SUNY Charter Schools Institute
The State University of New York

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Legacy College Preparatory Charter School		
Education Corp. Name:	Legacy College Preparatory, Inc.		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	NYC CSD 7 and NYC CSD 8		
Opening Date:	8/23/2017		

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	6	120
Year 2	6-7	240
Year 3	6-8	360
Year 4	6-9	480
Year 5	6-10	600

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

Lead Applicant Contact Information					
First Lead Applicant Name:	Summer Schneider				
Applicant is a:	☐ Parent ☒ Teacher ☒ School Administrator ☐ District Resident ☐ Education Corp./Charter School				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	(347)746-1558	Secondary Phone #:	[redacted]	Email:	sschneider@buildingexcellentschools.org

Second Lead Applicant Name:					
Applicant is a:	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☐ Education Corp./Charter School				
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	

List additional lead applicants in the "Other" section.	☒ Not Applicable ☐ Additional Applicants Listed in "Other"

Media/Public Contact Information (required)					
Name:	Summer Schneider	Phone #:	(347)746-1558	Email:	sschneider@buildingexcellentschools.org

Lead Applicant Signature					
Signature:				Date:	1/21/2016
Authenticated Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. 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 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.					Submit Completed Proposal to: Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207. Phone: (518) 445-4250 Fax: (518) 320-1572 Email: charters@suny.edu
OFFICIAL USE ONLY:	Received By:		Date:		

Program Design

MISSION STATEMENT

Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals, Legacy College Preparatory Charter School ensures all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.

KEY DESIGN ELEMENTS

Legacy College Preparatory Charter ("Legacy College Prep") is a college preparatory school serving students in grades 6 through 12. We will focus heavily on literacy and mathematics in the middle school grades in order to ensure that students are performing on or above grade level before they enter high school. In all grades, Legacy College Prep will prepare students for college through rigorous curriculum and instruction aligned to the New York State P-12 Common Core Learning Standards and New York State Learning Standards. We will develop students as insightful and analytical readers of fiction and non-fiction, evidence-based writers who can articulate ideas across multiple texts, and mathematicians who can explain their conceptual reasoning and succeed in advanced high school math study. Our teachers will be driven by our mission, work toward constant growth and improvement, and possess the requisite skills, content knowledge, and background to deliver excellent results for students. They will be supported by a robust, targeted, and practice-based professional development program that empowers them to deliver classroom instruction and student supports at a high level of impact on student learning.

In addition to our emphasis on literacy and mathematics, Legacy College Prep will prepare students for the larger world as well as for the changing demands of society and the economy. Students will take physical education each year to develop healthy nutritional and exercise habits. Students will take digital literacy courses each year. Informed by current research on the influx of jobs in technical careers, we know that our students need exposure to and proficiency in computer skills in order to be competitive for many of the jobs that will be available to them in the future. In middle school all students will take technology classes to ensure that they have a solid base in computer literacy. In high school, students will access programming and coding courses.

Driven by our mission, and informed by the three core beliefs of our vision, Legacy College Prep will be built on seven core design elements.

1. Culture of PRIDE – Professionalism, Respect, Integrity, Determination, Engagement
2. Highly Effective, Mission-driven Teachers
3. Frequent, Purposeful Data Analysis
4. Pro-active Partnership with Parents
5. Enrichment through Mission-aligned Activities, Trips, and Clubs
6. Advisory Structure
7. Community Service

SCHEDULE

Proposed Number of School Days per Year:	184	Proposed Daily Beginning and Ending of School Day:	7:45am Start; 4:00pm End
Additional Schedule Information (optional):			

ACADEMIC PROGRAM

Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals, Legacy College Preparatory Charter School ensures that all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.

A high quality education begins with a clear and ambitious vision. This vision, driven by the Lead Founder, unites the entire Founding Team and will drive the governing Board of Trustees. This clear vision for rigorous instruction and high expectations for academics and behavior will be crystalized for families through frequent, proactive communication and, for staff members, it will be infused into the daily culture of the school. All decisions and structures will be implemented in alignment with the mission and vision of Legacy College Preparatory Charter School ("Legacy College Prep") in the pursuit of preparing and supporting all students for college. In middle school, Legacy College Prep focuses on literacy and mathematics to ensure students are performing on or above grade level before students enter high school as measured by PARCC assessments. In high school, we accelerate learning and put all students on a college preparatory track of study with rigorous curriculum and instruction aligned to state and national standards. We will offer Advanced Placement courses starting in tenth grade so that students can take college level courses and earn college credit while in high school. We develop students as insightful, analytical readers of fiction and non-fiction, evidence-based writers who can articulate ideas across multiple texts, and mathematicians who can explain their conceptual reasoning and succeed in advanced math study. In all grades, and informed by current research on the critical role of character in school and life success, Legacy College Prep ensures that all students develop habits and personal characteristics critical to a life of opportunity and promise. We will hire, train, support, and retain a team of teachers and leaders driven by our mission, who work from a growth mindset, and who bring the requisite skills and background to deliver strong results for our students. Teachers will be supported by robust, targeted professional development, ensuring that they deliver instruction and student supports at a high level of impact.

Legacy College Prep will support all students and a wide diversity of learners. Our academic program and school structures allow for individualized supports and include daily tutoring and/or extension activities built into the instructional day, small group instruction, a student to teacher ratio of 15 to 1, and the blended, innovative use of technology for individualized learning needs. Our support systems specifically address the needs of students with disabilities, English Language Learners, and students from low income communities. In addition to having access to a full college preparatory course of study, all students will develop digital literacy through full access to courses that include Introduction to Computers, Computer Programming I, Computer Programming II, Computer Programming III, Computer Design, AP Computer Science A, and AP Computer Science B.

We have proposed Legacy College Prep for the South Bronx, particularly CSD 7 and CSD 8, due to (a) the current high school graduation rates, with an average high school graduation rate of 45% in a state with an average graduation rate of 76%, (b) the large number of families on current wait lists at charter schools in those districts, and (c) the lack of a seamless 6-12 charter school option designed to reach all learners and set al students on the path to college.

School Management

MANAGEMENT STRUCTURE

In year one the Head of School will manage all positions in the school. A Dean of Operations will be hired to manage logisital items related to the school's programming. A Dean of Student Supports will be hired to oversee all support services for students including students with IEPs, students with 504 plans, and students who have been identifed as English Language Learners. A Dean of Culture will be hired to manage all cultural aspects of the school including our behavior system and character education program. In year three we will hire a Dean of Instruction and an Assistant Dean of Instruction to take on the instructional coaching responsibilties. In year four we will expand to the high school and hire on an additional Dean of Culture for the high school grades. In subsequent years a Middle School Director will be hired to manage day to day operations at the middle school and a High School Director will be hired to manage day to day operations at the high school. A Dean of Insruction and Assistant Dean of Instruction will also be hired at the high school to manage all instructional coaching responsibiltiies.

ROLE OF CMO OR PARTNER(S)

While not an institutional partner for the purposes of this charter application, we are working with the full training and support of Building Excellent Schools, a national leader in charter school development and leadership training,

Facility

SCHOOL FACILITY PLANS

Legacy College Prep will seek public facility space in New York City. If public space is not available, we will secure a facility in CSD 7 or CSD 8. We will ensure that the building meets all school building regulations and codes, is ADA compliant, and is convenient and safe for families to access. We are working with Charter School Support Services to secure a building during the planning year and prior to the school opening. In January we conducted meetings with realtors in the South Bronx to look at potential private facility options in zip codes 10454, 10455, 10459, and 10474.

Other

1. Community Need and Proposed School Impact

(a) Community Description and Need

- *The applicant should consider the "community," while undefined in statute, as those areas from which the charter school intends to recruit the majority of its students, which may or may not be the school district (or in New York City, the CSD) of location alone. Depending on the anticipated location of the charter school, the applicant may define the community either more narrowly than the district or CSD of location, to specific neighborhoods for example, or more broadly, in cases where the charter school will border or intends to draw a significant number of students from two or more districts or CSDs.*
- *The description of the community, as defined above, should include the known demographic statistics of the student populations, e.g., race/ethnicity, poverty, students with disabilities and English language learners ("ELLs"). The applicant can find some of this information at https://reportcards.nysed.gov/, but should feel free to include additional demographic information from other current, reliable sources.*
- *The proposal should describe the characteristics of the students that the school intends to serve including demographic information, as well their educational needs based on evidence gathered about the proposed community.*
- *The applicant should explain how they selected the specific community for the proposed school. The applicant should also explain known or anticipated ties between the community and the founding group.*
- *In addressing this request, the applicant should consider the strengths and weaknesses of the public and nonpublic school options in the same community as the proposed charter school. The proposal should address the need for a charter school in the community in light of those strengths and weaknesses.*
- *The discussion of need should contribute to an applicant's overall case that the proposed school is likely to improve student learning and achievement as presented throughout the proposal, and therefore materially further the purposes of the New York Charter Schools Act of 1998 (as amended, the "Act").*
- *If there are existing charter schools in the area, the response should explain how the proposed school's program is different and how it will provide greater educational benefit to students who would attend the proposed school.*
- *Please address explicit demand for the proposed charter school in Response 15.*

"We must acknowledge that while education should be the great equalizer – education is what made the American dream a reality. For too many it is now the great discriminator and the truth is we have two systems; one for the rich and one for the poor and the greatest symbol of disparity is our failing schools." - Andrew Cuomo, Governor of New York[1]

Leaders across the state of New York are passionate about improving our public education system and ensuring that *all* students have access to a high quality education that can place them on the path to college and career readiness. While state assessment results for grades 3 through 8 have steadily climbed over the past three years, only 30.4% of students are earning a score of "proficient" or "advanced" in English Language Arts (ELA) and 35.29% of students are earning a score of "proficient" in math.[2] Many of the schools in the state are failing and instead of being the great equalizer as pointed out by Governor Cuomo, education has become the great divider, creating and maintaining an opportunity gap for students born into low income and less well educated adult communities. The academic gap students experience in school during their childhood and adolescence leads to an opportunity gap in their adulthood.

In a society where a college degree means access to greater career and life opportunities, neighborhoods where the high school graduation rate is less than 50% and the percent of residents with a college degree is less than 15% are evidence that college is not currently an option for everyone. College is not a choice that all students have the opportunity to make in every community

[1] http://www.governing.com/topics/politics/gov-new-york-andrew-cuomo.html.
[2] http://www.p12.nysed.gov/irs/ela-math/.

in New York, and until the latter becomes a reality, we are determined to be part of the reforms needed to ensure that all students have *true* and measurable access to the American dream.

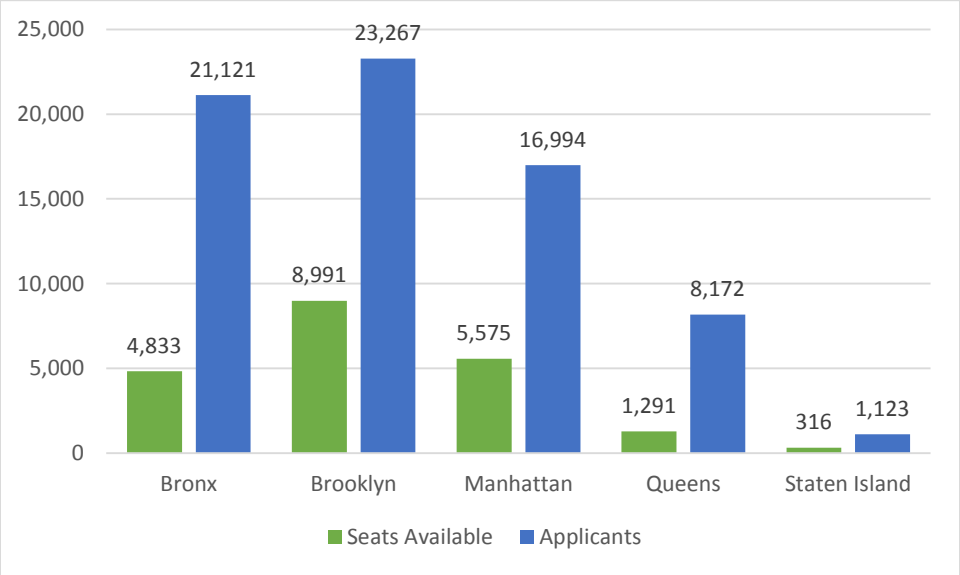
As the nation's largest school district, New York City Public Schools serves 1.1 million students across the five boroughs. When New York City's Mayor Bill De Blasio laid out his education vision he stated that "[w]e have a crisis when it comes to education. It's a tragedy of a different kind – too many children being left behind too frequently. You know, only less than two thirds of our children graduate high school on time. And among those who graduate, less than a quarter are college-ready. And when you think about Latino and African American students, it's only 11% who are college-ready."[3] Last year, 19.2% of African American students and 19.89% of Latino students scored "proficient" or "advanced" in ELA as measured by the New York State PARCC Assessment. In math, 19.1% of African Americans, and 23.7% of Latino students scored "proficient" or "advanced" using the same measurement tool.[4] New York City is determined to take on the challenge of reforming the educational system and ensuring that all students regardless of race or socioeconomic status have access to a high quality public education.

At Legacy College Prep we seek to partner with the district schools and other established charter schools to provide students currently without such access with (a) the knowledge and skills needed to meet and exceed proficiency requirements on state and national assessments, (b) the values-based character needed to build the habits that inform school and life success, and (c) the inspiring vision and school design that allows all students to build a legacy for their families and their communities - and empowering every student to be college ready.

Over the last decade, New York City has experienced a large increase in the number of students who attend charter schools. For the 2015-2016 school year 95,000 students are enrolled in 207 charter schools across the five boroughs. In 2015 alone, 64,600 students applied for 22,000 available seats in charter schools, and leaving close to two-thirds (42,600) of families on waiting lists.[5] In the Bronx, the list of families waiting for a seat was approximately 16,300 in the year 2013-2014, the largest number from any borough. In a report from April 2014, completed by the New York City Charter School Center, it was estimated that New York City charter schools applicants would far exceed the number of seats available in every borough in the city. **Figure 1.1** details the results from the study.[6]

[3] "Reaching Every Child: Mayor de Blasio Lays Out Education Vision For New York City." http://www1.nyc.gov/office-of-the-mayor/news/103-14/reaching-every-child-mayor-de-blasio-lays-out-education-vision-new-york-city#/0.
[4] *Measuring Student Progress in Grades 3-8 English Language Arts and Mathematics.* August 2015 http://www.p12.nysed.gov/irs/pressRelease/2015800/documents/20153-8TestResultsCommunicationsDeck.pdf.
[5] http://www.nyccharterschools.org/sites/default/files/resources/NYC-Charter-Facts.pdf.
[6] "New York City Charter Schools: 2014-2015 Enrollment Lottery Estimates." *New York City Charter School Center*. New York City Charter School Center. April 2014. Web. 26 July 2015. <http://www.nyccharterschools.org/sites/default/files/resources/Lottery2014FinalReport.pdf>.

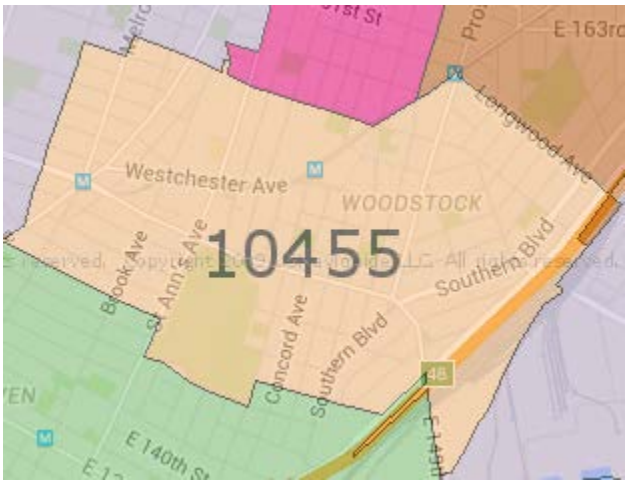
Figure 1.1: NYC Charter School Applicants and Seats, by borough (estimates 2014-15)[7]



Legacy College Prep proposes to open a middle and high school in the South Bronx for students in grades six through 12, providing families on current waiting lists and additional interested families whom we are engaging through our community outreach efforts a quality, college preparatory option for educating their children.

Legacy College Prep proposes to locate in Community School Districts (CSDs) 7 and 8 located in the south and southeast corner of the Bronx, specifically in the zip code 10455 between the Bruckner Expressway and Melrose Ave. **Figure 1.2** provides a map of zip code 10455.

Figure 1.2: Map of Zip Code 10455

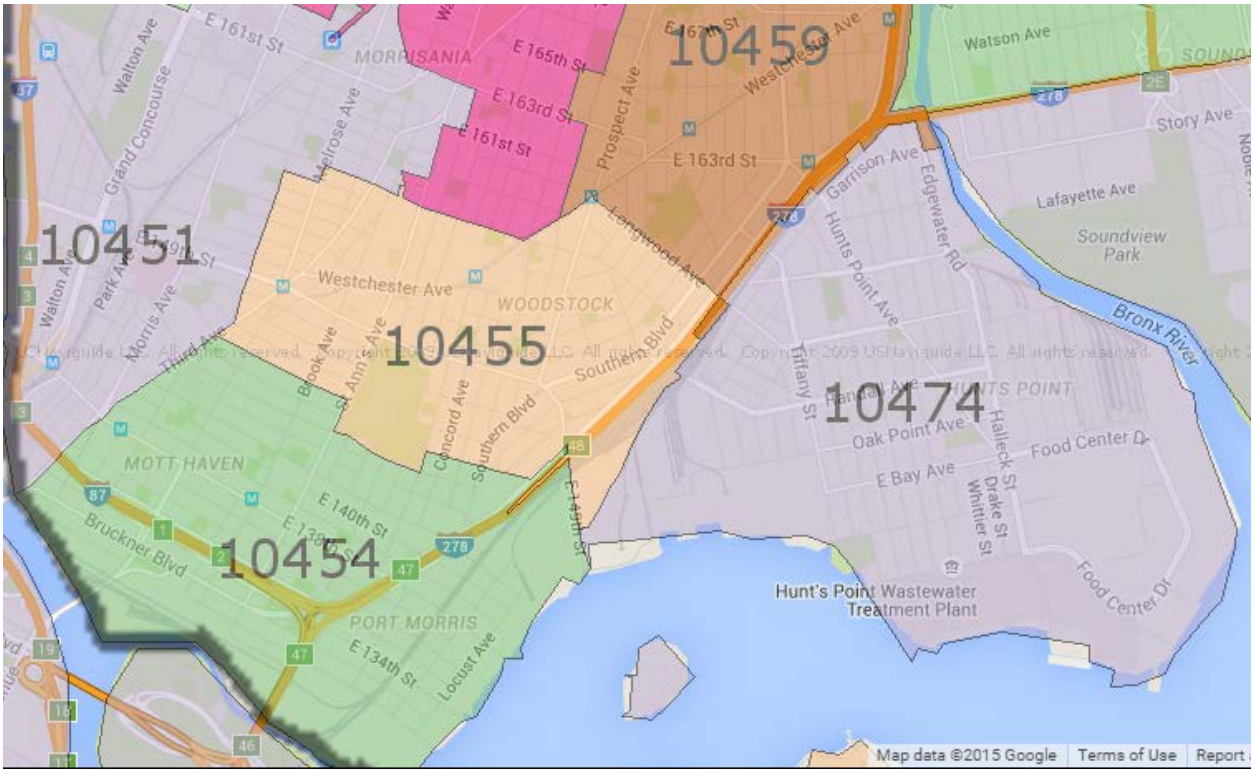


We have chosen to propose two CSDs in order to ensure that we attract students from the highest need areas of the Bronx, and that we are not impacting one single district's enrollment with the addition of our school. Students in all of CSD 7 and 8 will receive preference in our lottery, however,

[7] http://www.nyccharterschools.org/sites/default/files/resources/Lottery2014FinalReport.pdf.

we plan to heavily recruit to enroll students in zip codes 10454, 10455, the south part of 10459, and 10474. **Figure 1.3** highlights the zip codes and neighborhoods where we will direct our strategic outreach: 10454 is highlighted in green, 10455 in orange, 10459 in brown, and 10474 in gray. Within these zip codes exists one of the lowest high school graduation rates in the state, hovering between 40 and 45% of students graduating high school in four years.

Figure 1.3: Map of Targeted Zip Codes



The students who are graduating from high school in our targeted zip codes are struggling to persist to college graduation because they were not fully prepared for college. Only 34% of students who graduated from a high school in CSD 7 or CSD 8 in 2015 were considered college ready.[8] Currently 10% of the population in in CSDs 7 and 8 has a bachelor's degree. A college preparatory 6-12 charter school will provide families with a quality option for their children that will ensure they have access to greater opportunities.

Many families in CSD 7 and CSD 8 attempt to send their children to charter schools but are thwarted by the shortage of available spots in the charter schools in their neighborhoods. **Figure 1.4** shows the specific numbers of applicants and seats available for ten of the school districts in New York City who have the highest need for greater charter school availability.

