencies in the IEP and implementation of the IEP, respectively;
- The CSE conducts an FBA and develops/modifies the BIP;
- The charter school implements the BIP

### **Evaluation Process**

We will evaluate our process for exclusion and suspension at the end of each trimester. We will review all suspension data, disaggregating the data to determine how often we suspended scholars with IEPs, ELL’s or other groups of at risk scholars. We will seek to match the suspension rate of each subgroup of scholars to the overall percentage of that subgroup enrolled in the school. Our projected students with disabilities enrollment is 16% of our overall enrollment. Thus, it will be a trigger shall our suspension rate for students with disabilities

overseed 16%. The HOS and DSS will establish an improvement goal at the end of each trimester to decrease the suspension rate of scholars from all subgroups.

#### *d. Dress Code Policy*

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.

Destine Prep's Dress Code selection and policy is designed to reinforce our belief that all scholars deserve to be treated equitably, and they deserve to feel seen and safe while in school. Figure 10d 1 lists the uniform items scholars will wear at Destine Prep. Branded uniform items will be pre ordered by the Operations Manager (OM) through a local uniform store.

<b>Figure 10d-1. Destine Prep Required Uniform Items</b>	
<b>Item</b>	<b>Requirements</b>
<b>Headwear</b>	<ul style="list-style-type: none"> <li>• All religious garbs are permitted</li> <li>• Head scarfs, headbands and durags, are permitted</li> <li>• Hats are not permitted in the school building</li> </ul>
<b>Shirt/ Top</b>	<ul style="list-style-type: none"> <li>• Orange or blue Destine Prep uniform shirt with school branding</li> <li>• Sweater or vest with school branding</li> <li>• Shirt should be tucked in during all academic blocks, not necessary during recess or enrichment</li> </ul>
<b>Pants/Skorts</b>	<ul style="list-style-type: none"> <li>• Khaki pants</li> <li>• Khaki skorts</li> <li>• Khaki shorts are recommended during warm months</li> <li>• No sweats or jeans unless otherwise permitted</li> </ul>
<b>Belts</b>	<ul style="list-style-type: none"> <li>• Black, brown, or gray</li> <li>• Must be worn with pants and shorts</li> </ul>
<b>Footwear</b>	<ul style="list-style-type: none"> <li>• Black, navy blue, or gray shoes</li> <li>• Lace up sneakers, boots, or formal shoes</li> <li>• Velcro sneakers, boots, or formal shoes recommended for kindergarteners</li> <li>• Neutral color socks (black, navy blue, or gray)</li> <li>• Flip flops and sandals are not permitted</li> </ul>
<b>Jewelry</b>	<ul style="list-style-type: none"> <li>• Earrings are permitted, except those bigger than a dime</li> <li>• All other items shall be tucked into the scholar's shirt</li> <li>• Destine Prep takes no responsibility for lost jewelry items</li> </ul>

<b>Casual Fridays</b>	<ul style="list-style-type: none"><li>• College t shirt</li><li>• School spirit t shirt</li></ul>
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Families will be notified of the uniform item specifics and expectations upon accepting their offer to Destine Prep. Communication will include images of branded uniform items, descriptions of each uniform item, and locations for purchase. Our dress code will be detailed in the scholar handbook. To support our families and ensure all scholars who have been offered a seat have access to Destine Prep, each scholar will receive a free branded uniform shirt at the beginning of each school year. During the school year, OM will monitor dress code compliance as scholars arrive at school. We will avoid penalizing scholars for uniform infractions, and the only class time that will be missed is the amount of time it takes to get the scholar outfitted in the proper school uniform items. If a scholar arrives at school without a required uniform item, we will provide the scholar with the missing item for that school day. The OM will follow up with struggling families to ensure they have the means and/or uniform items are accessible to them. If not, the school will work with a local uniform vendor to establish a discounted price for the family. The school will purchase uniforms in the case that scholars may need to borrow an item, or if families absolutely can't afford them. We have accounted for this in our budget. We will also host clothing drives throughout the school year to accept unused uniform items to be distributed to less fortunate families. We will request that graduating 5<sup>th</sup> graders donate their uniform items, so scholars who are in need can re use them. The OM will ensure all uniforms being distributed are clean, sanitary, and are in quality shape before distributing them to families in need.

## R-11ab - School Management and Leadership

### a. Organizational Chart

Provide organizational charts for the first and fifth years of operation clearly showing 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 the management or educational services, the organizational charts should also reflect that relationship.

Figure 11ab 1. displays the organizational chart in a hierarchical order of job titles and roles at Destine Prep in Year 1.

**Figure 11ab 1. Year 1 Organizational Chart**

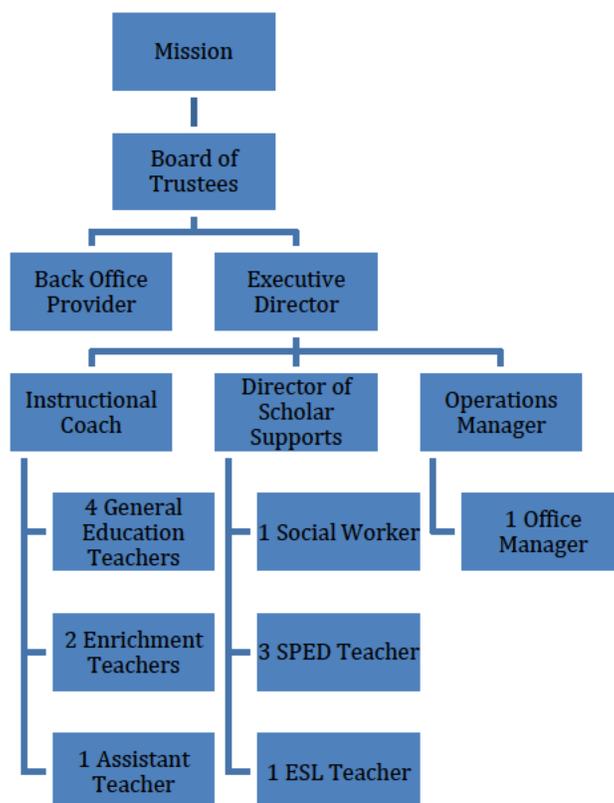
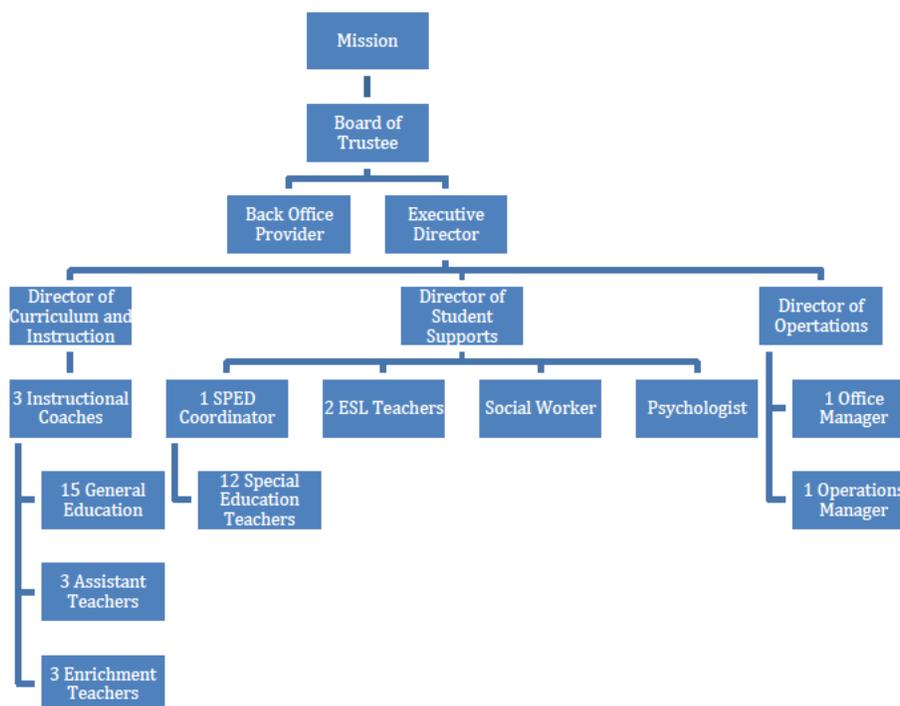


Figure 11ab 2. displays the organizational chart in a hierarchical order of job titles and roles at Destine Prep in Year 5.

**Figure 11ab 2. Year 5 Organizational Chart**



### *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. The narrative should:

- Describe the management practices and procedures (e.g., how the school will set priorities and make key organizational decisions);
- Outline the evaluation procedures for staff in management positions; and,
- Describe recruitment plans for the school leader including:
  - o The process and criteria the school will use to select the school leader;
  - o Who has been or will be involved in the selection process; and,
  - o The role of any CMO or partner organization (if any) in the selection process.

The proposed Destine Preparatory Charter School (Destine Prep) will be governed and provided oversight by its Board of Trustees. The Board will be made up of professional, skilled individuals who are deeply committed to the mission and vision of Destine Prep and who have connections

and ties to the city of Schenectady. The Board of Trustees will ensure the school remains in compliance with laws and regulations and as described in its By Laws in [R-14d – Governance](#). The Executive Director (ED) will be hired, managed, and evaluated by the Board monthly during Committee Meetings in which the ED will present dashboards detailing key data on the financial and academic standing of the school. The ED will also be formally evaluated annually. The Board will establish an Evaluation Committee consisting of one member from each standing Committee. The Evaluation Committee will review academic performance data, student attrition, staff attrition, financial standing, as well as Family and Scholar Experience Surveys, and staff surveys to determine the ED's effectiveness.

The ED's role and responsibilities are driven by the mission of Destine Prep. This person assumes responsibility for ensuring all resources are in place for the school to meet the outcomes of its mission. This person will cultivate Destine Prep's vision for culture, academics, and operations by managing all staff, either directly or indirectly, to execute their roles to the highest degree and in alignment with the school's vision. In Year 1, the ED will hire all employees of Destine Prep and delegate roles and responsibilities to members of the Leadership Team for managing and evaluating each member of the staff. The ED will be managing many streams of work, so the ED will utilize the support of a Director of Scholar Supports (DSS), Director of Curriculum and Instruction (DCI), Instructional Coaches (IC), SPED Coordinator (SC), and Operations Manager (OM), and eventually the Director of Operations (DOO) to manage Destine Prep's staff. The ED will train senior members of leadership on best practices for interviewing so that by Year 2, members of leadership are equipped with the tools to own interviewing and hiring for vacant staff positions under their purview.

The ED must help members of the Leadership Team (LT) deeply internalize the mission and understand their role in helping the school to achieve it. It is the ED's responsibility to galvanize and inspire the school staff and.

Qualifications of the ED/HOS are as follows:

- Unwavering commitment to the mission of Destine Prep
- Bachelor's degree required, Master's degree or advanced coursework in education preferred
- A minimum of three years of management/coaching experience in school based or school network level role
- A commitment to the academic and personal development of Destine prep scholars
- Demonstrated ability to model shared leadership

- Experience leading a professional learning community
- The ability to inspire a team around a vision
- Evidence of success in impacting scholar achievement
- Demonstrated desire and ability to work in a start up school environment
- Clear and compelling communication skills, including verbal, written, and presentation
- A demonstrated ability to build relationships with a diverse group of constituents
- Experience in school based budget preparation and management
- Experience with actively involving parents/community in all phases of the school program
- A demonstrated belief that all children can achieve at the highest levels
- Demonstrated passion and commitment to working in the social sector and on one of society's most important challenges: breaking the cycle of intergenerational poverty
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them
- Appreciation for the connections between implicit bias, secure attachment, and student achievement outcomes

Destine Preparatory Charter School's Board of Trustees are prepared to hire Re'Shawn Rogers as the ED and Founding ED pending our proposal being approved by SUNY Charter School Institute and the Board of Regents. Mr. Rogers is a Fellow with BES, a nationally recognized non profit that develops and trains high capacity leaders in a yearlong program, preparing them to lead schools in underserved neighborhoods. As a part of the program, Mr. Rogers has learned from successful leaders across the 120 schools with which BES is affiliated by studying school models that are similar. Mr. Rogers put a considerable amount of his focus towards studying school operations and school design. During his study, at schools such as Memphis Merit Academy, he studied highly effective literacy instruction that enabled scholars to read grade level appropriate texts, which has inspired the proposed literacy program for Destine Prep<sup>1</sup>.

### **Destine Prep's Proposed Executive Director and Founding Head of School**

Mr. Rogers entered the BES Fellowship with over a decade of experience working in schools, with extensive experience in teaching and coaching literacy. A charter school alum, Mr. Rogers is a highly motivated educational leader who received his Bachelor of Arts in Secondary Education from Eastern Michigan University and his Master of Arts in Teaching from Relay Graduate School of Education. His experience attending one of Detroit's first charter high

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<sup>1</sup> Memphis Merit's Foundational Literacy Plan - [https://81a0a6cc-8750-4c53-b584-66e9c466a7d1.filesusr.com/ugd/bbaad5\\_929f5af489e3467a831bd22044ee1731.pdf](https://81a0a6cc-8750-4c53-b584-66e9c466a7d1.filesusr.com/ugd/bbaad5_929f5af489e3467a831bd22044ee1731.pdf)

schools, Detroit Community High School, has had both an immense impact on him as a person and on his academic success. There he learned the true value of community and small schools in supporting every student and ensuring they each felt seen and heard. Mr. Rogers believes that every child deserves to experience love and belief in the school.

Mr. Rogers spent [insert years] working as a teacher in residence for Achievement First Aspire Elementary in Brooklyn, New York whereas a teacher in residence, he co taught Science and Social Studies with a master teacher. He studied and observed master teachers as he worked to refine his own teaching practices and pedagogy. Mr. Rogers would then be promoted to a full-time teaching role. He taught ELA and Math for four years to 2<sup>nd</sup> and 3<sup>rd</sup> graders. Mr. Rogers spent his last four years at Aspire Elementary as an Academic Dean, overseeing the ELA and Humanities departments for the 3<sup>rd</sup> 4<sup>th</sup> grade.

At Achievement First Aspire Elementary, Mr. Rogers held the title Academic Dean with a particular focus on improving reading outcomes. During Mr. Rogers' tenure in New York schools, and while holding the position of an Academic Dean, he maintained exceptional student achievement results, such as 15% growth on the ELA state Assessment from his first year to his second year. Mr. Rogers has worked at every level of child education, ranging from elementary, middle, and high school. He has served in nearly every school role: tutor, volunteer, a teacher in training, assistant teacher, lead teacher, and co teacher, operations liaison, and school leadership/administration as an Academic Dean. While at Achievement First, Mr. Rogers led teachers in network professional development training. He worked intensely with Achievement First Curriculum Planners and Content Chairs to revise the ELA curriculum and instructional model for all 3<sup>rd</sup> and 4<sup>th</sup> grade classrooms across the network. Mr. Rogers will work with KIPP Albany on their Summer Academy program as an Instructional Leader, in the Summer of 2021. The role entails developing the vision for the network's first summer school, communicating with parents about the expectations and outcomes for students, strategizing with other leaders on what curriculum would best support student gaps, and establishing professional development opportunities for teachers, preparing them to instruct at a high level and developing their skill to see and respond to student error in the moment. Mr. Rogers has a passion for instructional leadership and his expertise lie here.

The mission and vision of Destine Preparatory Charter School is that of educational excellence for all students, regardless of their demographics. Mr. Rogers believes that the affirmation of student's identities is incredibly powerful and necessary for their success. Destine Prep is a school that fosters critical thinking through intentional lesson planning and curriculum design

aimed at the College Ready Bar. Mr. Rogers believes that students will do and prove more when expectations are set high. Mr. Rogers believes that students deserve to feel safe in school, and when they do, they can tap into parts of their brains and beings that allow them to block out distractions, focus, and do hard work. Through the support of the community, the accountability of the Board of Trustees, and the visionary capabilities of its Founding Team, Destine Prep will be a beacon of success. Mr. Rogers will work tirelessly to accomplish the mission and vision of Destine Preparatory Charter School.

### School Management

The Destine Prep Leadership Team will be mission aligned and model the expectations of the school for our teachers, scholars, and families. The ED will be tasked with hiring, managing, and evaluating the school's Leadership Team, including the Director of Scholar Supports (DSS), Operations Manager (OM), Director of Operations (DOO), Director of Curriculum and Instruction (DCI), and Instructional Coaches (IC), and SPED Coordinator.

As the school grows, there will be a greater need for a robust Leadership Team that will support with the management and evaluation of other (junior) leaders and staff members.

### Operations Team Reporting Order

The Operations Manager (OM) will assume responsibility for operationalizing the mission and vision of the school. The OM will manage our family and community partnerships, support the ED with facilities related decisions, day to day financial operations, attendance, record keeping, and human resource functions. The OM 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 fiscal management of the school. The OM will manage logistics for Report Card Nights and all other family engagements. With the support of the ED, the OM will be a part of the hiring process for operational staff members, and will directly manage, and evaluate members of the Operations Team. In Year 0, the planning year, the OM will support the HOS with interviewing and hiring staff. In Year 5, the OM role will transition to a director role (Director of Operations). The team will consist of a Director of Operations, Operations Coordinator, Office Manager, Nurse, Custodian, and vendors such as food services and transportation, all managed by the OM/DOO. The OM/DOO will meet with members of the Operations Coordinator and Office Manager at least once per week to evaluate operational systems and provide performance feedback. The OM/DOO should check in with all contracted services (nurse, custodian, food vendor, and transportation) on his/her own or byway of the Operations Coordinator to

communicate important information such as an illness plaguing the school, upcoming school events, updates to student allergies or other medical files, etc. The OM/DOO will report directly to the ED.

### Instructional Team Reporting Order

In Year 1, the IC role will be filled by an experienced teacher with strong recommendations, an experienced instructional coach, or a curriculum consultant. The IC will manage and evaluate teachers and will work in collaboration with the HOS to design instructional professional development that is aligned with the school's mission. The IC will support teachers through weekly observations, live coaching, feedback, lesson rehearsals, Intellectual Preparation Protocol (IPP), and through reviewing and evaluating scholars' work. The IC role will grow to include two ICs in Year 2, and three ICs in Year 3. The IC will be recommended to apply for senior leadership roles such as Director of Curriculum and Instruction in Year 5. The DCI will be the senior leader overseeing and ensuring there is a through line of all curricular choices across all grades (k 5). The role will be added on for Year 5. The DCI will directly support, manage and evaluate the 3 IC's Destine Prep intends to employ in Year 5. The IC's and DCI will meet at least once per week to jointly determine and create professional development opportunities for the teaching staff. The DCI will have the final say in all decisions related to professional development. The DCI will be managed and evaluated, along with all other senior leaders, by the ED.

### Scholar Supports Team Reporting Order

The DSS will manage the Special Education programming and all services for English Language Learners and students with IEPs and 504 plans. The DSS will directly manage all special education teachers and ESL teachers in Year 1 as well as the school social worker. The DSS will manage the procurement and logistics of all contracted services to support scholars with IEPs, which may include speech therapy, occupational therapy, counseling services, or other services detailed in a scholar's IEP. The DSS, will be responsible for compliance with all applicable special education law. In Year 2, a SPED Coordinator(SC) will be hired by the HOS and DSS. As a condition of the role, the SC will further develop Destine Prep's special services by taking over the coordination of special services and managing the paperwork and compliance side of our special programming. The SC will coach and evaluate most special education teachers, but because of our proposed special education staffing is robust, the DSS will coach and evaluate one grade of special educators and maintain management over ESL teachers. The DSS will also manage and evaluate the SC. The HOS will continue to manage and evaluate the DSS, and all senior leaders.

### **School Management Practices**

The ED be responsible for all curricular, staffing, and some day to day operational decisions. Their role is to ensure the academic and fiscal success of the school through recruiting, developing, and retaining talented leaders and teachers, aligning the instructional approach and development plan to academic and organizational priorities and goals, and meeting with the OM and back office provider to determine the fiscal viability of the school. The ED will also ensure the development and implementation of the school's culture systems by establishing a clear vision with the Leadership Team, teaching the Leadership Team and staff how to report character development, and training the team on how to support scholars in culturally responsive ways, including utilizing Peace Circles.

The ED's role is essential to the school's short term and long term success. The ED will be tasked with intentionally creating a pipeline of candidates who will be prepared to assume the responsibilities of senior school leadership. Along with creating a continuous pipeline of future leaders once the school is established, the ED will draft and submit to the Board a Leadership Succession Plan during the planning year. The plan will detail concrete actions that are to take place in the case that the ED can no longer serve in the role. The Governance Committee of the Board or a special committee decided upon by the board, will be responsible for executing the Leadership Succession Plan and overseeing and ensuring the recruitment, interview, and hiring of a candidate that meets the qualifications listed above with final considerations to hire made by the full Board of Trustees.

The ED will meet with individual members of the Leadership Team to make decisions and determine priorities that are based in data. The ED will coordinate a Coaching Meeting with the OM to review financial statements and ensure the school is on track towards its annual budget. The ED will suggest variable expenses the school may cut in an attempt to remain under or on track towards the budget. The ED will make the final decision on any cuts or additional expenses that fall within our Board approved, allocated budget. The ED will also host a Coaching Meeting with the IC in Year 1 and the DCI in Year 5. Instructional leaders will present data and professional development plan to the ED. The ED will approve the Professional development plan and suggest ideas and resources that will support staff performance improvement. The ED will meet with the DSS for a Coaching Meeting once a week. The DSS will share data for special populations and a plan for improvement of data, which may include the agenda for Content Team Meetings or review of IEP's. The ED will approve components reviewed and or offer

suggestions and ideas. The ED will ensure the priorities of the Leadership Team are in alignment and work together to accomplish the mission and vision of the school.

We believe that Equitable Systems and Structures Enable Learning, Growth, and Leadership. Our leaders have a voice in all decisions related to the success of scholars and staff. The Leadership Team will meet in multiple cadences to ensure the right stakeholders are making the decisions that will most impact the people they directly manage (see section [R-9a -Instructional Leadership](#)). During Leadership Team Meetings, all leaders will use data and their unique perspectives to help the team decide upon structures, systems, and events that will support scholar growth, such as Report Card Night, Attendance Parties, and parent workshops. During Instructional Team Meetings, instructional leaders will share their individual priorities and make determine what instructional methods are getting the best results. Instructional leaders will decide upon an instructional technique to improve within teachers through coaching and how the team will work together to improve teacher skill through coaching.

### Management of School Culture

The ED will be the primary overseer of school culture. They will set up the systems and structures for staff and students to thrive. We have intentionally decided to not have a sole staff member focused on culture because we believe that upholding school culture is a collective effort.

However, all members of LT have a role in developing the culture of the school and upholding the systems and structures that will help us track whether Destine Prep is an equitable learning environment for all staff and scholars as well as if our inputs related to culture are successful.

The HOS will delegate specific tasks to members of LT based on their roles:

- The OM/DOO will ensure character development data is being uploaded into our student information systems and they will train staff on how to properly do that
- The DCI/IC will also consider supports for struggling scholars when using the Intellectual Preparation Protocol to internalize lessons with teachers, and they will offer strategies and ideas for maintaining engagement during instruction
- The DSS/SC will support scholars in the classroom when teachers have attempted multiple restorative practices unsuccessfully and will develop our teachers' capacity to use differentiated strategies for differently abled students during Content Team Meetings
- The HOS will lead the LT through reviewing character development data and evaluating the data to determine scholars who may need tier 3 SEL supports. LT will also use surveys as a way to hear from teachers and review feedback they have on their overall satisfaction with working at Destine Prep

## Evaluation of Leadership

All members of the Leadership Team will be evaluated on a semi annual basis (mid year and end of year performance evaluations) and through the following competencies:

- Vision, Values, and Culture
- Personal Skills, Mindsets, and Values
- Capacity Building
- Shared Responsibilities

During the hiring of Destine Prep's Leadership Team, the ED will utilize the competencies listed above to determine best fitting candidates for the leadership roles available. More details about each competency can be found in section [9a - Instructional Leadership](#).

Our Leadership Team will play a major role in the success of our teachers and scholars. At the beginning of each school year, the ED will meet with each member of the Leadership Team to determine annual performance goals, which are grounded in the school's Leadership Evaluation Rubric. We will have weekly coaching meetings in which the HOS and leadership members are discussing and tracking progress towards goals; members of the leadership team will present artifacts to the ED for review and evaluation. The ED will join coaching sessions and provide weekly feedback to leadership members. Leaders will receive clear and routine updates on their performance.

The ED will lead all leadership performance evaluations utilizing an internally created Leadership Evaluation Rubric based on the *Leadership Competencies: For Learner-Centered, Personalized Education framework* (see section [R-09 – Instructional Leadership](#)). The ED will also establish an evaluation timeline(dates), a leadership development plan, and an improvement template during the planning year. and the process of leader evaluation will include the ED requesting to join members of the leadership team during their formal observations and coaching meetings with their coachees. The ED will utilize the Leadership Evaluation Rubric to score the leader in core competencies. The ED will schedule a meeting to debrief the leader's performance evaluation, set an improvement goal, discuss strategies, and practice whenever appropriate. Evaluations will be referenced to determine if a leader will be retained, promoted, demoted, terminated, or offered a salary increase.

## R-12ac - Personnel

### a. Staffing Chart and Rationale

*Complete the table provided in the budget template to list all instructional and noninstructional 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 and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). The narrative should also address how the proposed staffing structure would lend itself to the provision of instruction in a remote setting.*

Destine Prep proposes a staff model that is coherent with its mission of supporting all scholars no matter their background or needs. Our staffing model considers our growth projections for the first authorization term until our school is fully scaled in the 2029 2030 school year. Our staffing plan is modeled after our inspiration schools: Buffalo Creek Academy, and Springfield Preparatory Charter School, and with consideration of staffing growth models of Achievement First Charter Schools and K PP Albany Charter Schools. Our inspiration schools followed similar growth patterns in their first charter terms. Three of which have successfully scaled out their schools without compromising financial stability or scholar academic success. Our staffing model ensures scholars are kept safe, having two sets of adult eyes on children most moments of the day. Furthermore, we believe that establishing a school that centers equity, requires a staff modeling that allows for ample supports for every child. We will be able to pull small groups for reading instruction, do 1:1 SEL interventions, have professional development opportunities like coaching and IPP because of the structure of our staffing model. We encourage organizational mobility. We are determined to have a pipeline of future leaders and teachers on standby. Destine Prep will always look to promote talent from the school before recruiting outside candidates.

We hope to retain our teachers year to year. Our budget accounts for a competitive salary that will encourage the remaining employees of Destine Prep. We have researched teacher salaries in our proposed district, and while new teachers in our district earn a starting pay of roughly \$42,867 a year (as seen in [23a - Supplemental Attachments](#)), all full time general education teachers at Destine Prep will start at the base salary of \$55,000 a year. The Board of Trustees will approve the total budget and salary of the Head of School(HOS) and will officially hire the HOS immediately after notification of authorization. The HOS will own operational components of school founding, including student recruitment and setting up systems for the enrollment lottery, etc. The Operations Manager(OM) will be hired by the HOS in February of 2022. The HOS School will hire the Instructional Coach(IC) and the Director of Scholar Supports(DSS) in the Spring of 2022 (no later than May). The founding year Leadership Team will conduct home visits,

complete the development of unit plans and assessment systems, prepare the physical space and materials within the school, and hire staff for Year 1.

In Year 1, we will hire five general education teachers. We will also hire (1) OM, (1) DSS, (1) IC, (1) SPED teacher, (1) ESL teacher, (2) part time enrichment teachers, (1) assistant teacher, (1) school counselor, and we will contract (1) nurse and (1) custodian. As our school scales up in student enrollment each year, we will ensure our staff and leadership team positions are reflective of the academic and operational needs of our school. As such, in Year 3, the Founding HOS will retreat fully to the Executive Director role, and one of the IC's or an outside candidate will be promoted or hired into the HOS role (see section [R-11ab School Management and Leadership](#)). Figure 12a 1 demonstrates Destine Prep's proposed staffing plan for the first charter term.

Figure 12a-1. Destine Prep Staffing Plan Year 0-5						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Number of Scholars</b>	0	116	174	261	348	435
<b>Executive Director</b>	0	1	1	1	1	1
<b>Operations Manager</b>	.50	.75	1	1	1	1
<b>Deans, Directors &amp; Coordinators</b>	.20	1	2	2	2	4
<b>Instructional Coach</b>	.08	1	1	2	2	3
<b>General Education Teacher</b>	0	5	7	10	12	15
<b>SPED Teacher</b>	0	3	5	6	10	12
<b>Specialty (Enrichment) Teacher</b>	0	2	2.5	3	5	5
<b>Assistant Teacher</b>	0	1	2	3	3	4

<b>Therapists &amp; Counselors</b>	0	1	1	1	2	2
<b>Office Manager</b>	0	0	.5	1	1	1

### Remote Learning

We will maintain the same staffing positions in any instance in which we are remote. Based on talent, the HOS with feedback from the Leadership Team will decide upon teaching responsibilities for each teacher and coaching responsibilities for each member of leadership. Our ICT teaching model will allow for many individualized supports and interventions for scholars requiring additional services. Teachers will instruct small groups of scholars at a time. Our Leadership Team will ensure that every teacher is being developed and scholars are still on track to meet academic and social emotional outcomes by maintaining virtual observations, coaching meetings, and Leadership Team Meetings. Should our budget be greatly impacted by remote learning, the Board of Trustees may offer hiring suggestions to the HOS or may put a temporary hold on further hiring.

### b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Figure 12b 1 details the qualifications and responsibilities for all roles in the Destine Prep Staffing Plan. We modeled our staffing expectations after Uncommon Charter Schools and Achievement First Charter Schools.

Figure 12b-1 Staffing Roles, Responsibilities, and Qualifications		
Role	Responsibilities	Qualifications
<b>ED</b>	<ul style="list-style-type: none"> <li>● Building effective partnerships with local and national organizations</li> <li>● Fundraising on behalf of the school</li> <li>● Management of senior staff (HOS and Operations Manager)</li> <li>● Hire, manage, and evaluate senior staff</li> <li>● Oversight of the relationships between the back-office provider and the Board of Trustees and the Director of</li> <li>● Ensuring Destine Prep’s equity vision lives throughout all systems and structures</li> <li>● Communication with and accountability to the Board of Trustees</li> </ul>	<ul style="list-style-type: none"> <li>● Commitment to mission and vision of</li> <li>● Destine Prep</li> <li>● Minimum of three years of teaching experience with a similar student population</li> <li>● Bachelor’s Degree required</li> <li>● Master’s Degree or advanced coursework in education preferred</li> <li>● Training or relevant experience</li> </ul>

	<ul style="list-style-type: none"> <li>● Procurement and management of all resources required for the school to fulfill its mission</li> <li>● Ensuring that the school complies with all law or regulations governing operation, including rules governing the facility, hiring, personnel, and discipline</li> <li>● Maintain financial liability</li> <li>● Ensuring an unyielding focus on school priorities and what is best for the long-term success of Destine Prep</li> </ul>	<p>in School, non-profit, or governmental administration</p> <ul style="list-style-type: none"> <li>● Demonstrated classroom success as demonstrated by student growth on internal and standardized assessment</li> <li>● Experience in data-driven instruction and action planning</li> <li>● Experience in leadership of teachers, including coaching and professional development</li> <li>● Knowledge of applicable law and regulations</li> <li>● Knowledge of school finance</li> <li>● Strong communications skills</li> <li>● Strong organizational skills and ability to manage multiple workstreams</li> <li>● Humility and growth mind-set</li> <li>● Outstanding work ethic and willingness to take on any required tasks in the school when necessary, including teaching</li> </ul>
<b>HOS</b>	<ul style="list-style-type: none"> <li>● Direct management of all staff, including responsibility for hiring, management, and evaluation of all employees of the school</li> <li>● Direct support and management of Directors and Instructional Coach</li> <li>● Management of all resources required for the school to fulfill its mission</li> <li>● Setting and iterating on curriculum and the instructional vision of the school</li> <li>● Co-management of all school structures for academic support and intervention, including the Academic Response to Intervention system, Tutoring/ Intervention, and Saturday programs</li> <li>● Management of all academic family</li> </ul>	<ul style="list-style-type: none"> <li>● Commitment to mission and the vision of Destine Prep</li> <li>● Demonstrated classroom success as demonstrated by scholar growth on internal and standardized assessments</li> <li>● Experience in data-driven instruction and action planning</li> <li>● Experience in managing teachers, including coaching and professional development</li> <li>● Knowledge of applicable law and regulations</li> <li>● Knowledge of school finance</li> <li>● Training or relevant experience in school administration</li> <li>● Strong communications skills</li> <li>● Strong organizational skills and</li> </ul>

	<p>partnership structures, including home visits and Report Card Nights</p> <ul style="list-style-type: none"> <li>• Communication with grade-level leads on academic and cultural issues and vertical alignment of grade-level expectations for a gradual release of scholar independence</li> </ul>	<p>ability to manage multiple workstreams</p> <ul style="list-style-type: none"> <li>• Humility, ability to reflect on results and take feedback for growth</li> <li>• Outstanding work ethic and willingness to take on any required task in the school when necessary</li> <li>• Minimum of three years of teaching experience with a similar scholar population</li> <li>• Bachelor's Degree required,</li> <li>• Master's Degree or advanced coursework in education preferred</li> </ul>
<p><b>DSS</b></p>	<ul style="list-style-type: none"> <li>• Management of the special education program, all services for English Language Learners (ELLs), and all counseling services</li> <li>• Direct management of all special education teachers</li> <li>• Commitment to mission and vision of Destine Prep</li> <li>• Demonstrated success educating scholars with special needs</li> <li>• At least three years of teaching</li> <li>• Management of procurement and logistics for contracted services for scholars with special needs</li> <li>• Co-Management of all school structures for academic support and intervention, including the Academic Response to Intervention system</li> <li>• Collaborate in grade level and/or content teams to discuss supports for scholars with special needs</li> <li>• Oversight of compliance with all applicable special education law</li> <li>• Management of the discipline system of Destine Prep, including the positive reinforcement system, the Behavioral Response to Intervention, SEL systems and training, all scholar referrals from class, and all disciplinary consequences and family communication required as part of these systems</li> </ul>	<ul style="list-style-type: none"> <li>• New York State Certification in</li> <li>• Special Education required</li> <li>• Commitment to the mission and the vision of Destine Prep</li> <li>• Demonstrated success educating scholars with special needs</li> <li>• At least three years of teaching workers, and EL specialists</li> <li>• Experience with intervention in a</li> <li>• similar scholar population</li> <li>• Experience with data-driven instruction and analysis of academic achievement data</li> <li>• Experience with planning and executing professional development for educators, particularly leading SPED PD</li> <li>• Knowledge of a range of accommodations and modifications typically described in Individualized Education Plans (IEPs)</li> <li>• Knowledge of the design of a Response to Intervention process and commitment to executing our RTI process</li> <li>• Knowledge of the legal requirements to serve English Language Learners (ELLs) and typical supports for ELLs</li> <li>• Knowledge of standards-based instruction and New York State</li> </ul>

		<p>learning standards</p> <ul style="list-style-type: none"> <li>● Ability to problem-solve in a team environment</li> <li>● Knowledge of Behavioral Response to Intervention processes and commitment to our Behavioral RTI process</li> <li>● Ability to maintain a calm demeanor and orientation toward action in stressful or difficult situations</li> <li>● Ability to solve problems quickly</li> <li>● Planning and management of family events</li> <li>● Ability to speak with energy and to motivate students and adults in topics of academic achievement and character growth</li> <li>● Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances</li> <li>● Bachelor's Degree required, Master's Degree or equivalent preferred</li> </ul>
<p><b>DOO</b></p>	<ul style="list-style-type: none"> <li>● Oversees the ongoing operations at the school and manages the OM and Office Manager</li> <li>● Creates a detailed start-up checklist and ordering list to ensure that the school starts each year prepared and fully stocked.</li> <li>● Manages and oversees the school's physical condition.</li> <li>● Ensure that the school has a fully functioning technology infrastructure.</li> <li>● Manages sis</li> <li>● Manages food and transportation services.</li> <li>● Ensures school-wide compliance with health and safety laws, charter contracts, state education mandates (including staff fingerprinting), teacher certification, and all federal and state workplace regulations.</li> <li>● Ensures that school-based employees receive payroll and benefits in timely and accurate manner from Uncommon.</li> <li>● Oversee the school's budget, finances, and relationships with outside vendors.</li> <li>● Works with appropriate staff to construct</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a relentless drive to improve the minds, characters, and lives of students both in and out of school;</li> <li>● Strong critical thinking skills;</li> <li>● Demonstrates grit and personal responsibility;</li> <li>● Demonstrates ability to think strategically and innovatively, in order to continuously improve school operations;</li> <li>● High quality communications skills with multiple audiences including teachers, students, families, vendors, and colleagues;</li> <li>● Able to have difficult conversations in a respectful manner;</li> <li>● Proactive problem-solver who is able to work successfully in a high-paced environment;</li> </ul>

	<p>advisory and class rosters.</p> <ul style="list-style-type: none"> <li>• Creates and manages teacher, student, and classroom schedules.</li> <li>• Manages relationships with all outside organizations and leads the school's efforts to partner with community leaders and organizations</li> <li>• Maintains thorough list of pre-kindergarten programs, head start programs, youth service programs, churches, and other community organizations with which to correspond regarding student recruitment.</li> <li>• Tracks scholar enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Commit to continual professional growth, participating actively in department meetings, faculty meetings, and other meetings;</li> <li>• Work as needed; this is a full-time, salaried position;</li> <li>• Work on a year-round administrative schedule with school holidays and two weeks of summer vacation.</li> <li>• Bachelor's Degree required.</li> </ul>
<b>OM</b>	<ul style="list-style-type: none"> <li>• Management of all operational needs of the school, including the facility, all financial operations, entrance and exit procedures, attendance, recordkeeping, and human resource functions</li> <li>• Communication to families about dress code and attendance</li> <li>• Management of logistical portions of academic program elements, including Report Card Nights, the homework collection system, and progress reporting</li> <li>• Direct management of the Office Manager and School Nurse, and leadership of the operations team, including all operations vendors like bussing company, food service vendors, or custodial staff</li> <li>• Communication and collaboration with the Destine Prep Leadership Team</li> <li>• 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</li> <li>• Management of enrollment processes, including recruiting and the annual enrollment lottery</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to mission and vision of Destine Prep</li> <li>• At least two years of experience in a results-driven operations or finance role</li> <li>• Experience using data to continuously improve processes</li> <li>• Commitment to operational excellence and a service-oriented operations model</li> <li>• Experience in leadership of other adults preferred</li> <li>• Experience in education preferred</li> <li>• Knowledge of school finance and best practices in procurement</li> <li>• Strong written and oral communications skills</li> <li>• Strong organizational skills and ability to manage multiple workstreams</li> <li>• Technological proficiency in MS Office or G-Suite, especially spreadsheets, and financial management and HR software</li> <li>• Humility, ability to reflect on results and take feedback for growth</li> <li>• Outstanding work ethic and willingness to take on any required task in the school when necessary</li> <li>• Bachelor's Degree required</li> </ul>
<b>DCI</b>	<ul style="list-style-type: none"> <li>• Demonstrate a passionate commitment to</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a relentless drive to</li> </ul>

	<p>improve the minds and lives of students in and out of school;</p> <ul style="list-style-type: none"> <li>• Build professional relationships with teachers that support their development;</li> <li>• Collaborate with the HOS, DSS, and SC to support students' academic and socio-emotional development.</li> <li>• Conduct deep analysis of data in order to lead effective analysis meetings based on daily student work samples;</li> <li>• Build grade level/content area action plans and materials to address data;</li> <li>• Monitor grade-level progress against assessment cycle benchmarks.</li> <li>• Manages and evaluates IC's</li> <li>• Conduct joint observations with IC's</li> <li>• Provide real-time feedback to teachers during instruction and contribute to teachers' mid-year reviews;</li> <li>• Plan and deliver high-quality professional development that trains staff members in curricular systems and key pedagogical issues;</li> <li>• Own organization-wide curriculum and assessment work based on content expertise such as lesson planning, assessment revisions, collaborative scoring, and/or network analysis;</li> <li>• Facilitate assessment cycles including scheduling, quality assurance of assessment materials, and teacher/student preparation.</li> </ul>	<p>improve the minds, characters, and lives of students both in and out of school;</p> <ul style="list-style-type: none"> <li>• Strong critical thinking skills;</li> <li>• Demonstrates grit and personal responsibility;</li> <li>• Demonstrates ability to think strategically and innovatively, in order to continuously improve school operations;</li> <li>• High-quality communications skills with multiple audiences including teachers, students, families, vendors, and colleagues;</li> <li>• Able to have difficult conversations in a respectful manner;</li> <li>• Proactive problem-solver who is able to work successfully in a high-paced environment;</li> <li>• Commit to continual professional growth, participating actively in department meetings, faculty meetings, and other meetings;</li> <li>• Work as needed; this is a full-time, salaried position;</li> <li>• Work on a year-round administrative schedule with school holidays and two weeks of summer vacation.</li> <li>• Bachelor's Degree required.</li> </ul>
<p><b>IC</b></p>	<ul style="list-style-type: none"> <li>• Management of the academic program, focusing on all subject areas: ELA, Reading Rooms, Math, Science, P.E., Dance, Art and Spanish</li> <li>• Management of curriculum for all courses in purview, including all scope and sequence, assessments, unit plans, and daily lesson plans</li> <li>• Management of vertical alignment of courses across grade levels</li> <li>• Direct management of all teachers of all subjects under purview, including coaching and formal evaluation</li> <li>• Meeting all staff to prepare lesson delivery (IPP) and review scholar work (LASW)</li> <li>• Planning and delivery of instructional</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to mission and vision of Destine Prep</li> <li>• Demonstrated success teaching or leading students in a similar school environment</li> <li>• A steadfast belief in the academic potential of all students</li> <li>• Experience with data-driven instruction and analysis of academic achievement data</li> <li>• Experience with planning and</li> </ul>

	<p>Professional Development for staff</p>	<p>executing professional development for educators</p> <ul style="list-style-type: none"> <li>● Experience implementing accommodations and modifications for students with special needs</li> <li>● Experience implementing supports to serve English Language Learners (ELLs)</li> <li>● Knowledge of standards-based instruction and New York State learning standards</li> <li>● Ability to problem-solve in a team environment</li> <li>● Outstanding work ethic and willingness to manage ad-hoc tasks outside of job responsibilities when necessitated by circumstances.</li> <li>● Ability to speak with energy and to motivate students and adults</li> <li>● At least three years of teaching or educational leadership experience required, five years of teaching or educational leadership experience preferred</li> <li>● NYS teaching license required, administrative license preferred</li> <li>● Bachelor's Degree required, Master's Degree preferred</li> </ul>
<p><b>SC</b></p>	<ul style="list-style-type: none"> <li>● Review intake assessments to ensure that all students receive the educational services and instructional methods that they need to succeed aligned with Individualized Education Plans (IEPs).</li> <li>● Coordinate and provide pull-out, push-in, small group, and one-on-one instruction.</li> <li>● You will schedule, coordinate, and facilitate IEP and pre-referral meetings.</li> <li>● You will manage all aspects associated with the evaluation process, including conducting classroom observations and testing.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a relentless drive to improve the minds, characters, and lives of students both in and out of school;</li> <li>● Strong critical thinking skills;</li> <li>● Demonstrates grit and personal responsibility;</li> <li>● Demonstrates ability to think strategically and innovatively, in order to continuously improve school operations;</li> <li>● High quality communications</li> </ul>

	<ul style="list-style-type: none"> <li>You will partner with general education teachers and advocate for all classroom accommodations required by 504 plans and IEPs.</li> <li>You will work closely with families in all grades of the school to address their needs throughout the IEP process and support their student's academic and social-emotional growth.</li> <li>You will maintain student records regarding special education issues and prepare reports for regulatory agencies while also ensuring compliance with all City, State, and Federal special education laws and regulations.</li> <li>You will use standards-based assessment data to refine and differentiate curriculum and instruction.</li> <li>Collaborate with the DSS, general education teachers, SPED teachers, ESL instructors, and families to analyze and respond to trends in student work samples and assessments and ensure compliance with IEPs.</li> <li>Co-lead Content Team Meetings</li> <li>You will gather academic growth data and write goals to prepare for annual IEP meetings.</li> <li>You will teach pull-out, push-in, small group, and one-on-one instruction when needed</li> </ul>	<p>skills with multiple audiences including teachers, students, families, vendors, and colleagues;</p> <ul style="list-style-type: none"> <li>Able to have difficult conversations in a respectful manner;</li> <li>Proactive problem-solver who is able to work successfully in a high-paced environment;</li> <li>Commit to continual professional growth, participating actively in department meetings, faculty meetings, and other meetings;</li> <li>Bachelor's Degree required.</li> </ul>
<p><b>Gen. Ed. Teacher</b></p>	<ul style="list-style-type: none"> <li>Planning and execution of high-quality lessons to support the robust academic growth of all scholars</li> <li>Meet all standards and expectations for Intellectual Prep to expertly prepare for lessons</li> <li>Work with IC to prepare and build internalization skills and scholar data and assessment review to further scholar mastery</li> <li>Develop safe, productive, and affirming classrooms through secure attachment, consistent use of classroom routines and systems supporting our core values, consistent use of Restorative Justice Practices and techniques</li> <li>Support the professional growth of all scholars, including organization, time management, and communication</li> <li>Collaborate in grade level and/or content teams to discuss scholar work, share best practices, and ensure scholar mastery of standards</li> <li>Management of Special Education teachers to support students with IEPs and 504 Plans and</li> </ul>	<ul style="list-style-type: none"> <li>New York State Certification in Early Childhood Education</li> <li>Commitment to mission and vision of Destine Prep</li> <li>Strong work ethic and willingness to be coached and grow daily</li> <li>Knowledge of assessment-driven planning principles, direct instruction, and inquiry-based instruction</li> <li>Demonstrated success in an urban classroom, as measured by scholar performance preferred</li> <li>At least one year of experience teaching a similar population of scholars preferred or proof of student teaching/residency as a part of an undergraduate or graduate program</li> <li>Knowledge of data-driven instruction preferred</li> <li>Professionalism and ability to</li> </ul>

	<p>management of English as Second Language teachers to support ELLs</p> <ul style="list-style-type: none"> <li>● Facilitation of intervention as directed by the Director Scholar Support or Instructional Leaders</li> <li>● Operational support of various school systems to ensure the efficiency of student arrival, dismissal, transitions, and needs</li> <li>● Form and maintain relationships with scholars' families, including phone calls and conference</li> <li>● Participate in ongoing professional and personal development</li> </ul>	<p>model school values</p> <ul style="list-style-type: none"> <li>● Bachelor's Degree required; Master's degree preferred (may be in progress as part of a NY teacher certification program)</li> <li>● Highly Qualified, as determined by ESSA standard</li> </ul>
<b>SPED Teacher</b>	<ul style="list-style-type: none"> <li>● Provide excellent instruction to all scholars using effective instructional methods and learning materials</li> <li>● Meet all standards and expectations for Intellectual Prep to expertly prepare for lessons</li> <li>● Work with SPED Coordinator and DSS to prepare and build internalization skills and scholar data and assessment review to further scholar mastery</li> <li>● Develop safe, productive, and affirming classrooms through secure attachment, consistent use of classroom routines and systems supporting our core values, consistent use of Restorative Justice Practices and techniques</li> <li>● Collaborate with general education teachers and in grade-level content teams to discuss scholar work, share best practices, and ensure scholar mastery of standards</li> <li>● Provide both push-in and pull-out support for students with IEPs and 504 plans</li> <li>● Form and maintain relationships with scholars' families, including phone calls and conferences</li> <li>● Participate in on-going professional and personal development</li> </ul>	<ul style="list-style-type: none"> <li>● Same qualifications as General Education Teacher except for New York State Certification in Special Education required and no subject area certification required</li> <li>● Highly Qualified, as determined by ESSA standard</li> </ul>
<b>ESL Teacher</b>	<ul style="list-style-type: none"> <li>● Same responsibilities as General Education Teacher</li> <li>● Work with SPED Coordinator and DSS to prepare and build internalization skills and scholar data and assessment review to further scholar mastery</li> <li>● Collaborate with general education</li> </ul>	<ul style="list-style-type: none"> <li>● Same qualifications as General Education Teacher except for New York State Certification in ESOL required and no subject area certification required</li> <li>● At least three years of urban</li> </ul>

	<p>teachers and in grade-level content teams to discuss scholar work, share best practices, and ensure scholar mastery of standards</p> <ul style="list-style-type: none"> <li>● Administration of the NYSITELL exam and analysis and reporting on results</li> <li>● Preparation of scholars and administration of the NYSESLAT exam</li> <li>● Facilitation of supports for ELLs, including push-in supports and assignment accommodations as appropriate</li> <li>● Professional development for staff on supports for ELLs</li> </ul>	<p>teaching experience and one year of ESOL experience preferred</p> <ul style="list-style-type: none"> <li>● Preferred Spanish proficiency</li> <li>● Highly Qualified, as determined by ESSA standard</li> </ul>
<b>Social Worker</b>	<ul style="list-style-type: none"> <li>● Provision of counseling services to referred scholars</li> <li>● On-call crisis counseling for scholars or staff as needed</li> <li>● Analysis of attendance data and intervention with families struggling with student attendance</li> <li>● Development and delivery of parent workshops to aid their children to be successful in school</li> <li>● Collaboration with the DSS for continued support to scholars in Tier 2 and 3 of the Academic or Behavioral Response to Intervention Processes</li> </ul>	<ul style="list-style-type: none"> <li>● Licensed Master Social Worker or Clinical Social Worker</li> <li>● Commitment to mission and vision of Destine Prep</li> <li>● Belief in SEL and therapeutic supports for scholars with needs</li> <li>● Belief in a structured school environment and high behavioral and academic expectations for all scholars</li> <li>● Demonstrated success working with youth preferred</li> <li>● Ability to work with scholars who have a range of learning abilities and needs</li> <li>● Basic proficiency with data</li> <li>● Strong communication skills</li> </ul>
<b>Psychologist</b>	<ul style="list-style-type: none"> <li>● Listening to students' concerns about academic, emotional or social issues.</li> <li>● Providing individual and group counseling as appropriate.</li> <li>● Administering and evaluating psychological tests and preparing reports.</li> <li>● Helping students to process and overcome their problems.</li> <li>● Assisting students with the development of goals and action plans.</li> <li>● Engaging and counseling teachers, parents, and caregivers about issues.</li> <li>● Researching and implementing intervention programs.</li> <li>● Developing programs to address behavioral issues and learning difficulties.</li> <li>● Assessing and diagnosing students to determine</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist or master's degree in school psychology or psychology.</li> <li>● Experience providing psychological assessment and counseling to students.</li> <li>● Good working knowledge of mental health and the treatment of affective and behavioral disorders.</li> <li>● Good working knowledge of principles, methods, and procedures for diagnosis and treatment.</li> <li>● Excellent communication and interpersonal skills.</li> <li>● Good organizational and time</li> </ul>

	<p>eligibility for special services.</p> <ul style="list-style-type: none"> <li>• Participating in continuing professional development.</li> </ul>	<p>management skills.</p>
<b>Office Manager</b>	<ul style="list-style-type: none"> <li>• Record-keeping for all student and family information, forms, attendance information, homework completion, and disciplinary data</li> <li>• Management of logistical family communication, incoming and outgoing</li> <li>• Regular and irregular administrative tasks, including filing and copying, creation of fliers, organization of materials, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to mission and vision of Destine Prep</li> <li>• At least two years of experience in an administrative role</li> <li>• Strong attention to detail and organizational skills</li> <li>• Calm, friendly, professional demeanor with families and staff, even under stressful conditions</li> <li>• Proficiency in Spanish preferred</li> <li>• Any educational experience required?</li> </ul>
<b>Nurse</b>	<ul style="list-style-type: none"> <li>• Protection and maintenance of scholars' health by providing professional nursing services per Nursing Standards and NYS Licensing</li> <li>• Provision of NY State-mandated and annual screening programs including vision, hearing, height, weight, and scoliosis</li> <li>• Facilitation of NY State-mandated immunization and communicable disease control requirements</li> <li>• Identification and assessment of scholars' health needs, implementing services, and evaluating plans of care that impact scholars learning and achievement or safety</li> <li>• Documentation of health services provided per the NYS Nurse Practice Act</li> <li>• Maintenance of current pertinent health data for each student by periodic review and documentation on the individual scholar electronic and paper health records</li> <li>• Completion of student and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing Degree</li> <li>• Registered Nurse in New York</li> <li>• Valid New York State Nursing License</li> <li>• At least 2 years of experience</li> </ul>

	<p>insurance/accident reports.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	
<b>Note:</b>	<ul style="list-style-type: none"> <li>• As the school scales overtime, Leadership responsibilities will shift. For instance, the DOO will own more of the high-level operations needs of the school while the OM will maintain some functions of the original role, while working under the purview and guidance of the DOO.</li> <li>• In addition to core responsibilities, all staff, upon request, and if necessary for the success and safety of the school, will execute tasks that preserve the integrity of the school and help it to function at a high level, including and not limited to operational tasks, instructional tasks, coverage, duties, etc.</li> </ul>	

### *c. Staff Recruitment and Retention*

Describe plans to recruit and retain staff members, particularly high quality teachers including:

- The processes and policies to recruit and hire teachers and other staff members that takes into consideration the specific quality and availability of talent in the proposed geographic area;
- The strategies for retaining high quality teachers; and,
- How the school would undertake teacher recruitment should traditional in-person methods (e.g., career fairs, in person interviews, recruiting events, etc.) be unavailable as a result of the COVID-19 pandemic.