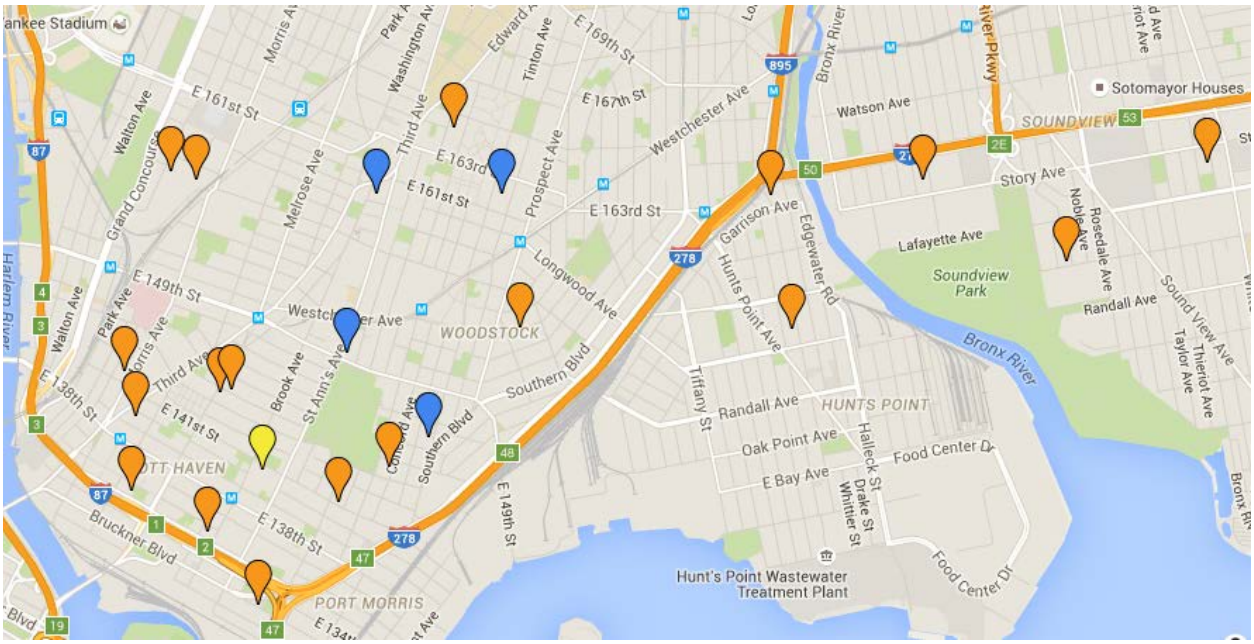
[8] http://schools.nyc.gov/Accountability/tools/report/default.htm.

Figure 1.4: Ranked CSDs by applicants to local charter schools, with seats (estimate, 2014-15)[9]

Rank	CSD (Neighborhood)	Applicants (est.)	Seats (est.)
1	CSD 11 (NE Bronx)	6,104	456
2	CSD 3 (West Harlem/West Side)	4,749	839
3	CSD 5 (Central Harlem)	4,637	1,806
4	CSD 7 (S Bronx)	4,558	1,763
5	CSD 9 (SW Bronx)	4,301	811
6	CSD 30 (NW Queens)	3,564	434
7	CSD 4 (East Harlem)	3,219	1,108
8	CSD 8 (SE Bronx)	3,157	836
9	CSD 18 (Central Brooklyn)	3,026	627
10	CSD 29 (SE Queens)	2,919	313

The figure demonstrates CSD 7 and CSD 8 rank fourth and eighth, respectively, for fewest admissions per applicant in New York City. There is a need for more school options in these districts to meet the clear demand for high performing schools and traditional public school alternatives. Most of the charter schools that currently exist in CSD 7 and CSD 8 begin enrollment in kindergarten or ninth grade, which means that when families are unable to gain a seat for their children there is not another option for enrollment until high school. **Figure 1.5** is a map of the local charter schools in the area.

Figure 1.5: Map of Charter Schools in CSD 7 and CSD 8



All of the charter schools marked in orange begin enrolling in kindergarten. Those marked in blue begin in ninth grade. Only one charter school in CSD 7 or CSD 8 enrolls students in sixth grade. We propose for Legacy College Prep, serving grades sixth through twelve, to be a unique opportunity

[9] http://www.nyccharterschools.org/sites/default/files/resources/Lottery2014FinalReport.pdf.

for families searching for a charter school. Many families have been on waitlists to attend charter schools in the community since their children were in kindergarten. Our enrollment efforts will not impact the enrollment of neighboring charter schools due to the unique enrollment of Legacy College Prep.

Zip codes 10454, 10455, 10459, and 10474 are located within the larger Bronx Community District 1 (CD 1) and Bronx Community District 2 (CD 2) where currently 42% of students are attending charter schools, larger than any other area in the city.[10] The districts are home to 162,945 of the 1,418,733 residents of the Bronx borough, where an average 58% of residents receive income support[11]. These communities are 69% Latino and 27% African American. The current population has an average of 42% of adults over the age of 25 who have *not* earned a high school diploma, compared to the city average of 14%. Of the 58% who do graduate from high school, only 10% have earned a bachelor's degree from a college or university.[12] All research demonstrates that obtaining a postsecondary education leads to lower poverty, lower unemployment, and greater lifetime learnings.[13] A student's probability of enrolling in college is cut in half when that student's family has not attended college.[14] Students need quality college preparatory public schools in order to support the efforts to give more children from low-income communities the access to graduate from high school and attain a college degree. According to ACT, a student's academic achievement in eighth grade is a greater influence on college readiness than in any other year of high school.[15] Schools need to begin the effort to invest students in obtaining a college education prior to high school.

CSD 8 is one of the largest school districts in the Bronx with an average enrollment of approximately 30,000 students. The student population is primarily Hispanic/Latino (63%) and African American (24%), with less than 15% percent of students who identify as Asian Americans, White, or other ethnicities. The school district serves a population where 21.4% of students have Individual Education Plans (IEPs) and 11.9% of students have been identified as English Language Learners (ELLs).[16] CSD 7 has an average enrollment of approximately 20,696 students. The student population is similar to CSD 8, with the majority of students Hispanic/Latino (69.5%) and African American (27%), and less than 4% Asian American, White, or other ethnicities. The school district serves a population where 20.9% of students have Individual Education Plans (IEPs) and 16.6% of students have been identified as English Language Learners. (ELLs).[17]

In New York State, and as required by federal legislation, students are tested in English Language Arts (ELA) and Math each year from third grade through eighth grade. A student receives two scores for each test; one is a three-digit absolute score for performance and the second is a level score on a four-point scale determining proficiency, with 3 being proficient. There are a number of schools performing below the state and city averages in CSD 7 and CSD 8. **Figure 1.6** shows data on various school options for students including the total enrollment, percentages of students attending the schools identified as ELLs or students with special needs, and the percentage of

[10] CSSS BES Bronx Territory Report.
[11] New York City Planning. Community District Data. Borough of the Bronx. Web. 26 July 2015. <http://www.nyc.gov/html/dcp/html/neigh_info/nhmap.shtml >.
[12] "http://censusreporter.org/profiles/79500US3603710-nyc-bronx-community-district-1-2-hunts-point-longwood-melrose-puma-ny/.
[13] The College Board, "Education Pays 2013 – The Benefits of Higher Education for Individual and Society", Trends in Higher Education Series, October 2013.
[14] The Executive Office of the President. "Increasing College Opportunities for Low-Income Students: Promising Models and a Call to Action". January 2014, <https://www.whitehouse.gov/sites/default/files/docs/white_house_report_on_increasing_college_opportunity_for_low-income_students.pdf>.
[15] ACT, "The Forgotten Middle: Ensuring that All Students are on Target for College and Career Readiness before High School," 2008, https://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf.
[16] http://schools.nyc.gov/Accountability/data/default.htm.
[17] http://schools.nyc.gov/Accountability/data/default.htm.

middle school students performing proficient or advanced on the state assessments in the 2014-2015 school year.

Figure 1.6: Performance Summary of Local Schools Serving Grades 6-8 in CSD 7 and CSD 8 [18]

School Name	Grades Served	Number of Students	District	Address	School Type	Percentage of Students with Special Needs	Percentage of English Language Learners (ELL)	Percentage of Students Living Below the Poverty Line	Percentage of Students scoring Proficient or higher on ELA Test	Percentage of Students scoring Proficient or higher on Math Test
Academic Leadership Charter School	K-8*	154	7	677 E 141st St.	Charter	17.5%	10.3%	92%	30.5%	47.5%
Academy of Applied Mathematics and Technology	6-8	305	7	345 Brook Ave.	Magnet	27%	11%	81%	19%	31%
Academy of Public Relations	6-8	352	7	778 Forest Ave.	Public	26%	24%	100%	9.2%	3.5%
American Dream Charter School	6-8*	75	7	510 E 141st St.	Charter	23%	23%	92%	17.3%	12.8%
Antonia Pantoja Preparatory Academy: A College Board School	6-12	450	8	1980 Lafayette Ave.	Public	26%	14%	100%	16%	7.6%
Archimedes Academy for Math, Science, and	6-12	637	8	456 White Plains Rd.	Magnet	27%	7%	84%	24%	20%
Blueprint Middle School	6-8	306	8	1111 Pugsley Ave.	Public	21%	16%	100%	12%	9.7%
Bronx Lighthouse Charter School	K-12	680	8	1005 Intervale Ave.	Charter	15%	9%	87%	22.4%	29.9%
Bronx Studio for Writers and Artists	6-12	565	8	928 Simpson St.	Magnet	25%	13%	100%	13.3%	8.7%
Bronx Preparatory Charter School	5-12	756	7	3872 Third Ave.	Charter	13%	6%	71%	17%	28.9%
Girls Preparatory Charter School of the Bronx	K-8	559	8	681 Kelly St.	Charter	18%	6%	95%	29.1%	25.2%
Hostos-Lincoln Academy of Science	6-12	544	7	600 St. Ann's Ave.	Public	18%	5%	76%	12.8%	3.5%
Hyde	K-8	967	8	730 Bryant	Charter	16%	10%	93%	17.5%	23.9%

[18] http://insideschools.org/component/schools/school/1577?Itemid=78.

Leadership Charter School				Ave.						
Immaculate Conception School	PK-8	550	7	378 E 151st St.	Private	NA	NA	NA	NA	NA
J.H.S. 123 James M. Kieren	6-8	411	7	1025 Morrison Ave.	Public	29%	22%	100%	6%	5%
J.H.S. 125 Henry Hudson	6-8	397	8	1111 Pugsley Ave.	Public	23%	20%	94%	15.7%	8%
J.H.S. 131 Albert Einstein	6-8	586	8	885 Bolton Ave.	Public	27%	10%	100%	12%	5%
J.H.S. 151 Lou Gehrig	6-8	253	7	250 E 156th St.	Public	28%	35%	93%	7.6%	4.3%
J.H.S. 162 Lola Rodriguez De Tio	6-8	375	7	600 St. Ann's Ave.	Public	30%	25%	88%	4%	3%
M.S. X101 Edward R. Bryne	6-8	496	8	2750 Lafayette Ave.	Magnet	19%	2%	69%	46%	36%
Mott Hall Community School	6-8	225	7	650 Hollywood Ave.	Public	33%	7%	76%	15%	12%
MS 223 Laboratory School of Finance and Technology	6-9	502	7	360 E 145th St.	Magnet	21%	9%	97%	31%	40%
MS 301 Paul L Dunbar	6-8	191	8	890 Cauldwell Ave.	Public	27%	24%	83%	3.5%	2.8%
MS 302 Luisa Dessus Cruz	6-8	539	8	681 Kelly St.	Public	28%	27%	83%	12%	12%
P.S./I.S. 224	K-8	362	7	345 Brook Ave.	Public	25%	31%	98%	7.3%	8%
School for Inquiry and Social Justice	6-8	398	8	1025 Morrison Ave.	Magnet	23%	7%	100%	33%	32%
South Bronx Academy for Applied Media	6-8	349	7	778 Forest Ave.	Public	28%	12%	100%	5%	3.5%
South Bronx Preparatory – A College Board	6-8	654	7	360 E 145th St.	Public	24%	7%	96%	11.4%	18.6%
Soundview Academy for Culture and Scholarship	6-8	348	8	885 Bolton Ave.	Public	24%	12%	100%	15%	14%
St. Athanasius School	PK-8	282	8	830 Southern Blvd.	Private	NA	NA	NA	NA	NA
St. Ignatius School	6-8	69	7	740 Manida St.	Private	NA	NA	NA	NA	NA
The Bronx Mathematics Preparatory School	6-8	278	8	456 White Plains Road.	Public	26%	10%	95%	7.8%	2.8%
The Hunts Point School	6-8	353	8	730 Bryant Ave.	Public	28%	25%	91%	7.1%	6%
Urban Assembly	6-12	591	7	339 Morris Ave	Public	25%	13%	94%	5.3%	7.4%

Academy of Letters										
Urban Assembly Academic Civic Engagement	6-8	166	7	650 Hollywood Ave.	Public	24%	7%	89%	9%	3%
Urban Institute of Mathematics	6-8	290	8	650 Hollywood Ave.	Public	19%	3%	73%	36%	19%

There is not one public middle school in zip codes 10454, 10455, 10459, or 10474 that has even half of its students performing at a proficient or advanced level on the state ELA and Math assessments. Such performance indicates that students need a stronger foundation in literacy and math in order to be successful in high school and college, as college acceptance and persistence are contingent upon a student's foundational skills from middle and high school. **Figure 1.7** outlines a few of the current options for families in CSD 7 and CSD 8 for high school.

Figure 1.7: Public High School Options in Districts 7 and 8[19]

School Name	Address	District	Grades	Number of Students	Graduation Rate in 4 Years	Number of Students Taking SAT	Average SAT Score	SPED %	ELL %	% of Students Receiving Free And Reduced Lunch
Alfred E. Smith Career & Technical High School	333 E 151st St.	7	9-12	375	47%	18	1127	28%	19%	90%
Antonia Pantoja Preparatory Academy	1980 Lafayette Ave.	8	6-11	450	59%	NA	NA	26%	14%	100%
Archimedes Academy for Math, Science, & Technology Applications	456 White Plains Rd.	8	6-11	637	50%	NA	NA	27%	7%	84%
Banana Kelly High School	965 Longwood Ave.	8	9-12	325	35%	44	1016	31%	15%	86%
Bronx Arena High School	1440 Story Ave.	8	9-12	207	10%	13	1132	6%	3%	79%
Bronx Bridges High School	1980 Lafayette Ave.	8	9-11	333	59%	NA	NA	10%	85%	100%
Bronx Community High School	1980 Lafayette Ave.	8	9-12	165	10%	NA	NA	9%	2%	100%
Bronx Compass High School	1980 Lafayette Ave.	8	9-11	332	NA	NA	NA	28%	8%	100%
Bronx Guild High School	1980 Lafayette Ave.	8	9-12	365	53%	29	1090	30%	10%	100%
Bronx Haven High School	333 E 151st St.	7	9-12	173	14%	NA	NA	20%	4%	78%
Bronx Leadership Academy II High School	730 Concourse Village	7	9-12	495	62%	96	1107	26%	15%	89%
Bronx River High School	3000 E. Tremont Ave.	8	9-12	204	NA	NA	NA	25%	15%	100%
Bronx Studio School for Writers and Artists	928 Simpson St.	8	6-12	565	58%	NA	NA	25%	13%	100%
Community School for Social Justice	350 Gerard Ave.	7	9-12	324	59%	52	1035	25%	10%	90%

[19] http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm.

Crotona Academy High School	639-55 St. Ann's Ave.	7	9-12	104	17%	12	1043	3%	3%	91%
Felisa Rincon de Gautier Institute for Law & Public Policy	1440 Story Ave.	8	9-12	307	38%	25	1227	27%	10%	83%
Foreign Language Academy of Global Studies	470 Jackson Ave.	7	9-12	145	41%	22	1245	32%	22%	89%
H.E.R.O. (Health, Education, and Research Occupations) High School	455 Southern Blvd.	7	9-10	231	NA	NA	NA	18%	11%	100%
Health Opportunities High School	350 Gerard Ave.	7	9-12	554	53%	74	1096	19%	8%	91%
Herbert H. Lehman High School	3000 E Tremont Ave.	8	9-12	1,535	48%	324	1251	25%	10%	70%
Holcombe L. Rucker School of Community Research	965 Longwood Ave.	8	9-12	236	44%	41	1108	30%	11%	89%
Hostos-Lincoln Academy of Science	600 St. Ann's Ave.	7	6-12	544	80%	62	1309	18%	5%	100%
Hyde Leadership Charter School										
International Community High School	345 Brook Ave.	7	9-12	463	34%	44	943	3%	84%	90%
Jill Chaifetz Transfer High School	778 Forest Ave.	7	9-12	190	23%	NA	NA	18%	5%	100%
Millennium Art Academy	1980 Lafayette Ave.	8	9-12	487	65%	70	1194	29%	5%	100%
Mott Haven Community High School	455 Southern Blvd.	7	9-11	249	5%	NA	NA	28%	5%	100%
Mott Haven Village Prep High School	701 St. Ann's Ave.	7	9-12	364	49%	45	1204	21%	10%	93%
New Explorers High School	730 Concourse Village	7	9-12	475	51%	26	1032	26%	11%	82%
Pablo Neruda Academy for Architecture & World Studies	1980 Lafayette Ave.	8	9-12	315	62%	58	1072	35%	18%	100%
Pelham Lab School	3000 E. Tremont Ave.	8	9-10	211	NA	NA	NA	25%	15%	100%
Renaissance High School for Musical Theatre and Technology	3000 E Tremont Ave.	8	9-12	444	72%	64	1218	24%	3%	100%
School for Tourism and Hospitality	900 Tinton Ave.	8	9-12	240	NA	NA	NA	20%	15%	90%
Schuylerville Preparatory High School	3000 E. Tremont Ave.	8	9-12	177	NA	NA	NA	22%	15%	100%
South Bronx Preparatory – A College Board School	360 E 145th St.	7	6-12	654	85%	71	1130	24%	7%	96%
University Heights Secondary School	701 St. Ann's Ave.	7	9-12	486	91%	67	1256	7%	2%	89%
Urban Assembly Bronx Academy of Letters	339 Morris Ave.	7	6-12	591	65%	48	1196	25%	13%	94%
Urban Assembly School for Careers in Sports	730 Concourse Village	7	9-12	587	69%	64	1185	24%	7%	89%
Westchester Square Academy	3000 E. Tremont Ave.	8	9-11	345	NA	NA	NA	21%	5%	89%
Women's Academy of	456 White	8	9-12	345	60%	54	1155	21%	5%	89%

Excellence	Plains Rd.									

New York State has an average high school graduation rate of 76%. For students who attend schools that are failing, less than half - 48% - will graduate. Simply stated, more than half of the students growing up in the South Bronx are not able to obtain a high school diploma in four years. Many of the schools above have an average senior class of over one hundred students, and yet the average number of students taking the SAT from high schools in the community is in the fifties. Almost half of graduating seniors are not taking the necessary steps to enroll in college. The national average for the SAT is a 1500.[20] The best school in New York City, Bronx High School of Science, has an average SAT score of 1991. The SAT score average for students in the South Bronx, just a short distance from Bronx Science, is an 1143. If less than half of students are graduating from high school, and less than half of that number are taking the college entrance SAT exam, it is deeply improbable for students growing up in CSD 7 and/or CSD 8 to access and succeed within college. With an average SAT score that is far below the national average, the students who have the opportunity to attend college are almost doomed to fail – due in large measure to a lack of preparation. Our proposal addresses this critical gap by investing students in college in the sixth grade and ensuring that our students have the support necessary to apply to and enroll in the college or university of their choice, therefore furthering the purposes of the New York State Charter Schools Act.

Additional demonstration of the lack of college preparation currently in place in our target communities within CSD 7 and CSD 8 can be seen in the number of AP Exam Takers and AP Exams passed in the Bronx.

Figure 1.8: Advanced Placement Exams – Participants and Passing Rates

High School	Number of AP Exam Takers in 2014	Number of AP Exam Tests Taken in 2014	Number of AP Exams Passed in 2014
Alfred E Smith High School	14	14	0
Antonia Pantoja Preparatory Academy	13	15	0
Archimedes Academy For Math Science And Technology	s	s	s
Banana Kelly High School	21	40	2
Bronx Arena High School	s	s	s
Bronx Bridges High School	56	86	24
Bronx Community High School (X377)	s	s	s
Bronx Compass High School	s	s	s
Bronx Design And Construction Academy	21	21	0
Bronx Haven High School	s	s	s
Bronx Leadership Academy II High School	21	21	0
Bronx Studio School For Writers And Artists	17	17	3
Community School For Social Justice	s	s	s
Crotona Academy High School	s	s	s
Felisa Rincon de Gautier Inst Law & Pub Policy	34	34	1
Foreign Language Academy of Global Studies - FLAGS	16	26	6
Health Opportunities High School	48	62	19
Herbert H Lehman High School	277	388	112
Holcombe L Rucker School of Community Research	s	s	s
Hostos-Lincoln Academy Of Science	23	38	9
International Community High School	7	7	4

[20]The College Board. http://research.collegeboard.org/programs/sat/data/archived/cb-seniors-2014.

Jill Chaifetz Transfer High School	s	s	s
Millennium Art Academy	54	54	11
Mott Haven Community High School	s	s	s
Mott Haven Village Preparatory High School	25	33	7
New Explorers High School	10	10	0
Pablo Neruda Academy Architecture World Studies	27	59	5
Renaissance High School Music Theater T	73	74	17
School For Tourism And Hospitality	s	s	s
South Bronx Preparatory	29	33	5
The Bronx Guild High School	s	s	s
University Heights High School	47	47	3
Urban Assembly Bronx Academy of Letters	52	70	19
Urban Assembly School for Careers in Sports	45	70	3
Westchester Square Academy	s	s	s
Women's Academy of Excellence	s	s	s

*s – is for a school that did not have AP data.

(b) Programmatic Impact

- *The Act requires applicants to provide an assessment of the projected programmatic impact of the proposed charter school on public and non-public schools in the area of the proposed charter school. Education Law § 2852(2)(q). As a statutory requirement, it is essential that the applicant respond to this request appropriately.*
- *In discussing programmatic impact, the applicant must identify the typical grade configuration and enrollment of surrounding schools (both public and nonpublic), describe whether the district has open enrollment options for students and if so at what grade levels, and attempt to project enrollment at nearby public and nonpublic and public schools.*
- *The response should address the anticipated impact of the proposed school on nearby public and nonpublic schools' academic programs, enrollment and overall viability.*

The current population of students, grade six through eight, in Community School Districts 7 and 8 is 10,730. The New York City School Construction Authority commissioned an analysis on school age student projections in 2013. The results of the study project that between the school years of 2016-2017 and 2021-2022 the schools-age population for students in grades PK-8 will increase 2% in District 7 and 4% in District 8.[21] This means that in the year 2021-2022 there is projected to be a student population of 11,382 students in grades 6 through 8.

Growing one grade per year, Legacy College Prep will enroll 120 students in the fall of 2017. Each year we will add 120 new students in sixth grade, and fill any open seats up through the tenth grade. As a fully enrolled middle school (grades 6-8) in the 2019-2020 school year, there will be 360 students, representing less than 3% of the middle school-age population in the district. Enrollment at Legacy College Prep will have a minimal impact on enrollment at neighboring public and nonpublic schools while fulfilling clearly demonstrated community demand for charter school opportunities.

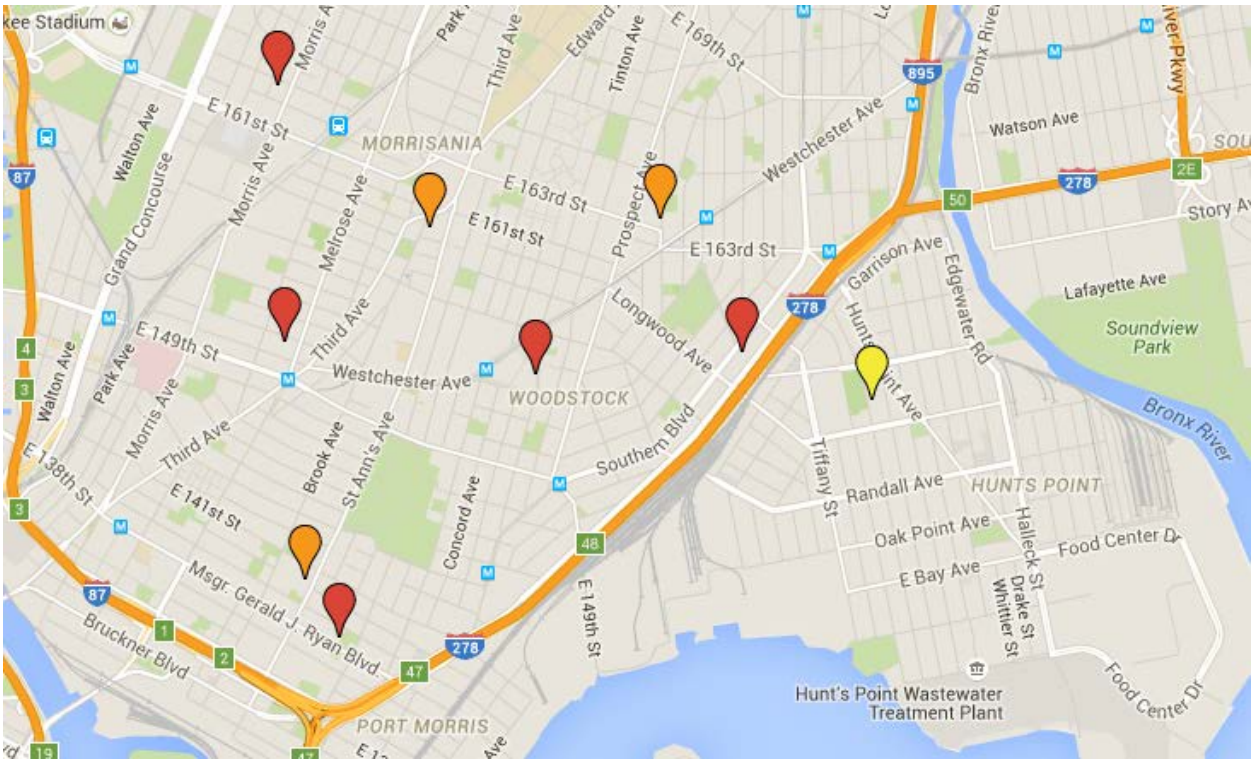
At the end of the five-year charter term, Legacy College Prep will enroll a maximum of 600 students (grades 6-10). Without attrition, and at full grade span of 6-12, we may educate up to 840 students. If we assume a 10% attrition rate in grades eleven and twelve as based upon local mobility rates and experiences of similar schools, projected enrollment would be approximately 805 students. This means that the high school will have approximately 480 students at full enrollment and 445 students with anticipated attrition. In the Bronx there are a total of 60,551 high school-age

[21] http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Demographics/2012-2021StatisticalForecastingReport.pdf.

students across the entire borough. The enrollment at Legacy College Prep would represent 0.73% of the total population in the Bronx, showing another minimal impact on other public and nonpublic schools in the district.

In CSD 7 and CSD 8 there are nine options for families to send their children to private schools. **Figure 1.8** provides a map of those schools.

Figure 1.8: Map of Private Schools in CSD 7 and CSD 8



Of the schools above only one school, highlighted in yellow, admits students in sixth grade serving as only a middle school. All schools in highlighted in orange are elementary schools and the school highlighted in red serve grades K-8. Legacy College Prep's enrollment will not have an impact on neighboring schools due to our unique model in terms of the grades we plan to serve. No other school is serving grades sixth through twelfth so we should not impact families currently not looking for that option.

(c) Fiscal Impact

a. *The Act requires an applicant to provide "an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area." Education Law § 2851(2)(q).*
b. *Please note that this request requires the applicant to discuss the fiscal impact of the proposed school on nearby nonpublic schools as well as the school district of location as a whole. The applicant should identify the number and type of nearby nonpublic schools. The geographic area, while undefined in statute, should be considered those areas from which the charter school intends to recruit the majority of its students. Depending on the anticipated location of the charter school, the applicant may define the geographic area either more narrowly than the district of location, or more broadly, in cases where the charter school will border two or more districts. In general, a minimal impact on a district as a whole will correspond with a minimal impact on individual district schools.*
c. *The budget template includes a Fiscal Impact tab to be completed with the general fund budget for the proposed school district of location.*

In accordance with Education Law §28(2)(a) we provide an assessment of the overall impact Legacy College Prep will have on other public and nonpublic schools in CSD 7 and CSD 8. In the fall of 2017, Legacy College Prep expects to enroll 120 students, receiving a total of $1,665,240 from the state in per pupil funding. This represents 0.008% of the district's budget. In the fifth year of the charter, in school year 2021-2022, the school will enroll 600 students, receiving $8,326,200 in per pupil funding that is 0.038% of the New York City School District's budget. **Figure 1.9** shows the fiscal impact that Legacy College Prep will have on the district schools.

Figure 1.9: Fiscal Impact of Enrollment

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	120	13,877	1,665,240	594,992	2,260,232	21,800,000,000	0.010%
Year 2 (2018-19)	240	13,877	3,330,480	984,063	4,314,543	21,800,000,000	0.020%
Year 3 (2019-20)	360	13,877	4,995,720	1,476,960	6,472,680	21,800,000,000	0.030%
Year 4 (2020-21)	480	13,877	6,660,960	1,968,991	8,629,951	21,800,000,000	0.040%
Year 5 (2021-22)	600	13,877	8,326,200	2,461,022	10,787,222	21,800,000,000	0.049%

The calculations above assume that the basic per pupil aid will not increase during the term of the charter. While it is likely that the District's budget will grow over time, we are being conservative by leaving revenue assumptions constant throughout the five years that the school is open. Assuming that Legacy College Prep will maintain full enrollment for all five years, the fiscal impact on the District will be minimal over the five years of the charter term.

2. Addressing Need

(a) Mission

Provide the mission statement for the proposed charter school.

Mission

Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals, Legacy College Preparatory Charter School ensures all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.

Vision

We believe that all students regardless of race, background, or socioeconomic status can excel at high levels – achieving mastery of state standards, scoring competitively on college entrance exams, and earning acceptance to selective four-year universities.

Legacy College Preparatory Charter School ("Legacy College Prep") incorporates high behavioral and academic expectations and develops strong character through the formation of successful habits – all vital to a student's ability to establish a strong foundation in middle school, achieve success within a college preparatory course of study in high school, gain access to and graduate from the college or university of their choice, and pursue vigorously his or her life's aspirations.

Our school vision is driven by three core beliefs:

1. Rigorous instruction educates students to attend and graduate from college.
2. Values-based character development prepares students for school and life success.
3. Ambitious goals drive college readiness and the pursuit of professional aspirations.

These beliefs directly inform our vision and all elements of our school design.

1. Rigorous instruction educates students to attend and graduate from college.

In order for our students to access and graduate from a selective college or university of their choice, we must ensure that they acquire the necessary foundational knowledge and skills throughout middle school and high school that prepare them for the rigors of a college curriculum. Research shows that if students do not receive the proper amount of supports, interventions, and academic preparation in middle school it will be that much harder to turn things around and put them back on track towards graduating from high school and college.[1] Curriculum in all core classes – English Language Arts (ELA), Math, Science, and Social Studies will be rooted in the New York State P-12 Common Core Learning Standards[2] and New York State Learning Standards.[3] At the middle school, we design our daily class schedules and core class curricula and assessment system to ensure that students enter high school reading on or above grade level as measured by the Scholastic Reading Index, and bring with them a solid foundation in mathematics and proficient abilities in writing as measured by end of year grade level mastery assessments and all New York State assessments as mandated.

We believe that literacy is the backbone of student success and that a student's ability to excel in all other subjects hinges upon his/her ability to read at a high level of proficiency. Legacy College Prep will provide middle school students with 120 instructional minutes daily of ELA instruction, with a

[1] Balfanz, Robert. Fox, Joanna. "Early Warning Systems-Foundational Research and Lessons from the Field." Everyone Graduates Center, Johns Hopkins University. October, 2011.
[2] http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards/.
[3] http://www.p12.nysed.gov/ciai/standards.html.

prioritized focus on close reading and guided reading in fiction and non-fiction and on text-based and research-based writing – all to be certain that students are performing on advanced levels by the time they enter high school. At the high school level we will continue to focus on literacy as we prepare students to access and then persist in college. In all grades students will continue to have time during the day devoted to independent reading and receive support from teachers and advisors in selecting books that challenge their reading levels. In tenth, eleventh, and twelfth grades, students will have access to college level Advanced Placement courses in English, History, and Psychology, preparing them for college level work with a heavy focus on reading college level texts.

We also will provide 100 instructional minutes daily in math to ensure students' high rates of proficiency in the foundational skills and conceptual understanding that underpin the study of all advanced mathematics, and their proficiency in applying those skills in multiple contexts. Our instruction will push critical thinking and conceptual understanding of the content, digging below rote learning to ensure students develop deep understanding and build their math skills and knowledge strategically each year - all towards advanced math study in the upper high school grades. Students will have the opportunity to take Algebra I in eighth grade, culminating with the New York State Algebra I Regents Exam. At the high school level, students will continue to develop a conceptual understanding of the mathematical principles behind theorems and properties in Algebra and Geometry. Students will have access to taking college-level Calculus and/or Advanced Placement Calculus during their senior year.

2. Values-based character development prepares students for school and life success.

To prepare students for the challenges, opportunities, and responsibilities of school and life, Legacy College Prep will ensure that students form successful habits and cultivate a set of values that affirm their own worth, the promise of their future, and a respect for the larger community around them.

During the middle and high school years, or approximately the ages of 11 to 19, students come to form the behavioral patterns that will eventually become the habits that they will embody for the rest of their adult lives. We subscribe to the argument made by researchers Duckworth and Seligman that "many of America's children have trouble making choices that require them to sacrifice short-term pleasure for long-term gain, and that programs that build self-discipline may be the royal road to building academic achievement."[4] At Legacy College Prep, students will be explicitly taught to form values-based habits that allow them to be successful students, aspiring young adults, and positive members of the community. Beginning in sixth grade, students learn, study, practice, celebrate, and come to embody their Legacy "PRIDE" - Professionalism, Respect, Integrity, Determination, and Engagement. These values will be infused into daily lessons, weekly Community Circles, and communication between staff, students, and families.

Additionally, Legacy College Prep will teach all students study skills, organizational strategies, and time management tools to ensure that eighth grade students are high school-ready and high school seniors are college-ready. As Paul Tough explains in *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character,* "What matters most in a child's development…is not how much information we can stuff into her brain in the first few years. What matters, instead, is whether we are able to help her develop a very different set of qualities, a list that includes persistence, self-control, curiosity, conscientiousness, grit, and self-confidence. Economists refer to these as non-cognitive skills, psychologists call them personality traits, and the rest of us sometimes think of

[4] 3 Duckworth, Angela L., and Martin E. P. Seligman. "Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents." Psychological Science. Positive Psychology Center, University of Pennsylvania. 2005. http://www.sas.upenn.edu/~duckwort/images/PsychologicalScienceDec2005.pdf.

them as character."[5] Students will have an advisory period every morning and afternoon that will serve as their homeroom, during which students will be taught character education lessons related to a common cultural theme and key organizational goals for their grade level. The specific theme structure is outlined further in **R-05 Curriculum and Instruction**. Students will also have a Community Circle meeting as an entire grade level once per week to focus on, honor, and celebrate these values as they inform our community, students' work, and our larger world.

As students transition from middle to high school, Legacy College Prep recognizes that school success is directly related to students' ability to apply their learning, solve problems, and think independently. Beginning in ninth grade, we will develop lesson using the 16 Habits of Mind as a framework for teaching students how to be ready for college. According to Costa and Kallick, "[a] [h]abit of [m]ind is a pattern of intellectual behaviors that leads to a behavioral action."[6] As researchers, Costa and Kallick have identified a set of 16 problem-solving, life-related skills necessary to effectively operate in society and promote strategic reason, insightfulness, perseverance, creativity, and craftsmanship. Their research evidences that students who embody these habits are better equipped to respond to real life challenges and situation in a productive manner. The specific habits and plan for teaching the habits are outlined in **R-05 Curriculum and Instruction**.

3. Ambitious goals drive college readiness and the pursuit of professional aspirations.

In all grades six through twelve, we will teach, support, and hold accountable all students in setting ambitious academic, behavioral, organizational, and cultural goals. All goals will be driven by the most ambitious goal of all - college graduation and life success.

The belief that every single student should have the opportunity to attend a college or university of their choice is at the core of how our school will operate. All decisions - instructional and operational - will be driven by the mission to prepare all students to attend and graduate from college. In Community School District (CSD) 8, where only 10% of residents have a college degree, graduation from college is the achievement that will open the doors to greater opportunities for students and allow them to leave a legacy for their own children and for the larger community.[7]

Legacy College Prep students will know that college graduation is the goal from the first day of school. Our walls will be lined with the banners and flags of colleges and universities from across the country. Each advisory homeroom will be named after a four-year university attended by one of the teachers at the school. In middle school, students will participate in college lessons on everything from enrollment requirements to the cheers and chants that represent the various student bodies. We will begin talking with students and their families about what it will require for them to be fully prepared for high school, and then for college. We will take students *and their families* on college visits to show students what college will look like and to encourage students to start thinking about what type of college they would like to attend. In high school, students will take two courses related to college preparation: ninth grade students will take a College Readiness course that teaches them the habits of a successful college student, including strategic study skills and time management. As seniors, students will take a College Seminar course to help them with the college application process. In this class, students will determine which schools are a best fit for them, navigate the college application process with the help of a college advisor, learn how to apply for financial aid and scholarships, develop a budget for their finances in college, and select which college will be best for them to attend. Our college advisors will teach the course and strategically assist all students and families in the college selection and scholarship application processes.

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[5] Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character.* Boston: Houghton, 2012.
[6] Arthur L. Costa *Habits of Mind: A Developmental Series.* 2000.
[7] http://congressional-district.insidegov.com/l/51998/10454.

With the graduation of our students, Legacy College Prep will employ Alumni Coordinators to track and provide follow-on support to students once they are in college. According to Dr. Doug Shapiro, Executive Research Director for the National Student Clearinghouse Research Center, "Getting past the first year, either by staying put or by transferring to another institution, is one of the most important milestones to a college degree. Yet, many students are not returning for their second year and, for too many of those, the option of finding a better fit at a different college seems to be narrowing. Instead of transferring, they are stopping out or simply dropping out altogether."[8] To support our alumni in the years after high school graduation, Alumni Coordinators will draw on lessons learned from other schools sending a first-generation of students to college, and use those lessons and their close, values-based relationships with students and families to encourage and support college persistence.

(b) Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide any research, evidence of effectiveness or examples of existing programs that support the claims within the presentation of these elements. This should not exceed five pages in length.

Summary

Legacy College Preparatory Charter ("Legacy College Prep") is a college preparatory school serving students in grades 6 through 12. We will focus heavily on literacy and mathematics in the middle school grades in order to ensure that students are performing on or above grade level before they enter high school. In all grades, Legacy College Prep will prepare students for college through rigorous curriculum and instruction aligned to the New York State P-12 Common Core Learning Standards[9] and New York State Learning Standards.[10] We will develop students as insightful and analytical readers of fiction and non-fiction, evidence-based writers who can articulate ideas across multiple texts, and mathematicians who can explain their conceptual reasoning and succeed in advanced high school math study. Our teachers will be driven by our mission, work towards constant growth and improvement, and possess the requisite skills, content knowledge, and background to deliver excellent results for students. They will be supported by a robust, targeted, and practice-based professional development program that empowers them to deliver classroom instruction and student supports at a high level of impact on student learning.

In addition to our emphasis on literacy and mathematics, Legacy College Prep will prepare students for the larger world as well as for the changing demands of society and the economy. Students will take physical education each year to develop healthy nutritional and exercise habits. Students will take digital literacy courses each year. Informed by current research on the influx of jobs in technical careers,[11] we know that our students need exposure to and proficiency in computer skills in order to be competitive for many of the jobs that will be available to them in the future. In middle school all students will take technology classes to ensure that they have a solid base in computer literacy. In high school, students access programming and coding courses.

Driven by our mission, and informed by the three core beliefs of our vision, Legacy College Prep will be built on seven core design elements.

1. Culture of PRIDE – Professionalism, Respect, Integrity, Determination, Engagement

[8] http://www.studentclearinghouse.org/about/media_center/press_releases/files/release_2014-07-10.pdf.
[9] http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards/.
[10] http://www.p12.nysed.gov/ciai/standards.html.
[11] New York City had a 33 percent growth in the amount of high-tech jobs available, which is four times faster than the rest of the City's economy. https://www.osc.state.ny.us/osdc/rpt2-2015.pdf.

2. Highly Effective, Mission-driven Teachers
3. Frequent, Purposeful Data Analysis
4. Pro-active Partnership with Parents
5. Enrichment through Mission-aligned Activities, Trips, and Clubs
6. Advisory Structure
7. Community Service

1. Culture of PRIDE

The mission and vision articulate the purpose of our school and the core values represent the guidelines for how we will achieve are mission. Our PRIDE core values of Professionalism, Respect, Integrity, Determination, and Engagement will allow us to positively build a disciplined culture where we will teach students the importance of working hard, making others better, and doing the right thing. According to a research study presented by the National Association of Elementary and Secondary School Principals, school discipline is most effective when presented in a context of teaching and reinforcing positive behaviors to replace negative behaviors.[12] Our discipline system will include consequence for not following the code of conduct *and* it will include merits that will be given to students who demonstrate excellent behavior and who exemplify the PRIDE values. Celebration of our students in advisory and Community Circles will reinforce a joyful, ambitious, and positive school culture through recognition of qualities and actions that demonstrate the power and beauty of our students' character.

According to research by Dr. Larry Lezotte, pioneer in the Effective Schools movement, students need to be in a school where they can feel safe, physically and emotionally, and that focuses on learning and prevents misbehaviors.[13] Our school will consistently implement a clear and reasonable student code of conduct and consequence system to ensure that we are encouraging patterns of good behavior that will grow into successful habits. Through the creation of clear systems, routines, and structures our students will be able to focus their full attention on learning.