*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.*

### **Recruitment and Selection**

At Destine Prep, we believe that talent gets outcomes. Rooted in the key elements of our school's design is the notion that teaching talent and development will be the highest lever for scholar's character (SEL) growth and academic success. All scholars deserve high quality teachers who believe in positive relationship building, who deliver strong instruction, and who hold scholars accountable to high expectations and outcomes. Destine Prep will aspire to hire educators with growth mindsets, experience with student populations similar to those of our school, and a deep belief in all scholars. To equip our teachers with the tools and skills needed to deliver on the promises set out in our mission, we will not only hire teachers who demonstrate alignment and experience with core components of our school model, but we will also develop our teachers' instructional skills and mindsets throughout their tenure at Destine Prep.

We will begin recruiting our teaching staff in the winter of our planning year, December 2021. We want to meet and recruit a pool of educators from diverse backgrounds and will incentivize staff members to engage potential recruits and encourage them to apply. We will partner with local and nationally recognized organizations and institutions to attract and recruit candidates. Destine Prep's proposed HOS has begun discussions with professors at the University of Albany and Union College to ensure we recruit some/mostly regional talent. Each candidate will go through a rigorous phone screening process before being invited for a live lesson demo and interview. We will also request a reference from a leader of the partner organization to ensure the teachers and leaders we bring into our building are the most qualified. Examples of our teaching staff recruitment strategies are listed below:

- Destine Prep website and social media platforms
- LinkedIn job postings
- Posting in local Schenectady newspaper (The Daily Gazette)
- Posting flyers in community centers in Schenectady
- College career fairs (St. Rose, Union College, Clarkson, and University of Albany)
- College alumni association
- Teach For America alumni network
- Destine Prep staff and Board of Trustees professional networks
- BES' professional network

The HOS and OM will be tasked with creating all marketing materials to be shared for teacher recruitment. They will create and disburse marketing and recruitment materials that are mission aligned, and that articulate high level responsibilities and mindsets required to be a qualified and considered candidate. We will evaluate our candidates thoroughly and through multiple phases in our interviewing process to ensure the best candidates are selected for hire.

Destine Prep's Hiring Process is as follows:

- Candidates will submit a cover letter, resume, and references
- The HOS will complete phone screens for candidates with strong qualifications
- The HOS will request an in person interview and in person sample lesson
- The OM will conduct background and reference checks on all candidates

Once a candidate is identified as a good fit for Destine Prep, we will move quickly to sending them an offer. Candidates being offered a position will receive a formal call from the HOS who will articulate the next steps in the on boarding process, which includes the OM emailing the candidate an offer letter and all other pertinent documentation.

Our salary package will be in alignment with what teachers are compensated at local district schools so that we are competitive in recruiting high quality educators. General education teachers will make \$55,000 in Year 1 and will be offered a competitive benefits package, including medical, dental, and vision coverage and a 3% match of funds for a qualified 403(b) retirement plan and a 3% annual salary increase. Other elements that will support our recruitment of educators will be our intensive professional development approach, our model built on inclusion and identity affirmation, and our growing network of local, supporting/partner organizations.

### **Remote Recruitment**

Should Destine Prep need to conduct its hiring remotely, we will seek to participate in virtual career fairs. We anticipate that local universities will conduct business virtually, based on what is occurring currently. We will seek opportunities to speak to undergraduate educators and educators studying at local graduate schools, like Relay, during virtual networking events. We will continue to use our social media as a vehicle to boost interests and recruit new talent. We will also incorporate posting to job sites, such as indeed.com. The interviewing process will incorporate the same components as non remote hiring. The adjustment we will make is hosting Zoom demo lessons with candidates who pass the phone screening. This will give us clarity on if the candidate is prepared to lead remote instruction. Candidates will still submit viable information, so we can conduct a background check. We will extend offers to the most impressive candidates via a phone call, an official offer letter to be signed and sent back to the HOS or Operations Manager, and we will send all staff materials they will need to prepare for Summer Institute.

### **Retention**

Highly effective teachers are not easy to come by. TNTP's report on *The Irreplaceables* studies teacher retention amongst the top 20% of effectiveness<sup>1</sup>. It is noted that at least half of said teachers leave the profession within 5 years. At Destine Prep, we believe that strong teachers drive results, and retention of talent is critical for our leadership pipeline. We will utilize several strategies to encourage retention including recommendations set forth by the nationally recognized educational organization Teach Plus<sup>2</sup>. The Destine Prep Founding Leadership team will collaborate during Summer Leader Institute to build on our list of strategies and begin to

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<sup>1</sup> <https://tntp.org/publications/view/the-irreplaceables-understanding-the-real-retention-crisis>

<sup>2</sup> [https://teachplus.org/sites/default/files/publication/pdf/decade-plus\\_final.pdf](https://teachplus.org/sites/default/files/publication/pdf/decade-plus_final.pdf)

internalize what that means for our roles. Figure 12c 1 illustrates the strategies we will use to encourage retention, as well as descriptions of how we will operationalize each strategy.

<b>Figure 12c-1 Strategies for Teacher Retention Borrowed from Teach Plus</b>			
<b>Strategies</b>	<b>Create Pipelines to Leadership and Specialized Roles</b>	<b>Partner with Organizations to Grow Teacher Leadership</b>	<b>Restructure Staffing and Schedules</b>
Descriptions	<ul style="list-style-type: none"> <li>• Give specific titles to teachers who have had exemplary performance</li> <li>• Allow teachers to lead Professional Development</li> <li>• Create coordinator positions (including after school coordinators)</li> <li>• Create a teacher advisory group that gives input directly to the HOS</li> </ul>	<ul style="list-style-type: none"> <li>• Give teachers the opportunities to develop or mentor assistant teachers and undergraduate educators</li> <li>• Partner with organizations to provide Professional Development or resources for our staff</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for teachers to utilize their non academic skills and talents</li> <li>• Create differentiated roles for staff members dependent on skills and qualifications</li> <li>• Utilize Leadership Team to push in and support scholars directly through small groups or 1:1 teaching</li> </ul>

*d. Personnel Policies*

*Submit a copy of the proposed education corporation's personnel policies.*



**Destine Preparatory**  
C h a r t e r   S c h o o l

**Staff Handbook**  
**2022-2023 School Year**

Draft <sup>1</sup>

Destine Preparatory Charter School develops scholars in grades K 5 to become future change makers through rigorous academics, social and emotional learning, and affirmation of their identities.

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<sup>1</sup> The draft Personnel Policies of Destine Preparatory Charter School are heavily informed by the handbooks of Valence Prep, Buffalo Creek Academy, Kwenda Collegiate Girls, and published guidance of the New York City Charter School Center.

## Equal Opportunity Employer

Destine Preparatory Charter School is an Equal Employment Opportunity employer and will employ qualified personnel without regard to sexuality, gender identity, race, religion, color, creed, ancestry, national origin, citizenship, sexual orientation, veteran status, age, marital status, genetic characteristic, disability, or any characteristic protected by law. Destine Prep will be attentive to the Equal Opportunity policy by ensuring that no discrimination occurs and is experienced by candidates or employees during any phase of the hiring process. Destine Prep will comply with Title IX of the Education Amendments of 1972, 20 USC §1641, and 34 CFR §106.9. All employment opportunities at Destine Prep will be offered in a non discriminatory fashion to hire talented professionals based on skills, experience, and other qualifications only.

Destine Preparatory Charter School is committed to:

- Ensuring that all people are treated equally in the recruiting, hiring, training, promotion, and compensation processes, and these decisions are based on qualifications
- Making necessary accommodations, within reason, to enable a person with a disability to fulfill the job requirements
- Being in full compliance with all applicable laws, including those protecting employee benefits and ensuring candidates and employees are not subject to harassment, intimidation, threats, retaliation, coercion, or discriminations because they have exercised rights protected by the law

## Employment Classifications

All employees of Destine 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. Employment classification is as follows<sup>2</sup>:

- **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:** Destine 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.

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<sup>2</sup> Our Staffing Policy was modeled after Valence College Preparatory Charter School

- **Non exempt:** Destine Prep will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non exempt. Employees classified as nonexempt 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**

All employees' relationship to Destine Prep is considered "at will," and will be contracted thusly. There may be certain employees with which the Board may decide to enter into a "non at will" contract. Either employee of the school or the school may choose to terminate the employment relationship "At will," or anytime, with or without cause. Employee policies will be overseen by the Board of Trustees. However, the Head of School is the only administrative figure who may enter into any agreement for employment for a specific time frame, which must be documented in writing.

### **Employee Benefits**

All eligible (full time) employees of Destine Prep and their eligible dependents will be provided a competitive benefits package as a part of their compensation. Our benefits package includes vision, dental, and medical insurance. Monthly premiums will be deducted directly from the employees' paychecks.

### **Dental Insurance**

The School may select a dental insurance plan to offer to all eligible employees.

### **Life Insurance**

The School may select a life insurance policy to offer to all eligible employees.

### **Disability**

As required by law, Destine Prep will offer short term disability insurance. The insurance will protect the income of employees who are pregnant or employees who incur an illness or injury outside of work. The said, employees must provide the Head of School and the Operations Manager with written documentation regarding the "disability" and must complete all other

necessary forms as required by government policy. The employee must provide a written doctor's statement before returning to work.

### **Medicare**

Destine Prep employees are required under federal law to make contributions to the federal Medicare program. The 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**

Destine Prep will contribute to the Unemployment Compensation Plan administered by the State of New York.

### **Retirement Plan - 403(b)**

Destine Prep will set up 403b retirement accounts for all eligible employees (full and part time employees). The school will match all eligible employees' retirement contributions by up to 3%. Eligible employees have the right to enroll or unenroll in the Destine Prep retirement plan.

### **Fingerprinting/Criminal Background Check**

All faculty, staff, and independent contractors at Destine Prep must pass a criminal background check and a fingerprint background check as a condition of their employment. No employee is exempt from this policy and cannot be formally hired until the background check is completed. All consultants, volunteers, or parents working at Destine Prep part time or full time will be subject to the same policy.

### **Staff Attendance Policy**

All employees of Destine Prep are expected to *show up to work* and do so punctually. All employees are expected to be in our school facility at their expected time of arrival and to remain on campus until their expected time of departure. For full time teachers, this means arriving before scholars enter the building and departing after scholars have gone home for the day. The Head of School will curate a schedule for all part time staff that will explicitly name their arrival and departure times.

If any staff member is expecting to arrive late, he/she will communicate this with the Head of School and the Operations Manager no later than 7:00 with a clear explanation for why. Tardiness and early departures will be tracked by the school's Operations Team (Operations Manager and Office Manager) and revisited during mid year and end of year evaluations to determine retention or promotion. Any employees who are repeatedly tardy or who do not follow the communication portion of Destine Prep's attendance policy will be subject to further disciplinary action, including termination.

### **Workday**

All full time staff are expected to arrive at Destine Prep's campus by 7:05 daily, 10 minutes prior to arrival in the case that the Head of School will run a Morning Meeting with staff. Full time staff are expected to remain on campus until 4:25 daily, 10 minutes after scholar dismissal ends, to support with any late pickups, organize their classrooms, or finalize preparations for the next school day. In the case of afterschool events, all staff is expected to remain on campus until the closure of the event.

### **Sick Days**

All full time employees of Destine Prep will be entitled to five (5) paid sick days annually. The employee is expected to call the Head of School or the Operations Manager no later than 6:30 a.m. to inform the school of their sickness and likely timeline for return. The Head of School and Director of Operations will collaborate to create a coverage plan for that employee.

### **Personal Days**

All full time employees of Destine Prep will be entitled to two (2) paid time off (PTO) days annually. Any employee who is hired after the start of the school year will be granted PTO days that are pro rated for the length of their employment. Unused PTO days will roll over year to year maxing out at five (5) PTO days. No staff member may have more than five (5) PTO days annually.

### **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 and the Operations Manager 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, a 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<sup>3</sup>. 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. 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 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 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.

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<sup>3</sup> Our Maternity Leave Policy was modeled after BES

If leave is for the birth or adoption of a child, Destine 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.

### **School Closings**

Destine Prep will follow the same school closing policy as Schenectady City School District (SCSD). Therefore, if the SCSD announces the delay of opening, closing, or early dismissal of students, the school will adhere to those same decisions. The Head of School will decide whether lost instructional time will need to be made up by adding equal school days to our annual calendar and school year.

### **Pay Schedule**

Employees will be paid semi monthly, with paychecks issued on the fifteenth (15th) and the last day of every month. All requisite contributions to benefits will be deducted from employees'

paychecks, evenly split between paychecks. There will be twenty four (24) pay periods every year.

### **Performance Review and Evaluation**

We believe that to constantly improve as a school, our team must continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

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

Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, and when the 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 to provide 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 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. Either party may request the presence of other individuals at this meeting to provide 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.

### **Workplace Environment**

Destine Prep must be a safe, respectful environment for all staff and scholars, and the policies to follow are intended to ensure the safety of our scholars and staff inside and outside of our school campus.

### **Staff Conduct with Scholars**

No staff member, or other adults, is advised to be alone with any scholar, regardless of age, 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 scholars in their home or business in a paid or unpaid capacity. Overnight stays by scholars in staff homes are strictly prohibited. Staff may not have scholars visit their home unless they have written permission from the Head of School. Staff members are not permitted to transport scholars in their vehicles. Scholars are expected to arrange for their transportation unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a scholar is in physical danger, staff should consult the Head of School, Board Chair, or the police before transporting a scholar in a personal vehicle.

Staff should not be online "friends" (or the equivalent) with scholars at the school on social media sites (such as Facebook) until the scholars have graduated from high school. Staff should also have profiles that are kept private from current scholars to the extent possible.

Staff should treat all scholars 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 scholars.

Staff members are expected to file an incident report each time an incident of concern occurs. Incidents include but are not limited to the following: injuries to scholars, any incident involving the police or Department of Child and Family Services, and inappropriate behavior by parents.

Violation of these policies regarding conduct with scholars could result in termination of employment.

### **Communication**

Destine Prep's email and other computer applications are intended for use by employees engaged in administrative or educational work<sup>4</sup>. 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 transactions, 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 messages 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 any other material which a reasonable person would find offensive. Such conduct may be grounds for discipline, up to and including termination of employment.

All teachers have their telephone at the school and their 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**

Destine 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 an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate termination of employment.

Employees may not use any tobacco products on the school campus, anywhere off campus that is visible from school grounds, or anywhere that it could be reasonably expected to encounter scholars 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, professional dress, or professional blouse or sweater, and skirt or professional slacks. Professional footwear is expected of all staff, and no jeans or T shirts are permissible except on

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<sup>4</sup> Our employee Communication Policy was modeled after BES

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 Conduct**

All Destine Prep staff are expected to be models of professional and ethical behavior for scholars, exemplifying the school's core values and demonstrating professional behavior in workplace behaviors including punctuality, polished written communication, and politeness to all staff, scholars, and families.

### **Personal Property**

Staff can bring items of their possessions to school for use in their classroom or desk. The school will not be responsible for any property that may be lost, stolen, or damaged during, or outside of school hours.

### **Equipment and Facility Responsibilities**

Staff will be responsible for the varying cost associated with the loss or damage of any items issued to them by the school 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 the upkeep and cleanliness of their classrooms. Staff should never leave a room unattended when scholars are present and must find another adult to replace them in the case of an emergency. Storage closets should always be closed and locked when not in use. Staff should not allow scholars 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 the Operations Manager 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 the Operations Manager.

### **Outside Employment**

Helping scholars 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 concerning 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 Operations Manager or the Head of School of any change(s) in personal data that may have an impact on future employment verification.

### **Employee Dispute Resolution**

Destine Prep will treat all employees fairly and impartially. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment within the school. Therefore, the school has established an administrative review system that has the intent 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 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 subject to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their manager and 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 Destine Prep and is as follows:

1. If 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 manager'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**

Destine Prep expressly prohibits any form of harassment based on race, color, religion, sex, national origin, age, disability, military status, or any other status protected by federal, state, or local law<sup>5</sup>. The aforementioned conduct is considered to be unlawful and it is strictly prohibited at Destine Prep. Harassment may include but is not limited to, derogatory, vulgar, or offensive comments or jokes. Sexual harassment is defined as the following:

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.
  - 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.

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<sup>5</sup>Our Anti-Harassment Policy, Immigration Law and Compliance, Accommodations of Individuals with Disabilities, Workspace Searches, and Non-Discriminatory Policy were modeled after Buffalo Creek Charter School

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 manager or the Head of School. Complaints will be investigated promptly and will be kept confidential to the extent possible.

If Destine 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.

Destine 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**

Destine Prep admits scholars of any race, color, gender, religion, disability, and national origin. The school does not discriminate based on race, color, gender, religion, disability, and national origin in the administration of its policies and programs.

### **Non-Discrimination Policy**

Destine Prep works relentlessly to empower scholars of all racial and ethnic backgrounds to achieve their full potential. The adult community of our school 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 Destine Prep shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay off, reduction in workforce, or any other terms or conditions of employment.
- Make any comments, display, or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally protected classification.
- 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 Destine Preparatory Charter School, faculty, and its volunteers to provide information and program services to any 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**

Destine Prep does not hire anyone that is not a citizen of the United States or is not a noncitizen 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 request a reasonable accommodation from 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 the School might make to help overcome those limitations. The School 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, scholars, and Destine 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 Destine Prep to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including termination.

### **Corrective Action**

Destine Prep expects the highest quality of 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 that presents even the appearance of impropriety may result in disciplinary action up to and including termination of employment.

Most performance problems will be addressed using progressive discipline, which may include an oral warning, written warning, probation period, and termination. 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**

It is Destine Prep's policy that employees and others acting on Destine Prep's behalf must be free from conflicts of interest that could adversely influence their judgment or objectivity in conducting Destine Prep activities and assignments. Board members and all employees are obligated to always act in the best interest of the organization.

### **Gifts**

All employees of Destine Prep must act with integrity and good judgment 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 Destine 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 gift can withstand public scrutiny without damaging Destine 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 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 fundraisers, contribute to political campaigns or political action committees or fund a political message. Destine Prep has no party affiliation and is an apolitical organization.

### **Purchasing and Contracts**

Destine 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.

### **Nepotism and Personal Relationships in the Workplace**

Destine Prep permits employment within the school community of individuals of the same family/household or those who have a romantic relationship. A manager employing a family/household member or someone with whom s/he is in a romantic relationship is normally prohibited (e.g. the Head of School 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 a 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, Destine Prep may take steps to ensure that additional layers of approval are received for employment related decisions including, but not limited to: hiring, promotion, transfer, or termination.

Individuals who have questions or are uncertain as to the application of this policy should speak in confidence with 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, the School has established the following rules:

- During periods of an employee's workday when s/he 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 Destine Prep's business.
- During periods in another employee's workday when s/he is engaged in or required to be performing their work tasks, an employee may not solicit the other employee or distribute literature to the other employee for any purpose unrelated to Destine Prep's business.
- Distribution of literature of any kind unrelated to Destine Prep's business may not be made in public areas of the school, classrooms, or other working areas at any time.
- Persons not employed by the school are not permitted to solicit or distribute literature on the school campus at any time.

## **R-13a - 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;*
- *Names of proposed school board members affiliated with the organization(s); and,*
- *Evidence of the organization's ability to business in New York.*

*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.*

**Request is not applicable.**

*b. 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 provided to the charter school at or below fair market value.*

**Request is not applicable.**

## **R-14ad - Governance**

### **a. Board Members**

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) 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.

- Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “CMO Representative,” “Parent Representative,” etc.
- Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve (e.g., “Academic Committee,” “Finance Committee,” etc.).
- 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 first year, that member should appear in the table below as Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether the 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.*

Destine Preparatory Charter School will be governed by our proposed Board of Trustees. Our proposed board is made up of professional individuals with extensive skills and expertise in legal, finance, insurance, social work, and education, making them highly qualified to do the work of laying the foundation for our school and ensuring that all legal compliance is adhered to and all financial practices are sound and in the best interest of long term progress and sustainment of the school. Our board embodies the diverse backgrounds in which we intend to enroll and staff, including natives of Schenectady and other members residing in Troy, Albany, and Cohoes. Our proposed Board is constructed of high capacity members who are deeply invested in the city and families of Schenectady. Our proposed board is comprised of members who live in the community, work in the community, educate students from the community, or serve on local governing boards within the Schenectady community. Through the support of the BES Fellowship, the lead applicant and proposed Executive Director(ED) began extensive recruitment for several months across the Capital District before seating a founding member.

Our recruitment efforts launched in August 2020, led by the lead applicant, Re'Shawn Rogers, and through the mentorship and support of BES's Director of Board Governance. We established a list of over 300 potential candidates with diverse professional skills and expertise as well as ties to the region. The lead applicant arranged multiple rigorous screening phone calls with each candidate to determine candidates who are aligned to the mission of Destine Prep, who believe in accountability and oversight, a strong belief that all children deserve a quality education, and who are committed to leveraging their skills, networks and time needed to lay the foundation for our school through community engagement and collaboration on the school design. Candidates also took part in a final interview via Zoom, with the lead applicant and Director of Board Governance, which resulted in the identification of the most viable candidates for our Founding Board. Our proposed Founding Board members were provided with a formal job description of responsibilities along with an offer letter stating their commitment to join. Each of our proposed members has signed and submitted documentation to formally accept the role on the Founding Board (see [R14i – Board Member RFI forms](#)).

The proposed Founding Board of Destine Prep met via Zoom for our initial team meeting in early January 2021. The lead applicant led the team through an internalization protocol, focusing on the school’s mission, community engagement, and key design elements. The team has continued to meet since then, gathering an additional two times in January on a virtual call and will gather each month thereafter. The team’s focus and priority topics for collaboration have been school design, community engagement during COVID 19, connecting with local organizations, and determining a facility for our school site. The members of our board have each engaged in community engagement efforts that have been documented within our application. The lead applicant has also utilized weekly email communication to collaborate with the team in between formal meetings and to communicate progress, action items, and deadlines.

Our proposed Founding Team, apart from the lead applicant, will transition to our Board of Trustees should Destine Prep’s Charter be approved. The proposed board and their areas of expertise are charted in Figure 14a 1. Suggestions for committee affiliations based on expertise are also illustrated in the figure. More extensive information about each member’s background and expertise can be found in [R-14h – Board Members Resumes](#).

<b>Figure 14a-1. Proposed Board of Trustees</b>						
<b>#</b>	<b>Trustee Name</b>	<b>Position on Board (Officers)</b>	<b>Committee Affiliation</b>	<b>Expertise and/or Role at School</b>	<b>Voting</b>	<b>Ex Officio</b>

1	Raysheea Turner	Proposed Chair	Governance	Law Governance Parent	Yes	No
2	Mark Muscatiello	Proposed Vice Chair	Governance Development	School Operations Insurance Governance	Yes	No
3	Raul Castillo	Proposed Treasurer	Finance	Accounting	Yes	No
4	Josh Koss	Proposed Secretary	Governance	Law Real Estate	Yes	No
5	Ashley Whiteside	Proposed Member	Academic Committee	Social Work Community Outreach	Yes	No
6	Cherly Almonte Lare	Proposed Member	Finance Development	Accounting Fund Development Governance	Yes	No
7	George Borum	Proposed Member	Academic Committee	Education Leadership	Yes	No
8	Chrisheena Hill	Proposed Member	Academic Committee	Education Leader	Yes	No
9.	Re'Shawn Rogers	Proposed Executive Director	N/A	Administratio n Education	No	Yes
10.	Name TBD	PTO Representative	TBD	Parent	No	Yes

### *b. 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 the achievement of the school's mission and goals.*

If Destine Prep is authorized, the Founding Team, apart from the lead applicant, will shift to the Board of Trustees, who will formally begin its legal obligations to provide oversight of the school's charter. The Board will assume responsibility and accountability for the execution of the school's mission and vision. To be successfully in compliance with all its legal duties, the Board of Trustees will be responsible for:

- Establishing the job description, set compensation for, and hire the Executive Director who will assume the Head of School role
- Conducting a formal annual evaluation of the performance of the Executive Director
- Leading efforts to recruit and select an Executive Director should he/she be removed for cause or resign
- Conduct formal annual self evaluation of the Board to determine areas of growth and effectiveness
- Oversee academic results of the school and review and approve policies that directly impact academic outcomes
- Ensure financial operations of the school are sound and ensure that the school is a responsible steward of public funds and maintains sound financial health in the short and long term
- Oversee school policies to ensure they comply with all applicable federal, state, and local regulations and statutes and establish policies that support mission execution
- Conduct an annual audit and produce an annual report on the academic, fiscal, and organizational health of school and progress toward accountability goals, as proposed in [R-06g – Accountability Plan](#)
- Review Board By laws annually and update if necessary
- Annually review, disclose, if necessary, and sign the Conflict of Interest policy

All Board of Trustees members are trained in the legal duties of care, loyalty, and obedience to the school. Our proposed Board represents all requisite skills and expertise needed to effectively oversee a public charter school. Our proposed Board will assume responsibility for supporting several processes not limited to those listed above. Our Board's work in both the launch and ongoing governance of the school is outlined below.

## **Mission and Vision**

During the founding stage, the Board provided its input on the school mission and vision, and once authorized, the Board will oversee the mission, vision, and core values of the school, as detailed in the charter application. It is the responsibility of the Board to monitor progress towards the mission and to consider and give approval to the school's accountability plan, which details the metrics to which the school will be held accountable (see [R-06g – Accountability Plan](#)).

### **Hiring an Executive Director and the Succession Plan**

Upon authorization, the Board will review and approve the job description for the Executive Director, establish annual compensation for that position, and vote to hire the Founding ED for Destine Preparatory Charter School. Qualifications and responsibilities for the role can be found in [Response 12b - Qualifications and Responsibilities](#).

In our planning year, the ED will draft and submit a succession plan to the Board for approval. The Board of Trustees will review and approve a Succession Plan. The Succession Plan will describe both a process for a planned and unplanned departure, defining recruitment tactics and naming the appointment of a school Leadership Team member as interim school manager as the Board of Trustees identifies and hires a successor. The plan will identify all responsibilities of the ED and names of personnel prepared to assume Head of School responsibilities.