Holding students to high behavioral expectations mitigates poor classroom behavior and allows students to focus on learning. We know that academic excellence cannot exist in chaos. It is critical that students learn and develop academic knowledge and skills for middle school, high school, and college*, and* that they acquire the behavioral habits that underpin good character and life success.

2. Highly Effective, Mission-Driven Teachers

"More than any other variable in education—more than schools or curriculum—teachers matter."[14] Research explicitly points to teacher quality as the single most important indicator, within a school, for a student's academic success. Legacy College Prep believes that excellent instruction will be key to achieving strong academic results. We will nationally recruit high quality, mission-driven teachers and put a strong emphasis on developing those teachers every year, every month, every week, and every day. We will provide every teacher with a scope and sequence for their content, sample exemplary unit plans, and rigorous, standards-aligned benchmark assessments as a base for all curriculum development and implementation. Teachers will maximize their focus on lesson planning and execution, successfully meeting the needs of all learners and propelling them towards achievement of academic goals.

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[12]https://www.naesp.org/sites/default/files/Framework%20for%20Safe%20and%20Successful%20School%20Environments_FINAL_0.pdf.

[13] Lezotte, Lawrence. "What Effective Schools Do: Re-Envisioning the Correlates." Solution Tree, 2010.

[14] Ripley, Amanda. "What makes a Great Teacher?" *The Atlantic Online.* Web. January 2010. Chetty, Raj, et al. "The Long Term impacts of Teachers: Teacher Value Added and Student Outcomes in Adulthood." *NBER Working Paper Series,* December 2012.

Annually, professional development sessions (15 days) will be held over the summer to train teachers on our culture and the operationalizing of our values, and they will be trained on a high level of execution and lesson planning. Teachers will have dedicated time and leadership supports for planning their first month's lessons and will practice their execution with other teachers, receiving feedback from leadership and opportunities to re-practice based upon that feedback. Monthly, depending on the assessment schedule, we will have anywhere from one to two professional development or data days. Weekly during the school year, professional development will occur once each week for two hours during which teachers will have the opportunity to practice instructional strategies and receive feedback from their colleagues. Each teacher will be observed once per week and provided feedback in the form of live coaching, written feedback, and in-person meetings. Depending on the year of the school's operation, the instructional coach may be the Head of School, Dean of Instruction, or Assistant Dean of Instruction. Daily, teachers will have access to a hands-on leadership team that brings the experience and insights to help teachers grow in their craft.

Comprehensively, we will recruit the right people for our team, and then maintain a priority on the quick and targeted growth of all teachers to ensure impactful instructional practice in every classroom. Consequently, our hiring process will evaluate a teacher's ability to receive critical feedback and identify those who are eager to and capable of adjusting and improving their instructional craft quickly and efficiently.

3. Frequent and Purposeful Data Analysis

According to Dr. Roland Fryer's research in *How Learning Best Occurs,* frequent and strategic use of data "can drive more personalized and more efficient learning, allowing both teachers and students to track progress and to make sure that each student is on a path that is appropriate for her. Assessments cans be use to adjust everything from tutoring to student goals. Schools should conduct regular assessments of students every four to six weeks."[15] Assessment data will directly inform the instruction in our classrooms and the supports during our extended day.

Our teachers will give daily assessments on the standards taught during that class period in the form of an exit ticket that students complete before leaving each class. These data points will be used to determine whether a class and individual students within it have mastered the objective from that day. Longer weekly assessments will be used to gauge student progress against predetermined goals. Teachers will use this data to determine whether or not unit plans or curriculum scope and sequence details need to be adjusted based on academic performance and if individual students or small groups of student need targeted supports.

In addition to internal assessments, students will take an external assessment every trimester to assess growth and standards mastery. An entire day will be dedicated to analyzing data from these assessments, allowing teachers more time to analyze student thinking that led to the assessment results. Teachers will use the day to create adjustments to their plans and strategize how to improve mastery. At the conclusion of the analysis, teachers will present their findings to the leadership team to ensure that transparency exists between teachers and leaders on the progress students are making and the changes that are being made to the curriculum or instruction based on student data.

[15] Fryer, Roland. "Learning from the Successes and Failures of Charter Schools." *The Hamilton Project Update.* The Hamilton Project, September 2012. Pg. 5.

4. Proactive Partnership with Parents

In order to provide the best education for the students at Legacy College Prep, we will work with parents[16] as partners – as a unified, mission-driven team to support our students, their children. To proactively facilitate this partnership, we will employ frequent communication with parents throughout the school year and provide multiple opportunities for families to interact with the school in meaningful, mission-driven ways.

At the beginning of the year, we will invite parents to attend parent orientation during which we will clearly present the school's mission, vision, and values, and in which we will thoughtfully outline expectations, routines, and systems while also answering questions that parents and other family members might have. Throughout the school year, we will hold parent workshops on various topics such as: in grades 6-8 - How to Complete Homework and Cyber Safety, Social Media and How to Spot Bullying; in grades 9-12 - Financial Preparation for College, Selecting the Right College, and Developing Study Skills. We will invite parents to trimester conference nights to discuss their student's academic and behavioral progress, send home weekly communication about academic and behavioral progress in the form of individual student PRIDE reports and comprehensively within a schoolwide newsletter, hold monthly morning meetings with the Head of School and other members of the Support Team/Leadership Team for parents to share feedback and ask questions, and conduct home visits as helpful and when necessary.

We will also invite parents to attend weekly Community Circles that include student presentations and the celebration of our values and students' success. We will also invite families on college visits with our students, recognizing that the role of the family in the student's next steps is a critical part of our mission, and we will consistently invite families to attend other school events such as field trips, school performances, and student town halls as volunteers.

5. Enrichment through Mission-Aligned Activities, Trips, and Clubs

Preparation for college needs to be grounded in a focus on academic achievement. However, students are fuller human beings who benefit in life, as well as in college, by having experiences that transcend those of a traditional classroom. At Legacy College Prep, students will participate in robust enrichment opportunities, attend multiple field trips, and go on frequent college visits to ensure that they have a wide variety of educational experiences throughout their middle and high school years, which are appropriate to their individual stages of development.

Every Friday afternoon for 60 minutes, students will have the opportunity to join an enrichment club of their choice. Enrichments will range from dance and art to volleyball and theatre and will be offered based on student and staff interest. Enrichment classes will offer students an experience in an area not included in the core curriculum, and an opportunity for teachers and staff to share with the students a hobby or skill that they enjoy. At the end of each year, students will have the opportunity to attend a class-wide field trip, first into New York for sixth grade, and then to Boston for seventh grade, and Washington, DC for eighth grade. We will develop similar trips to expanded locations for the high school grades. Each trip will represent an opportunity for students to leave their neighborhoods, with increasing geographic distance, and explore first their own city and then other regions of the country while learning about the history of our nation.

In addition to the annual class trip, students will have numerous opportunities throughout the year to earn a trip to visit various places in New York City, from the Metropolitan Museum of Art to the Statue of Liberty. Students will be given opportunities to visit colleges and universities across the

[16] We use the term "parents" here to generically denote the adult(s) responsible for the care and upbringing of our students and thus fulfill the role of parent in relationship with the school. This group will include guardians, who may or may not be related to the student.

northeast to begin showing students what college looks like and what it will require of them in order to gain acceptance to the college(s) and university(ies) of their choice. We will begin by introducing students to local colleges in New York City, and then expose them to a variety of diverse institutions ranging from large state universities to smaller liberal arts colleges. When students enter high school, they will be better positioned to strategically select which colleges they are interested in based upon these visits and on the preferences they are beginning to form regarding which college or university would be best for them.

6. Advisory Structure

Students who have access to individual support and a mentor program in middle and high school are more likely to succeed. Research shows that young adults who have a mentor are more likely to have better school attendance, fewer behavioral problems, and are more likely to be enrolled in college than those without a mentor program.[17] We will provide students with a mentorship program through our advisory structure. Every student will be assigned to an advisory before the start of the school year. Advisories will each be named after the alma mater of the advisor, promoting a sense of identity and positioning the advisor as a role model for students. Each advisory will have two teachers who each take on the mentorship of 15 students. Students will spend, on average, nearly 100 minutes per day, Monday through Friday, with their advisory, allowing students to form relationships with the advisor and other students in their advisory.

The advisors will form relationships with the students and families by providing support services to students to ensure they are successful. Supports will include help with organization, frequent communication with parents/guardians, one-on-one mentoring access, and implementation of tracking systems for progress on anything with which a student might be struggling. Using a similar structure to that of the Noble Network of Charter Schools, advisors will loop with the same advisory for sixth, seventh, and eighth grades. This will ensure that families and students have a consistent staff member supporting them throughout their middle school years to guarantee students are on track for success in high school, college, and beyond. Similar consistent high school advisors will be in place for students in grades nine through twelve.

7. Community Service

Service to the community is one of the greatest ways for our students to realize their social responsibility to the world. There is considerable agreement on the idea that community service positively impacts a student's personal and social development, acquisition of knowledge and skills, and future participation in civic engagement and community service.[18] In order to instill in our students a desire to give back to their community we will organize trimester-based community service projects for students to participate in, partnering with local community organizations.

In the eighth grade students will be required to earn five (5) community service hours for the year, participating in an activity outside of school. This requirement will increase to ten (10) hours per year at the high school level. Students who do not complete the requirement will have to make up the hours over summer school. The emphasis and importance of this requirement will instill in students the value of service and help students form a habit of giving back to the community in a

[17] https://www.psychologytoday.com/blog/the-moment-youth/201301/mentoring-youth-matters.
[18] Raskoff, Sally, and Richard Sundeen. "Community Service Programs in High Schools." *Law and Contemporary Problems.* Vol. 62, No. 4. 2000. http://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1148&context=lcp.

meaningful way. In order to support students in fulfilling the requirement, advisors will help students plan community service activities to earn their hours.

(c) 5% Districts

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a "significant educational benefit" to the students expected to attend the school. A complete list of 5% districts can be found in the accompanying Guidance Handbook, but note that the New York City School District is a 5% district.

Legacy College Prep proposes to open in either Community School Districts (CSDs) 7 or 8, and to be adequately located to serve both CSD communities, in order to ensure that we enroll students from a variety of neighborhoods and communities, and having a minimal impact on any single school enrollment. The school will be located in an area where many charter schools begin in kindergarten, leaving parents without the option of being able to enroll their children in a charter school beyond elementary school. We propose to offer community members a middle school and high school option for families whose children are not already attending charter schools, but who may or may not be on a waiting list for one of the charter schools in the districts.

The high school graduation rates for both districts range from 40 to 44 percent of students graduating in four years. Our college preparatory high school will offer students a rigorous educational experience with multiple opportunities to take advanced placement courses, in addition to providing students with a counseling ratio of 15 to 1. The supports and rigorous instructional offerings will ensure that our students not only graduate from high school, but that they are able to be successful in college should they choose to attend. Our alumni supports will ensure that students have dedicated resources upon graduation to utilize throughout their college experience. Legacy College Prep will ensure that our high school contributes to raising the high school graduation rates in the communities.

We also plan to partner with the district and have already reached out to the superintendents and met with several staff members on the Community Education Councils for Districts 7 and 8. Our hope is that our school can collaborate with district schools sharing resources and strategies for educational programs and practices.

Legacy College Preparatory Charter School

Accountability Plan
For the Accountability Period 2017-18 to 2021-22

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient in English language arts.

Absolute Measures

Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI)[1] as measured on the state English language arts assessment will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- At least 75% of each cohort of students attending for two or more years will read at or above grade level as defined by performance on the Scholastic Reading Inventory, or similar national reading inventory. At least 80% will read at or above grade level after year three and at least 90% after year four.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL)[2] on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Middle School

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

High School

[1] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.
[2] The APL for Regents exams is based on the college and career ready standard. In English, 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 100 Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3, and 4 plus the percent at Levels 3&4.

- Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.
- Each year, students taking the PSAT test at the tenth grade level will exceed the average PSAT scores of comparable students from the local school district.

Growth Measures

Middle School

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

High School

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL II: MATHEMATICS

Goal: Students will be proficient in Mathematics.

Absolute Measures

Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades sixth through eighth.
- Each year, the school's aggregate Performance Level Index (PLI)[3] on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

[3] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State eighth grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.
- Each year, Accountability Performance Level (APL)[4] on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Middle School

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

High School

- Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

Middle School

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

High School

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL III: SCIENCE

Goal: Students will be proficient in Science.

[4] The APL for Regents exams is based on the college and career ready standard. In math, 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 100 is Levels 3&4. The APL is the sum of the percent of students in an Accountability Cohort at Levels 2, 3, and 4 plus the percent at Levels 3&4.

Absolute Measures

Middle School

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

High School

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

Middle School

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

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

GOAL IV: SOCIAL STUDIES

Goal: Students will be proficient in Social Studies.

Absolute Measures

High School

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

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

GOAL VI: HIGH SCHOOL GRADUATION

Goal: Students will take and complete the necessary coursework to graduate from high school.

Absolute Measure

- Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
- Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.
- Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Comparative Measure

- Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL VII: COLLEGE PREPARATION

Goal: Students will succeed in college.

- Each year, the average performance of students in the tenth grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- Each year, the average performance of students in the twelfth grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.
- The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.
- Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.
- Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.
- At least 80% of student will achieve a composite score of 1050+ on the College Board SAT I Reasoning exam.

GOAL VIII: COMPUTER SCIENCE

Goal: Students will take a computer science course each year in Middle School, with access to computer science courses as electives in High School.

- At least 75% of students attending for two or more years will be able to type, use Microsoft Office, and code as defined by an end-of-course assessment aligned to the computer science curriculum and aligned to the New York State Learning Standards for Technology. At least 80% after year three and at least 90% after year four.

GOAL IX: PHYSICAL EDUCATION HEALTH AND FITNESS

Goal: Students will take a physical fitness course each year in Middle School, with access to physical education courses as electives in High School.

- Each year, 90% of students will show improvement on the physical education Fitnessgram assessment.[5]

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL X: FISCAL SOUNDNESS

Goal: The school will demonstrate fiduciary and financial responsibility.

- Each year, external, annual audit reports will demonstrate that Legacy College Prep meets or exceeds professional accounting standards.
- Each year, annual budgets will demonstrate effective allocation of financial resources to ensure effective execution of the mission as measured by yearly balanced budgets.

GOAL XI: ENROLLMENT

Goal: The school will be fully enrolled, with high levels of daily attendance and student retention.

- The school will enroll and maintain a class of students equal to our projected enrollment (with attrition) every year.
- 90% of students completing the year will re-enroll the following year.
- The school will average 95% or higher daily student attendance each year.

GOAL XII: PARENT SATISFACTION

Goal: Parents will demonstrate satisfaction with the academic program and communication between school and home.

- Satisfaction with the academic program, as measured by an annual survey at the end of each school year, will on average exceed 85%, with 85% of families responding.
- Satisfaction with the school's communication, as measured by an annual survey at the end of each school year, will on average exceed 85%, with 85% of families responding.

GOAL XIII: BOARD OF TRUSTEES

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

[5] http://schools.nyc.gov/Academics/FitnessandHealth/NycFitnessgram/NYCFITNESSGRAM.htm.

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

3. Proposal History

(a) Applicant Information

Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.

Summer Schneider is the Lead Founder and proposed Head of School for Legacy College Preparatory Charter School ("Legacy College Prep"). In accordance with Education Law § 2851(1), as Lead Founder Ms. Schneider is both an administrator and a teacher. **Figure 3.1** presents contact information for the Lead Founder.

Figure 3.1: Lead Founder Applicant Information

Applicant Information	
Name:	Summer M. Schneider
Address:	[redacted] New York, NY 10011
Phone Number:	(347)746-1558
Additional Phone Number:	[redacted]
Email:	sschneider@buildingexcellentschools.org

Recruited through a highly selective process, Ms. Schneider has received and continues to receive comprehensive rigorous training and support as a Fellow with the highly regarded national organization Building Excellent Schools (BES). She is completing a School Leadership Residency at high performing and nationally recognized BES charter schools, including South Bronx Classical Charter School – a Blue Ribbon, high achieving K-8 charter school in the South Bronx, and Liberty Collegiate Academy in Nashville, TN, a 5-12 charter school founded through and supported by BES and the highest absolute and growth achievement charter school in the State of Tennessee. Ms. Schneider will also spend considerable time during the BES Fellowship and planning year working with and learning from Democracy Prep Endurance and Democracy Prep Harlem Middle Schools, specifically from their instructional and operational leadership.

Ms. Schneider brings extensive education leadership experience, most recently as a Dean of Instruction for Chicago Bulls College Prep, a consistently high performing charter high school in the Noble Network of Charter Schools and a seminal influence on many developing charter high schools across the country, including BES schools Excel Academy High School in Boston, MA and RePublic High School in Nashville, TN. Joining the staff of the high school in the second year of the school's operation, Ms. Schneider assisted in developing the math curriculum for Geometry, Advanced Algebra, and Pre-Calculus and was a lead instructor of students in the tenth and eleventh grades, with her students achieving consistently high results each year. As Dean of Instruction, Ms. Schneider managed a team of fourteen (14) teachers, conducting formal semi-annual evaluations and providing weekly instructional coaching on all core and elective subjects. She developed a vision for the grade level that she managed with teachers, staff, and students, carrying out the vision for culture and instruction and accomplishing record-breaking results for student performance at that grade level each year that she led. The Noble Network of Charter Schools uses the EXPLORE, PLAN, and ACT to measure yearly academic growth for ninth, tenth, and eleventh grades; tenth graders were first in the network of fourteen (14) schools tested for overall growth in years 2013-2014 and 2014-2015, growing 2.1 points and 2.2 points, respectively, on the PLAN test when average growth is traditionally 1.5 points. During the four (4) years Ms. Schneider taught tenth grade math, results were consistently in the top three (3) out of fourteen (14) for highest

growth in a single year. During the only year Ms. Schneider taught eleventh grade math, results were first in the network out of twelve (12) schools for highest growth in a single year on the ACT math section. At the network level, Ms. Schneider spent three (3) years as a lead facilitator for professional development and assisted in the design of the network's interim math assessment.

In addition to working for the Noble Network, and simultaneous to her time at Noble, Ms. Schneider served as an adjunct instructor teaching new math teachers for the RELAY Graduate School of Education. Prior to joining the Noble Network, Ms. Schneider spent two (2) years as a corps member with Teach For America, working in St. Louis Public Schools as a high school math teacher and Math Department Chair. Her experience in curriculum/assessment design, instructional coaching, teacher management, and culture/vision setting - further augmented and strengthened by her Fellowship with Building Excellent Schools - comprehensively prepares her to take on the role of Lead Founder at Legacy College Prep. Moving from St. Louis to Chicago, and now New York City, Ms. Schneider is set on establishing a long term commitment to founding an excellent school in the South Bronx. She has committed to creating a life in New York and to making this her community for years to come. **Figure 3.2** is a copy of Ms. Schneider's resume.

Figure 3.2: Summer Schneider's Resume

Summer Schneider

[redacted], New York, NY 10011
[redacted] E-Mail: sschneider@buildingexcellentschools.org;

Education

University of Missouri – St. Louis ***August 2008 – August 2010***
Graduate Master's Program for Secondary Education with a specialty in Secondary Mathematics
Cumulative GPA: 4.0/4.0

University of Kentucky ***August 2004 – May 2008***
BS in Business and Economics; BS in Business Administration
Cumulative GPA: 3.95/4.0 Major GPA: 4.0/4.0
Honors: Summa cum laude, Deans List, Honors Program, Golden Key Honor Society

[redacted]

(b) Founders

Describe how the founding group formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal and discuss any assistance the founding group received from outside advisors, such as support organizations or consultants (even if these outside advisors are not active members of the founding group). Use the following table to list the active members of the founding group (including the applicants but do not include board members) who developed this proposal and/or will be involved in the proposed school, if approved.

Founding Board Member Specific Information:

- *Note that the proposal must identify at least five proposed board members. (In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, at least six or seven trustees must be identified when the proposal is submitted. Please see the Guidance Handbook for more details.)*
- *Paid employees of the school may generally not serve as voting members of the board or count toward a quorum when considering attendance including administrators and teachers, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.*
- *Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Board Member – CMO Representative," etc.*
- *Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve.*
- *Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school's Parent Teacher Organization as an ex-officio member after PTO elections in December of the 1st year, that member should appear in the table below as: Name - TBD; Position on the Board – PTO Representative; Committee Affiliations –TBD; and Area of Expertise and/or Additional Role at School-Parent; and, (check "Voting" and "Ex-Officio").*

Founding Team Members (other than board members)

Legacy College Prep is founded and will be governed by a high capacity team of New York City's educational, civic, and business leaders. An experienced group, members' backgrounds include finance, legal, education, facilities, human resources, community development, and technology. The Founding Board will ensure that Legacy College Prep has the resources, governance, and leadership in place to deliver on its mission, meet rigorous accountability goals, remain true to the terms of the charter, and ensure that the school is a financial and academic success.