### **Evaluation of the Executive Director**

The Executive Director will be formally evaluated by the Board through the work of a sub committee of the Board prior to the end of each year's contract, based on criteria set forth by job responsibilities and all aspects of the school's Accountability Plan as proposed in [Response-06g - Accountability Plan](#).

- The Evaluation Committee will consist of three members the Board Chair, Finance Chair, and Academic Achievement Chair.
- The Evaluation Committee will solicit the input of the entire Board through a survey but will be responsible for conducting and completing the ED's annual evaluation. The Evaluation Committee will also solicit input from staff through an anonymous survey. The evaluation will also include other sources of information, including the school's academic performance, as spelled out by the Academic Achievement Committee and data from the Finance Committee. The evaluation will speak with one voice, with no details about individual evaluations from individual Board or staff members.
- The Board Chair will deliver the evaluation to the ED and will ensure that the evaluation is maintained within the ED's personnel file.

### **Facility**

The Board will be responsible for evaluating suitable temporary or permanent facility options. The Board will negotiate lease terms with support and involvement from the ED and will approve any final agreements related to facility, renovation, and planning before the proposed opening of the school year in July 2022. A Facilities Committee of the Board will be formed when necessary to facilitate and lead the process of facility search.

### **Setting Policies**

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

### **Enrollment of Scholars**

During the planning year, the Board will oversee the enrollment process to ensure that the school sets and meets enrollment targets as spelled out in [Response-05ac - Enrollment](#). In the planning year where there is very limited staff and the school is not yet operational, the Academic Achievement Committee will work with the Executive Director to ensure full enrollment and prepare goals and targets for the collection of monthly student enrollment forms. Bi weekly, the ED will formally update the Academic Achievement Committee on the progress made in meeting goals and targets set. If the school is more than 10% under its enrollment goals and targets by February 2022, then the full Board will engage itself in more aggressive community outreach efforts to ensure that we meet our enrollment goals and 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 Executive Director to set and meet enrollment goals.

### **Staff Hire**

The Board's responsibilities in staff hiring will be to approve the following: the organizational chart, the job descriptions of staff, budget including staff hiring and budget lines, personnel handbook, grievance policy for staff. The Board will also hear grievances as needed according to the written grievance policy. The Board's only direct hire and evaluation is of the ED.

## Financial Oversight

The Board is the fiscal agent for Destine Prep. As the fiscal agent for the school, the Board is responsible for all financial oversight including<sup>1</sup>:

1. Reviewing and approving the budget annually
2. Reviewing monthly financial statements (chart of accounts, projected and actual monthly cash flow, three month financial projections, year to actual budgets)
3. Reviewing monthly Financial Dashboard (records key indicators regarding finance such as days of cash on hand, net surplus or deficit compared to budget, fund development)
4. Assuring adequate financial resources
5. Monthly Finance Committee meetings
6. Ensuring the Finance Committee educates all Board members concerning the organization's budget
7. Hiring an auditor, reviewing the annual audit, addressing all action items, and responding to audit (as needed)
8. Working with the ED to complete and ensure submission of all necessary financial records to the authorizer
9. Ensuring that the school is following all state and local regulations related to procurement pertaining to charter schools
10. Approving all major spending (greater than \$5000) that impact the finances of the school and require the signature of the Board Treasurer or Board Chair.
11. Ensuring school has appropriate bank accounts with appropriate signatures
12. Establishing fiscal policy on investment, and training all Board members on the policy
13. Hire and oversee the Back Office Provider

## Building Budget

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

- January and February of each year: Management establishes priorities and needs for the upcoming fiscal year and works with the back office provider to create a working budget.
- March of each year: Management presents a proposed budget to the Finance Committee, which reviews to determine if: (1) the numbers in the budget are reasonable; (2) the

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<sup>1</sup>Our Financial Oversight description was modeled after Buffalo Creek Academy Charter School

budget is aligned with the mission of the school; (3) the budget has a healthy cash flow and reserves.

- March of each year: The Treasurer works with management and as needed with the back-office provider to ensure the budget is ready for recommendation to the Board.
- April of each year: After the Finance Committee vetting of the budget, the Treasurer presents the final budget to the full Board for consideration and discussion.
- May of each year: The Board takes 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 contract.
- June of the year: The final budget will be completed and finalized no later than June 30 of each year. The budget will be submitted to SUNY CSI no later than June 30.

### **Fund Development**

The Board will outline a fund development plan and lead fundraising efforts on behalf of Destine Prep to help the school fully execute its mission. The activities that the Board will undertake in their fundraising efforts will evolve from the planning year to the growth and maturity of the school. The members of the Board are aware and understand that membership requires that each member 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, as well as companies and businesses, who believe in our mission and willing to contribute financially. The Board will also seek funding from foundations, philanthropists and philanthropic organizations, and others who support and believe in the mission of the school.

### *c. Education Corporation Board Design*

*Describe the rationale for the proposed design of the education corporation's board of trustees including:*

- *Ex-officio members (voting and non-voting);*
- *Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process; and, Board/trustee training*

Destine Preparatory Charter School ("Destine Prep" ) Board of Trustees is currently comprised of eight 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

Destine Prep's Board of Trustees ("Board") will have a minimum of five and no more than fifteen trustees, to distribute work effectively, offer a variety of perspectives, but maintain a manageable size to promote discussion and establish high levels of accountability. The Board will maintain an odd number of members for voting purposes.

### Officer Positions

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

- The **Board Chair** is the senior volunteer leader of Destine Prep who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an *ex officio* member of all committees of the organization. The Board Chair oversees the implementation of Board and School policies and ensures that appropriate administrative practices are established and maintained. The Chair also manages the development of the Board and serves as the Governance Committee Chair. The Chair 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 financial management of the school and facilitates the Board in meeting its financial oversight responsibilities. The Treasurer serves as the chair of the Finance Committee. The Treasurer reports to the Chair and the Board of Trustees and supports the Head of School, Operations Manager, back office provider, and auditors, as necessary.
- The **Secretary** provides direction for the keeping of legal documents, including minutes of all Board meetings. The Secretary reports to the Chair and the Board of Trustees and supports by taking minutes.

### Ex-officio Members (voting and non-voting)

The Executive Director (ED) will serve on the Board as an ex officio and non voting member.

### Standing Committees (if any)

There will be a standing Nominating/Board Development Committee, known as the Governance Committee, chaired by the Board Chair; a Finance Committee, chaired by the Treasurer with 1-2 additional members with financial expertise; an Academic Achievement Committee, composed of at least 2 members with education expertise; a Facilities Committee, composed of

at least 2 members of the board; and, a Development Committee composed of at least 2 members of the board with experience in developing funds

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

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

### **Information to be received from the CMO, School Leadership, Staff or Contractors as Applicable**

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

### **Frequency of Board and Committee Meetings**

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

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

As detailed in [R-14e – Bylaws](#), the Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows<sup>2</sup>:

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 two weeks 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)

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<sup>2</sup> Our Board Meeting Policy was modeled after Buffalo Creek Academy Charter School

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. Minutes must be made public within two weeks after the meeting date.
6. To determine a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means. Members participating via videoconference, but not by telephone, are permitted to vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
  - a. The date and time of the meeting;
  - b. A list of Trustees in attendance and those absent, either excused or otherwise;
  - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon; a record of how each Trustee voted on each matter; and
  - d. 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 imperils the public safety disclosed;
  - b. Any matter which may disclose the identity of a law enforcement agent or informer;
  - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
  - d. Discussions regarding proposed or pending litigation;
  - e. Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
  - f. The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;

- g. The preparation, grading, or administration of examinations; and
- h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

### **Trustee Recruitment and Selection Process and Criteria**

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

- Advocate for the mission and vision of Destine Prep
- Use personal and professional networks for the financial, political, and organizational benefit of Destine Prep
- Use specific expertise for the benefit of Destine Prep
- Support the decisions taken by the Destine Prep Founding Board as a whole
- Commit up to ten (10) hours monthly to Destine Prep related work, including meetings, calls, emails, and school visitations
- Participate in Board orientation by Governance committee members
- Disclose any potential conflicts of interest to the Executive Director and the rest of the Board

The qualifications of Board members include:

- Belief in charter schools and the mission of Destine Prep
- Belief that all children can achieve the highest levels of academic excellence, and that every child is a gifted child
- Availability to participate meaningfully in all Board meetings and committee activities
- Expertise in education, law, real estate, financial management, governance, marketing, fundraising, advocacy, community organizing/outreach, creative arts, or strategic planning
- Personal experience with entrepreneurship and working in diverse teams
- Willingness to use personal and professional networks on behalf of the school
- Deep commitment to improving the quality of education for children and the quality of life for their families and the community of Schenectady and nearby cities.

Candidates who satisfy these criteria will be invited to meet with the ED and the Governance Committee. As a non voting, ex officio member of the Board, the ED may provide input on the Board's decision on the Trustee candidate but may not vote to select the new Trustee. The

Governance Committee is charged with recommending any Board candidates to the full Board within a public meeting for their review. As outlined in the Bylaws, new Board members will be selected by a 2/3 vote of the entire Board after the presentation of the candidate.

### **New Trustee Orientation Process**

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

### **Board/Trustee Training and Development**

The Founding Board of Destine Prep will participate in all state required training within our first year of service, including Fiscal Oversight and Fundamentals and Essentials of School Board Governance. Our team will also receive development opportunities at our annual Board Retreat where committees will participate in a Committee Action Planning and Organizational Meeting, both of which will be implemented with strategic support from the BES Board governance team. Ongoing support and training for the Board will be provided by BES, and additional opportunities for professional development will be identified by the Board Chair, with support from the ED as desired. The Board will dedicate time during a monthly meeting at least once per year to conduct a formal self assessment and evaluation of its performance as the governing body of the Destine Prep and as individual members of the Board based on their predetermined roles and job descriptions as committee members and officers. This process will be led by the Governance Committee and the Board Chair who will determine the agenda for the meeting. Our board will adopt the Board Assessment Tool, created by New York City Charter School Center (see section [23b - Supplemental Attachments](#)). Trustees will be given the rubric to score the functionality of the board as *Strong, Satisfactory, or Weak*. They will reflect on different parts of the board's work, such as leadership roles, committees, and meetings.

#### ***d. Stakeholder Participation***

*Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.*

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

include family surveys twice a year, staff surveys twice a year. Both surveys will be further developed by the ED in the school's planning year. Our family facing survey, the Scholar and Family Experience Survey, will be available in hard copy as well as electronically through our website. The survey will include questions about the school's communication with parents, the school's ability to support their scholar's learning needs, and the school's willingness to adopt feedback from parents. Our staff survey will be available electronically as well. The ED and Board will review the data to determine the next steps for improving the organizational health of Destine Prep.

Staff and parents will have the opportunity to help operationalize feedback received in surveys. Staff and parents may serve on ad hoc committees on the board (Enrollment Committee and Diversity Equity, and Inclusion Committee). The committees will seat 6-8 members each and will commence bi-weekly for two months. The location and time of meetings will be agreed upon by members of the ad hoc committees.

The Board will eventually seat a parent representative, as a nonvoting member of the board. The purpose of the parent serving on the board is to create a direct connection between the parent association of the school and the board. The parent will bring forth issues that are pertinent to the families of the school. parent board member will also support the recruiting of other parents for the ad hoc committees.

The Board will meet for Monthly Board Meetings, in which Committees will convene and discuss business related to the committees function, then bring forth data, ideas, concerns, and suggestions to the full Board. Meetings will be public, and members of the community are invited to attend meetings and address the board.

### *e. By-laws*

*Provide a draft of the proposed education corporation's governing by-laws.*

## **Proposed By-laws**

### ARTICLE I

#### Name, Mission, and Objectives

**Section 1:** The name of the Corporation is Destine 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 K 5 in Schenectady. Destine Preparatory Charter School promises a rigorous academic program driven by equitable use of services for all students.

**Section 3:** If, for any reason, the corporation should dissolve, upon dissolution of the corporation assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or a state or local government, for a public purpose.

### 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 that 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.

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 will set the number to be at least five (5) Trustees and no more than fifteen (15) Trustees. All Trustees shall have identical rights and responsibilities. The Executive Director will be an advisory, non voting member of the Board (ex officio).

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

**Section 3:** The Corporation's nominating/board development 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 perspectives.

**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 2023), at least two Trustees who will serve a two year term (ending in Spring 2024), and at least three Trustees who will serve a three year term (ending in Spring 2025).

**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: [REDACTED]  
[REDACTED] 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 email. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the 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.

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 audio conference).

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. Standing committees may only be made up of members of the Board.

Only ad hoc committees may have non Trustee members. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating/board development 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 and developmental training 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, a Vice Chair, a Secretary, and a Treasurer.

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



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

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

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

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

## ARTICLE IX

### NON-LIABILITY OF TRUSTEES

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

## ARTICLE X

### INDEMNIFICATION OF CORPORATE GRANTS

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

## ARTICLE XI

### OTHER PROVISIONS

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

**Section 2:** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of The Corporation to enter into any contract or execute and



deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instance. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

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

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

Section 5: Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

## ARTICLE XII

### 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: \_\_\_\_\_

#### *f. 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.*

#### **Destine Preparatory Charter School Code of Ethics Policy**

The Board of Trustees (the "Board") and senior staff of Destine Preparatory Charter School ("Destine Prep") must conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their interests and those of Destine Prep; and ensure that they do not receive improper personal benefit from their positions. The Board shall conduct its affairs subject to the Charter Schools Act; other applicable provisions of the Education Law; provisions of the Not For Profit Corporation Law made applicable to education corporations by § 216 a of the Education Law; federal law and regulations related to the School's tax exempt status; applicable provisions of the General Municipal Law; the School's charter and by laws; and other applicable provisions of law and regulations. Accordingly, the Destine Prep Board has adopted the following procedures to govern Destine Prep's decision making processes. Moreover, Board members, experts, advisors, and Destine Prep staff of any level are subject to the gift policy set forth below<sup>1</sup>:

- All Trustees, officers, and employees shall avoid at all times any activity that would appear to be influenced by any other person who has a special interest in any matter under consideration by the Board or the School. If a Trustee or employee in a position to influence decisions made on behalf of the School inadvertently engages in any such activity s/he shall promptly notify the Board in writing of all such activities and all known facts prior to participation in any discussion of these matters.
- All Trustees, officers, and employees shall make a full disclosure whenever there may be any real or perceived conflict of interest with respect to a matter under discussion or consideration by the Board or as part of the employee's job duties, in accordance with the Conflict of Interest Policy included as part of this Code of Ethics.
- Any Trustee, officer, or employee who has or will have an interest in any actual or proposed contract, purchase agreement, lease agreement, or other agreement, or whose spouse or domestic partner has or will have such an interest, shall publicly disclose the nature and extent of such interest in writing to the Board, as soon as s/he has knowledge of such an interest and agreement. This written disclosure shall be made part of and set forth in the

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<sup>1</sup>Our Code of Ethics was modeled after Valence Preparatory Charter School

official record of the proceedings of the Board, in accordance with the Conflict of Interest Policy included as part of this Code of Ethics.

- No Trustee, officer, or employee shall receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter under consideration by the Board.
- No Trustee, officer, or employee shall, directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, in any form, under any circumstance in which it could be reasonably inferred that the gift could influence him/her in the performance of his/her official duties, or in which it could have been intended as a reward for any official action taken by him/her.
- No Trustee, officer, or employee shall communicate with the School on behalf of a person or firm unless such communication is part of his/her official duties for the School.
- No Trustee, officer, or employee shall use confidential School information for a purpose outside of his/her official duties for the School, including any furtherance of his/her personal interests. No Trustee, officer, or employee shall disclose any confidential information acquired in the course of official duties or use such information for non-school purposes. This information includes, but is not limited to:
  - Student records
  - Financial information
  - Personnel records
  - Payroll records
- No Trustee, officer, or employee shall have a financial relationship with supervisors or subordinates outside of their employment relationship with the School and the Board, unless approved by the Board.
- No Trustee, officer, or employee shall act in connection with any lawsuit or administrative hearing as a lawyer or representative of a private interest if the interest of the School is involved.
- No Trustee, officer, or employee shall hold any investments in conflict with his/her official duties, engage in private employment in conflict with official duties, or seek future employment to the extent that any of these activities are prohibited by Education Law § 2854 (1) (f), relevant provisions of the General Municipal Law, and the Conflict of Interest Policy included as part of this Code of Ethics.
- 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; however, they may work on political campaigns on non-school time.

- Trustees, officers, and employees must disclose affiliation with or employment by not-for-profit entities, including charter management organizations, partners and founding organizations, but only to the extent authorized by the Board of Trustees in accordance with the Conflict of Interest Policy included as part of this Code of Ethics. No more than 40% of the board members may be affiliated with any other single entity. Additionally, no more than two (2) trustees may be affiliated with a not-for-profit charter management organization.
- 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

Any Trustee, officer, or employee who knowingly violates any of the provisions of this Code may be suspended or removed from office or employment. The Board, acting through a special committee of independent trustees which the Board may establish, shall render advisory opinions to Trustees, officers, and employees with respect to the Code of Ethics.

All Trustees, officers, and employees of the school shall be given a copy of this Code of Ethics upon their employment or association with the school, and each such person will be required to abide by this Code. If amendments are made to the Code of Ethics, all employees, officers, and Trustees shall receive an updated copy.

To be signed by all new Trustees, officers, and employees:

*I, the undersigned, have received and reviewed the Code of Ethics and the attached Conflict of Interest Policy.*

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### *g. Complaint Policy*

*Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints.*

## **Destine Preparatory Charter School's Complaint Policy and Procedures**

### **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 of pupils or staff. 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. Destine Preparatory Charter 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 Destine Prep.<sup>1</sup>

Also, Destine Prep maintains that this policy will serve as a uniform complaint procedure for investigating complaints of (1) discrimination based on 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 complies.

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. These complaint procedures are intended to govern every type of complaint about a school of the Department of Education. These complaint procedures address those complaints that fall within the policy's specified scope.

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<sup>1</sup>Our Complaint Policy was modeled after Buffalo Creek Academy Charter School

Destine 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 of Trustees. If the board believes that disciplinary action is justified, it may vote to pursue such action according to the personnel policy. In the circumstance that any party believes that there has been a violation of the law or our charter, a formal complaint should be filed. According to the requirements of New York State Education Law § 2855(4), the legally required procedure for a 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, for review. The Head of School, or his/her delegate, will leverage the assistance of other members of the school's Leadership Team, staff, and/or scholar(s) in identifying specifics to gather information about the complaint, to continue the investigation, and/or to work toward resolution of the complaint. Destine Prep will distribute the complaint policy and complaint form to staff via the Staff Handbook, to parents/guardians via the Scholar and Family Handbook, and/or to the school community, if necessary, to clarify the complaint protocol and procedural needs.

The Head of School will keep a record of the complaint, including 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 the 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 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 per the steps below. Also, any Title 1 complaint 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 a 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 complaints/problems within his/her authority. An 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 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), if applicable. The reported decision shall be written in English and the preferred language of the complainant whenever feasible, or if 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 appeal the decision to the SUNY Charter School Institute, which shall consider items decided upon in the original complaint as a part of the decision appeal process. If, after the presentation of the 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.

### *h. Board Member Resumes*

*Submit updated resumes for all board members.*

**Figure 14a-1. Proposed Board of Trustees and Offices**

#	Trustee Name	Position on Board (Officers)	Committee Affiliation	Expertise and/or Role at School	Voting	Ex Officio
1	Raysheea Turner	Proposed Chair	Governance	Law Governance Founding Parent	Yes	No
2	Mark Muscatiello	Proposed Vice Chair	Governance Development Facilities Task Force Committee	School Operations Insurance Governance Founding Parent	Yes	No
3	Josh Koss	Proposed Secretary	Governance Facilities Task Force Committee	Law/Real Estate	Yes	No
4	Chrisheena Hill	Proposed Academic Chair	Academic Committee	Education Parent	Yes	No
5	George Borum	Proposed Member	Academic Committee	Education Parent	Yes	No
6	Ashley Whiteside	Proposed Member	Academic Committee	Social Work Governance Founding	Yes	No
7	Raul Castillo	Proposed Treasurer	Finance	Accounting Parent	Yes	No



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**Joshua D. Koss**

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# Ashley C. Whiteside

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# CHERLY ALMONTE LARE, CPA

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*i. Board Members Request for Information Forms*

Each proposed board trustee must complete, sign, and attach the Request for Information Prospective Charter School Trustees (“RFI”) form available on the Institute’s website at [newyorkcharters.org/reporting-requirements/board-membersnew/](http://newyorkcharters.org/reporting-requirements/board-membersnew/). NOTE: Existing SUNY authorized education corporations submitting an application to open a new school are not required to submit RFI forms for existing trustees

**Figure 14a-1. Proposed Board of Trustees and Offices**

#	Trustee Name	Position on Board (Officers)	Committee Affiliation	Expertise and/or Role at School	Voting	Ex Officio
1	Raysheea Turner	Proposed Chair	Governance	Law Governance Founding Parent	Yes	No
2	Mark Muscatiello	Proposed Vice-Chair	Governance Development Facilities Task Force Committee	School Operations Insurance Governance Founding Parent	Yes	No
3	Josh Koss	Proposed Secretary	Governance Facilities Task Force Committee	Law/Real Estate	Yes	No
4	Chrisheena Hill	Proposed Academic Chair	Academic Committee	Education Parent	Yes	No
5	George Borum	Proposed Member	Academic Committee	Education Parent	Yes	No
6	Ashley Whiteside	Proposed Member	Academic Committee	Social Work Governance Founding	Yes	No
7	Raul Castillo	Proposed Treasurer	Finance	Accounting Parent	Yes	No
8	Cherly Almonte Lare	Proposed Member	Finance	Accounting Governance Parent	Yes	No

## Request for Information

### Prospective Charter School Education Corporation Trustee Form

Please provide the following information.

#### Background

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1. Name of charter school education corporation for which you intend to serve as a trustee.  
Destine Preparatory Charter School
2. Full name: Raysheea T. Turner  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
[REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (or 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.  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

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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 trustee  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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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 including a charter management organization, 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, 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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.  None.  Yes, .
18. 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.

*Board members have an obligation to fully disclose all potential conflicts of interest and perform our due diligence. If I suspect a member is engaged in self-dealing it will be promptly reported to the board and investigated. Members are removed due to self-dealing.*

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#### Other

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

**Certification**

**Raysheea Turner**

I, \_\_\_\_\_, 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 Destine Preparatory Charter School is true and correct in every respect.

  
Raysheea Turner (Feb 11, 2021 18:30 EST)

Signature

**Feb 11, 2021**

Date

**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

Please provide the following information.

**Background**

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1. Name of charter school education corporation for which you intend to serve as a trustee.  
Destine Preparatory Charter School
  
2. Full name: Mark Muscatiello  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
  
Home telephone No.: [REDACTED]  
Work telephone No.: NA  
E-mail address: [REDACTED]
  
3. A brief educational and employment history (or 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.  Does not apply to me. x Yes, .  
The Brighter Choice Foundation
  
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

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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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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 including a charter management organization, 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, 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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.  None.  Yes, \_\_\_\_\_.
18. 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 report any self-dealing to the full board for further investigation. According to our Bylaws, the Chair will investigate, and the full board will be made aware to determine if the member in question is to be removed.*

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#### Other

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

**Certification**

**Mark Muscatiello**

I, \_\_\_\_\_, 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 Destine Preparatory Charter School is true and correct in every respect.



\_\_\_\_\_  
Signature

**Feb 11, 2021**

\_\_\_\_\_  
Date

**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

Please provide the following information.

**Background**

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1. Name of charter school education corporation for which you intend to serve as a trustee.  
**Destine Preparatory Charter School**
  
2. Full name: **Joshua Koss**  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
  
3. A brief educational and employment history (or 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.  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

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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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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 including a charter management organization, 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, 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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.  None.  Yes, .
18. 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 on the board of Destine Prep is not and will never be tolerated. As a board, it is our duty to always act in the best care and loyalty to the mission, our students, and the community. Should self dealing be believed for any member, it will be my responsibility or any other member of the team to bring the matter to the Board Chair. The Board Chair will be responsible for investigating the matter and bringing any findings to the full board for review. If that member has been found to have any self dealing, he or she will be removed from the board of Destine Prep immediately. This has been outlined in our proposed Bylaws.***

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#### Other

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

The city of Schenectady is in need of an improved education option. excited to be part of the foundational work of Destine Prep and supporting the youth of Schenectady scholars to realize and grow the gifts they already possess, which can be used to shape and grow their community.

**Certification**

**Joshua Koss**

I, \_\_\_\_\_, 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 Destine Preparatory Charter School is true and correct in every respect.

  
Joshua Koss (Feb 11, 2021 15:47 EST)

Signature

**Feb 11, 2021**

Date

# Request for Information Prospective Charter School Education Corporation Trustee Form

Please provide the following information.

## Background

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1. Name of charter school education corporation for which you intend to serve as a trustee.  
Destine Preparatory Charter School
  
2. Full name: Chrisheena Hill  
Home Address: [REDACTED]  
Business Name and Address:  
[REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED] option 1  
E-mail address: [REDACTED]
  
3. A brief educational and employment history (or you may attach a resume):  
✓ resume [linked here](#)
  
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. ✓ 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

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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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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 including a charter management organization, 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, 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 currently work at KIPP Albany Community Charter Elementary School (KIPP Albany).

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.  None.  Yes, .

18. 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 make sure the entire board was aware of the issue and potential conflict(s) to ensure that it was handled according to the policies and protocols set. I would also follow protocols of any personal conflicts of interest in the event they arise.

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### Other

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19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

## Certification

I, Chrisheena Hill, 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 Destine Preparatory Charter School is true and correct in every respect.



Signature

6/24/21

Date

**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

Please provide the following information.

**Background**

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1. Name of charter school education corporation for which you intend to serve as a trustee.  
Destine Preparatory Charter School
  
2. Full name: George Borum  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED] [REDACTED] [REDACTED]  
[REDACTED]  
Home telephone No [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
  
3. A brief educational and employment history (or 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.  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

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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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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 including a charter management organization, 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, 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 currently work at Henry Johnson Charter School as the Principal for Behavior/Culture.

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.  None.  Yes, .

18. 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 disclose information to the board immediately. All conflicts are required to be disclosed in accordance to our Conflict of Interest Policy. In addition, we do not accept self dealing from members of the Destine Prep Board of Directors as outlined in our Bylaws.

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### Other

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19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

I feel strongly that Destine Prep can provide an outlet for scholars to achieve their goals and dreams in life. Every neighborhood should be allowed a great school for parents to choose from on a yearly basis. I believe Destine Prep will be that for parents and community members who need the opportunity in Schenectady.

**Certification**

**George Borum**

I, \_\_\_\_\_, 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 Destine Preparatory Charter School is true and correct in every respect.