Ms. Schneider began actively recruiting all members of the founding team in September, 2015, drawing upon the guidance and expertise of and working closely with Building Excellent Schools' Founder and Chief Executive Officer (CEO) Linda Brown. Building Excellent Schools (BES) is a national non-profit that trains high capacity individuals to found and lead high quality charter schools in urban communities across the nation. With a selection rate of less than 2%, BES is recognized as a leader in identifying, training, supporting, and growing high achieving charter school leaders from across the country, including in New York City. As part of the work of BES, Founder and CEO Linda Brown has populated and trained hundreds of individuals to successfully serve on the founding Governing Boards of some of the nation's highest achieving schools.

For the founding team of Legacy College Prep, Ms. Schneider developed a search list of hundreds of potential candidates, examining all for mission fit, necessary skill set(s), capacity of time and

expertise, and appropriateness for the founding team. After speaking and meeting with interested individuals, which included a minimum of two face-to-face meetings per individual, Ms. Schneider invited each member of the founding team to join in our efforts. With the vast community outreach conducted throughout the fall and early winter, we continued to look for strong community leaders to join us, and have made offers to such individuals as well. Together, the founding team brings the necessary skills set, mission alignment, and commitment to oversee the operational and academic success of the proposed school.

The founding team has been meeting since November, and is in regular and frequent communication regarding the charter application and community outreach process, including formal weekly updates and involvement in multiple meetings and events within the city and across the target community. Each founding team member has contributed to the design of Legacy College Prep by utilizing his or her expertise to review and provide input for the application and its various sections. All founding team members have reviewed the full charter application and informed its contents. In addition to the founding team's input, as Leader Founder and primary author of the application, Summer Schneider drew upon her experiences in the Building Excellent Schools Fellowship where she has observed dozens of successful schools across the country, spoken with and shadowed highly effective school leaders, and utilized multiple strategic resources that the organization provided throughout the application writing process. Selected through a competitive process, and on behalf of the founding team, Ms. Schneider has also secured the support of the New York City Charter School Center's Apply Right program.

Figure 3.3 is a list of founding team members who will not serve on the Board of Trustees, and **Figure 3.4** is a list of all founding board members.

Figure 3.3: Founding Team Members (other than board members).

NAME	RELEVANT EXPERIENCE/SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
1. Summer Schneider	BES Fellow; Former Dean of Instruction/Educator; Lead Founder of Legacy College Preparatory Charter School	Head of School

Figure 3.4: Proposed Board Members

PROPOSED BOARD MEMBERS					
TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Matthew Bliss	Board Secretary	Finance Committee	Human Resources; Finance	Yes	No
2. John Campos		Academic Achievement Committee	Community Development; Strategic Planning	Yes	No
3.David Camputo		Finance Committee	Finance	Yes	No
4. Javier Diaz	Board Vice Chair	Governance Committee	Legal; Finance	Yes	No
5. Yvonne Guillen		Academic Achievement Committee	Community Development	Yes	No
6. Catherine Prefontaine Hausmann	Chair of Academic Achievement Committee	Academic Achievement Committee	Education	Yes	No
7. Kathryn Hurley	Board Chair	Governance Committee	Legal; Education; Technology	Yes	No
8. Neal Pancholi	Board Treasurer Chair of Finance Committee	Finance Committee	Finance	Yes	No
9. John Sanchez		Governance Committee	Community Development; Facilities	Yes	No

(c) Community Outreach

NOTE: Community outreach is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook.

Explain:

- *The methods used to inform stakeholders in the intended community about the proposed charter school;*
- *The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;*

- *The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,*
- *The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.*

The founding team for Legacy College Prep has done extensive outreach in the community in order to gather support for the school and to elicit input from community members and stakeholders in the design and development of the school's programs. In accordance with Education Law 2852(9-a)(b)(ii), the founding team has solicited feedback from community members in the targeted zip codes for the school's proposed locations - 10454, 10455, 10459, and 10474. That feedback has been utilized in the development of the education programs offered at Legacy College Prep.

Evidence that the community was informed of proposed school

In order to inform the community of the mission and vision of Legacy College Prep, we have reached out to community centers across CSD 7 and CSD 8, specifically in the zip codes 10454, 10455, 10459, and 10474. We have attended every Bronx Community Board meeting and Education Sub-Committee meeting in both Bronx Community Board Districts 1 and 2 from September through January. We have participated in conversations with hundreds of community members, and especially with the families whom we propose to serve. Over 2000 flyers were distributed to families and community members during the fall and early winter of 2015-2016. **R-03g Outreach Evidence** provides an example of the flyer. All dated correspondence for all of the current community outreach we have conducted thus far on behalf of Legacy College Prep is included below. **Figure 3.5** shows community organizations, **Figure 3.6** shows religious institutions, **Figure 3.7** shows education institutions, **Figure 3.8** shows all correspondence with the Bronx Community Boards, and **Figure 3.9** shows community events where we have conducted outreach.

Figure 3.5: Community Organizations

Organization(s)	Date(s)	Description(s)
The Point Community Center: 940 Garrison Ave., Bronx, NY 10474;	10/27/15	Met with Executive Managing Director Danny Peralta, discussed programs at The Point. Mr. Peralta gave feedback on local issues and how their programs support the community. We intend to partner with The Point to ensure students can attend their after-school programming. One of our key design elements is encouraging service; this meeting encouraged us to see how partnering with The Point would allow opportunities to revitalize the community through student service.
Mitchel Community Center – 210 Alexander Ave. Bronx, NY 10454; [redacted]	11/2/15 1/6/16	Met with the Administrative Director of Community Center Programs Althea Stevens. She provided insights from having worked in Mott Haven for years in youth programs. She discussed social and mental health issues that MS and HS students face and how it is important for schools to provide support. She mentioned some family complaints about charter schools related to their perception that students are being expelled or forced out due to behavior and not meeting expectations. She is connecting us with directors at the Community Center who partner with local schools so that the Center can be a resource to us. Passed out flyers and spoke

		with families at the afterschool program.
Hunts Point Alliance for Children (HPAC) - Lafayette Ave. Bronx, NY 10474; [redacted]	11/3/15	Met with Executive Director Jill Roche, and discussed how HPAC supports students going to school in zip code 10474 and how they partner with charter, public, private, and independent schools in the Hunts Point peninsula to provide students with after school programs focused on reading and telling their story. She shared that many students are in need of programs that build self-confidence and engagement. They do a great deal of work with children's literacy through reading programs, and parents are concerned with having children attend a safe school. The area is dimly lit so being mindful of location and outside security is important and these discussions encouraged us to think even more specifically student safety during arrival and dismissal, and opportunities during the shortened day. We look forward to partnering by becoming one of schools in the alliance if we are located in 10474, or with continued contact on programs if not.
Police Athletic League (PAL) – 991 Longwood Ave. Bronx, NY 10459; [redacted]	11/3/15 1/19/16	Met with Assistant Director Tier'A Berry. She shared many local public schools are lower performing and she sends her child to a charter school to provide him with what she believes is a better education. She provided names of several contacts with whom PAL works and offered to let us come to Parent Workshops to speak to parents and pass out flyers on behalf of Legacy College Prep. Passed out flyers and spoke with families at the afterschool program.
WorkForce1 – 1029 E 163rd St., Bronx, NY 10459	11/3/15	Met with Community Partner Dinorah Bobet and Business Service Manager Corwin Spivey. Spoke about forming a partnership for recruiting purposes to ensure we are recruiting staff and teachers from the community where the school will be located. Mr. Spivey is writing a Letter of Support for the school on behalf of WorkForce1. Ms. Bobet is a parent whose son attends a public school in CSD 9. She described several programs that help children through the provision of tutoring and supports after school and gave out contact information. She is going to reach out to other parents on behalf of the school.
Moore Houses Community Center – 515 Jackson Ave. Bronx, NY 10455; [redacted]	11/4/15	Met with Rosalina Rivera in the Senior Citizen Office. She referred us to the tenant association to connect with parents.
Mill Brook Community Center – 201 St. Ann's Ave Bronx, NY 10454; [redacted]	11/4/15 1/7/16	Met with Program Coordinator Terrel Newton, gave overview of school and vision. Mr. Newton gave feedback on behalf of some families with whom he works in the community. We passed out flyers to families whose children participate in their after school program. Passed out flyers and spoke with families at the afterschool program.
Cheryl Cross – Head of the	11/4/15	Spoke with Ms. Cross about setting up a time to speak with parents in the housing development about the school and to

Tenant Association at Moore House Housing Development		recruit students. Ms. Cross is working to connect us with other Tenant Associations in the zip codes we are targeting. Will follow up accordingly.
Unitas Therapeutic Community, Inc. – 940 Garrison Ave., Bronx, NY 10474	11/4/15	Spoke with Jose Gonzalez about our vision for Legacy College Prep. Sent information via email and attempted to schedule a meeting but have not received a response.
Mercy Center 377 E 145th St., Bronx, NY 10455; [redacted]	11/5/15	Met with Director of Social Services and Community Engagement, Blanca Ramirez and gave overview of mission and vision of Legacy College Prep. Mrs. Ramirez gave feedback on her work with families in the community and offered to hand out flyers to parents on behalf of the school and to display the flyers in their centers.
Sustainable South Bronx – 1647 Macombs Rd., Bronx, NY 10453; [redacted]	11/5/15	Met with Interim Director Barbara Kravitz. Spoke about organization's programs for community members. They agreed to give out a community survey (see **R-03g Outreach Evidence)** to adults with whom they work and who live in the South Bronx. We are planning to attend a class for future employees in the spring to speak with parents who have children in the community and who work with the Sustainable South Bronx program.
St. Mary's Recreation Center – 450 St. Ann's Ave., Bronx, NY 10455; [redacted]	11/6/15, 1/23/16	Met with Deputy Center Manager Victor Campbell, and gave overview of school vision. Mr. Campbell shared programs and partnerships that the Recreation Center offers. We plan to partner once the school opens. We held an information session at the center on 12/9/15. Mr. Campbell agreed to pass out flyers and promote session to families. Passing out flyers and speaking with families at the Saturday program.
NYCHA Mott Haven Community Center: Head Start and Day Care Program – 375 E 143rd St. Bronx, NY 10454; [redacted]	11/6/15	Met with Director of Social Services Dorcas Colon, gave overview of vision and what we propose to offer families. Ms. Colon gave feedback on behalf of some families that she has worked with through the Head Start program in Mott Haven. We are scheduling another meeting with the Director. Our goal is to form a partnership with the Head Start Program for recruitment and enrollment purposes, gaining access to families who may have older children in need of a middle school.
NYCHA Betances VI Community Center – 465 St. Ann's Ave. Bronx, NY 10455; [redacted]	11/9/15	Met with Site Director Suzette Walker-Camara, gave summary of mission and vision for Legacy College Prep. Ms. Walker-Camara gave overview of their after school programs, described issues that families and students deal with, and gave feedback on what families were looking for in a school, i.e. higher levels of communication and strategies for showing parents how to help with homework. Set up a table on 11/19/15 and handed out flyers to parents and families. See **R-**

		15c Evidence of Demand for all copies of petitions.
BronxWorks – 60 E Tremont Ave., Bronx, NY 10453; [redacted]	11/13/15 12/1/15 12/8/15 1/13/16 1/14/16	Had phone conversation with Executive Director Eileen Torres. BronxWorks offers programs in community centers and schools in the communities where we are looking to open the school. Ms. Torres connected us to community program directors in the South Bronx. Community Engagement Coordinator, Glenn Bullock, connected us to several community members and organized and hosted two information sessions at the BronxWorks facilities.
Majora Carter Advisory Board – 901 Hunts Point Ave., Bronx, NY 10474	11/30/15	Asked by Melissa Lomba to present at meeting on Monday, November 30th. Organization works to improve the community by identifying problems that exist and researching and creating solutions to present to stakeholders. At the meeting Lead Founder gave an overview of the mission and vision of Legacy College Prep and asked group members for input and feedback and answered questions.
Hunts Point Recreation Center – 765 Manida St. Bronx, NY 10474; [redacted]	12/2/15	Met with Center Manager Fernando Rosa and was invited to set up a table during their after school program to talk with families and parents. Set up a table on 12/2/15 and handed out flyers to parents and families. See **R-15c Evidence of Demand** for all copies of petitions.
The Global STEAM Initiative (GSI)	12/8/15	Met with Founder Timothy Coleman to discuss the education system in the South Bronx and his experiences working for the District. I shared our vision for Legacy College Prep and he explained the purpose of his nonprofit organization. We look forward to forming a partnership once the school is approved.
Youth Action Youth Build – 206 E. 118th St., New York, NY 10035; [redacted]	12/17/15	Met with Executive Director Robert Taylor. Shared the vision of Legacy College Prep and discussed some of his experiences working with youth from the Bronx. He offered his support for our school and we plan to stay connected once the school is approved.
East Side Settlement House Community Afterschool Programs – 468 E 140th St., Bronx, NY 10454; [redacted]	1/8/16	Passed out flyers and spoke with families at the afterschool program.
SoBRO: South Bronx Overall Economic Development – 555 Bergen Ave., Bronx, NY 10455	1/14/16	Met with the Director of School Aged Programs and Educational Partnerships Michelle Wilks. Shared the vision of proposed school.

Sotomayor Community Center – 1000 Rosedale Ave., Bronx, NY 10472	1/14/16	Passed out flyers and spoke with families at the afterschool program.
Urban Health Plan, Inc: Project Hope – 854 Hunts Point Ave., Bronx, NY 10474; [redacted]	1/14/16	Met with Workforce Development Coordinator Miguel Calderon to share the vision of the proposed school. We discussed possible ways to partner in the future for instance holding an information session at their facility and utilizing their services to recruit staff from the community.
Soundview Community Center – 1680 Seward Ave., Bronx, NY 10473	1/15/16	Passed out flyers and spoke with families at the afterschool program.
Nos Quedamos	1/13/16 1/21/16	Spoke with Community Development and Program Manager Ana Melendez. Invited to speak at their staff meeting about Legacy College Prep.
NYCHA Betances Tenant Association	1/14/16 1/27/16	Met with Starr DeVoe a member of the Tenant Association and she invited us to attend the next Tenant Association meeting to speak to community members about Legacy College Prep.

Figure 3.6: Religious Institutions

Institution(s)	Date(s)	Description(s)
Real Life Church – 890 Garrison Ave, Bronx, NY 10462; [redacted]	10/25/15 11/1/15 11/8/15 11/22/15 12/19/15 1/10/16	Attended church services. Met with Pastor Reggie Stutzman and wife Ibelsa Stutzman. Spoke with several community members at church about local schools and what they were looking for in a school. Many congregants said that they were looking for more structure and a focus on teaching character. Many stated that they wanted a safe school that valued their children's success.
St. Athanasius Church – 878 Tiffany St., Bronx, NY 10459; [redacted]	10/25/15 1/3/16	Attended church services and met with church secretary Innocencia Ortega. She allowed us to put out flyers for future services in Spanish and English at both Sunday masses. Passed out flyers and spoke with families after church.
Hunts Point Seventh-Day Adventist Church – 700 Coster St. Bronx, NY 10474; [redacted]	10/31/15 12/6/15	Attended church service and church lunch. Met with Pastor-at-Large Gordon Jones and other church members. We discussed church's focus on education and their willingness to help support a new school such as Legacy College Prep that is focused on high expectations, high supports, and strong outcomes for every student. Gave flyers to be passed out to members of the church, both Spanish and English services.
Latin African American Chaplains Association	11/3/15	Sent email to Bishop Rodriguez requesting a meeting in person or over the phone to share the vision and mission of Legacy College Prep. Continuing to await response.

(LACA) - 1112 Garrison Ave. Bronx, NY 10474; [redacted]		
United Family Church – 857 Southern Blvd., Bronx, NY 10459; [redacted]	11/5/15	Emailed Cedric Simmons to schedule time to meet or speak about the mission and vision of the school. Continuing to await response. Will follow up accordingly.
St. Ann's Episcopal Church – 295 St. Ann's Ave. Bronx, NY 10454; [redacted]	11/6/15	Met with the Afterschool and Warden Director Ms. Wendy Canas and passed out flyers to parents of students in the elementary school program. Spoke with parents of children looking for a middle school and plan to return in spring and summer to present more information about enrollment to families during their summer program.
Thessalonica Christian Church – 313 St. Ann's Ave., Bronx, NY 10454; [redacted]	12/6/15	Gave flyers to church to be passed out to members.
Bronx Temple of Seventh Day – 2794 Third Ave., Bronx, NY 10455; [redacted]	12/6/15	Gave flyers to church to be passed out to members.
St. Jerome's Church – 230 Alexander Ave., Bronx, NY 10454; [redacted]	12/6/15 1/10/16	Gave flyers to church to be passed out to members.
Damascus Christian Church – 837 Manida St. Bronx, NY 10474; [redacted]	12/6/15	Gave flyers to church to be passed out to members.
St. Luke's Church – 623 E 138th St., Bronx, NY 10454	1/10/16	Gave flyers to church to be passed out to members.

Figure 3.7: Education Institutions

Institution (s)	Date(s)	Description(s)
Metropolitan Lighthouse Charter School – 180 W 165th St. Bronx, NY 10452	10/22/15	Met with Principal Courtney Russell. She offered feedback on the needs of families and youth in the neighborhood and gave advice for starting a new school in the South Bronx.
Families for	10/28/15	Met with Organizing Manager Mery Melendez. She discussed

Excellent Schools – 80 Pine St., New York, NY 10005; [redacted]		work her organization has done in promoting advocacy and giving parents a voice in the community. She has invited us to future parent workshops and events to meet with families in the community and present information on Legacy College Prep.
Hyde Leadership Academy Charter School – 730 Bryant Ave., Bronx, NY 10474; [redacted]	11/2/15	Emailed Executive Director Tom Sturtevant to schedule a time to speak or meet about a possible partnership with our schools. Continuing to await response.
Bronx Charter School for the Arts – 950 Longfellow Ave. Bronx, NY 10474; [redacted]	11/2/15	Emailed Executive Director Miriam Raccah to schedule time to speak or meet about a possible partnership.
Hunts Point Public Library – 877 Southern Blvd. Bronx, NY 10459; [redacted]	11/3/15 1/12/16	Emailed with Library Manager Liana Acevedo. Gave flyers to be posted in the Library and handed out to families and their children and youth programs. Passed out flyers and spoke with families at the afterschool program.
Mott Haven Public Library – 321 E 140th St., Bronx, NY 10454; [redacted]	11/5/15 1/12/16	Met with the Library Manager Jeanine Cross. Gave flyers to be posted and handed out to families and their children and at their youth programs. Passed out flyers and spoke with families at the afterschool program.
Albert Einstein College of Medicine: Children's Evaluation and Rehabilitation Center – 1300 Morris Park Ave. Bronx, NY 10461; [redacted]	11/5/15	Met with Associate Director of Community and Advocacy Affairs Joanne Siegel. Gave overview of mission and vision of the school and gathered feedback on support systems for supporting children with disabilities. Ms. Siegel provided insight from her experiences working with families in the South Bronx.
Mott Lawn City Camp – 294 Willis Ave., Bronx, NY 10454; [redacted]	11/5/15	Met with City Camp Program Coordinator Isaac Goncalves. Gave overview of mission and vision of the school and have made plans for speaking to parents of elementary school-aged children who participate in their after school program.
Sinergia – 2082 Lexington Ave. New York, NY 10035; [redacted]	11/6/15	Met with Co-Director of Metropolitan Parent Center Godfrey Rivera. We spoke about programs and services Sinergia offers to parents of students with special needs. Mr. Rivera shared literature about the organization and invited us to attend a workshop for parents in January where we can speak with parents and learn more from them.

Literacy Inc. – 5030 Broadway Suite 641, NY, NY 10034; [redacted]	11/12/15	Scheduled for phone conversation with Community Coordinator Natalie Mandrigal. Literacy Inc. partners with schools and organization to provide reading programs and support for students in areas of high need.
Advocates for Children of New York – 151 W 30th St., New York, NY 10001; [redacted]	11/12/15	Spoke with Supervising Staff Attorney Paulina Davis. Shared the vision for Legacy College Prep. Ms. Davis shared feedback from her work with families and children in the neighborhoods where we are looking to open the school. We anticipate partnering with the organization and invite them to do training sessions with our teachers, staff, and parents.
Girls Prep Bronx Elementary – 681 Kelly St.	11/19/15	Scheduled to meet with Principal Josie Carbone to talk about her experience opening a school in the same school district. One of our board members has two children attending the charter school and we are considering opportunity for any partnership between the schools.
Bronx Lighthouse Academy Charter School	11/19/15	Scheduled to meet with Principal Alix Duggins to talk about her experience opening a school in the same school district.
Success Academy Bronx 3 Elementary School – 968 Cauldwell Ave., Bronx, NY 10456; [redacted]	12/1/15	Visited and toured the school. Met the Principal Danny Rojas and shared the vision for Legacy College Prep while also asking about some of the strategies they have used for community engagement.
Community Education Council for District 8	12/16/15	Attended the CEC 8 Meeting and spoke during the public session.
Community Education Council for District 7	12/17/15	Attended the CEC 7 Meeting and spoke during the public session.
Brilla College Prep Public Charter School – 413 E 144th St., Bronx NY 10454	1/11/16	Met with Executive Director Sheila Johnston Mulcahy and shared our vision for the school. She and members of her staff shared their experiences opening Brilla College Prep and strategies they used for student enrollment and staff recruitment.
Casita Maria – 928 Simpson St., Bronx, NY 10459; [redacted]	1/12/16	Met with Education Manager Margarita Lozada and Arts Education Manager Jason Isaacs to discuss a potential partnership to provide students in sixth and seventh grades with art enrichment.
The Bronx Charter School for Children – 388 Willis Ave., Bronx, NY 10454;	11/4/15 1/14/16 1/21/16	Spoke with the Parent Organization President, Karla Velasquez. She invited us to attend their next parent meeting to speak with families about our new school. We hope to continue this partnership for enrollment purposes as this elementary school ends at fifth grade.