  
George Borum (Feb 14, 2021 11:54 EST)

Signature

**Feb 14, 2021**

Date

**Request for Information  
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.

Destine Preparatory Charter School

2. Full name: Ashley C. Whiteside

Home Address: [REDACTED]

Business Name and Address: [REDACTED]

Home telephone No.: [REDACTED]

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (or 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.  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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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 including a charter management organization, 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, 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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.  None.  Yes, .
18. 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 real or perceived actions of self-dealing should be brought to the attention of the board chair and reviewed to determine if in fact this has occurred. If anyone has engaged in self-dealing, they are to be relieved of their position on the board.

### Other

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

None

## Certification

Ashley C. Whiteside

I, \_\_\_\_\_, 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 Destine Preparatory Charter School is true and correct in every respect.

A black rectangular redaction box covers the signature. A small blue mark resembling a stylized 'S' is visible at the bottom right corner of the redaction.

Signature

Feb 14, 2021

Date

**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

Please provide the following information.

**Background**

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Name of charter school education corporation for which you intend to serve as a trustee.  
*Destine Preparatory Charter School*

1. Full name: *Raul Castillo*
2. Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone Yes.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (or 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.  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

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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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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 including a charter management organization, 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, 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 any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.  None.  Yes, .
18. 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 prepare a statement. In the course of meetings or activities, I will disclose any interests in a transaction or decision where a member will receive benefit or gain. After disclosure, I understand that I will be asked to provide additional detail. Any member found to have participated in self dealing will be removed from the board as detailed in out bylaws and conflict of interest policy.*

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#### Other

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

*No additional information to provide*

**Certification**

**Raul Castillo**

I, \_\_\_\_\_, 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 Destine Preparatory Charter School is true and correct in every respect.



Raul Castillo (Feb 11, 2021 12:48 EST)

Signature

**Feb 11, 2021**

Date

**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

Please provide the following information.

**Background**

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1. Name of charter school Education Corporation for which you intend to serve as a trustee.  
**Destine Preparatory Charter School**
  
2. Full name: **Cherly Almonte Lare**  
Home Address: [REDACTED]  
Business Name and Address: [REDACTED]  
[REDACTED]  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
  
3. A brief educational and employment history (or 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. **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. **X 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.  
**X 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. **X 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 **X 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.  
**X 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 contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. **X 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 including a charter management organization, 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. **X 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, 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. **X 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. **X None.**  Yes, .
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. **X None.**  Yes, .
18. 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. **It would be my duty and responsibility as it would any member of the board to disclose any conflicts or bring to the attention of all members, more specifically the Board Chair, any possible self dealing.**

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#### Other

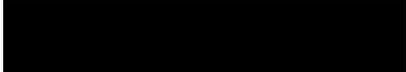
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19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). **X I affirm.**
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. **None**

## Certification

**Cherly Almonte Lare**

I, \_\_\_\_\_, 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 Destine Preparatory Charter School is true and correct in every respect.

  
Cherly Almonte Lare (Feb 11, 2021 16:23 EST)

Signature

**Feb 11, 2021**

Date

## 15. District and School Relations

### *a. Relationship Strategies*

*Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.*

We believe that all children residing in Schenectady deserve free, high-quality education. We understand and acknowledge that not all families who apply will be selected to enroll in Destine Prep (see section [R-05ac – Enrollment](#)). In providing an equitable education to all residents of Schenectady, it is our duty to act as a resource to all schools that fall under the purview of Schenectady City Schools District (as well as all childcare providers in our community). Our core value of *Community as Partners* illustrates our belief and interest in working with the community to provide a program that addresses their needs. We will listen and respond.

We believe in the betterment of SCSD and the effect of productive competition that charter schools bring to communities. In January of 2021, Destine Prep’s lead applicant began building relationships with leaders in the SCSD as noted in [R-04 – Evidence of Outreach](#). The lead applicant has met with community leaders with deep ties to the Schenectady City School District, including Damonni Farley (Family Empowerment and Community Relations Coordinator for SCSD). The proposed Head of School (HOS) has been in discussions with Mr. Farley to host a joint community focus group.

### **Opportunity and Challenge**

The proposed HOS was introduced to three members of the SCSD Board ( [REDACTED] ) during a presentation to the Schenectady Rotary Club. The proposed HOS was able to meet with [REDACTED] to discuss Destine Prep’s mission and vision, relating parts of our program and model to things members of the SCSD Board have shared as priorities for the district. The proposed HOS was met with apprehension and reluctance to support Destine Prep. We consider this a challenge. We have heard from community leaders that there has been reluctance from SCSD to partner with other organizations outside of Destine Prep for the betterment of Schenectady students. We believe that we will have to build strong relationships with individual members of the SCSD Board in order to infiltrate the full school board and get across our message of partnership and unity.

Destine Prep desires to partner with schools in our community to bring forth programming and educational opportunities for the families of our scholars. Before our school opening, we will extend an invitation to the SCSD Board and school and community leaders to visit our school campus and join our leadership team for Professional Development opportunities, and to collaborate with the HOS on community initiatives such as STEM labs and afterschool tutoring. Destine Prep’s Founding Team will support the HOS in continuous efforts to build a relationship

and partnership with the SCSD by continuing to bridge connections and have necessary conversations with the most influential members of the school board.

*b. School Partnerships*

*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.*

The following figure illustrates the performance of schools in the SCSD based on 2019 New York State Standardized Testing metrics.

<b>Figure 15b-1. Schenectady City School District ELA and Math Proficiency</b>					
	School Name	% of 3 <sup>rd</sup> -8 <sup>th</sup> Graders Proficient in ELA (Level 3 or above)	The difference from State Average (45%)	% of 3 <sup>rd</sup> -8 <sup>th</sup> Graders Proficient in Math (Level 3 or above)	The difference from State Average (47%)
1	Hamilton Elementary	28%	-17%	12%	-35%
2	Howe Elementary	34%	-9%	28%	-19%
3	Kaene Elementary	29%	-16%	21%	-26%
4	Martin Luther King Elementary	15%	-30%	3%	-44%
5	Paige Elementary	26%	-19%	19%	-28%
6	Pleasant Valley Elementary	20%	-25%	14%	-43%
7	Van Corlaer Elementary	30%	-45%	24%	-23%
8	Woodlawn Elementary	44%	-1%	39%	-8%
9	Yates Elementary	16%	-29%	8%	-39%
10	Zoller Elementary	49%	+4%	42%	-5%

Destine Prep's Founding Team has analyzed the performance metrics of Schenectady City schools, particularly those schools in the 12308, 12307, 12306, 12304, and 12303 zip codes, as well as schools in the surrounding area. We will maintain respect and camaraderie with schools in

our desired and targeted neighborhoods while acknowledging the education gaps that persist. Because there are currently no charter schools that exist in our proposed community, we understand the opposition and resistance we may encounter.

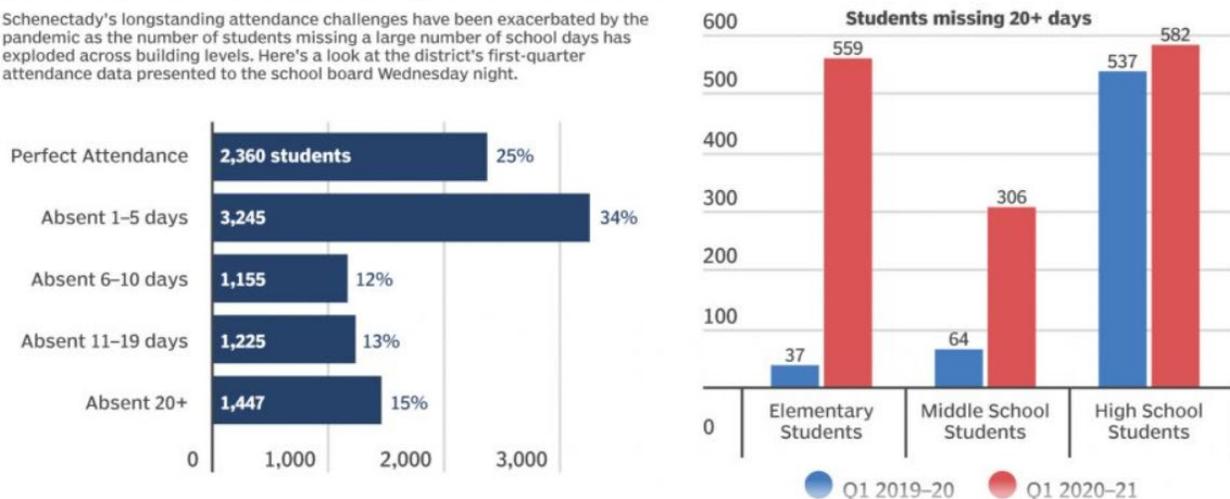
Our proposed HOS will continue to build relationships with district leaders during the school year by extending an invitation to meet with local school leaders and collaborate on ideas and potential initiatives. The HOS will offer to share academic materials with local leaders as requested. We believe that the autonomy and flexibility given to charter schools allow us to design a program that is responsive to the current data and reimagines how school's function in partnership with their host community to reach academic outcomes for all scholars.

Based on data from SCSD, we are concerned about attendance outcomes for scholars. Many students are not consistently coming to school on time. We acknowledge that current data is skewed given the Covid pandemic and families' lack of clarity on remote learning. We reviewed data from remote school years to evaluate trends in absenteeism, particularly, we wanted to know how many scholars were missing multiple days of school. Figure 15b-1 illustrates attendance data for our target community throughout the 19-20 and 20-21 school years.

**Figure 15b-1. Absenteeism in Schenectady City Schools**

**Pandemic worsens Schenectady attendance woes**

Schenectady's longstanding attendance challenges have been exacerbated by the pandemic as the number of students missing a large number of school days has exploded across building levels. Here's a look at the district's first-quarter attendance data presented to the school board Wednesday night.



Destine Prep intends on collaborating with SCSD to address chronic absenteeism. We are interested in developing a unified enrollment system that would allow Destine Prep and district schools to align on dates for application submission deadlines and common application materials and processes<sup>1</sup>. We believe that alignment will create more equity for parents attempting to choose the best school, which allows for improved attitudes about the school.

<sup>1</sup> Gross and Campbell

Parents will not be forced to choose an option because of the deadline. By requiring families to submit the same documents along the same timeline for whatever school they choose, we are creating a fair system centered on parent choice instead of school logistics. We believe this will greatly improve attendance, as parents' beliefs about a school are a major indicator determining whether their student shows up and whether they are successful. Allowing parents to choose creates equity and establishes a clear priority, children regularly attend school on time and while there they experience success.

We will continue to be open to any partnership model that is in alignment with Destine Prep's mission and supports as many students in the city of Schenectady and its surrounding parts as possible. Consistent with our key design element Equitable Systems Enable Learning, Growth, and Leadership, we choose to maintain an open-door policy and mindset as it relates to working with local leaders because we understand how collective action can shift and uplift underserved communities. We are interested in forming working groups and affinity groups with leaders in which we support and consult with each other on community and school-related issues and topics. The HOS will seek to conduct academic and culture walkthroughs of local district schools and community centers/hubs and provide opportunities for local schools and community leaders to observe Destine Prep's program. The goal is that we can create a sustainable structure in which we, as leaders within the community, take accountability and action towards ensuring the needs of the Schenectady community at large is being served.

## R-16ac - 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.

Destine Preparatory Charter proposes to open its school facility in the central most area of Schenectady, specifically hoping to locate in Hamilton Hill, Mont Pleasant, or Eastern Avenue and Vale to respond to the need for high quality education in the city's most poverty stricken neighborhoods. While we intend to find a facility that is located in our target neighborhoods, it is equally as important that we are located in an area that allows us to deliver on our mission of providing educational opportunities where it is limited. Thus, we seek to investigate all possible facilities that are suitable for our population and within a reasonable commuting distance for residents of our targeted neighborhoods. The Head of School will work with a Facilities Committee, as convened by the board, to establish a thorough facilities plan which will include deciding on outside consultancy to bring into the work of searching for and seeing at least 10 sites before proposing a final facility site to the board. Prior to signing any lease, we will ensure that our facility meets the safety and accessibility standards required of schools in New York State. We do not intend to offer a residence program for students.

Figure 16a 1 details the number of scholars and space needed each year for the first term of the charter.

Figure 16a-1. Spatial Estimations Based on Enrollment Targets			
Academic Schoolyear	Grades Being Served	Projected Enrollment	Estimated Square Footage Needed
2022 2023	K, 1	116	9,280
2023 2024	K, 1, 2	174	13,920
2024 2025	K, 1, 2, 3,	261	20,880
2025 2026	K, 1, 2, 3, 4	348	27,840

2026 2027	K, 1, 2, 3, 4, 5	435	34,800
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The Facility Committee will speak to the entire Board of Trustees about the work of the committee including contract negotiations and the space needs for the school. To execute our program, we will seek a facility that has a variety of classrooms and workspaces, as well as spaces to serve specific school needs. Figure 16a 2 details the spaces we will seek and a schedule of these needs in the first through the fifth year of operation. Our facility needs are described in Figure 16a 2.

Figure 16a-2. Destine Prep's Facilities Needs						
Room or Space Requirement	Year 1 (2022 2023)	Year 2 (2023 2024)	Year 3 (2024 2025)	Year 4 (2025 2026)	Year 5 (2026 2027)	Notes
Classrooms	4	6	9	12	15	We will scale up a grade every school year. We will also add an additional class every year starting in Y3
Admin Office	1	1	2	2	2	As Leadership Team grows, more space will be needed to host productive, focused meetings
Main Office	1	1	1	1	1	The Operations Team will work out of this site, and the location should be centrally located and accessible to support the entire school
Scholar Supports Center	1	1	1	1	2	This space should be conducive to group sessions and sessions with related service providers
Gym/Lunchroom/ Auditorium	1	1	2	2	2	This space will be multi functional as long as possible. In Y3, enrichment and P.E. may take place during lunch, requiring separate spaces. We will have a separate Gym space

						and continue to use one space as a Lunchroom and Auditorium space.
Teacher Workroom	1	1	1	1	1	This space is designated for adults only, includes copiers, working stations, and eating stations
Resource/Storage Closet	1	1	2	2	2	These spaces houses materials that are not frequently needed
Nurse Office	1	1	1	1	1	This space will be conducive for medical attention; should allow for privacy and have space to store medicine
Scholar Restrooms	2	2	4	4	4	We will have separate upper school and lower school restrooms starting in Y5
Adult Restrooms	1	1	2	2	2	We will have two restrooms to meet the needs of our growing staff starting in Y3

*b. Facility Selection Describe the efforts to date to secure a facility for the school including:*

*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 (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation;*
- *If another organization is assisting the applicants in obtaining facilities, provide information about such organization;*
- *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*

Destine Preparatory Charter School's Founding Team is currently in the process of gathering information and meeting with real estate groups for consultation. We have met with [REDACTED], who, along with his team, has financed and developed 70 charter schools across the country. More recently, they provided services for the KIPP Albany and Albany Community Charter School merger. [REDACTED] and his team come highly recommended by [REDACTED]. Our Founding Team member Mark Muscatiello supported this merger as an insurance agent. Mr. Muscatiello will serve on Destine Prep's Facility Committee. Proposed board member Joshua Koss has expertise in dealing with legal documents tied to real estate acquisition. He is the General Counsel for a national affordable housing developer, [REDACTED] which has four large developments in the Capital Region. Joshua will also sit on the Facility Committee.

### Facility Identification

Destine Prep will have a Facilities Committee, whose role in the planning year is to establish the plan for facility procurement by making any necessary adjustments, advising the board on the funds needed and the facilities plan, hiring outside consultation, and working with the board and Head of School to approve a lease after it is evaluated and negotiated by a contracted lawyer. The Founding Team will collectively function as fund developers gathering seed funding from local donors will be critical to the procurement of rental space.

Our Facilities Committee has identified a building that fits or budget line. Facility Committee member Joshua Koss has met with the principal of Redburn Development, [REDACTED] to determine the likelihood of Destine Prep securing the building made available by the development group. We have received a verbal commitment, stating that Destine Prep will be allowed to rent the entire space if we are able to negotiate a lease this year, 2021. We are being offered to lease the building for less than half the market rate due to the developer being community and mission oriented and through the assistance from the regional development authority.

Our budget assumes a building and land rental rate of \$20/square foot and 80 square feet per scholar. The budget assumes \$166,400 in total facilities costs in Year 1 and \$13,867 in Year 0, which includes all renovations and development needed to bring the facility up to the education code. Our budget has accounted for the potential of higher costs than estimated to procure a

facility. Any construction work on the school facility will begin no later than the January of 2022 to allow time for delays in the process. Figure 16b 1 illustrates our plan for procuring a facility.

<b>Figure 16b-1. Destine Prep's Facilities Action Plan</b>		
<b>Date</b>	<b>Action</b>	<b>Owner</b>
Sept 2020 Dec 2020	Sourced Facilities Development Company	Founding Team
March 2021 June 2021	Begin Working with A Facilities Group (Likely, Level Field Partners)	Founding Team
April 2021	Form Facility Committee (2 people)	Founding Team
May 2021 July 2022	Facility Committee Meetings, Monthly. Facility Committee Reports to full Board	Facility Committee
May September 2021	Tour Facility Sites	Facility Committee
October 2021	Conduct RFP and Contract Negotiations with Preferred Developer Options	Facility Committee
October 2021	Review RFP's and Hire Developer	Facility Committee
October 2021	Site Design & Scope of Work Cost Estimates	Facility Committee
November December 2021	Negotiate Facility's Lease	Facility Committee
November December 2021	Execute Lease and Begin Development	Facility Committee
December July 2022	Monitor and check progress s of building development against move in timeline	Facility Committee

February 2022	Purchase Furniture, Fixtures, and Equipment	Head of School and Operations Manager
May July 2022	Ensure all insurances, certificates of occupancy, and codes are approved/granted	Facility Committee
June July 2022	Furniture Move In and Classroom Set Up	Facility Committee
August 2022	School Launch	Leadership Team

We plan to lease a facility for Y1 Y3. We will select a property that will allow us to build a reserve to purchase a facility after our third year of operation. When evaluating sites, we will consider the following: proximity to our target population, transportation options, and accessibility cost to lease, renovate, and maintain over time, parking availability and outdoor playground options, safety and security for students, and potential to increase leased space over time. All facilities decisions will be approved by the Finance Committee and Facilities Task Force of the Board and presented to the entire Board of Directors for consideration and approval. At the point of this application submission, we are considering [REDACTED] as a potential facility for co location. This is a unique opportunity, as it is a pillar of the Civil Rights Movement led by the late Benjamin Hooks. It satisfies our overall square footage needs with the potential to lease more space as our enrollment increases. This facility could function as our Y1 Y4 school site or longer if modular buildings were added. Substantial renovations may be necessary for school operations. Another potential option for co location is The Place of Outpouring Olivet [REDACTED]. We will consider this option because of its central location in the Parkway Village community. Please see Attachment E for the letter of support and commitment from The Place of [REDACTED]. Our Board and Lead Founder are continuing to work to generate more facility options. We will consider all the following: SCS school district co locations, church co location, business district renovations, and modular facilities options.

### *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.*



Destine Prep's board will adhere to the organization's Conflict of Interest Policy. Members will disclose any potential conflicts to the Board Chair on an annual basis and disclose any newly arising conflicts as soon as they are made aware to the Board Chair. If a conflict of interest is determined, said board member will not be involved in discussions or votes on the conflicting topic. No member of the board may have any personal financial interest in the school's dealings for a facility. Our proposed lease will be reviewed by legal counsel before the board approves it. The fair market value of the lease will be determined by comparing the proposed lease to leases of similarly funded charter schools.

#### *d. Facilities Documents*

*Additional Facility Information 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 that 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 at this time.**

## R-17 - Food Services

*Describe the plans for food services the charter school will provide including plans for the provision of food services if the physical school building must close.*

### Food Insecurity in our Target Community

The city of Schenectady's Mayor, Gary R. McCarthy, in partnership with HUD sought after the residential feedback and input to deeply understand the needs of the community through a Community Needs Assessment (CAN). The survey established the outstanding needs of Schenectady city residents based on data collected from 924 participants. Surveys detailed issues with childcare, education, safety, and food insecurity.<sup>1</sup> Before the COVID-19 pandemic, 13% of the New York State residents received SNAP food benefits, compared to 24% of Schenectady residents who received such food assistance. 1 in 5 children in the state of New York are experiencing food insecurity, and in communities of color, such as Schenectady, that number is higher.<sup>2</sup>

Our targeted community needs nutritious, consistent, and affordable food options. We propose the Destine Prep school campus to be in the Hamilton Hill, Eastern Avenue, and Vale area. As noted in the [R-01ac – Community Need](#), our proposed neighborhoods are the most economically challenged and under-resourced. A survey conducted in 2013 suggested most residents have low access to supermarkets, and many residents reported that they frequently "run out of food".<sup>3</sup>

The COVID-19 pandemic has only further exacerbated the food security gap. As a result of the pandemic, the local food bank of the Schenectady Community Ministry (SiCM) has seen an increase in participants of 300%, now serving 1,200 households a month.<sup>4</sup>

### Food Services at Destine Prep

Destine Preparatory Charter School's mission is to teach and nurture the minds and bodies of our young learners, to give them the tools to be forces of change in their community. In doing so, we will not neglect our duty to teach our scholars about nutrition, health, and body positivity. We will stand on these lessons by providing multiple nutritious eating opportunities for all scholars. All scholars will have access to (3) three meals a day at Destine Prep: breakfast, snack, and lunch. We will participate in the Free and Reduced-Price Lunch (FRL) program and will follow all applicable regulations governing student eligibility and required reporting. We understand the psychological damage food insecurity renders within children, yet we believe school ought to be a safe space for all its participants. No scholar of Destine Prep shall ever report being hungry while at school. In the case that Destine Prep is closed for remote learning, the Operations Manager(OM) will establish a food pickup system to occur outside the school

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<sup>1</sup><http://www.cityofschenectady.com/DocumentCenter/View/2427/Community-Needs-Assessment>

<sup>2</sup><https://blog.timesunion.com/johnmcdonald/food-insecurity-we-need-action-now-more-than-ever-before/6262/>

<sup>3</sup><http://www.cityofschenectady.com/DocumentCenter/View/2427/Community-Needs-Assessment>

<sup>4</sup><https://dailygazette.com/2020/12/13/hunger-a-constant-as-region-braces-for-dark-winter/>

building, by working with the food provider to ensure food is still made available and sending notices to families via mail, email, and Schoolrunner to share about the pickup system. Parents will be given a scheduled time in which they or their child can pick up a bagged breakfast/lunch. The OM will work with families whose transportation is a burden to ensure a safe drop-off of food to the families' homes.

Destine Prep's food service program will be in accordance with the requirements of the National School Lunch Program and compliance with all federal nutrition guidelines as well as New York State regulations. The Founding Team has begun the process of identifying potential food service vendors that will provide nutritious food at a price that fits our budget line and will continue to identify potential vendors with whom we can begin building professional relationships. If Destine Prep is approved, utilizing an RFP approval process, the Founding Board will review all bids from foodservice vendors detailing costs, security, transportation, storage, handling, service, and nutritional goals and targets. We plan to hire a vendor who will prepare and serve food to our scholars. In the case that the vendor does not serve the food, the OM and assistant teachers will assume this role. On-premises meal preparation will depend on the space within our facility. Management of Destine Prep's food services will be owned by the OM in Year 1 and beyond.

#### [Eating Time at Destine Prep](#)

As previously noted, scholars will be served food three times a day Monday-Thursday. In our inaugural year, scholars will have 30 minutes to eat breakfast daily, from 7:15-7:45. Lunch will be served between 10:30-11:10 Monday through Thursday. Scholars will have 20 minutes to eat lunch daily. Scholars will have a snack between 12:45-1:40 Monday through Thursday. Fridays, because of our early release schedule, we have not accounted for a time dedicated to snacks. Scholars will still have up to 30 minutes to eat breakfast and 20 minutes for lunch on Fridays and all early release days. In staying true to our values, no child will be hungry while at Destine Prep. Scholars will be sent home with a snack on Fridays, to be eaten at home. The school will utilize its relationship with local food banks and social services to provide resources for any families who are facing homelessness or food insecurity. The OM and school counselor will support any struggling families with finding immediate food options or shelter for any reason.

## **R-18 - Health Services**

*Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunizations records checks, medication to students within applicable law.*

Destine Preparatory Charter School will comply with all regulations including §2853(4)(a) and §912 of the Education Law by implementing a comprehensive set of health services, compared to those available at schools with the Schenectady City School District (SCSD).

Destine Prep will implement a comprehensive set of health, safety, and risk management policies which will be approved by the insurance provider of the organization as well as the Board of Trustees. The school will provide details about each policy in the family's home language – within the Scholar and Family Handbook before the start of each school year. At a minimum, our health services policies will include the following:

- Compliance with all health and safety laws and regulations, including those applying to food services, transportation, custodial services, pest, and hazardous materials
- Planned response to natural disasters and emergencies, including severe weather events
- Required training of all staff on an emergency plan
- 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, per New York State Social Services Law § 413 and § 421, and training for staff in their legal responsibility and procedure for reporting

Per Public Health Law 216, we will ensure that all scholars enrolled in Destine Prep provide appropriate documentation of necessary immunizations during the time they are enrolled at Destine Prep. Required immunizations include Polio (IPV/OPV) Measles/Mumps/Rubella, (MMR) Hepatitis B, Varicella, Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap). In accordance with Education Law Article 19 Section 903, all incoming families will be asked to present records of a current physical examination within the first 30 days enrolled.

The Operations Manager (OM) will provide oversight of the School Nurse who will assume responsibility for the implementation of the school's health policies – including managing and storing records of emergency contacts and immunizations. Records will be kept in a locked file with access limited to the Head of School, OM, and School Nurse. Records will be reviewed by the nurse only for the administration of any required services. The school nurse will be tasked with administering all approved medications to scholars. The school nurse will be set up with space and the necessary equipment to administer medicine. To receive medications while at school, a scholar must have a signed doctor's note and a signed parent authorization form on file with the school.

The school nurse will provide health training during Friday Professional Development for the entire school staff. Using resources provided by the National Association of School Nurses, the school nurse will provide concrete action steps for different health conditions or scenarios

involving scholars.<sup>1</sup> In accordance with State Education Law Section 917, we will require all teachers to know CPR and AED. We will further develop our school staff by sending 2 volunteer staff members (preferably one teacher and one leader) to CPR/AED training. We have planned funds for teacher development on health safety within our budget (see section [R-21e – Budget](#)).

As required by §917 of the Education Law, Destine Prep will maintain access to external defibrillators (AED). A minimum of two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator.