[redacted]		

Figure 3.8: Bronx Community Boards

Community Board(s)	Date(s)	Description(s)
Bronx Community Board 1 Meeting	9/24/15 10/29/15 11/18/15 12/16/15	Spoke with members of Community Board, including the District Manager Cedric Loftin, Board Chair George Rodriguez, Tracey Woodall, Cesar Yoc, Linda Gaines, Barbara Alvarez, and Brenda Rodriguez. Scheduled to present at meeting on 12/17/15.
Bronx Community Board 2 Meeting	9/30/15 10/28/15, 11/18/15 12/17/15	Attended all meetings. Spoke with members of Community Board, including District Manager Ralf Salamanca. Presented overview of the school on 11/18/15. Answered questions and collected feedback from community members.
Bronx Community Board 1 Education Committee Meeting	11/5/15 12/3/15 1/14/16	Presented overview of key design elements and vision. Committee members asked questions related to facility location, board member representation from the community, and specific examples of outreach or stakeholder support of the school. Lead Founder took feedback from community members and answered questions. Head of Education Committee asked us to come back and present again with updates on approval process. Various Education Committee members signed a petition to support the school and completed a community survey, providing additional feedback. Example survey found in **R-03g Outreach Evidence.** Gave the committee an update on the progress we are making in the application process. Formally requested a letter of support and waiting to hear the decision. See **R-03g Outreach Evidence** for a copy of the agenda from this meeting.
Bronx Community Board 2 Education Committee Meeting	11/9/15 12/7/15 1/21/16	Presented overview of key design elements and vision. Committee members asked questions related to facility location, board member representation from the community, and specific examples of outreach or stakeholder support of the school. Lead Founder took feedback from community members and answered questions. Head of Education Committee asked us to come back and present again with updates on approval process. Various Education Committee members signed a petition to support the school and completed a community survey, providing additional feedback. Example survey found in **R-03g Outreach Evidence.** See **R-03g Outreach Evidence** for a copy of the minutes from this meeting.

Figure 3.9: Bronx Community Events

Event(s)	Date(s)	Description(s)
Bronx Pumpkin Fest and Halloween Spooktacular	10/31/15	Spoke with families at the Bronx Halloween event gathering signatures and telling them about our school. See **R-15c Evidence of Demand** for copies of all petitions.

Event – 1527 Jesup Ave, Bronx, NY; [redacted]		
BronxWorks – 60 E Tremont Ave., Bronx, NY 10453; [redacted]	12/1/15	Attended the BronxWorks Giving Day dinner. Met several employees of BronxWorks and set up a meeting for the following week to discuss working together to hold information sessions for Legacy College Prep. Those information sessions were held on 1/13/16 and 1/14/16.
Bronx Tech Meet Up	12/3/15	Attended the networking event for community members interested in technology and met several people working in technology or with nonprofit programs related to technology in the South Bronx.
Senator Diaz's Christmas Party: Maestro's Caterers – 1703 Bronxdale Ave., Bronx, NY 10462; [redacted]	12/18/15	Attended the State Senator Ruben Diaz's Christmas Party. Met several community members and formed connections with community organizations and stakeholders.
The Three Kinds of the Bronx Event – 564 E Jackson Ave., Bronx, NY 10455	1/9/16	Passed out flyers and spoke with families about our school.

Evidence that community had meaningful opportunities for input

In order to create a school that is truly representative of the community and neighborhood, Legacy College Prep has eagerly sought feedback from families and community members in the design and creation of the proposed school. First, we have provided families the opportunity to leave comments on our website: www.legacycollegeprep.org. Flyers were distributed to various organizations and community members that detailed the mission and vision of the school and included a request for feedback on the school with the website listed. An example of this flyer can be found in **R-03g Outreach Evidence**. **Figure 3.10** provides a detailed list of the dates, and locations where flyers were distributed.

Figure 3.10: Canvassing and Flyer Distribution Summary

Date	Locations
10/31/15	138th St. and Third Ave.
11/3/15	149th St. and Third Ave. Southern Blvd. and Longwood Ave.
11/21/15	Southern Blvd. between Hunts Point Ave. and Westchester Ave.
12/6/15	138th St. at the Brook Ave. metro stop. 149th St. and Third Ave.
1/3/16	Southern Blvd. between Hunts Point Ave. and Westchester Ave. Westchester Ave. at the Simpson St. metro stop. Southern Blvd. at the Longwood Ave. metro stop.
1/9/16	149th St. and Jackson Ave.
1/18/15	Southern Blvd. and Hunts Point Ave. 138th St. and Brook Ave.

Further, and as shown as part of our larger community outreach work detailed in **Figures 3.5**, **3.6, 3.7, 3.8,** and **3.9,** we have spoken at multiple Community Board meetings and have opened the school up to questions from Community Board members. Given the critical role that such Boards and their membership have, we have highlighted from that larger list, here in **Figure 3.11,** that select list of dates and meetings at which the Lead Founder has spoken and discussed the school with community stakeholders.

Figure 3.11: Community Meetings

Date	Event	Description
11/19/15	Bronx Community Board 1 Meeting	Spoke at Community Board meeting, describing Legacy College Prep and handing out informational materials. Made announcement about our upcoming Information Session.
11/18/15	Bronx Community Board 2 Meeting	Spoke at Community Board meeting, describing Legacy College Prep and handing out informational materials. Took questions from Community Board members.
11/5/15	Bronx Community Board 1 Education & Youth Committee Meeting	Spoke at Community Board meeting, describing Legacy College Prep and handing out informational materials. Took questions from Community Board members. Questions were related to facility location, programs offered, and board members. Suggestions were made per extracurricular activities and communication with elected officials.
11/9/15	Bronx Community Board 2 Education Committee Meeting	Spoke at Community Board meeting, describing Legacy College Prep and handing out informational materials. Took questions from Community Board members.
12/3/15	Bronx Community Board 1 Education & Youth Committee Meeting	Gave committee members an update of our application status including information about our board members, support from elected officials, and efforts to locate a private facility option for the school. The Education & Youth Committee Chair was ill in December so no letters of support were granted. We will return again in January and February to continue our efforts to collaborate with Bronx Community Board 1.
12/16/15	Community Education Council (CEC) 8 Meeting	Lead Founder and proposed school leader spoke at both CEC Meetings to solicit feedback from community members and CEC Council Members.
12/17/15	Community Education Council (CEC) 7 Meeting	Lead Founder and proposed school leader spoke at both CEC Meetings to solicit feedback from community members and CEC Council Members.

We have also held six information sessions - three in Hunts Point and three in Mott Haven, where community members and families have been able to find out more about Legacy College Prep, and have been able to provide us with feedback on what they are looking for in schools for their

children. As part of our larger community outreach work previously identified, **Figure 3.12** specifically highlights the list of these open forum events, with dates and locations. See **R-15c Evidence of Demand** for petitions signed at each event.

Figure 3.12: Information Session Dates and Locations

Meeting	Date	Location
Legacy College Prep Charter School Information Session – Community School District 7	12/9/15	St. Mary's Recreation Center – 450 St. Ann's Ave., Bronx NY 10455
Legacy College Prep Charter School Information Session – Community School District 7	1/14/16	BronxWorks – 349 E 149th St., Bronx, NY 10455
Legacy College Prep Charter School Information Session – Community School District 7	1/13/16	Betances Community Center - E 146th St., Bronx, NY 10455
Legacy College Prep Charter School Information Session – Community School District 8	12/7/15	The Point Community Center – 940 Garrison Ave., Bronx, NY 10474
Legacy College Prep Charter School Information Session – Community School District 8	1/12/16	Hunts Point New York Public Library – 877 Southern Blvd., Bronx, NY 10459
Legacy College Prep Charter School Information Session – Community School District 8	1/19/16	Police Athletic League (PAL) – 991 Longwood Ave. Bronx, NY 10459

In addition to hosting events and attending meetings, we have distributed informational letters to community stakeholders in both school districts. See **R-03g Outreach Evidence** for a copy of the informational letter. **Figure 3.13** provides a list of all stakeholders who received the letter.

Figure 3.13: List of Stakeholders Receiving the Letter

Date Letter Sent	Community Member/Stakeholder	Response
10/28/15	State Senator Rev. Ruben Diaz	Met the Senator's Scheduler Ann Noonan. Continuing to work to schedule meeting.
10/29/15	Assemblywoman Carmen E. Arroyo	Met with the Assemblywoman's staff on 1/15/16.
10/28/15	Assemblyman Michael Blake	Spoke on the phone w/ Assemblyman on 1/8/16. Offered to write us a letter of support.
10/29/15	Assemblyman Marcos Crespo	Met w/ Assemblyman Crespo on 12/4/15. Offered to write us a letter of support.
10/28/15	City Councilwoman Melissa Mark Viverito	Received email reply about scheduling a possible meeting. Continuing to await response.
10/29/15	City Councilwoman Maria del Carmen Arroyo	Spoke with a staff member in December but she wasn't scheduling any future meetings. She resigned on 12/31/15.

		The new seat will be filled in February 2016.
10/28/15 11/4/15	Bronx Borough President Ruben Diaz, Jr.	Scheduled conference call with the Education Director, Monica Majors on 12/2/15. Spoke with Ms. Majors about the vision for our school.
10/28/15	State Senator Jose M. Serrano	Spoke with Community Liaison Farhana Hassan. Followed up with the office in January about a letter of support.
10/28/15	US Congressman Jose E. Serrano	Received an email from Executive Secretary/Scheduler Clara Wagner-Andersen but were unable to get a meeting with the Congressman. We will meet with Education Policy staff in February.
10/29/15	State Senator Jeff Klein	Met w/education policy staff for 12/3/15. Offered to write us a letter of support.
10/28/15	CEC 8 – Laurine Berry	Spoke during the public session on 12/16/15.
10/28/15	CEC 7 – John F. Fielder and Almeta Trammel	Spoke during the public session on 12/17/15.
10/26/15	Community Board 1 District Manager – Cedric Loftin	Spoke at the Education Committee meeting. Requested a letter of support.
10/20/15	Community Board 2 District Manager – Rafael Salamanca	Asked us to speak at the Education Committee meeting.
11/8/15	Superintendent Community School District 7 – Elisa Alvarez	Followed up with phone call on 12/7/15. No Response.
11/8/15	Family Support Coordinator Community School District 7 – Melodie Duran	Followed up with phone call on 12/7/15. No Response.
11/8/15	Family Support Coordinator Community School District 8 – Donna Jean Murphy	Followed up with phone call on 12/7/15. No Response.
11/8/15	Superintendent Community School District 8 – Karen Ames	Followed up with phone call on 12/7/15. No Response.
12/7/15	Superintendent Bronx/Queens HS (Districts 7, 10, 12, 24, 25, 26) – Elaine Lindsey	Followed up with phone call on 12/14/15. No Response.
12/7/15	Superintendent Bronx HS (Districts 8, 9, 11) – Carron Staple	Followed up with phone call on 12/14/15. No Response.
12/7/15	Family Support Coordinator Bronx/Queens HS (Districts 7, 10, 12, 24, 25, 26) – Rosa Tavarez	Followed up with phone call on 12/14/15. No Response.
12/7/15	Family Support coordinator Bronx HS (Districts 8, 9, 11) – Michelle Edwards	Followed up with phone call on 12/14/15. No Response.

12/16/15	City Councilmember Annabel Palma	Followed up with a phone call on 12/18/15. No Response.
12/16/15	City Councilmember James Vacca	Followed up with a phone call on 12/18/15. Chief of Staff thanked us for informing them but our location would be outside of their district.
12/16/15	City Councilmember Vanessa Gibson	Followed up with a phone call on 12/18/15. No Response.
1/5/16	Assemblyman Luis Sepulveda	Followed up with phone call on 1/11/16. Waiting on response.

Evidence that community feedback was incorporated into the final proposal

Throughout the design process we have spent time gathering, listening to, reading, and drawing upon feedback provided through our website and through the multiple in-person conversations that we have had with many families and community members across Bronx Community Districts 1 and 2 and particularly within zip codes 10454, 10455, 10459, and 10474. Our goal is to be a stakeholder and partner within the community, represent the community's highest aspirations for their children, serve the needs they want addressed within a school of choice for their community, and ultimately provide families with a school that makes them proud and their children successful. **Figure 3.14** lists the feedback that we have received thus far and the impact of that feedback upon the school proposal.

Figure 3.14: Examples of Feedback

Date of Feedback	Name of Community Member	Feedback	Implementation of Feedback
10/27/2015	Danny Peralta	Mr. Peralta described his experience working with local youth and referenced social and emotional issues that students deal with and how distracting it can be for their education.	Legacy College Prep has decided to hire a Dean of Culture to ensure strong support for all students and to build partnerships with local agencies as needed.
10/28/2015	Mildred Colon; former educator and Community Board 2 Member.	Ms. Colon has taught in a public district school and a public charter school. She expressed concern over co-location with district schools. She also described how she would like to see a charter school that offered a truly different educational experience for students. The structure was great but students were not held to a higher expectation.	Legacy College Prep Leader Founder Summer Schneider will spend over a year studying the best schools in the country, specifically pulling instructional strategies from one of the best charter schools in Massachusetts, Excel Academy, and the best charter school in Tennessee, Liberty Collegiate Academy. Her years of experience working at the Noble Network

			of Charter Schools, the top high school charter network in the country, will also ensure that the Legacy College Prep design will hold high academic expectations for students, motivating students to produce academic results far exceeding the average for other schools in the same districts.
11/2/2015	Althea Stevens	Ms. Stevens expressed her concern for the mental and emotional health of many young adults in the community. She suggested having counseling services open to students and talked about how their organization provides supports for local schools in the form of counseling and tutoring. She also expressed concern for charter schools being able to serve students with special needs and providing the appropriate services for children. Ms. Stevens then suggested having a program where students were able to form connections to staff members for multiple years instead of having a new group of teachers every year.	Legacy College Prep has decided to implement an advisory program where students will have the same advisor for multiple years, providing opportunity for long-term relationships and a continuing connection to staff members. We also have decided to hire a social worker in the first year to provide individualized supports for students, and in years to follow we will increase the amount of social workers that we hire based on our student population needs. The Lead Founder has also reached out to various organizations that work with families who have students with special needs to ensure that we are aware of the services that our student population will need and that we have planned to support our students by offering a 12-1 environment for students if our population requires the need for one.
11/3/2015	Yvonne Guillen; parent of four children living	Ms. Guillen described why she decided to enroll her children in a charter school. She mentioned how at first when she observed	Legacy College Prep will require that parents be communicated with on a minimum weekly basis.

	in District 8, community organizer for Families for Excellent Schools, member of the Legacy College Prep Board of Directors	her son's school she was startled by the strict discipline but that after seeing his progress, and because she was allowed access to observe his classes and see his progress, she could not believe how much he was learning and how successful he was becoming only a few months into school. She expressed wanting to be able to look at the work her children are doing and being impressed by how challenging the work is.	Students' advisors will communicate with parents weekly to update families on the progress that students are making. The Dean of Culture, Dean of Student Supports, and Head of School will all be made available for meetings with parents via request. All communication within our school will be given a maximum two business days to turn around. We will also invite parents to sit in on classes and observe their children for a day.
11/3/2015	Dinorah Bobet; parent and employee at WorkForce1 in Hunts Point.	Ms. Bobet described some of the gifted and talented programs that have helper her son to achieve. She explained how the two programs her son works with provide students intense support in preparation for high school and college. The programs support students in applying to private high schools by offering programs after school and on Saturdays. She said that the additional support is helping him thrive in school.	Legacy College Prep has decided to offer students an extended day program where students are in school from 7:45am to 4:15pm, which is almost two additional hours of instruction a day. We also plan to offer Saturday sessions once a month to help students who are struggling by providing them with small group tutoring support. Our families will not have to rely on external programs to put their children on a path to college.
11/4/2015	Karla Velasquez; Parent and former President of the PTA at her children's school.	Ms. Velasquez explained how she transferred her child from a charter school into a district school after elementary school due to the lack in extracurricular activities provided for students at the charter school. She described wanting her children to be well-rounded and to have the opportunity to participate in things they enjoyed. Her one daughter is really interested in sports and the local charter	Legacy College Prep has decided to use student discourse in all classes to teach students how to clearly communicate their ideas to their classmates. We also plan to offer enrichment activities on Fridays for students to participate in clubs that will include both art and athletic offerings. We also plan to partner with local recreation centers, St. Mary's, PAL, and

		schools did not offer sports for students. She also described some frustration with schools' lack of focus on language and how students need to practice using vocabulary and speaking during class to work on the language barrier that may exist for students who are English Language Learners.	Hunts Point to offer students access to sports and activities that the center has.
11/6/2015	Dorcas Colon; Director of Social Services at the East Side House Settlement.	Ms. Colon explained that families first and foremost are concerned with their child's school being safe. She referred to instances where children are being bullied and schools have not interfered or given consequences to students for emotionally abusing others, specifically related to bullying and abuse on social media. She also mentioned that families are looking for schools to provide after school activities for children and programs for students to complete community service.	Legacy College Prep has decided to implement a character education program that will include an anti-bullying campaign within which we will explicitly teach students through community circles and lessons what to do when they see someone being bullied and what to do if you feel that you are being bullied. We have also decided to conduct a parent workshop facilitated by our social worker, where we teach parents how to spot bullying and what to do if they think their child is being bullied or is a bully. We also have written into our discipline section consequences for students disrespecting other students with the minimum being a detention and the maximum a suspension of multiple days. Our Dean of Culture will ensure that students receive a consequence when they hurt others.
11/6/2015	Cesar Yoc; Community Board 1 member.	Mr. Yoc grew up in CSD 7 and attended public district schools for grade K-12. He described that his education has not prepared him for college. He mentioned	Legacy College Prep has decided to pair students with an advisor starting in 6th grade who will be the same advisor for that student all

		that several of his friends from childhood who did not have access to a college education, and how he had to struggle through remedial courses at a local community college because he had never learned to write well and was unprepared for a college level course. He mentioned the lack of focus on getting a college degree in his high school and how he wishes that his school had done more to tell him about the options after high school and advised him on how to get into college.	through middle school. Upon entering 9th grade, students will receive a new advisor who will be paired with them until the end of 12th grade. Advisors will have a maximum of 16 students so that each student is given individual attention and support. Advisors will assist in teaching students about their options for after high school. We will also hire a staff of three College and Career Counselors to work with the Advisors to ensure that students have help selecting the next step after high school. Once our first class of students graduates we will hire an Alumni Coordinator to continue to support and meet with our alumni.
11/9/2015	Tracey Woodall; Community Board 1 Member, CEC 7 Council Member, Parent of two children in charter schools.	Ms. Woodall described her experience working with the CEC 7 and how when her students entered middle school she decided to enroll them in a charter school instead of the local district school. She described how clear the communication has been with her children's school and how she noticed right away that her children were being challenged in school. She mentioned that they are given college level responsibilities and held to a high standard with homework completion and learning in group settings. Ms. Woodall also described the work that the school has done to involve community members and	Legacy College Prep has decided to hold one event in each Trimester for families to attend to get to know staff members and other families. We want to foster a culture of support and partnership with our families and events like this will facilitate those relationships.

		families by holding a BBQ event at the start of school to get to know families.	
11/30/15	Jermine Shannon; Employee at Start-Up Box in Hunts Point, parent of three children.	Mr. Shannon expressed wanting schools to have greater structure and discipline. He is concerned over the lack of options for students in the Hunts Point community.	Legacy College Prep will provide students with a structured environment where students are held to high behavior expectations enforcing our discipline code of conduct and issuing consistent consequences for students not meeting expectations.
11/30/15	Sandra DeJesus; Member of CEC 8 Council, Parent of two, grandparent of three.	Ms. DeJesus expressed concern over safety and cleanliness of some of the schools that she visits. She is looking for a school to create a better environment for students and to involve more parents.	Legacy College Prep will create a safe environment for our students by implementing a code of conduct and issuing consequences for students showing disrespect to one another. We believe that parent involvement is key to the success of our school and utilizing Ms. DeJesus' feedback we plan to conduct home visits with all of our incoming students to begin building partnerships with families before the school year even begins.
1/12/16	Wanda Balinas; Organizer of the parent group Mothers on the Move; parent of two children.	Ms. Balinas has a child with autism and her sister has a child with dyslexia. Our conversation addressed many of their complaints with the schools they have sent their children to. Ms. Balinas is looking for more individualized supports for students with disabilities and more frequent communication from the school.	Legacy College Prep will offer support for all students. We will hire staff to support the needs of students with disabilities and/or students who are English Language Learners. We will also communicate with families frequently by sending home weekly newsletters and progress reports.
1/13/16	Laron Scott; participant in BronxWorks, Inc.	Mr. Scott is concerned with students being guided to the college level and wants schools to have a strong focus on	Legacy College Prep will begin offering computer courses to students in the sixth grade. Students will take one year of

	programming, parent of two children.	academics. He would also like to see more training in technology in our schools.	typing and two years of computer programming before entering high school. Through our conversation with many families we have also realized that parents are looking for support when students are in college. We will hire an Alumni Coordinator once our first group of students is in college to provide our alumni with support persisting in college.
1/13/16	Roxana Mateo; BronxWorks, Inc. Staff Member, parent of two children	Ms. Mateo works for BronxWorks and has two children attending two different charter schools. She described frustration over the lack of structure at her son's school and joy over the education that her daughter is receiving. She is concerned over the lack of options for her son to attend a high performing middle school. She is also concerned that he is behind in terms of being prepared for middle school and is searching for a school that provides additional tutoring and individual supports for students.	Legacy College Prep is implementing a tutoring program within the school day for all students to receive individual instruction and assistance. Teachers will also have office hours after school one day a week for students to receive additional support as needed.
1/14/16	Donnell Hatchett; BronxWorks, Inc. program participant, parent of one child	Mr. Hatchett expressed concern for his son attending a school that lacked consistency in terms of expectations. He is looking for a school to be hands on in supporting students and to provide consistent expectations for students.	Legacy College Prep will ensure consistency across classrooms by training teachers on a common consequence system and classroom management strategies. Our student code of conduct is detailed to ensure that students are given consistent consequences for misbehaviors.
1/14/16	Luz Cabrera; parent of one middle school	Ms. Cabrera expressed concern over a lack of discipline in her child's school. She wants to see	Legacy College Prep will ensure that all students who are not meeting expectations

	aged child	schools take a stand against bullying and address the children who have behavior problems.	receive a consequence. We will request that parents come to the school for meetings with our Dean of Culture when the misbehaviors are not improving.
1/13/16	Vivian Coward;	Ms. Coward expressed concern over her child's school needing to be more organized. She is also looking for a school to offer more extracurricular activities for students to participate in.	Legacy College Prep will offer enrichment activities on Friday's for an hour and additional activities Monday through Thursday for an hour after school. Enrichments will include various options for students such as, chess club, running club, creative writing, volleyball, etc.