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<sup>1</sup><https://www.nasn.org/nasn/programs/skills-training/gettrained/training-tools>

## 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.*

Destine Preparatory Charter School will ensure all its scholars have a safe and reliable form of transportation to and from the school campus. In accordance with §3635 of New York State Education Law the school will contract transportation services detailed further in figure R-19-1. Additionally, Destine Prep will provide transportation for scholars identified as residents of temporary housing under the McKinney-Vento Homeless Education Assistance Act as well as scholars who require special transportation accommodations as identified in their IEP. Destine Prep will be in session on certain days when Schenectady City School District is not, and so prior to these instances, Destine Prep will make arrangements with SCSD so that these transportation services are not disrupted. Destine Prep will make these arrangements at a cost, according to § 2853(4)(b) of the Education Law or shall make other necessary transportation arrangements.

In alignment with SCSD, Destine Prep will bus any scholars who are at least 1.0 mile and up to 5.5 miles from the school free of charge to the family<sup>1</sup>. The facility being offered to Destine Prep through Redburn development is just over a mile from the Hamilton Hill neighborhood and over a mile from our other target neighborhoods (see section R16 – Facilities). For scholars who reside less than a mile from the school, we will recommend walking during nice weather days or utilizing a carpool on cold or inclement weather days. Destine Prep will provide to families living less than a mile from the school a list of local van services they can enroll their scholars in for pick-up and or dropoffs. The Leadership Team will evaluate attendance data weekly to determine if any subgroup, including students less than a mile away from school, are struggling to meet the attendance expectations.

<b>Figure 19.1: Transportation Eligibility by Grade and Distance</b>		
<b>Grades</b>	<b>Distance to School Campus from Residence</b>	<b>Service Provided</b>
Kindergarten-Fifth Grade	1.0-5.5 miles	SCSD provided transportation, e.g. Yellow Bus
Kindergarten-Fifth Grade	<1.0 miles	No Transportation Provided
Kindergarten-Fifth Grade	>5.5 miles	Transportation through Partnership with District School

Our Year 1 budget (see section R-21e – Budget Template) accounts for the cost of transportation on days in which Schenectady district schools are closed; \$100 per scholar; our target enrollment is 116 scholars; \$11,600 in costs for Year 1. We have budgeted for the higher cost in subsequent

<sup>1</sup>[http://www.schenectady.k12.ny.us/departments/Transportation/eligibility\\_to\\_ride\\_a\\_bus](http://www.schenectady.k12.ny.us/departments/Transportation/eligibility_to_ride_a_bus)



years to account for larger enrollment targets, maintaining our estimated rate of \$100 per scholar.

Destine Prep's Head of School and board will review multiple bussing companies in our region, collecting feedback and recommendations from charter school leaders in our region before approving any transportation company. Our school's Operations Manager will oversee transportation services in Year 1 and beyond. S/he will be tasked with informing and training the staff on the transportation system and all policies associated with it. Details about the transportation services at Destine Prep will be written in our Scholar and Family Handbook for reference.

## 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).

We believe that school must be a physically safe space for all the stakeholders. Destine Preparatory Charter School is committed to the long-term fulfillment of our mission and we will carry insurance to protect the school from a variety of liabilities in all years. Destine Prep and our insurance provider will notify the Department of Education of any cancellation policy within ten (10) days. We received an insurance proposal from [REDACTED] at First Fidelity Brokerage. First Fidelity Brokerage is a well-respected insurance company in the Capital Region. Their agents have worked successfully with the KiPP Albany Charter Schools, and they come recommended by board members at KiPP Albany. We intend to review more proposals before our Board takes a vote on which insurance agency to use/contract.

**Figure 20-1. Destine Prep's Proposed Insurance Coverage**

Destine Preparatory Charter School										
<small>NOTICE: This statement is intended to provide the insurance coverages and the associated estimated premium for budget purposes only. Actual premium will be determined at time of coverage placement and will depend on exposures, carrier rate changes, and limits and deductibles selected.</small>					Projected					
COVERAGE	LIMITS OF LIABILITY	RETENTION	COMMENTS	0	104	156	234	312	390	
				Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
General Liability	<b>Liability:</b> Each Occurrence Personal and Advertising Injury General Aggregate Fire Legal Liability Medical Payments, per person Hired and Non Owned Liability Employee Benefits Liability Abuse & Molestation Limit Abuse & Molestation Agg. Limit Products Agg Limit	\$1,000,000 \$1,000,000 \$3,000,000 \$1,000,000 \$5,000 \$1,000,000 \$1,000,000 \$1,000,000 \$2,000,000 \$3,000,000	<b>Liability:</b> Nil except: \$1,000 Employee Benefits Liability		\$7,904	\$11,856	\$17,784	\$23,712	\$29,640	
Workers Compensation	Workers Compensation Employers Liability	Statutory \$1,000,000		Planning: 2.50 FTE (~\$180,00)	\$1,681	\$6,448	\$9,517	\$13,957	\$17,867	\$20,752
Educators Legal Liability (incl. Directors & Officers)	Educators Legal Liability Educators Legal Liability Aggregate	\$1,000,000 \$1,000,000	\$2,500 Educators Legal Liability \$5,000 EPL	Includes "Wrongful Act"/D&O/EPL	\$2,250	\$4,500	\$4,850	\$5,200	\$5,550	\$5,900
Property	<b>Property:</b> Contents EDP  Business Income / Extra Expense Cause of Loss Form	\$250,000 \$250,000  ALS Special	\$2,500	Property increases with purchased contents and equipment		Included with GL				
Excess Liability	Each Occurrence Aggregate	\$10,000,000 \$10,000,000	\$10,000 SIR if no underlying	Includes GL, Auto, EBL, ELL		Included with GL				
Crime	Employee Theft Depositors Forgery or Alteration Theft, Disappearance & Destruction - Money, Securities, and Other Property Computer and Funds Transfer Fraud	\$1,000,000 \$1,000,000 \$1,000,000 \$1,000,000	\$25,000			Included with GL				
Accident Insurance Special Risk	AD&D: Accident Medical Expense:	\$1,000,000 \$250,000	Nil		\$2,080	\$3,120	\$4,680	\$6,240	\$7,800	
					<b>\$20,932</b>	<b>\$29,343</b>	<b>\$41,621</b>	<b>\$53,369</b>	<b>\$64,092</b>	
					<b>\$5,326</b>	<b>\$5,326</b>	<b>\$5,326</b>	<b>\$5,326</b>	<b>\$5,326</b>	

## R-21ad - Fiscal Soundness

### a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup 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.

The narrative should address how the applicant considered possible contingencies related to the provision of alternate education models such as remote and/or hybrid instruction and the ways in which this may have impacted the development of the budget. Due to the financial challenges of the COVID-19 pandemic and the resulting uncertainty of economic conditions, the Institute also encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies.

Destine Preparatory Charter School promises to deliver on its mission and will do so while operating a sound and fiscally conservative annual budget. The Founding Team of Destine Prep has created a five year financial plan that will be overseen by our proposed board.

Our budget demonstrates our intentions to implement a rigorous academic program that will be rich in teacher recruitment, retention, and development, high quality curricular materials, and other operational/logistical components. It also demonstrates thoughtful anticipation of expenses that will be funded by the school during its proposed authorization period.

Destine Prep will be fiscally responsible in its utilization of public funds to operationalize the mission of the school. We will always conduct a comparative analysis and RFP process before spending funds on big purchases or contracted services. This will allow us to reserve funds, respectably, in the case of a need contingency. Our Board will have a continuous oversight on spending ensuring our spending matches our revenue. We have accounted for some presumed annual increases in revenue for items connected to the growth of the school: staff, scholars, and building. We will have an operating income that has a monthly and annually positive cash flow. A financial summary of the school's budget from our planning year until the end of our proposed first charter term can be found in figure 21a 1.

Figure 21a-1. Financial Summary						
Components	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5

<b>Enrollment</b>	0	116	174	261	348	435
<b>Total Revenue</b>	300,000	2,212,164	2,915,656	4,014,344	5,363,571	6,718,801
<b>Total Expenses</b>	270,239	1,922,533	2,620,150	3,431,026	4,277,214	5,309,281
<b>Operating Income (EBIDA)</b>	29,761	289,631	295,506	583,318	1,086,357	1,409,520
<b>Beginning Fund Balance</b>	0	29,761	319,392	614,897	1,198,216	2,284,573
<b>Ending Fund Balance</b>	29,761	319,392	614,897	1,198,216	2,284,573	3,694,093
<b>Total Per Pupil Revenue</b>	0	1,470,300	2,205,450	3,308,175	4,410,900	5,513,625
<b>Expenses Per Pupil</b>	0	17,113	15,126	13,204	12,643	12,517

Our Founding Team will conservatively plan our school’s budgets for all years of operation. We have outlined detailed assumptions which are calculated using accessible algorithms in our attempt to maintain transparency around our budget planning. Facility rental assumptions are based on options available on the market. Our assumptions include the most extreme costs, and they allow for contingencies.

### Revenue

Destine Prep’s Founding Team has planned and accounted for revenue we intend to receive, such as per pupil funding, Title I funding, CSP grants, and money raised on behalf of our Board of Trustees. We have not secured funds from either source, although we plan to immediately apply for CSP grants upon authorization. Through the advisory of the board, we will aggressively secure funds on behalf of the school in the planning year. In our inaugural year, if any anticipated grants or funds are less than what we’ve projected, the school will delay the hiring



of its leadership team and all responsibilities for summer preparation will be tasked to the Head of School (HOS). The board will decide on up to a 20% cut of the HOS' salary for that year.

All revenue line items are estimates based upon rates currently available. We conservatively project a 0% rate increase in all public funds. Our assumptions regarding various demographic groups, including the percentage of scholars who will receive Special Education services, are based on data from Schenectady City District Schools, with special attention to schools in our target neighborhoods: Hamilton Hill, Mount Pleasant, Eastern Avenue, and Vale. We included NYSTL, NYSSL, and NYSLIB allocations in our budget as well as demonstrated that this funding is only accessible through FAMIS.

### **Expenses**

One of the biggest expenses for Destine Prep in its proposed first term of authorization will be the salary and development of our teachers and leaders. We believe that talent matters and to recruit and retain talented professional educators, we must provide a competitive salary and benefits package to our staff, as well as a strong Leadership Team that will lead the development of our junior school staff. Our Leadership Team will be operationalized as part time employees during the planning year of the school, which will start in February 2022 with the hiring of the Operations Manager (OM). Leaders will be compensated with a fraction of their salary based on the hours worked. By Summer 2020, all members of our Leadership Team will be onboarded and will begin to support the HOS with readiness and preparation work, e.g. Home Visits, Planning Summer Institute, Unit Planning, etc. In the school's opening year, the Leadership Team will be employed full time to fully carry out the day to day duties described in their job descriptions (see section [R-11ab - School Management and Leadership](#)), and they will be paid their full salaries. In Year 1, we plan to staff five general education teachers, 3 SPED certified teachers, 1 assistant teacher, and 2 enrichment teachers.

Destine Prep has budgeted to pay its general education teachers \$55,000 in Year 1. We will offer an annual salary that is on track with what is offered at SCSD schools. Our SPED certified teachers will be compensated with a salary of \$60,000 in our inaugural year. The assistant teacher will earn \$40,000 in Year 1. Specialty (enrichment) teachers will be part time in Year 1, and they will be compensated with a salary of \$48,000. Our Leadership Team will be comprised of our HOS, Director of Scholar Supports (DSS), OM, and an Instructional Coach. In Year 1, the HOS will be compensated a salary of \$105,000, the DSS has a salary of \$67,083, the OM a salary of \$65,000, and the Instructional Coach a salary of \$62,292. Our projected total personnel wages are \$876,125 in Year 1, 1,347,742 in Year 2, and \$2,800,076 in Year 5. Destine Prep will provide a 3%



annual COLA increase to eligible employees. We will also provide a full benefits package that includes a 3% match for 403(b), retirement account, for all employees who choose to participate.

We will contract various services, including an ESL instructor, contracted curriculum expert, a nurse, transportation, food services, Follow On support from BES, back office provider, and janitorial services. We will use referrals from other local charter schools to make a cost effective decision on companies to contract through. Our estimations for contracted services are based on conversations our lead applicant had with contractors, as well as rates paid by local charter schools. Exact estimates for contracted services can be found in tab 7 Year 1 Budget and Assumptions (see section [R-21e - Budget](#)). We expect the prices of most operational needs to decline over time.

Our budget accounts for estimates regarding facility procurement, \$20 per square foot, and 65 80 square feet per scholar. We plan to include all renovations and development needed to bring the potential facility up to code within the lease details.

### **Cash Flow**

Destine Prep's Financial Committee will ensure that all months have a positive cash balance by reviewing the budget monthly and evaluating the spending of the school adjust the budget. The Board will ask questions and provide guidance to the HOS on strategies to remain in the positive. In Year 0, we will maintain positive reserves with the lowest single month's reserve being 1,427 in February of 2022. In Year 1, we will maintain positive reserves starting in October throughout the remainder of that school year.

### **Mitigation Strategies**

Destine Prep's Founding Team is fully aware of its priorities in the planning year, which include hitting enrollment targets and procuring funds on behalf of the school. Destine Prep will reserve the right to mitigate poor enrollment totals by adjusting staffing roles, reducing salaries, starting with the proposed HOS, reducing the quality of the benefits package, and utilizing only high quality, free and open source curriculum. We have budgeted for a conservative monthly net reserve. We are also prepared to mitigate the costs allocated for facilities. We planned for a rate of \$20 per square feet based on local facility costs. However, the current offer to inhabit the OrhtoNY office in downtown Schenectady through Redburn gives us some flexibility given the offer is for half the market/budgeted per square foot rate. We plan to further protect the financial viability of the school by sharing weekly forecasts and reports with the Financial Committee in the first months of Year 1 and throughout the planning year. All decisions will be made in accordance with maintaining the integrity of the mission and vision of the school. Thereafter, the

HOS will also report a financial dashboard to the Finance Committee during the monthly Board of Trustees meeting. It may be determined by the Finance Committee that we attend to apply for a loan. They will make this recommendation to the full board. All members of the board will be responsible for fund development. The HOS or members of the board will apply for all eligible grants, both local and national, in Year 0 and every year after.

### **Remote Learning Impact on Budget**

Due to the current economic climate, district budget cuts and the impact of Covid 19, we have considered contingencies for remote learning within our budget. Our budget currently accounts for \$42,00 in technology costs (\$300 per scholar and \$900 per teacher computer). Those funds will be utilized to acquire laptops/chromebooks. We will have access to online curriculum and student facing materials through our curriculum purchases (see section 6a - Curriculum and Instruction). We will distribute computers to scholars if instruction is remote. In the planning year, the OM will purchase school furniture, classroom materials, and curriculum under the supervision of the HOS. During the start up year, the HOS and OM will work together to ensure the purchases made for the school are in alignment with our scholar enrollment so as to cut any material expenses that are not needed if our enrollment totals are lower than what we project. The Finance Committee will evaluate Destine Prep's financial viability. If per pupil funding is for whatever reason cut, the Finance Committee will evaluate the fundraising options and budget, and present revisions and suggestions to the full Board.

### **b. Financial Planning**

*Explain the process the school will use to develop its annual budget including:*

- *Who will be involved; APPLICATION REQUESTS SUNY Request for Proposals (2021) 58*
- *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 budget creation process will help launch the planning year in January of each year. The HOS and the OM will develop a draft of the annual budget with the consultation of the back office provider. The draft budget will need to be approved annually by the board. The HOS will determine the priorities in the budget based on the school's academic and SEL priorities, and goals for the upcoming school year. The OM will give additional input on behalf of the Leadership Team. Expenses that the HOS and OM deem will most positively impact student data (staffing, development, curriculum, etc.) will have a higher weight than all other expenses. The Finance Committee will review and give input on the budget in February. In March, the final budget will be prepared and shared with the full Board of Trustees. Between May and June, the board will approve the budget at an open public meeting. Our back office provider will be tasked



with ensuring accuracy and compliance to law and regulations. Our board will be tasked with ensuring they approve a budget that is compliant and in alignment with the school's mission and priorities. Annually, Destine Prep will submit to SUNY a final budget by June 30<sup>th</sup> of that respective academic year.

Monthly, the Finance Committee will review dashboards that include financial statements, projected to actual annual budget details, all projected to actual cash flow statements, the chart of accounts, and all fiscal forecasting. The Financial Committee will submit a report to the full board monthly, and ahead of all board meetings. In accordance with all fiscal policies, the committee will provide the board an explanation for any expenses that exceed the estimate by \$1,000 or more, or any revenue that is less than projected. The board, in accordance to its role, will use the reports to ensure fiscal soundness and determine if any adjustments ought to be made to the budget.

### *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.*

Annually, Destine Prep will hire an outside certified public accountant or certified public accountant firm to conduct an audit of the school's finance. The audit will follow all governing regulations and will follow the same process as other charter schools, as well as any conditions set forth by SUNY Charter School Institute. Destine Prep's Finance Committee will be tasked with identifying potential auditors or auditing firms and beginning the RFP process to negotiate a contract that is fiscally responsible. The Finance Committee will present viable offers to the Board, which will make the final decision to approve an auditor/firm. The auditing firm will have access to the HOS who will assist the auditor in accessing Destine Prep files and documents that illustrate the finances of the school, as well as our back office provider (edTEch). After the audit, all findings will be directed to the Board.

Destine Prep may request the audit firm to provide additional 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 annual submission of its 990 to IRS. We have included the cost of the audit and 990 filing based on standard pricing from a variety of charter school audit firms in New York State.



#### *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.*

Destine Preparatory Charter School will comply with Education Law §2851(2)(t) if the school is dissolved and closes its doors. The HOS and the OM will manage the process by notifying all families of scholars enrolled, sending our enrollment rosters to the Schenectady City School District, and transferring all of scholar's records to the SCSD. All unrestricted assets of the school will be transferred to a local charter school, after there has been a satisfactory resolution of all outstanding debts and liabilities, in accordance with §220 of the Education Law.

During years 2 3, Destine Preparatory Charter School has included a line item of \$25,000, each year, to be set aside and maintained in an escrow fund with the express purpose of dissolution proceedings. Funds from this line item will be set aside in perpetuity, and they will only be used in the event of dissolution or school closure. Funds will be used to pay for the legal and audit expenses of the dissolution, along with all unpaid financial obligations and liabilities.

### *e. Budget Template*

Complete the 2021 RFP Budget Template which can be downloaded from: [newyorkcharters.org/request-for-proposals/](http://newyorkcharters.org/request-for-proposals/).

Newly formed applicant groups should submit one budget for each proposed school.

Applicants should submit a budget that reflects the most likely facility cost scenario when the school is to begin operation. If a proposal includes a budget that assumes a district provided facility, and applicants later secure a private facility, the Institute will require a revised budget. The Institute encourages applicants to consider factors related to the COVID-19 pandemic in the development of the proposed school's budget. Additional information is available in the Guidance Handbook.

*NOTE: The Institute has updated the budget template to account for changes in school funding resulting from the COVID-19 pandemic; however, additional unforeseeable changes may take place as time goes on. The Institute encourages applicants to check the Institute's website frequently for updated information related to statewide per pupil funding allocations that may affect the budget template and contact the Institute with any questions or concerns.*



## **2021 New School Proposal Budget(s) & Cash Flow(s) Template**

### **Destine Preparatory Charter School**

**Contact Name:** Re'Shawn Rogers  
**Contact Title:** Lead Founder  
**Contact Email:** [REDACTED]  
**Contact Phone:** [REDACTED]

**First Academic Year:** 2022-23

**Pre-Opening Period:** July 1, 2021 - June 30, 2022



**DESTINE PREPARATORY CHARTER SCHOOL**  
2022-23 through 2026-27

**CHARTER ENROLLMENT BY GRADE**

GRADES	LEVEL	2022-23	2023-24	2024-25	2025-26	2026-27	AGE RANGE
Kindergarten	Elementary School	58	58	87	87	87	5-6
1st Grade	Elementary School	58	58	58	87	87	6-7
2nd Grade	Elementary School		58	58	58	87	7-8
3rd Grade	Elementary School			58	58	58	8-9
4th Grade	Elementary School				58	58	9-10
5th Grade	<i>Elementary School</i>					58	10-11
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
<b>TOTAL</b>		116	174	261	348	435	

**NUMBER OF CLASSES BY GRADE**

GRADES	LEVEL	2022-23	2023-24	2024-25	2025-26	2026-27
Kindergarten	Elementary School	2	2	3	3	3
1st Grade	Elementary School	2	2	2	3	3
2nd Grade	Elementary School		2	2	2	3
3rd Grade	Elementary School			2	2	2
4th Grade	Elementary School				2	2
5th Grade	Elementary School					2
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
<b>TOTAL</b>		4	6	9	12	15

**AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE**

GRADES	LEVEL	2022-23	2023-24	2024-25	2025-26	2026-27
Kindergarten	Elementary School	29	29	29	29	29
1st Grade	Elementary School	29	29	29	29	29
2nd Grade	Elementary School	0	29	29	29	29
3rd Grade	Elementary School	0	0	29	29	29
4th Grade	Elementary School	0	0	0	29	29
5th Grade	Elementary School	0	0	0	0	29
6th Grade	Middle School	0	0	0	0	0



7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
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	116	174	261	348	435
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
<b>Total Enrollment</b>	<b>116</b>	<b>174</b>	<b>261</b>	<b>348</b>	<b>435</b>
Change in Net Enrollment from Prior Year (Count)	116	58	87	87	87
Change in Net Enrollment from Prior Year (Percent)	100.0%	50.0%	50.0%	33.3%	25.0%
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**

<b>ANNUAL ENROLLMENT BY DISTRICT TOTALS</b>	116	174	261	348	435
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> **1**

<b>PRIMARY SENDING SCHOOL DISTRICT</b>	SCHENECTADY CITY SD	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>DISTRICT'S ANNUAL TOTAL OPERATING BUDGET</b>		\$ 232,264,838	\$ 232,264,838	\$ 232,264,838	\$ 232,264,838	\$ 232,264,838
<b>ENROLLMENT (Charter School)</b>		116	174	261	348	435
<b>DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET</b> (Include web address if available)	<a href="http://schenectady.ss12.sharpschool.com/UserFiles/Servers/Server_412252/File/2020-21%20Budget/2020-2021%20Proposed%20Budget.pdf">http://schenectady.ss12.sharpschool.com/UserFiles/Servers/Server_412252/File/2020-21%20Budget/2020-2021%20Proposed%20Budget.pdf</a>					

<b>SECONDARY SENDING SCHOOL DISTRICT</b>	Select from drop-down list →	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>DISTRICT'S ANNUAL TOTAL OPERATING BUDGET</b>		\$ -	\$ -	\$ -	\$ -	\$ -
<b>ENROLLMENT (Charter School)</b>						
<b>DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET</b> (Include web address if available)						



**DESTINE PREPARATORY CHARTER SCHOOL**

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2022-23	2023-24	2024-25	2025-26	2026-27
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	116	174	261	348	435

**\*NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

**\*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	1.0	1.0	2.0	2.0	3.0
Deans, Directors & Coordinators	1.0	2.0	2.0	2.0	4.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	0.8	1.0	1.0	1.0	1.0
Administrative Staff	0.0	0.5	1.0	1.0	1.0
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.8</b>	<b>5.5</b>	<b>7.0</b>	<b>7.0</b>	<b>10.0</b>

Description of Assumptions
Assumes 1 Head of School Y1-Y5
Assumes 1 Instructional Coach in Y1-Y2, 2 in Y3-Y4, and 3 in Y5+
Assumes 1 Dean of Scholar Support Y1-Y5, 1 Director of Operations in Y5, 1 Dean of Curriculum and Instruction in Y5, 1 SpEd Coordinator Y2-Y5
Assumes 1 Operations Manager Y1-Y5
Assumes .5 Office Manager Y2, 1 in Y3-Y5

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	5.0	7.0	10.0	12.0	15.0
Teachers - SPED	3.0	5.0	6.0	10.0	12.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	1.0	2.0	3.0	3.0	4.0
Specialty Teachers	1.0	2.5	3.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	1.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
<b>TOTAL INSTRUCTIONAL</b>	<b>11.0</b>	<b>17.5</b>	<b>23.0</b>	<b>30.0</b>	<b>36.0</b>

Assumes 5 General Education teachers in Y1, 7 in Y2, 10 in Y3, 12 in Y4, and 15 in Y5
Assumes 3 SpEd teachers in Y1, 5 in Y2, 6 in Y3, 10 in Y4 and 12 Y5.
Assumes 1 Associate Teacher in Y1, 2 in Y2, 3 in Y3-Y4 fully staffed at 4 in Y5
Assumes 1.0 Enrichment Y1, 2.5 Enrichment Y2, 3.0 Enrichment Y3 and 4.0 in Y4
Assumes 1 Social Worker Y1-Y5, adding 1 Psychologist in Y4

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>TOTAL PERSONNEL SERVICE FTE</b>	<b>14.8</b>	<b>23.0</b>	<b>30.0</b>	<b>37.0</b>	<b>46.0</b>
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**DESTINE PREPARATORY CHARTER SCHOOL**

<b>STAFFING PLAN WAGES</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>Acad Years</b>	2022-23	2023-24	2024-25	2025-26	2026-27
	<b>Grades</b>	K-1	K-2	K-3	K-4	K-5
	<b>Enrollment</b>	116.00	174.00	261.00	348.00	435.00

*\*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 %	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ 105,000	\$ 105,000	\$ 108,150	\$ 111,395	\$ 114,736	\$ 118,178
Instructional Management	\$ 62,292	\$ 62,292	\$ 64,160	\$ 128,377	\$ 132,228	\$ 198,487
Deans, Directors & Coordinators	\$ 67,083	\$ 67,083	\$ 136,179	\$ 140,265	\$ 144,472	\$ 282,973
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 65,000	\$ 48,750	\$ 66,463	\$ 68,456	\$ 70,510	\$ 72,625
Administrative Staff	\$ 40,000	\$ -	\$ 20,000	\$ 40,600	\$ 41,818	\$ 43,073
<b>TOTAL ADMINISTRATIVE STAFF</b>		\$ 283,125	\$ 394,952	\$ 489,092	\$ 503,765	\$ 715,336

Description of Assumptions
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	\$ 55,000	\$ 275,000	\$ 393,250	\$ 570,048	\$ 697,149	\$ 883,063
Teachers - SPED	\$ 60,000	\$ 180,000	\$ 305,400	\$ 374,562	\$ 625,799	\$ 764,573
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 40,000	\$ 40,000	\$ 81,200	\$ 123,636	\$ 127,345	\$ 171,165
Specialty Teachers	\$ 48,000	\$ 48,000	\$ 121,440	\$ 149,083	\$ 153,556	\$ 158,162
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 50,000	\$ 50,000	\$ 51,500	\$ 53,045	\$ 104,636	\$ 107,775
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL INSTRUCTIONAL</b>		\$ 593,000	\$ 952,790	\$ 1,270,374	\$ 1,708,485	\$ 2,084,739

Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons
Assumes cost based on role responsibility and local comparisons

NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL NON-INSTRUCTIONAL</b>		\$ -	\$ -	\$ -	\$ -	\$ -


<b>TOTAL PERSONNEL SERVICE WAGES</b>		\$ 876,125	\$ 1,347,742	\$ 1,759,466	\$ 2,212,250	\$ 2,800,076
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**DESTINE PREPARATORY CHARTER SCHOOL**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**July 1, 2021 - June 30, 2022**

*\*NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year."  
 The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS		
<b>Total Revenue</b>	<b>300,000</b>	Assumes CSP installment of 300K
<b>Total Expenses</b>	<b>270,239</b>	Assumes staffing and operational start-up costs
<b>Net Income</b>	<b>29,761</b>	Net income from planning year
<b>START-UP PERIOD</b>		
<b>REVENUE</b>		
<b>REVENUES FROM STATE SOURCES</b>		
<b>Grants</b>		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>-</b>	
<b>REVENUE FROM FEDERAL FUNDING</b>		
<b>Grants</b>		
Charter School Program (CSP) Planning & Implementation	300,000	Assumes \$1MM CSP allocation; \$300K (Y0), \$450K (Y1), \$250K (Y2), includes drawdown for July 2022 expenses
Other	-	
Other	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>300,000</b>	
<b>LOCAL and OTHER REVENUE</b>		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>-</b>	
<b>TOTAL REVENUE</b>	<b>300,000</b>	



**DESTINE PREPARATORY CHARTER SCHOOL**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**July 1, 2021 - June 30, 2022**

*\*NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year."  
 The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.*

**DESCRIPTION OF ASSUMPTIONS**

<b>Total Revenue</b>	<b>300,000</b>	Assumes CSP installment of 300K
<b>Total Expenses</b>	<b>270,239</b>	Assumes staffing and operational start-up costs
<b>Net Income</b>	<b>29,761</b>	Net income from planning year

**START-UP  
PERIOD**

**EXPENSES**

	FTE No. of Positions		
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>			
Executive Management	0.50	52,500	Assumes Head of School @ \$105K starting in October
Instructional Management	0.17	10,833	Assumes Instructional Coach @ \$65K, starting in May.
Deans, Directors & Coordinators	0.08	5,833	Assumes Director of Scholar Supports @ \$70K starting in June.
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	32,500	Assumes Operations Manager starting Jan 1 @\$65K
Administrative Staff	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>1.25</b>	<b>101,667</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>1.25</b>	<b>101,667</b>	
<b>PAYROLL TAXES AND BENEFITS</b>			
Payroll Taxes		7,778	Assumes MED and SS taxes for all employees
Fringe / Employee Benefits		9,150	Assumes 9% of salary for health benefits
Retirement / Pension		3,050	Assumes 3% 403b match
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>19,978</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>1.25</b>	<b>121,644</b>	
<b>CONTRACTED SERVICES</b>			
Accounting / Audit		2,500	Assumes cost for AUP Audit
Legal		10,000	Assumes cost for policy review
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		1,620	Assumes costs for payroll services
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		14,000	Assumes costs for backoffice CFO services @ \$18K/yr and Curriculum Development support @\$5K
<b>TOTAL CONTRACTED SERVICES</b>		<b>28,120</b>	



**DESTINE PREPARATORY CHARTER SCHOOL**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**July 1, 2021 - June 30, 2022**

*\*NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year."  
 The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS		
<b>Total Revenue</b>	<b>300,000</b>	Assumes CSP installment of 300K
<b>Total Expenses</b>	<b>270,239</b>	Assumes staffing and operational start-up costs
<b>Net Income</b>	<b>29,761</b>	Net income from planning year
	<b>START-UP PERIOD</b>	
<b>SCHOOL OPERATIONS</b>		
Board Expenses	2,000	Assumes costs for board retreat and trainings
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	36,000	Assumes costs for Y1 furniture: all offices @ \$10K, and \$3K/classroom for 4 classrooms and one small group instruction space, and \$14K for multipurpose space.
Telephone	-	
Technology	3,900	Assumes cost of 4 laptops @\$900 and 1 printer @\$300
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	900	Assumes monthly office expenses
Staff Development	13,000	Assumes PD needs for Head of School And Operations Manager and \$10K for BES Follow-on Support
Staff Recruitment	12,000	Assumes \$1k per FTE hire for 12 hires
Student Recruitment / Marketing	30,000	Assumes web-based support costs on front end and monthly costs for enrollment
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>97,800</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance	3,240	Assumes liability, D&O insurance
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	16,900	Assumes 1 month rent @\$20/sq ft, 65 sq ft per student and year 2 enrollment #
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	2,535	Assumes 1 month utilities
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>22,675</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	-	
<b>TOTAL EXPENSES</b>	<b>270,239</b>	Total expenses for planning year
<b>NET INCOME</b>	<b>29,761</b>	Net income from planning year

PRE-OPENING CASH FLOW 1-YEAR		DESTINE PREPARATORY CHARTER SCHOOL												
<b>*NOTE:</b> Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2021 - June 30, 2022												
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue		-	-	-	-	-	-	75,000	-	75,000	-	75,000	75,000	300,000
Total Expenses		-	-	-	-	-	-	45,556	28,016	38,916	25,916	33,405	98,428	270,239
Net Income		-	-	-	-	-	-	29,444	(28,016)	36,084	(25,916)	41,595	(23,428)	29,761
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	-
Net Income		-	-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	29,761	29,761
<b>REVENUE</b>														
<b>REVENUES FROM STATE SOURCES</b>														
<b>Grants</b>														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>														
<b>Grants</b>														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	75,000	-	75,000	-	75,000	75,000	300,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	-	75,000	-	75,000	-	75,000	75,000	300,000
<b>LOCAL and OTHER REVENUE</b>														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>		-	-	-	-	-	-	75,000	-	75,000	-	75,000	75,000	300,000
<b>EXPENSES</b>														
<b>ADMINISTRATIVE PERSONNEL COSTS</b>		FTE No. of Positions												
Executive Management	0.50	-	-	-	-	-	-	8,750	8,750	8,750	8,750	8,750	8,750	52,500
Instructional Management	0.17	-	-	-	-	-	-	-	-	-	-	5,417	5,417	10,833
Deans, Directors & Coordinators	0.08	-	-	-	-	-	-	-	-	-	-	-	5,833	5,833
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-	-	5,417	5,417	5,417	5,417	5,417	5,417	32,500
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.25	-	-	-	-	-	-	14,167	14,167	14,167	14,167	19,583	25,417	101,667
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR		DESTINE PREPARATORY CHARTER SCHOOL													
<b>*NOTE:</b> Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION													
		July 1, 2021 - June 30, 2022													
Total Revenue		-	-	-	-	-	-	75,000	-	75,000	-	75,000	75,000	300,000	
Total Expenses		-	-	-	-	-	45,556	28,016	38,916	25,916	33,405	98,428	270,239		
Net Income		-	-	-	-	-	29,444	(28,016)	36,084	(25,916)	41,595	(23,428)	29,761		
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance		-	-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	-		
Net Income		-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	29,761	29,761		
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	1.25	-	-	-	-	-	-	14,167	14,167	14,167	14,167	19,583	25,417	101,667	
<b>PAYROLL TAXES AND BENEFITS</b>															
Payroll Taxes	-	-	-	-	-	-	-	1,084	1,084	1,084	1,084	1,498	1,944	7,778	
Fringe / Employee Benefits	-	-	-	-	-	-	-	1,275	1,275	1,275	1,275	1,763	2,288	9,150	
Retirement / Pension	-	-	-	-	-	-	-	425	425	425	425	588	763	3,050	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	-	-	-	-	2,784	2,784	2,784	2,784	3,848	4,994	19,978	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	1.25	-	-	-	-	-	-	16,950	16,950	16,950	16,950	23,431	30,411	121,644	
<b>CONTRACTED SERVICES</b>															
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	2,500	2,500	
Legal	-	-	-	-	-	-	-	10,000	-	-	-	-	-	10,000	
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services	-	-	-	-	-	-	-	216	216	216	216	324	432	1,620	
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	6,500	1,500	1,500	1,500	1,500	1,500	14,000	
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	-	-	-	-	16,716	1,716	1,716	1,716	1,824	4,432	28,120	
<b>SCHOOL OPERATIONS</b>															
Board Expenses	-	-	-	-	-	-	-	1,500	100	100	100	100	100	2,000	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	36,000	36,000	

PRE-OPENING CASH FLOW 1-YEAR	DESTINE PREPARATORY CHARTER SCHOOL													
<b>*NOTE:</b> <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, 2021 - June 30, 2022													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
<b>Total Revenue</b>	-	-	-	-	-	-	75,000	-	75,000	-	75,000	75,000	300,000	
<b>Total Expenses</b>	-	-	-	-	-	-	45,556	28,016	38,916	25,916	33,405	98,428	270,239	
<b>Net Income</b>	-	-	-	-	-	-	29,444	(28,016)	36,084	(25,916)	41,595	(23,428)	29,761	
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	-	
<b>Net Income</b>	-	-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	29,761	29,761	
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	
Technology	-	-	-	-	-	-	-	2,100	-	-	900	900	3,900	
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Expense	-	-	-	-	-	-	150	150	150	150	150	150	900	
Staff Development	-	-	-	-	-	-	-	-	13,000	-	-	-	13,000	
Staff Recruitment	-	-	-	-	-	-	2000	2000	2000	2000	2000	2000	12,000	
Student Recruitment / Marketing	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	30,000	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	-	-	-	8,650	9,350	20,250	7,250	8,150	44,150	97,800	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>														
Insurance	-	-	-	-	-	-	3,240	-	-	-	-	-	3,240	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	16,900	16,900	
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	2,535	2,535	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	-	-	3,240	-	-	-	-	19,435	22,675	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	-	-	-	-	-	-	45,556	28,016	38,916	25,916	33,405	98,428	270,239	
<b>NET INCOME</b>	-	-	-	-	-	-	29,444	(28,016)	36,084	(25,916)	41,595	(23,428)	29,761	
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES</b>														
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Operating Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>														
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	

PRE-OPENING CASH FLOW 1-YEAR	DESTINE PREPARATORY CHARTER SCHOOL													
<b>*NOTE:</b> <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, 2021 - June 30, 2022													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
<b>Total Revenue</b>	-	-	-	-	-	-	75,000	-	75,000	-	75,000	75,000	300,000	
<b>Total Expenses</b>	-	-	-	-	-	-	45,556	28,016	38,916	25,916	33,405	98,428	270,239	
<b>Net Income</b>	-	-	-	-	-	-	29,444	(28,016)	36,084	(25,916)	41,595	(23,428)	29,761	
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	-	
<b>Net Income</b>	-	-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	29,761	29,761	
<b>FINANCING ACTIVITIES</b>														
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>NET INCOME</b>	-	-	-	-	-	-	29,444	(28,016)	36,084	(25,916)	41,595	(23,428)	29,761	
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	-	
<b>ENDING CASH BALANCE</b>	-	-	-	-	-	-	29,444	1,427	37,511	11,594	53,189	29,761	29,761	





YEAR 1 BUDGET AND ASSUMPTION	DESTINE PREPARATORY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2022 - JUNE 30, 2023						
<b>Total Revenue</b>	2,047,212	164,952	-	-	-	2,212,164	
<b>Total Expenses</b>	1,309,269	224,346	45,000	-	343,918	1,922,533	
<b>Net Income</b>	737,943	(59,394)	(45,000)	-	(343,918)	289,631	
<b>Budgeted Student Enrollment</b>	116	-	-	-	-	116	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	22,620	-	-	-	-	22,620	Assumes \$3 per sq ft @65 sq ft per student enrollment
TOTAL FACILITY OPERATION & MAINTENANCE	248,820	-	-	-	69,257	318,077	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	25,000	25,000	Assumes required escrow deposit
<b>TOTAL EXPENSES</b>	<b>1,309,269</b>	<b>224,346</b>	<b>45,000</b>	<b>-</b>	<b>343,918</b>	<b>1,922,533</b>	
<b>NET INCOME</b>	<b>737,943</b>	<b>(59,394)</b>	<b>(45,000)</b>	<b>-</b>	<b>(343,918)</b>	<b>289,631</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>							
PRIMARY School District SCHENECTADY CITY SD	116					116	
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	-					-	
<b>TOTAL ENROLLMENT</b>	<b>116</b>					<b>116</b>	
<b>REVENUE PER PUPIL</b>	<b>17,648</b>					<b>19,070</b>	
<b>EXPENSES PER PUPIL</b>	<b>11,287</b>					<b>16,574</b>	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	DESTINE PREPARATORY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2022 - JUNE 30, 2023													
	TOTAL	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>Total Revenue</b>	60,000	299,410	269,410	106,494	280,521	106,494	280,521	106,494	280,521	16,494	370,521	35,286	2,212,164	
<b>Total Expenses</b>	66,739	188,485	155,659	161,024	152,759	182,902	172,427	157,202	161,842	163,727	158,942	200,827	1,922,533	
<b>Net Income</b>	(6,739)	110,925	113,751	(54,530)	127,762	(76,408)	108,094	(50,708)	118,679	(147,233)	211,579	(165,541)	289,631	
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Beginning Cash Balance</b>	29,761	23,022	133,947	247,698	193,168	320,930	244,522	352,616	301,908	420,587	273,354	484,933	29,761	
<b>Ending Cash Balance</b>	23,022	133,947	247,698	193,168	320,930	244,522	352,616	301,908	420,587	273,354	484,933	319,392	319,392	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>REVENUE</b>	<b>* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget &amp; Assumptions."</b>													
<b>REVENUES FROM STATE SOURCES</b>														
Per Pupil Revenue	Basic Tuition (2020-21)													
PRIMARY School District: SCHENECTADY CITY SD	12,675	-	245,050	245,050	-	245,050	-	245,050	-	245,050	-	245,050	-	1,470,300
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.)	12,675	-	245,050	245,050	-	245,050	-	245,050	-	245,050	-	245,050	-	1,470,300
Special Education Revenue		-	24,360	24,360	-	24,360	-	24,360	-	24,360	-	24,360	-	146,160
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Grants</b>														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		-	269,410	269,410	-	269,410	-	269,410	-	269,410	-	269,410	-	1,616,460
<b>REVENUE FROM FEDERAL FUNDING</b>														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	18,792	18,792
Title I		-	-	-	4,640	-	4,640	-	4,640	-	4,640	-	4,640	23,200
Title Funding - Other		-	-	-	742	-	742	-	742	-	742	-	742	3,712
School Food Service (Free Lunch)		-	-	-	11,111	11,111	11,111	11,111	11,111	11,111	11,111	11,111	11,111	100,000
<b>Grants</b>														
Charter School Program (CSP) Planning & Implementation		60,000	30,000	-	90,000	-	90,000	-	90,000	-	-	90,000	-	450,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		60,000	30,000	-	106,494	11,111	106,494	11,111	106,494	11,111	16,494	101,111	35,286	595,704
<b>LOCAL and OTHER REVENUE</b>														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>		60,000	299,410	269,410	106,494	280,521	106,494	280,521	106,494	280,521	16,494	370,521	35,286	2,212,164

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	DESTINE PREPARATORY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2022 - JUNE 30, 2023												
	60,000	299,410	269,410	106,494	280,521	106,494	280,521	106,494	280,521	16,494	370,521	35,286	2,212,164
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	60,000	299,410	269,410	106,494	280,521	106,494	280,521	106,494	280,521	16,494	370,521	35,286	2,212,164
Total Expenses	66,739	188,485	155,659	161,024	152,759	182,902	172,427	157,202	161,842	163,727	158,942	200,827	1,922,533
Net Income	(6,739)	110,925	113,751	(54,530)	127,762	(76,408)	108,094	(50,708)	118,679	(147,233)	211,579	(165,541)	289,631
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	29,761	23,022	133,947	247,698	193,168	320,930	244,522	352,616	301,908	420,587	273,354	484,933	29,761
Ending Cash Balance	23,022	133,947	247,698	193,168	320,930	244,522	352,616	301,908	420,587	273,354	484,933	319,392	319,392

EXPENSES		No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>															
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	8,750	105,000
Instructional Management	1.00	2,708	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	62,292
Deans, Directors & Coordinators	1.00	2,917	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	67,083
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.75	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	4,063	48,750
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.75</b>	<b>18,438</b>	<b>24,063</b>	<b>283,125</b>											
<b>INSTRUCTIONAL PERSONNEL COSTS</b>															
Teachers - Regular	5.00	-	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	275,000
Teachers - SPED	3.00	-	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	16,364	180,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	1.00	-	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	40,000
Specialty Teachers	1.00	-	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	4,364	48,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	-	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	50,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>11.00</b>	<b>-</b>	<b>53,909</b>	<b>593,000</b>											
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>14.75</b>	<b>18,438</b>	<b>77,972</b>	<b>876,125</b>											
<b>PAYROLL TAXES AND BENEFITS</b>															
Payroll Taxes	-	1,410	5,965	5,965	5,965	5,965	5,965	5,965	5,965	5,965	5,965	5,965	5,965	5,965	67,024
Fringe / Employee Benefits	-	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	9,333	112,000
Retirement / Pension	-	2,190	2,190	2,190	2,190	2,190	2,190	2,190	2,190	2,190	2,190	2,190	2,190	2,190	26,284
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>12,934</b>	<b>17,488</b>	<b>205,307</b>											
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>14.75</b>	<b>31,372</b>	<b>95,460</b>	<b>1,081,432</b>											
<b>CONTRACTED SERVICES</b>															
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Legal	-	833	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	45,000
Food Service / School Lunch	-	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
Payroll Services	-	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	1,744	20,928
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Other Purchased / Professional / Consulting	-	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	50,000
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>2,577</b>	<b>7,123</b>	<b>25,623</b>	<b>280,928</b>										

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	DESTINE PREPARATORY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2022 - JUNE 30, 2023												
	60,000	299,410	269,410	106,494	280,521	106,494	280,521	106,494	280,521	16,494	370,521	35,286	2,212,164
Total Revenue	60,000	299,410	269,410	106,494	280,521	106,494	280,521	106,494	280,521	16,494	370,521	35,286	2,212,164
Total Expenses	66,739	188,485	155,659	161,024	152,759	182,902	172,427	157,202	161,842	163,727	158,942	200,827	1,922,533
Net Income	(6,739)	110,925	113,751	(54,530)	127,762	(76,408)	108,094	(50,708)	118,679	(147,233)	211,579	(165,541)	289,631
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	29,761	23,022	133,947	247,698	193,168	320,930	244,522	352,616	301,908	420,587	273,354	484,933	29,761
Ending Cash Balance	23,022	133,947	247,698	193,168	320,930	244,522	352,616	301,908	420,587	273,354	484,933	319,392	319,392
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>SCHOOL OPERATIONS</b>													
Board Expenses	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Classroom / Teaching Supplies & Materials	-	5,800	-	5,800	-	-	5,800	-	-	5,800	-	-	23,200
Special Ed Supplies & Materials	-	4,176	-	-	-	-	-	-	-	-	-	-	4,176
Textbooks / Workbooks	3,000	13,240	-	1,740	-	-	1,740	-	1,740	-	1,740	-	23,200
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	1,150	13,800
Technology	-	22,800	-	-	-	22,800	-	-	-	-	-	-	45,600
Student Testing & Assessment	-	6,960	-	-	-	6,960	-	-	-	-	-	-	13,920
Field Trips	-	-	-	725	-	-	725	-	-	725	-	725	2,900
Transportation (student)	-	-	2,900	-	-	2,900	-	-	2,900	-	-	2,900	11,600
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000
Staff Development	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	1,367	16,400
Staff Recruitment	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	7,000
Student Recruitment / Marketing	-	2,000	-	-	-	3,443	3,443	3,443	3,443	3,443	3,443	3,443	26,100
School Meals / Lunch	-	-	500	500	500	500	500	500	500	500	500	500	5,000
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	2,500	-	250	250	250	250	250	250	250	250	250	250	5,000
<b>TOTAL SCHOOL OPERATIONS</b>	9,617	59,093	7,767	13,132	4,867	35,010	24,535	9,310	13,950	15,835	11,050	12,935	217,096
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	2,438	29,257
Janitorial	-	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	40,000
Building and Land Rent / Lease / Facility Finance Interest	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	18,850	226,200
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	1,885	22,620
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	23,173	26,809	26,809	26,809	26,809	26,809	26,809	26,809	26,809	26,809	26,809	26,809	318,077
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
<b>TOTAL EXPENSES</b>	66,739	188,485	155,659	161,024	152,759	182,902	172,427	157,202	161,842	163,727	158,942	200,827	1,922,533
<b>NET INCOME</b>	(6,739)	110,925	113,751	(54,530)	127,762	(76,408)	108,094	(50,708)	118,679	(147,233)	211,579	(165,541)	289,631
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>NET INCOME</b>	(6,739)	110,925	113,751	(54,530)	127,762	(76,408)	108,094	(50,708)	118,679	(147,233)	211,579	(165,541)	289,631
<b>Beginning Cash Balance</b>	29,761	23,022	133,947	247,698	193,168	320,930	244,522	352,616	301,908	420,587	273,354	484,933	29,761
<b>ENDING CASH BALANCE</b>	23,022	133,947	247,698	193,168	320,930	244,522	352,616	301,908	420,587	273,354	484,933	319,392	319,392

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		DESTINE PREPARATORY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS	
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>							<i>*NOTE: State assumptions that are being made in the section provided below.</i>	
Total Revenue		2,212,164	2,915,656	4,014,344	5,363,571	6,718,801		
Total Expenses		1,922,533	2,620,150	3,431,026	4,277,214	5,309,281		
Net Income (Before Cash Flow Adjustments)		289,631	295,506	583,319	1,086,357	1,409,520		
Budgeted Student Enrollment		116	174	261	348	435		
		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27		
		Per Pupil Revenue Percentage Increase						
<b>REVENUE</b>								
<b>REVENUES FROM STATE SOURCES</b>								
Per Pupil Revenue								
Basic Tuition (2020-21)								
PRIMARY School District	SCHENECTADY CITY SD	12,675	12,675	12,675	12,675	12,675	Assumes conservatively flat per pupil through Y5	
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	(We ghted Avg)	-	-	-	-	-		
TOTAL Per Pupil Revenue	(We ghted Avg)	12,675	12,675	12,675	12,675	12,675		
Special Education Revenue		146,160	219,240	328,860	438,480	548,100	Assumes 18% of total enrollment is SpEd @\$7k per SpEd student	
NYC DoE Rental Assistance		-	-	-	-	-		
<b>Grants</b>								
Stimulus		-	-	-	-	-		
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-		
Other		-	-	-	-	-		
Other		-	-	-	-	-		
TOTAL REVENUE FROM STATE SOURCES		1,616,460	2,424,690	3,637,035	4,849,380	6,061,725		
<b>REVENUE FROM FEDERAL FUNDING</b>								
IDEA Special Needs		18,792	28,188	42,282	56,376	70,470	Assumes 18% of total enrollment is SpEd @\$900 per SpEd student	
Title I		23,200	34,800	52,200	69,600	87,000	Assumes \$250 per FRL student, 80% of enrollment FRL	
Title Funding - Other		3,712	5,568	8,352	11,136	13,920	Assumes \$40 per FRL student, 80% of enrollment FRL	
School Food Service (Free Lunch)		100,000	172,410	274,475	377,079	485,686	Assumes federal reimbursement for school food expense @\$962 per student with 3% increase each year	
<b>Grants</b>								
Charter School Program (CSP) Planning & Implementation		450,000	250,000	-	-	-	Assumes disbursement of 2 years CSP allocation	
Other		-	-	-	-	-		
Other		-	-	-	-	-		
TOTAL REVENUE FROM FEDERAL SOURCES		595,704	490,966	377,309	514,191	657,076		
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations		-	-	-	-	-		
Fundraising		-	-	-	-	-		
Erate Reimbursement		-	-	-	-	-		
Earnings on Investments		-	-	-	-	-		
Interest Income		-	-	-	-	-		
Food Service (Income from meals)		-	-	-	-	-		
Text Book		-	-	-	-	-		
OTHER		-	-	-	-	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-		
<b>TOTAL REVENUE</b>		<b>2,212,164</b>	<b>2,915,656</b>	<b>4,014,344</b>	<b>5,363,571</b>	<b>6,718,801</b>		
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Year 1 No. of Positions					<i>NOTE: For all 5-Years of FTE/Staffing detail please see the Staffing' tab of this file.</i>	
Executive Management		1.00	105,000	108,150	111,395	114,736	118,178	Assumes 1 Head of School Y1-Y5
Instructional Management		1.00	62,292	64,160	128,377	132,228	198,487	Assumes 1 Instructional Coach in Y1-Y2, 2 in Y3-Y4, and 3 in Y5+
Deans, Directors & Coordinators		1.00	67,083	136,179	140,265	144,472	282,973	Assumes 1 Dean of Scholar Support Y1-Y5, 1 Director of Operations in Y5, 1 Dean of Curriculum and Instruction in Y5, 1 SpEd Coordinator Y2-Y5
CFO / Director of Finance		-	-	-	-	-	-	
Operation / Business Manager		0.75	48,750	66,463	68,456	70,510	72,625	Assumes 1 Operations Manager Y1-Y5
Administrative Staff		-	-	20,000	40,600	41,818	43,073	Assumes .5 Office Manager Y2, 1 in Y3-Y5
TOTAL ADMINISTRATIVE STAFF		3.75	283,125	394,952	489,092	503,765	715,336	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular		5.00	275,000	393,250	570,048	697,149	883,063	Assumes 5 General Education teachers in Y1, 7 in Y2, 10 in Y3, 12 in Y4, and 15 in Y5.
Teachers - SPED		3.00	180,000	305,400	374,562	625,799	764,573	Assumes 3 SpEd teachers in Y1, 5 in Y2, 6 in Y3, 10 in Y4 and 12 Y5.
Substitute Teachers		-	-	-	-	-	-	
Teaching Assistants		1.00	40,000	81,200	123,636	127,345	171,165	Assumes 1 Associate Teacher in Y1, 2 in Y2, 3 in Y3-Y4 fully staffed at 4 in Y5