Other Support for Legacy College Prep

In addition to the community outreach described in the above sections, we are also excited to be forming partnerships with community organizations. **Figure 3.15** lists the organizations with whom we will be collaborating in the continual development of the school and the role of those growing partnerships within the school.

Figure 3.15: Potential Partnerships

Organization	Contact	Title of Contact	Role of the Partnership
Boys and Girls Club	Alize Beals	Community Organizer	To create partnership where our students gain access to the mentorship program.
BronxWorks	Eileen Torres	Executive Director	To create partnership around community service so students have access to participating in programs offered.
C/I – Camp Interactive	Michael Denton	Executive Director	To utilize after school programs that C/I provides to youth in low-income neighborhoods per technology and coding.
DreamYard	Jason Duchin	Co-Director	To form a partnership with an organization that provides technology after school programs to students.
Families for Excellent Schools	Mery Melendez	Organizer Manager	To create awareness of school for families and to give them a voice in the community through the advocacy organizing of Families for Excellent Schools.

MOUSE	Daniel Rabuzzi	Executive Director	MOUSE has a mission of ensuring students have access to technology courses in low-income communities. We will work with MOUSE to harness resources for students.
Per Scholas	Jeffrey Hatton	Community Organizer	To create opportunities for our students to visit the classrooms after school and learn about jobs that will use the technology skills that they are gaining in the computer science courses at Legacy College Prep.
RELAY Graduate School of Education	Lawrie Peck	Recruitment	To create partnership for our teachers to earn a graduate degree in education. We plan to partner with Relay for recruiting.
Hunts Point Alliance for Children	Jill Roche	Executive Director	To create partnership with organization dedicated to helping children read. We anticipate sending some students to their after school programs.
Teach For America	Taryn Benarroch	Alumni Coordinator	To partner for teacher recruitment.
The Point	Danny Peralta	Managing Director	To partner so students are able to attend after school programs at The Point related to art and music. Anticipating hiring of staff for Friday enrichment sessions on art and music once the school opens.

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

The Lead Founder and the founding team have never applied to any authorizer to open a charter school.

3e. Letters of Justification for Previously Denied Applications

Request is not applicable.

3f. Founder Credentials

Biographical Information

Submit a resume or biographical statement for all founding team members.

Board Members Request for Information Forms

Each proposed board trustee must complete, sign and attach the "Request for Information from Prospective Charter School Board Members" ("RfI") form available on the Institute's website at: www.newyorkcharters.org/operate/reporting-requirements/board-members-new.

Biographical Information – Founding Team Member

Brief descriptions of all members of the founding team and founding application team are provided below. The resumes of founding team member Summer Schneider and all members of the founding applicant team, which consists of all board members, are included as well.

Biographical Information

Matthew Bliss is Vice President, Strategy and Business Development, Private Banking and Wealth Management New Markets at Credit Suisse, a new business unit intended to grow Credit Suisse relationships in key client segments, beginning with women, African-Americans, and the LGBT community. Mr. Bliss's primary focus is to accelerate multi-channel lead generation and understand the unique financial needs among high-net-worth prospects and clients in key segments. Since 2007, Mr. Bliss has held several roles in Investment Banking Human Resources at Credit Suisse, most recently serving as Chief Operating Officer from 2013 to 2014. He has worked closely with the corporate board for Credit Suisse, and he brings over eight years of human resource and business management experience, with an emphasis on financial planning and analysis, headcount forecasting, performance management, benefits administration, compensation, and recruiting. Mr. Bliss has a BSBA in marketing and organizational behavior from Washington University in St. Louis and resides in Manhattan.

John Campos has over 25 years of experience in business services managing regional and national operational contracts. As the point person on a number of different business service contracts he has had the opportunity develop operations of internal divisions and functions. These include: finance (such as budgeting, forecasting, income statements), human resources (training, interviewing, hiring), and oversight of operational management staff. Once the contracts were up and running Mr. Campos would oversee the establishment of operational processes and procedures and management of projects varying in scope and complexity. Recently, Mr. Campos has made a career change to focus his energies in the nonprofit sector. He is currently working as Director for a Cornerstone program located in the South Bronx. His program runs services for seniors, children, teens, adults, homeless, and LGBT groups. His passion for working with the community drives his motivation for joining our team using his business background to make a systemic, profound, change at an organizational level.

David Camputo has been the Executive Vice President, Chief Audit Executive for Endurance Specialty Holdings Ltd. and has global responsibility for the Internal Audit and Sarbanes-Oxley Compliance for over the past nine years, with over 25 years' experience in internal auditing. He is a member of the Executive Operational Group, Management Risk Committee and Disclosure Committee reporting directly to the Chairman of the Audit Committee of the Board of Directors and

functionally to the Chairman of the Board of Directors and CEO of Endurance Specialty Holdings Ltd. Endurance Specialty Holdings Ltd. (Endurance Holdings) is a holding company. Through its national and international operating subsidiaries, the company underwrites specialty lines of personal and commercial property and casualty insurance and reinsurance on a global basis. Mr. Camputo graduated from Iona College with a BBA in Finance.

Javier Diaz is a former Marine Officer and attorney licensed to practice in New York and New Jersey. His practice revolves primarily around Government Affairs, with a focus on negotiating with lobbyists and legislative work. Mr. Diaz is currently employed by the Office of the Governor of the State of New Jersey as Assistant Counsel. His passion for Legacy College Prep stems from his own experience as a student in a charter school in Union City, NJ. He believes were it not for the education he received there, he would not have had the opportunity to achieve academic and now professional success. He received his BA from the University of Michigan, JD from Seton Hall University, and MBA from the University of North Carolina at Chapel Hill. He currently resides in Trenton, NJ but has strong ties to New York City and plans to move here once his position with the Governor's office is finished.

Yvonne Guillen is a Parent Organizer for the Bronx working with Families for Excellent Schools, an advocacy group focused on giving parents a voice around school choice. She works to inform families in the Bronx about the options available to them for their children's education. Ms. Guillen is a proud mother of four children, three of whom have had the opportunity to access a great education at a local charter school. She began her work as a volunteer with Families for Excellent Schools and now is an advocate for all children. Prior to working with Families for Excellent Schools she worked briefly with the campaign for Assemblyman Marcos Crespo. Ms. Guillen has extensive ties to the community as a resident of Community School District 8, and she is driven by her belief that our children are the future and they deserve nothing but the best.

Catherine Prefontaine Hausmann is an educational consultant currently working with elementary teachers and leaders in charter, district, and turnaround schools around the U.S. through the University of Chicago Impact's Urban Education Institute and the STEP Assessment. She also consults to curate and develop Math curriculum for The GO Project, a NYC nonprofit focused on achieving educational equity for New York City's public school students, simultaneously serving as a 3rd grade teacher for GO Saturday programming. She has served as an ELA Curriculum Consultant for Ascend Learning, a network of charter schools in Brooklyn, NY. Prior to consulting, Ms. Hausmann served as Dean of Instruction at Brooklyn Ascend Charter School, coaching general and special education teachers to achieve significant academic gains through observation and feedback, data analysis, and professional development. Ms. Hausmann started her career in education as a Teach For America corps member at Uncommon Schools: Excellence Boys Charter School and has since worked as a phone screen selector for Teacher For America corps members. She went on to serve as a Special Education Teacher and Learning Support Specialist at Excellence Boys. In this role, she developed a highly effective tutoring curriculum, coordinated developmental literacy assessments, and delivered professional development on curriculum, differentiation. Special Education law, Response to Intervention, child development, and classroom management. Ms. Hausmann holds a BA in History from Boston College and MS in Childhood and Special Education from CUNY Hunter.

Kathryn Hurley is an in-house tech lawyer at MakerBot Industries (desktop 3D printing and scanning), a company she joined when it was still a small, late-stage start-up. In addition to working full-time at MakerBot, she is also co-founder a civic tech start-up whose products will roll out to the market at the end of May 2015. Originally from Brooklyn, NY where she attended public school

from pre-K through the twelfth grade, Ms. Hurley was a 2007 Teach For America Corps member for the Atlanta region where she taught middle school Spanish and Reading and coached the girls' basketball team. Running races all over the world, Ms. Hurley is a co-organizer of NYC Tech Runners, a running group that brings together those working in the tech space. Ms. Hurley has a BA from Howard University and JD from Georgetown Law.

Neal Pancholi joined Google in May 2013 and currently leads the Strategic Partnerships New Business Development Team related to mobile partnerships. Prior to his current role, he worked on the Strategic Partnerships finance team, analyzing financial deals for the company. Before Google, he worked as a hedge fund investment associate for FPR Partners, where he researched, executed and managed public equities investments. Prior to FPR Partners, Mr. Pancholi was an investment banker with UBS Investment Bank, where he advised consumer and retail companies on M&A and capital raising. He is passionate about joining the board of Legacy College Prep as he believes that education is the foundation and currency to a successful, long-term well-being. Mr. Pancholi received his BBA from the University of Michigan's Ross School of Business and MBA from Wharton.

John Sanchez is the NYC Advocacy Manager for the Northeast Charter Schools Network where he advocates for the thousands of parents that send their children to charter schools, in order to ensure that all children have the opportunity to attend an excellent school regardless of geography. He previously served as Constituent Services Manager for NYS Assemblyman Michael Blake of the South Bronx where he was responsible for managing the district office, resolving constituent issues, and conducting community outreach. As a lifelong resident of the Bronx, growing up in CSD 7, Mr. Sanchez is passionate about joining the Board of Legacy College Prep because he believes that it is a tangible way to make a difference in the future of young Bronx students and he is excited to be a part of an institution that will show that underserved communities can achieve their full potential when given extra support and a high quality education.

Summer Schneider is a Building Excellent Schools (BES) Fellow completing a year-long school leadership training and charter school design support. Prior to joining BES, Ms. Schneider worked for the Noble Network of Charter Schools at their Chicago Bulls College Prep campus for five years as a tenth and eleventh grade math teacher and Dean of Instruction. She has experience coaching and managing fourteen (14) teachers while also setting and maintaining culture for the grade level that she managed. During her time at Noble, Ms. Schneider facilitated professional development for the network and assisted in the design of network wide interim assessments. Outside of her experience at Noble, Ms. Schneider was an adjunct instructor at RELAY Graduate School of Education teaching new and veteran math teachers. Prior to working at Noble she was a Teach For America corps member in St. Louis teaching high school math teacher and Department Chair working for St. Louis Public Schools. Ms. Schneider has a BS in Business Economics and a BS in Business Administration from the University of Kentucky. She also has a MA in Secondary Mathematics Instructions from the University of Missouri-St. Louis.

See the following page for copies of all Founding Team Member's resumes:

MATTHEW J. BLISS
[redacted] New York, NY 10001 • [redacted]

[redacted]

EDUCATION

Washington University in St. Louis
Bachelor of Science in Business Administration, May 2007
Majors in Marketing; Organization and Human Resources (OHR)

SKILLS: Data analytics, relationship and project management, corporate finance, and recruiting
SOFTWARE: Proficient in MS Office Suite, Wealth-X, WealthEngine, Dealogic, QuickBooks, and PeopleSoft

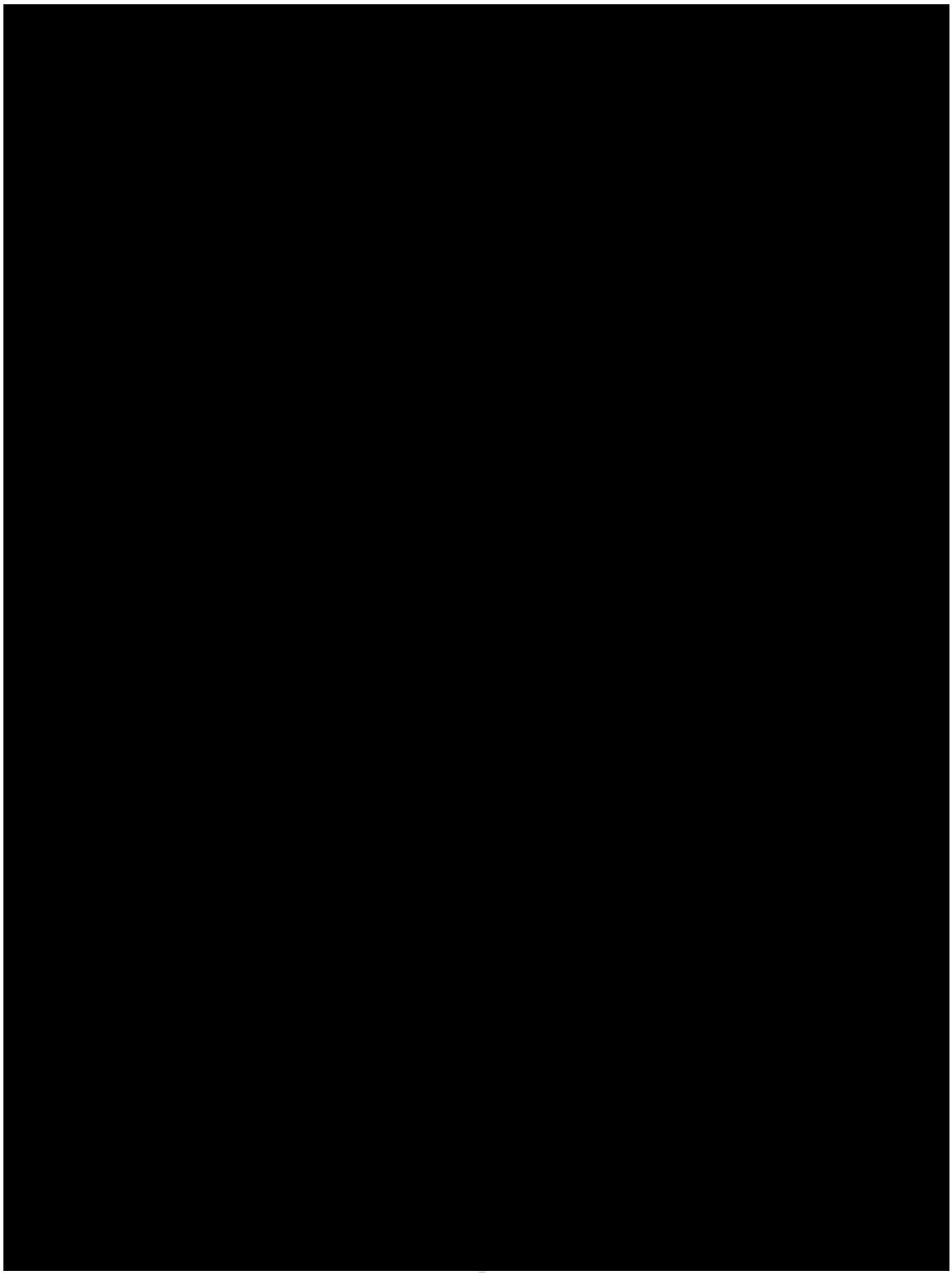
John Campos

[redacted]

LEADERSHIP PROFILE

- Strategic organizational leader who plans, staffs and creates an operating culture which gets results; skilled team administrator who motivates staff to succeed and to contribute to overall efficiency; translates organization's vision into tangible operating targets and keeps staff focused on the overarching goals;
- Quick-study; knows when to intervene to expedite process and when to let staff take the lead; adept at translating quantitative and qualitative goals for the benefit of senior leaders and staff; encourages collaboration, critical analysis and efficiency.
- Expert logistics planner and transition executive; effective at crisis intervention; utilized superior coordination, trouble-shooting and on-boarding skills to build cohesive, organized teams; superior conduit for communications from senior leaders down to front-line staff.
- Fiscally responsible; develops long – term forecasting with senior management; works with management staff on meeting budgets and capital outlay; fully accountable for overall team expenditures and disbursements.
- Recruits, hires, trains and motivates staff to contribute to goal planning and execution; familiar with state-of-the art hiring and professional development strategies; applies a continuous improvement model and adopts best practices to keep staff challenged, processes streamlined and work quality high.
- Experienced at developing meaningful relationships with decision-makers in a wide – variety of organizations; negotiates contracts and terms of engagement; have a keen eye for quickly spotting new opportunities developing from existing work flows; builds loyalty with existing and prospective contacts in various organizations.

[redacted]



DAVID J. CAMPUTO

[redacted]

CHIEF AUDIT EXECUTIVE (CAE) with global experience in designing, building, implementing and a leading world-class internal audit team in the assessment of complex domestic and international insurance and reinsurance risk and internal controls. Excellent history of building positive management relationships, identifying significant emerging risks, and agreement of issue resolution and internal control improvements. Strong experience in the United States, Bermuda, London, Singapore and Zurich.

[redacted]

DAVID J. CAMPUTO

[redacted]

[redacted]

[redacted]

January 1986 – February 1989

- Member of the Actuarial Department with responsibilities of tracking and analyzing reported premiums and claims of Group Insurance policyholders.

EDUCATION

- Iona College – New Rochelle, New York: Bachelor of Business Administration (BBA). Major: Finance
- Harvard Business School – Executive Education, High Potentials Leadership Program
- MIS Training Institute – Chief Audit Executive's [CAE] Master's Program

JAVIER DIAZ

[redacted] Princeton, NJ 08540 [redacted]

EDUCATION

SETON HALL UNIVERSITY SCHOOL OF LAW, Newark, NJ
Juris Doctor, May 2012
GPA: 3.41
Journal: ***Entertainment and Sports Law Journal***
Publications: -*Introducing the Director of the Medicaid Fraud Division and the Fraud Division's Audit Functions* (with James Robertson, Esq.), HFMA Focus, Vol. 58, Num. 1, July/August 2011
-*Beware of Deadly Flying Bats: An Examination of the Legal Implications of Maple Bat Injuries*, Entertainment and Sports Law Journal, Volume 22.2, Spring, 2012
Honors: ABA/ALI Outstanding Scholar/Leader; Seton Hall Law Clinical Program- Most Outstanding Contributor; Interscholastic Moot Court Board (National First Amendment Competition- Best Oralist); Presidential Scholar; Dorothy Day Scholar; Meyer Scholar
Activities: Student Bar Association Executive Board Member; Student Mentor; Sports Law Society; Lead Research Assistant to Professor Paula Franzese

UNIVERSITY OF NORTH CAROLINA, KENAN-FLAGLER SCHOOL OF BUSINESS, Chapel Hill, NC
Master of Business Administration, June 2015
Honors: Dean's Fellowship, Leadership Initiative Degree Endorsement

UNIVERSITY OF MICHIGAN, Ann Arbor, MI
Bachelor of Arts in Political Science, May 1999
Honors: Marine Corps ROTC Scholar; University of Michigan Outstanding Midshipman Award ROTC Outstanding Midshipman Award; Navy League Honor Grad
Activities: ROTC Battalion Executive Officer; Semper Fidelis Society, President; Scabbard and Blade Military Honor Society; Military Excellence Competition Team, Captain (3 years)

[redacted]

Yvonne Guillen

[redacted]
Bronx, NY, 10459
[redacted]

Education

Monroe College, Bronx NY
Bachelors of Science in Criminal Justice {B.S} October 2007 – Present

Monroe College, Bronx NY
Associates of Science in Criminal Justice {A.S} September 2005 – June 2007

[redacted]

Qualifications

- Motivated self-starter
- Enthusiastic, excellent work ethic and commitment
- Strong organizational and analytical skills
- Excellent interpersonal and decision making skills
- Bilingual in Spanish and English

Catherine Prefontaine Hausmann

| Brooklyn, NY 11216 [redacted]

Educational consultant who provides targeted, data-driven pedagogical, curricular, structural and cultural coaching and development to teachers and leaders at the school, network, district, and organizational levels.