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		DESTINE PREPARATORY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>							<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		2,212,164	2,915,656	4,014,344	5,363,571	6,718,801	
Total Expenses		1,922,533	2,620,150	3,431,026	4,277,214	5,309,281	
Net Income (Before Cash Flow Adjustments)		289,631	295,506	583,319	1,086,357	1,409,520	
Budgeted Student Enrollment		116	174	261	348	435	
		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	
Specialty Teachers	1.00	48,000	121,440	149,083	153,556	158,162	Assumes 1.0 Enrichment Y1, 2.5 Enrichment Y2, 3.0 Enrichment Y3 and beyond
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	50,000	51,500	53,045	104,636	107,775	Assumes 1 Social Worker Y1-Y5, adding 1 Psychologist in Y4
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	593,000	952,790	1,270,374	1,708,485	2,084,739	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	14.75	876,125	1,347,742	1,759,466	2,212,250	2,800,076	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		67,024	103,102	134,599	169,237	214,206	
Fringe / Employee Benefits		112,000	165,830	222,780	298,311	378,144	Assumes 6.2% of salaries for SS-ER, 1.45% of salaries for MED-ER Assumes \$7k per FTE for health insurance in Y1 and 3% increase each year
Retirement / Pension		26,284	40,432	52,784	66,367	84,002	Assumes 3% 403b match
TOTAL PAYROLL TAXES AND BENEFITS		205,307	309,365	410,163	533,916	676,352	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	14.75	1,081,432	1,657,107	2,169,629	2,746,166	3,476,428	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		15,000	15,450	15,914	16,391	16,883	Assumes annual financial audit @ \$15k in Y1 and 3% increase each year
Legal		10,000	13,000	16,900	21,970	28,561	Assumes annual legal retainer @\$10k in Y1 and 30% increase each year
Management Company Fee		-	-	-	-	-	
Nurse Services		45,000	46,350	47,741	49,173	50,648	Assumes outsourced nurse services, 3% increase each year
Food Service / School Lunch		100,000	172,410	274,475	377,079	485,686	Assumes annual nutrition program costs of \$961 per student in Y1 and 3% increase each year
Payroll Services		20,928	30,084	39,240	51,012	62,784	Assumes \$109 for payroll fees/month for each FTE
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		40,000	-	-	-	-	
Other Purchased / Professional / Consulting		50,000	75,000	100,000	110,000	120,000	Assumes fee for back office services
TOTAL CONTRACTED SERVICES		280,928	352,294	494,269	625,625	764,562	
<b>SCHOOL OPERATIONS</b>							
Board Expenses		1,200	1,250	1,300	1,350	1,400	Assumes \$100/mo for board expenses in Y1 and a slight increase each year
Classroom / Teaching Supplies & Materials		23,200	35,844	55,379	76,054	97,919	Assumes \$200 per student in Y1 w/3% increase each year
Special Ed Supplies & Materials		4,176	6,452	9,960	13,656	17,539	
Textbooks / Workbooks		23,200	35,844	55,379	76,055	97,923	Assumes \$200 per student in Y1 w/3% increase each year
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		-	12,000	12,000	12,000	12,000	Assumes total furniture costs based on \$3,000 per new classroom and 4 classrooms. Adds 4 classrooms of space per year Y3-Y5.
Telephone		13,800	16,068	16,536	17,004	17,472	Assumes cell phone costs for ED and OM @ \$150/month, \$1k/mo for phone and internet for the facility with an increase of 3% per year
Technology		45,600	27,300	32,400	34,200	34,200	Assumes technology costs of \$300 per student to include a chromebook @ \$200, software and licenses @ \$50/student and hotspot access for at least half of the student population. Assumes \$900/new staff member for laptop.
Student Testing & Assessment		13,920	14,338	14,768	15,211	15,667	Assumes \$120 per student in Y1 w/3% increase each year
Field Trips		2,900	2,987	3,077	3,169	3,264	Assumes \$25 per student in Y1 w/3% increase each year
Transportation (student)		11,600	17,922	27,405	37,236	47,850	Assumes add'l transportation costs for days that local district schools are not in session, estimation at \$100 per student in Y1 w/3% increase each year
Student Services - other		-	-	-	-	-	
Office Expense		18,000	18,540	19,096	19,669	20,259	Assumes \$1.5k/month for office expenses for Y1, 3% increase each year
Staff Development		16,400	19,200	12,000	14,800	18,400	Assumes \$400 per FTE and \$10K for BES FOS YO-Y2
Staff Recruitment		7,000	7,000	7,000	9,000	9,000	Assumes \$1k per new hire needed
Student Recruitment / Marketing		26,100	23,200	26,100	26,100	17,400	Assumes \$400 per new student in Y1 and Y2, decreasing costs as school grows
School Meals / Lunch		5,000	5,150	5,305	5,464	5,628	Assumes extra costs for meals not funded by federal reimbursement, 3% increase each year
Travel (Staff)		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Other		5,000	5,000	5,000	5,000	5,000	Assumes \$5K per year as contingency for additional PPE needed including masks, additional cleaning supplies, and desk dividers.
TOTAL SCHOOL OPERATIONS		217,096	248,095	302,704	365,967	420,921	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	DESTINE PREPARATORY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS
<b>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</b>						<b>*NOTE: State assumptions that are being made in the section provided below.</b>
Total Revenue	2,212,164	2,915,656	4,014,344	5,363,571	6,718,801	
Total Expenses	1,922,533	2,620,150	3,431,026	4,277,214	5,309,281	
Net Income (Before Cash Flow Adjustments)	289,631	295,506	583,319	1,086,357	1,409,520	
Budgeted Student Enrollment	116	174	261	348	435	
	Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	29,257	35,108	42,130	50,556	60,667	Assumption based quotes for liability, D&O coverages in comparable local schools, includes 20% increase each year to compensate for additional coverage as school grows
Janitorial	40,000	44,000	48,400	53,240	58,564	Assumes outsourced janitorial services, 10% increase each year
	226,200	235,248	307,391	384,928	468,177	Assumes rent @\$20/sq ft, 65 sq ft per student Y1-Y2 on Y2 student enrollment # and includes common spaces; assumes net lease that covers all renovation costs; Y3-Y5 adds 4 classrooms of space each year at 725 sq ft per classroom; includes 4% increase per year
Building and Land Rent / Lease / Facility Finance Interest						
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	22,620	23,299	41,502	50,732	59,962	Assumes \$3 per sq ft @65 sq ft per student enrollment; 3% increase each year
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	318,077	337,655	439,423	539,457	647,371	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	25,000	25,000	25,000	-	-	Escrow deposits totaling \$75k in first 3 yrs
<b>TOTAL EXPENSES</b>	1,922,533	2,620,150	3,431,026	4,277,214	5,309,281	
<b>NET INCOME</b>	289,631	295,506	583,319	1,086,357	1,409,520	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
PRIMARY School District SCHENECTADY CITY SD	116	174	261	348	435	
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	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	116	174	261	348	435	
<b>REVENUE PER PUPIL</b>	19,070	16,757	15,381	15,413	15,446	
<b>EXPENSES PER PUPIL</b>	16,574	15,058	13,146	12,291	12,205	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	
<b>NET INCOME</b>	289,631	295,506	583,319	1,086,357	1,409,520	
Beginning Cash Balance	29,761	319,392	614,897	1,198,216	2,284,573	
<b>ENDING CASH BALANCE</b>	319,392	614,897	1,198,216	2,284,573	3,694,093	



**5-YEAR FISCAL IMPACT REPORT**

Largest Enrollment District: SCENECTADY CITY SD							
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 SCENECTADY CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2022-23)	116	12,675	1,470,300	246,160	1,716,460	232,264,838	0.739%
Year 2 (2023-24)	174	12,675	2,205,450	391,650	2,597,100	232,264,838	1.118%
Year 3 (2024-25)	261	12,675	3,308,175	603,335	3,911,510	232,264,838	1.684%
Year 4 (2025-26)	348	12,675	4,410,900	815,559	5,226,459	232,264,838	2.250%
Year 5 (2026-27)	435	12,675	5,513,625	1,033,786	6,547,411	232,264,838	2.819%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:				<a href="http://schenectady.ss12.sharpschool.com/UserFiles/Servers/Server_412252/File/2020-21%20Budget/2020%2021%20Proposed%20Budget.pdf">http://schenectady.ss12.sharpschool.com/UserFiles/Servers/Server_412252/File/2020-21%20Budget/2020%2021%20Proposed%20Budget.pdf</a>			
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 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 2 (2023-24)	-	-	-	-	-	-	#DIV/0!
Year 3 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 4 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 5 (2026-27)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

*f. 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.*

**Request is not applicable.**

### g. 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).*

**Request is not applicable.**

## **R-22 - Action Plan**

*Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful startup. In a well-organized chart, the action plan should include:*

- All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to: hiring personnel; setting up organizational, legal and financial structures; securing funding; and, selecting or developing critical aspects of the school's academic program including the curriculum;*
- The start date and projected completion date of each task; and,*
- The person(s) responsible for each task.*



**R-22 - Action Plan**  
**March 2021 August 2022**

This Act on Plan references management terminology prescribed by the Management Center through their model on assigning responsibilities: MOCHA, Manager; Owner; Consulted; Helper; Approver. We also used N/A to indicate those individuals with no role. We were influenced by the work plans of Buffalo Creek Academy, Valence College Prep, and Kwenda College Girls during their planning years.

Task & Notes	Role of the Executive Director	Role of the Board	Role of BES	Role of Instructional Leader	Role of Consultant	Role of the Back Office Provider	Role of Director of Operations	Mar 21	Apr 21	May 21	Jun 21	Jul 21	Aug 21	Sep 21	Oct 21	Nov 21	Dec 21	Jan 22	Feb 22	Mar 22	Apr 19	May 22	Jun 22	Jul 22	Aug 22	
<b>Student Recruitment &amp; Enrollment</b>																										
Draft recruitment plan & targets	Owner	Consulted	Consulted	N/A	N/A	N/A	N/A																			
Ongoing engagement with families	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			
<b>Promotional Packet</b>																										
Design marketing flyer/packet for enrollment purposes	Owner	Consulted	N/A	N/A	N/A	N/A	N/A																			
Develop promotional video for enrollment purposes	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			
Work with consultant or bi-lingual board members to translate materials	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			
Post flyer in the community - at local community centers and popular shopping areas	Owner	Helper	N/A	N/A	N/A	N/A	N/A																			
Post flyer on website and social media	Owner	Helper	N/A	N/A	N/A	N/A	N/A																			
Deepen relationships with community organizations to deepen awareness	Owner	Helper	N/A	N/A	N/A	N/A	N/A																			
Work with community organizations to generate awareness & interest	Owner	Helper	N/A	N/A	N/A	N/A	N/A																			
Draft press release, translate, and distribute press release or work with Daily Gazette and Times Union Education Columnist	Owner	Helper	N/A	N/A	N/A	N/A	N/A																			
Launch recruiting and marketing campaign, including flyer distribution and advertising	Owner	Consulted	N/A	N/A	N/A	N/A	N/A																			
<b>Enrollment Form</b>																										
Design enrollment form	Owner	Consulted	Consulted	N/A	N/A	N/A	N/A																			
Submit enrollment form to SUNY CSI for review	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			
Work with consultant or bi-lingual board members to translate materials	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			
Distribute enrollment forms	Owner	Helper	N/A	N/A	N/A	N/A	N/A																			
Make enrollment portal available on the school's website	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			
<b>Information Sessions, Tabling, and Canvassing</b>																										
Secure locations for information sessions and regular tabling	Owner	Consulted	Consulted	N/A	N/A	N/A	Helper																			
Secure translation for information sessions	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			
Develop protocol for information sessions & canvassing	Owner	N/A	Consulted	v	N/A	N/A	N/A																			
Calendar campaign by canvassing and mobilize volunteers	Owner	Consulted	Consulted	N/A	N/A	N/A	Helper																			
<b>Admissions Lottery and Enrollment</b>																										
Collect enrollment forms	Owner	Helper	N/A	N/A	N/A	N/A	Helper																			
Secure lottery announcer/auditor	Oversee/Support	N/A	N/A	N/A	N/A	N/A	Owner																			
Secure lottery translator	Oversee/Support	N/A	N/A	N/A	N/A	N/A	Owner																			
Secure lottery location	Owner	N/A	N/A	N/A	N/A	N/A	Owner																			
Determine lottery protocol and minute-by-minute	Owner	Approver	Consulted	N/A	N/A	N/A	N/A																			
Advertise lottery date on website & social media	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			
Post lottery date in local newspapers	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			
Practice lottery protocol	Owner	N/A	N/A	N/A	N/A	N/A	Helper																			
Conduct lottery	Owner	N/A	N/A	N/A	N/A	N/A	Helper																			
Notify families of status & collect acceptances/declines of admissions	Owner	N/A	N/A	N/A	N/A	N/A	Helper																			
Establish waitlist and process for lottery refresh	Owner	N/A	N/A	N/A	N/A	N/A	Helper																			
Establish communication schedule with families for late spring and summer	Owner	N/A	N/A	N/A	N/A	N/A	Helper																			
Schedule home visits with all families	Oversee/Support	N/A	N/A	N/A	N/A	N/A	Owner																			
Conduct home visits with all families	Owner	N/A	N/A	Helper	N/A	N/A	Helper																			
Request and file student records from sending schools	Oversee/Support	N/A	N/A	N/A	N/A	N/A	Owner																			
<b>Facility (co location requested but unlikely; process focused on private facility actions)</b>																										
Find, review and tour facility options	Owner	Helper	N/A	N/A	N/A	N/A	N/A																			
Board of Regents Approval - NY corporation established	Owner	Helper	N/A	N/A	N/A	N/A	N/A																			
Negotiate lease	Owner	Approver	N/A	N/A	N/A	N/A	N/A																			
Lease review by legal counsel	Owner	Helper	N/A	N/A	N/A	N/A	N/A																			
Lease reviewed and approved by full board	Support	Owner	N/A	N/A	N/A	N/A	N/A																			
Lease signed	Owner	N/A	N/A	N/A	N/A	N/A	N/A																			







Uniforms																				
Contract student un form services	Owner	N/A	Consulted	N/A	N/A	N/A	N/A	N/A												
Contract student PE uniforms	Owner	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Create uniform 1-pagers and order instructions and distribution to families	Helper	N/A	N/A	N/A	N/A	N/A	N/A	Owner												
Operations																				
Technology																				
Consider and select tech vendors	Owner	N/A	N/A	N/A	N/A	N/A	N/A	Helper												
Consider and select internet providers	Owner	N/A	N/A	N/A	N/A	N/A	N/A	Helper												
Consider and select phone providers	Owner	N/A	N/A	N/A	N/A	N/A	N/A	Helper												
Set up phone systems and answering systems	Owner	N/A	N/A	N/A	N/A	N/A	N/A	Helper												
Set up internet	Owner	N/A	N/A	N/A	N/A	N/A	N/A	Helper												
Scope and purchase staff technology	Owner	N/A	N/A	N/A	N/A	N/A	N/A	Helper												
Scope and purchase classroom technology	Helper	N/A	N/A	N/A	N/A	N/A	N/A	Owner												
Purchase postage meter	Owner	N/A	N/A	N/A	N/A	N/A	N/A	Helper												
Lease copier	Helper	N/A	N/A	N/A	N/A	N/A	N/A	Owner												
Information Management																				
Create a filing system (paper and digital) for all school-related information	Owner	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Consider and choose a Student Information System for warehousing of student data and production of weekly reports	Owner	N/A	N/A	N/A	N/A	N/A	N/A	N/A												
Develop student attendance reporting system	Owner	N/A	N/A	N/A	N/A	N/A	N/A	Helper												
Purchase supplies and materials for the program	Owner	N/A	N/A	N/A	N/A	N/A	N/A	Helper												
Supply Purchasing																				
Create a comprehensive list of all items to be purchased through Dec. of Y1	Manager	N/A	N/A	N/A	N/A	N/A	N/A	Owner												
Purchase restroom supplies, cleaning products	Manager	N/A	N/A	N/A	N/A	N/A	N/A	Owner												
Purchase PE equipment	Manager	N/A	N/A	N/A	N/A	N/A	N/A	Owner												
Purchase office supplies	Manager	N/A	N/A	N/A	N/A	N/A	N/A	Owner												
Secure janitorial services	Manager	N/A	N/A	N/A	N/A	N/A	N/A	Owner												

## R-23a – Supplemental Narrative

### a. Supplemental Narrative

*If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.*

*Fundamentally as every teacher knows this job of education is a human one. It is about relationships...When teachers can prioritize relationships and focus on the quality of their connections with kids, we see over and over again the teachers feeling more effective and the kids being more engaged, learning more, and feeling more effective.*

*-Robert Pianta in Creating Opportunities through Relationships (COR)<sup>1</sup>*

At Destine Prep, we consciously cultivate positive school culture through intentionally designing a discipline plan that relies heavily on supporting scholars' social and emotional growth and building authentic relationships within classroom communities. We will adopt the curriculum and materials from CASEL SEL. For a strong acquisition of the materials, in the planning year, the Head of School(HOS) and Director of Scholar Supports(DSS) will review the CASEL curriculum to ensure total alignment with Destine Prep's mission and attend a workshop or training with the organization. The HOS has previously completed a workshop with CASEL (See R-23b - Supplemental Attachments). We will further establish our vision for SEL by creating accountability goals and targets and mapping out our checkpoints (assessments) for each. During Summer Institute, we will develop the SEL skills of our teachers by having them practice with the various components of the CASEL program.

### SEL Instruction at Destine Prep

We will teach SEL through direct instruction, and we will reinforce this in those moments that scholars misbehave. The CASEL model breaks down SEL instruction into three components: Explicit Instruction, Integrated SEL into Academic Instruction, and Supportive Classroom Climate. All three components rely on the teacher's social and emotional awareness and their ability and willingness to lean into the scholar's social and emotional needs. We will adopt CASEL's teacher self assessment rubric to help our teachers identify where they are in their development of social and emotional intelligence and plan action steps for how to improve. Figure 23a 1 details the questions directly from the CASEL model that our teachers will engage with frequently to reflect on their practices.

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<sup>1</sup> "COR - Creating Opportunities Through Relationships"

We have curated a daily schedule that incorporates daily SEL. We will use our Morning Circle and Reflection Circle as opportunities for scholars to engage in direct instruction. We will use CASEL lesson plans to drive our morning circles. Teachers will attend Content Meetings weekly. The purpose of this meeting structure is to discuss, and practice supports and modifications for all tiers of scholars. The DSS (SPED Coordinator in Year 2) will train teachers on best practices for implementing SEL instruction into academic instruction. We will cultivate supportive classrooms through professional development opportunities including a CASEL led training during Summer Institute; teaching our teachers core taxonomy for managing their classrooms during Summer Institute; continuing to develop our teachers' skills and mindsets through observation/feedback on classroom instruction, and through repeatedly to do teacher reflections during Friday Professional Development.

**Figure 23a-1 CASEL SEL, Self-Evaluation Rubric<sup>2</sup>**

Markers of SEL in the Classroom		Often	Sometimes	Infrequently	Unsure
<b>Explicit Instruction</b>	I use an evidence-based approach to teach social and emotional skills in a sequenced, active, focused, and explicit way and on a regular schedule.				
	I teach SEL in a way that is developmentally appropriate and culturally responsive for my students.				
	My students lead routines, share their perspectives, and reflect on their experiences during SEL instruction.				
<b>Integration of SEL into</b>	SEL standards/goals are embedded into my academic lessons (see sample lesson plans).				
	Students make connections between SEL and what we're learning and initiate reflection and discussion.				
	I foster academic mindsets by helping students set goals, commending academic risk-taking and incremental progress, showing students how to correct mistakes, and framing struggle as a key part of the process of learning.				
	I select content and plan instruction that links to students' lived experiences and frames of reference and by anticipating				

<sup>2</sup> <https://schoolguide.casel.org/resource/sel-in-the-classroom-self-assessment/>

<b>Academic Instruction</b>	support that individuals may need to access content and participate fully.				
	I design learning activities that allow students to explore issues that are important to them and co-create solutions to improve the classroom, school, or community.				
	Class time is balanced with periods of teacher-led instruction, student talk, and interaction, and time to work/reflect alone.				
	I prepare students to engage in classroom discussions by actively listening to their peers, affirming, and respectfully challenging each other's ideas, and formulating questions.				
	I ask open-ended questions to surface student thinking and probe students to elaborate on their responses.				
	I use collaborative structures that require students to communicate, cooperate, share responsibility, monitor that all ideas are heard, and problem-solve.				
	Students reflect on what made their collective work successful and/or challenging and plan for improvement.				
<b>Supportive Classroom Climate</b>	My class has co-developed shared agreements for how we will treat one another, and we check in regularly about how we are living by our shared agreements.				
	Students know, follow, initiate, and provide input and feedback on our regular classroom routines and procedures.				
	I communicate that I appreciate each student as an individual and am interested in knowing them.				
	I check-in and follow up with students about their perspectives and concerns.				
	I facilitate class meetings, circles, or other intentional community-building activities to cultivate a culture of personal connection, mutual support, and belonging.				

	I vary student grouping so that each student gets to know and work with everyone else.				
	My classroom environment, activities, and interactions affirm students' diverse identities and cultures. We share and learn about each other's lives and backgrounds.				
	I teach, model, and reinforce language and strategies that help students to express empathy, resolve conflicts, repair harm, self-reflect, and self-regulate.				
	When classroom agreements are breached, I respond in a way that is discreet, developmentally appropriate, culturally responsive, and restorative (such as using empathetic listening, "I" statements, and open-ended questions).				

### Evaluation of SEL at Destine Prep

The Head of School and Director of Scholar Supports will assess our approach to SEL weekly during a coaching meeting by selecting a rating tool aligned to the social and emotional skills we want to assess, from RAND Assessment Finder. We will also discuss observations of teachers to determine how to improve or adjust our SEL approach. We will create an improvement goal that is measurable, meaningful, and malleable to be met by the following week. We will action plan for how to attain that goal through professional development and other strategies. After trimester 1 and our end of year trimester, scholars and teachers will take a survey to [unfinished thought]

Figures 23a 2 and 23a 3 illustrate SEL surveys from Panorama Education and SELWeb that assess several social and emotional competencies. Figure 23a 3 is a computerized survey for scholars that use pictures and audio to assess scholars' social and emotional awareness. We will ensure the selection of grade level appropriate surveys, so all scholars have access to responding authentically. Results from the survey will be reviewed at a Leadership Team meeting. After the mid year survey, the school's leadership will determine adjustments, such as prioritizing and training teachers on approaches to different competencies. We will set an improvement goal that will be tracked and discussed weekly in the HOS/DSS coaching meeting. We will also review the end of year SEL survey data to determine if we hit our goals for the year, decide upon adjustments to our approach, and goal setting for the following year. We will

make results from surveys public to our staff, and teachers will share results with scholars in the effort of being transparent and growing together as a community.

**Figure 23a 2 Teacher Facing Survey from Panorama Education**



**Grit** - How well students are able to persevere through setbacks to achieve important long-term goals  
*Recommended for grades 3-12*

Item	Responses				
If this student fails to reach an important goal, how likely is she or he to try again?	Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely
How often does this student stay focused on the same goal for several months at a time?	Almost never	Once in a while	Sometimes	Frequently	Almost always

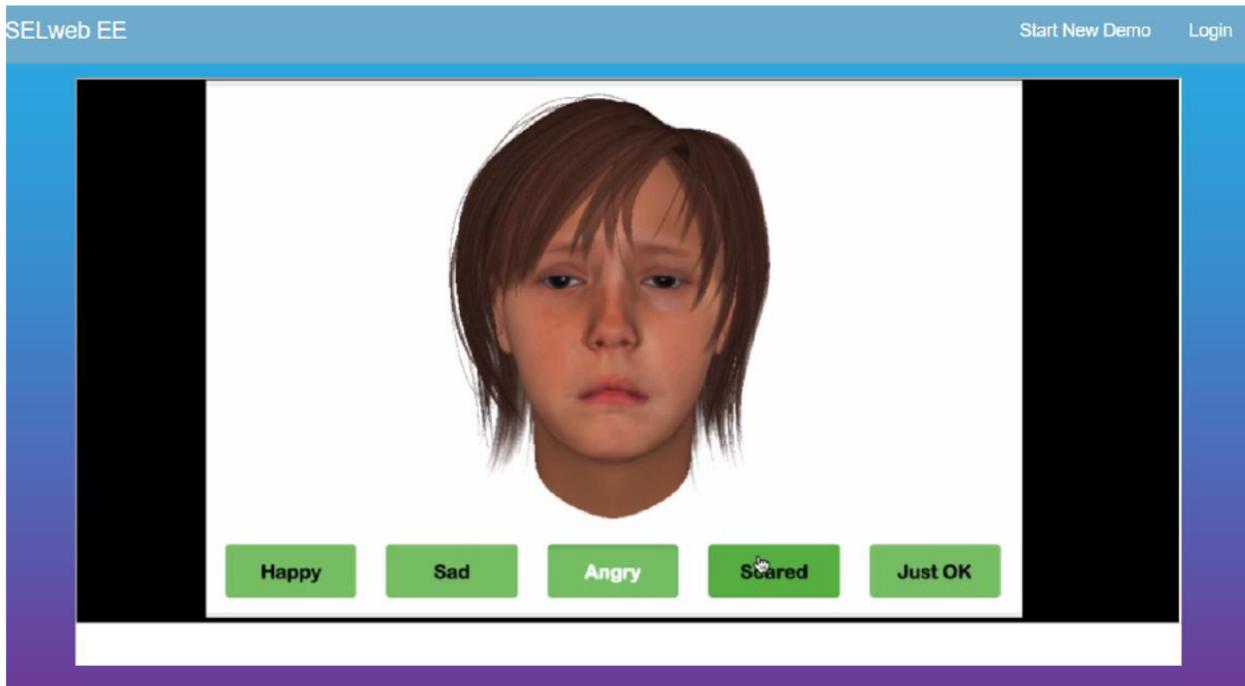
**Self-Management** - How well students manage their emotions, thoughts, and behaviors in different situations  
*Recommended for grades PreK-12*

Item	Responses				
Overall, how focused is this student in your classroom?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Completely focused

**Social Awareness** - Teachers' perceptions of how well students consider the perspectives of others and empathize with them  
*Recommended for grades PreK-12*

Item	Responses				
During the past 30 days, how considerate was this student of his/her classmates' feelings?	Not at all considerate	Slightly considerate	Somewhat considerate	Quite considerate	Extremely considerate

**Figure 23a 3 Student Facing Survey from SELweb**



*b. Supplemental Attachments*

*Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.*

Organization	Attachment
CASEL SEL	Certificate of Workshop Completion



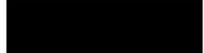
## CERTIFICATE OF COMPLETION

PRESENTED TO

# Re'Shawn Rogers

for successfully completing the four-part Learning Together SEL Workshop Series

## Leading Schoolwide SEL: Preparing for the Journey Ahead

On: **February 10, 2021** Certificate: 



**MELISSA SCHLINGER**  
Vice President of Practice, CASEL