[redacted]

EDUCATION

- **CUNY Hunter,** New York, NY. M.S. in Childhood & Special Education. September 2011
- **Boston College,** Chestnut Hill, MA. B.A. in History & Gender Studies. May 2008

VOLUNTEER EXPERIENCE

- **Cornerstone Manor Women's Shelter/Buffalo City Mission,** Buffalo, NY 2003-present
  Holiday and event meal preparation and service, mentoring, tutoring, organizational tasks
- **Boston College Women Studies Department**, Chestnut Hill, MA Spring 2008
  Teaching Assistant for Introduction to Feminisms Undergraduate Course.
- **St. George's Home for Girls,** Cape Town, South Africa Spring 2007
  Tutored and mentored 40 girls age 3-18 through University of Cape Town's SHAWCO "Masizame" program.

PROGRAMS, AWARDS & INTERESTS

- Responsive Classroom I & II Certified, Certified Wilson Fundations Trainer, Strategic Teaching & Evaluation of Progress (STEP), Willson Reading Systems, Words Their Way, Recipe for Reading, Visualizing & Verbalizing, Reading Mastery, Leveled Literacy Intervention, Fountas and Pinnell, DRA, Guided Reading, Cognitively Guided Instruction (CGI), Stern Math, Investigations, Singapore Mathematics, Lucy Calkins Writers Workshop.
- Folkard Prize from Boston College Arts & Sciences Honors Program for work to end violence against women.
- Genius Award from Heights Independent Newspaper of Boston College for work in women's issues.
- Dance, choreography, writing, cooking, travel, hiking, hockey, soccer, painting.

[redacted]

KATHRYN HURLEY

[redacted]

EDUCATION

GEORGETOWN UNIVERSITY LAW CENTER, Washington, DC
Juris Doctor, May 2012

GEORGETOWN LAW CENTER FOR TRANSNATIONAL LEGAL STUDIES – KING'S COLLEGE, London, UK
European Union Law; Corporations Law: US & Transnational, Summer 2010

HOWARD UNIVERSITY, Washington, DC
Bachelor of Arts in English; Minor in Economics, May 2007

[redacted]

BAR ADMISSION

New York State Bar, Second Department

NEAL J. PANCHOLI

[redacted] Fairfield, CT 06824 | [redacted]

EDUCATION

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA — **Philadelphia, PA**
Master of Business Administration, *Major in Management and Entrepreneurship* — **2011 – 2013**

- Director's List (top 10%); Recipient of merit-based Joseph Wharton Fellowship and Wharton Entrepreneurial Fellowship
- GMAT: 750 / 800 (98% percentile)

STEVEN M. ROSS SCHOOL OF BUSINESS, UNIVERSITY OF MICHIGAN — **Ann Arbor, MI**
Bachelor of Business Administration, *Emphasis in Finance, Accounting, and Corporate Strategy* — **2002– 2006**

- William J. Branstrom Prize Recipient (*Top 5% of Academic Class*)
- Order of Angell (*Top 25 Leaders*), Indian American Student Association (*President*), Alpha Iota Omicron (*2-Term President*)

PHILLIPS EXETER ACADEMY — **Exeter, NH**
High School English Diploma with Honors — **2000-2002**

- Indian Students Association (*President*), Student Body Government (*Treasurer*), Varsity Football and Wrestling

[redacted]

ADDITIONAL INFORMATION

- **Languages**: Fluent in Spanish, working knowledge of Hindi and Gujarati (Indian language)
- **Interests & Involvement**: Board Member at Pipsnacks; Hodgkin's Lymphoma Society Support Team; CrossFit

JOHN SANCHEZ

[redacted] • Bronx, New York 10462 • [redacted]

EDUCATION

Leonard N. Stern School of Business, New York University — New York, NY
B.S. in Management and Organizational Behavior, Minor in Public Policy — *Expected May 2016*
Relevant Coursework: Managerial Skills, The Politics of New York, Organizational Communication
Major GPA: 3.5

[redacted]

INTERESTS & MEMBERSHIPS

- Interests include weight training, obstacle racing, public speaking, and political biographies
- Member of the Bronx Young Democrats

Summer Schneider

[redacted] New York, NY 10011
Phone: [redacted] E-Mail: sschneider@buildingexcellentschools.org;

Education

University of Missouri – St. Louis ***August 2008 – August 2010***
Graduate Master's Program for Secondary Education with a specialty in Secondary Mathematics
Cumulative GPA: 4.0/4.0

University of Kentucky ***August 2004 – May 2008***
BS in Business and Economics; BS in Business Administration
Cumulative GPA: 3.95/4.0 Major GPA: 4.0/4.0
Honors: Summa cum laude, Deans List, Honors Program, Golden Key Honor Society

[redacted]

Board Members Request for Information Forms

See below for copies of the signed Request for Information Forms from each founding Board Member.

Request for Information from
Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Legacy College Preparatory Charter School*
2. Full name: *Matthew Bliss*
   Home Address: [redacted] *New York, NY 10001*
   Business Name and Address: *Credit Suisse;* [redacted] *New York, NY 10010*
   Home telephone No.: [redacted]
   Work telephone No.: [redacted]
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me.
   ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school 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, a school employee. 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 charter school (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

Revised May 21, 2007

the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ 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 school. 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 school 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 school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school'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. *In an instance of alleged self-dealing, I would compile evidentiary support of any transactions believed to be self-dealing and bring to the attention of the board chairman and treasurer. Based on the evidence, I would ask that the board member be dismissed and that any liability of that board member be assessed and recouped in accordance with charter by-laws and or state/federal law.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

Revised May 21, 2007

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, *Matthew Bliss*, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the *Legacy College Preparatory* Charter School is true and correct in every respect.

Signature

1/4/16
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Legacy College Preparatory Charter School
2. Full name: John Campos
   Home Address: [redacted] New York, New York, 10032
   Business Name and Address: Phipps Neighborhoods, [redacted] Bronx, NY 10473
   Home telephone No.: [redacted]
   Work telephone No: [redacted]
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me.
   ☐ Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school 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, a school employee. 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 charter school (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

Revised May 21, 2007

the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ 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 school. 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 school 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 school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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. ☐

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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school'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. **Understanding that perception is oftentimes considered reality, in addition to discussing the situation directly with the member in question; I would also immediately contact the Board Chair via phone and follow-up with an email shortly thereafter. The expectation would be that the Board Chair would then investigate and address the situation with the member in question.**

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

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

Signature

January 18, 2016
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. LEGACY COLLEGE PREP
2. Full name: DAVID CAMPUTO
   Home Address: [redacted], NEWTOWN, CT 06470
   Business Name and Address:
   Home telephone No.: [redacted]
   Work telephone No:
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school 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, a school employee. 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 charter school (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 school. ☒ I / we do not know any such persons. ☐ Yes, .

Revised May 21, 2007

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes,

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the school'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. DISMISSAL FROM THE BOARD. AFTER IT HAS BEEN REPORTED TO THE BOARD CHAIRMAN AND THE SITUATED HAS BEEN INVESTIGATED AND IT WAS DETERMINED TO BE SELF DEALING

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

IF THE BOARD MEMBER BELIEVES THAT THE BOARD CHAIR HAS NOT ADDRESSED THE SITUATION, OR HAS NOT ADDRESSED IT ADEQUATELY, THE MEMBER HAS THE RESPONSIBILITY TO BRING THE ISSUE TO THE WHOLE BOARD FOR CONSIDERATION.

Revised May 21, 2007

Certification

I, DAVID CAMPUTO, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the LEGACY COLLEGE PREP Charter School is true and correct in every respect.

David Camputo
Signature

Jan 4, 2016
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. LEGACY COLLEGE PREP
2. Full name: JANICE DIAZ
   Home Address: [redacted], PRINCETON NJ 08540
   Business Name and Address: STATE OF NJ [redacted] PRINCETON, NJ 08608
   Home telephone No.: [redacted]
   Work telephone No.:
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me.
   ☐ Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school 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, a school employee. 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 charter school (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 school. ☑ I / we do not know any such persons. ☐ Yes,

Revised May 21, 2007

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school'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. REPORT THE SITUATION TO THE CHAIR OF THE BOARD. IF THE BOARD CHAIR, AFTER A

Other PRIOR INVESTIGATION, DISCOVERS SELF-DEALING, THE BOARD WILL INITIATE REMOVAL PROCEDURES AS STATED IN THE BYLAWS.

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.
N/A

Revised May 21, 2007

Certification

I, JAVIER DIAZ, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the LEGACY COLLEGE PREP Charter School is true and correct in every respect.

Signature

Date 1/4/16

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: Yvonne Guillen
   Home Address: [redacted] Bronx NY 10459
   Business Name and [redacted]
   Home telephone No.: [redacted]
   Work telephone [redacted]
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me.
   ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school 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, a school employee. 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 charter school (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 school. ☑ I / we do not know any such persons. ☐ Yes, .

Revised May 21, 2007

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contact with a management company or charter management organization.
☑ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school'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 handle the situation by immediately reporting it to the board chair. The board chair will then address the situation with the board member.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Yvonne Gullen, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the legacy college prep Charter School is true and correct in every respect.

Signature

1/18/16
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. **Legacy College Preparatory Charter School**
2. Full name: Kathryn Hurley
   Home Address: [redacted] Brooklyn, NY 11236
   Business Name and Address: [redacted], Brooklyn, NY 11201
   Home telephone No. [redacted]
   Work telephone No.: [redacted]
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me.
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.
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.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I do not know any such trustees.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I do not know any such employees.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (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 school. ☒ I do not know any such persons.

Revised May 21, 2007

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contact with a management company or charter management organization.
☑ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☑ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☑ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school'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.

Other – I would follow the procedure in our conflict of interest policy and report the matter to the chair of the board. I will support the chair in follow up of the matter.

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, **Kathryn Hurley**, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Legacy College Preparatory Charter School is true and correct in every respect.



Signature

January 15, 2016
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Legacy College Preparatory Charter School
2. Full name: Neal Jitendra Pancholi
   Home Address: [redacted] Fairfield, CT, 06824, USA
   Business Name and Address: Google Inc [redacted] New York, NY 10011
   Home telephone No. [redacted]
   Work telephone No:
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me. ☐ Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school 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, a school employee. 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 charter school (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

Revised May 21, 2007

the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ 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 school. 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 school 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 school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes.

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes.

17. Please indicate how you would handle a situation in which you believe one or more members of the school'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. *Answer: A proposed solution would be to convene an emergency meeting and raise this issue to the overall Board of Directors, resulting in a decision for a course of appropriate action. An immediate course of action, until the Board can decide the best course, would be to remove power from the Board Members in question with a conflict. Any actions should be taken upon by the Board as a whole (less the Board Members who are in potential violation), via an immediate Board meeting.*

Other

Revised May 21, 2007

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Revised May 21, 2007

Certification

I, Neal Jitendra Pancholi, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Legacy College Preparatory Charter School is true and correct in every respect.

Signature

January 4, 2016
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Legacy College Preparatory School
2. Full name: John Elliot Sanchez
   Home Address: [redacted] Bronx, NY 10462
   Business Name and Address:
   Home telephone No. [redacted]
   Work telephone No:.
   E-mail address [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☐x Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school'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, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ x Does not apply to me.
   ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☐x Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☐x Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school 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, a school employee. 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 charter school (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 school. ☐ x I / we do not know any such persons. ☐ Yes, .

Revised May 21, 2007

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contact with a management company or charter management organization.
☐ x I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☐ x I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☐x 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's 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. ☐ x Yes, I am the NYC Advocacy Manager for the Northeast Charter Schools Network (NECSN) which entails meeting with charter school parents and leaders to advocate for pro-charter legislation. NECSN also charges charter schools for certain supportive services if they desire them. I would recuse myself from any efforts to make Legacy College Prep Charter School a paying member of NECSN.

17. Please indicate how you would handle a situation in which you believe one or more members of the school'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 bring it up at a board meeting and ask for the member to explain the apparent self-dealing. If the explanation was unsatisfactory I would ask the board to put the matter of the member either being removed or ceasing the activity to a vote.

Other

Revised May 21, 2007

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☐ x I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, _____John Sanchez_____, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the _____Legacy College _____Prep____ Charter School is true and correct in every respect.



____ _____ ____1/14/16_____

Signature Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

3g. Outreach Evidence

NOTE: Community outreach is a minimum statutory requirement. *For further information about this requirement, refer to the Guidance Handbook.*

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

Figure 3g.1 is a list of items that are evidence of the outreach performed on behalf of Legacy College Prep.

Figure 3g.1: List of Outreach Items

Figure	Evidence
3g.2	Agenda from Bronx Community Board 1 Education and Youth Committee Meeting (12/3/15)
3g.3	Agenda from Bronx Community Board 1 Education and Youth Committee Meeting (1/14/16)
3g.4	Community Flyer
3g.5	Community Flyer for BronxWorks Information Sessions
3g.6	Community Flyer for December Information Sessions
3g.7	Community Flyer for January Information Session
3g.8	Community Survey
3g.9	Community Survey Responses
3g.10	Email Correspondence for Information Sessions with The Point Community Center, St. Mary's Recreation Center, and BronxWorks
3g.11	Information Sheet give to Community Stakeholders
3g.12	Letter sent to Community Stakeholders
3g.13	Minutes from Bronx Community Board 2 Education Committee Meeting
3g.14	Minutes from Bronx Community Board 2 Meeting
3g.15	Online Petition of Support
3g.16	Online Community Surveys
3g.17	Signed Petitions from Local Businesses
15c	Signed Petitions from Community Members[1]

[1] All signed petitions from community members can be found in **R-15c Community Support**.

Figure 3g.2: Agenda from Community Board 1 Education and Youth Committee

BRONX COMMUNITY BOARD #1

3024 THIRD AVENUE
BRONX, NEW YORK 10455
(718) 585-7117 • Fax (718) 292-0558 • E-mail: brxcb1@optonline.net

SERVING PORT MORRIS • MOTT HAVEN • MELROSE

RUBEN DIAZ, JR.
BOROUGH PRESIDENT

GEORGE L. RODRIQUEZ
CHAIRPERSON

CEDRIC L. LOFTIN
DISTRICT MANAGER

EDUCATION & YOUTH MEETING

December 3, 2015
4:00 PM
Mr. Justino Rodriguez – Chairperson
(10 Minute Presentation)

AGENDA

1. Introductions
2. Presentations
   - Ms. Melissa Melkonians – Principal
     Ms. Lidia de la Cruz – Administrative Assistant
     The American Dream School

     Re: The needs of the community and exploring the option of planning for a high school.

   - Ms. Summer Schneider
     Legacy College Preparatory Charter School

     Re: Update on proposed Legacy College Preparatory Charter School.
     Requesting a Letter of Support

3. Adjournment

Figure 3g.3: Agenda Bronx Community Board 1 Education and Youth Committee Meeting

BRONX COMMUNITY BOARD #1

3024 THIRD AVENUE
BRONX, NEW YORK 10455
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DISTRICT MANAGER

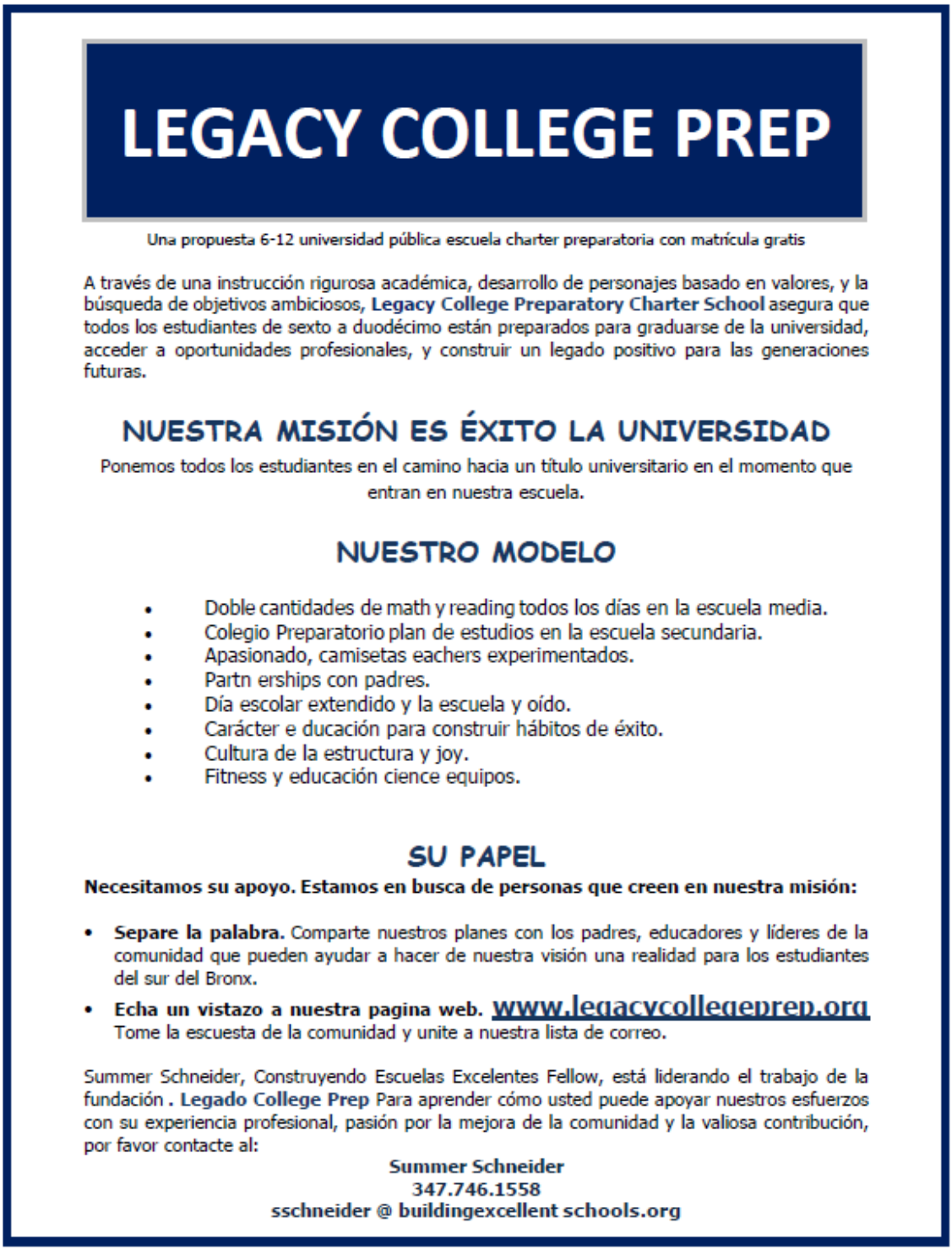
EDUCATION & YOUTH

January 14, 2016
4:00 PM
Ms. Alice Simmons – Chairing
(10 Minute Presentations)

AGENDA

1. Introductions
2. Presentations
   - Ms. Perrin Wicks, Chief of Staff,
     Marielys Divanne and Kristin Kearns Jordan, Board Members
     The Urban Assembly
     Re: Update on the Charter School for Computer Science
     Questions and Answers
   - Ms. Renee Jones, H.S.E. Instructor
     East Side House Settlement
     Re: Agency programs.
     Questions and Answers
   - Ms. Barbara Duncan, Assistant Superintendent of Charter Development
     Pathways in Education
     Re: Proposing to open a new Charter School. **Introduction to Committee**
3. Old Business: **Voting Items tabled from December 3, 2015 Committee Meeting**
   - Ms. Moira Cray, LMSW, BCBA, Director of Transition & Community Outreach
     NYC Autism Charter
     Re: Seeking Letter of Support for opening of an additional school in the South Bronx.
     Questions and Answers
   - Ms. Melissa Melkonians, Principal
     The American Dream School
     Re: Seeking Letter of Support for the planning of a High School.
     Questions and Answers
   - Ms. Summer Schneider
     Founder
     Legacy College Preparatory Charter School
     Re: Seeking Letter of Support for proposed opening of a new Charter School.
     Questions and Answers
4. Adjournment

Figure 3g.4: Community Flyer



LEGACY COLLEGE PREP

Una propuesta 6-12 universidad pública escuela charter preparatoria con matrícula gratis

A través de una instrucción rigurosa académica, desarrollo de personajes basado en valores, y la búsqueda de objetivos ambiciosos, **Legacy College Preparatory Charter School** asegura que todos los estudiantes de sexto a duodécimo están preparados para graduarse de la universidad, acceder a oportunidades profesionales, y construir un legado positivo para las generaciones futuras.

NUESTRA MISIÓN ES ÉXITO LA UNIVERSIDAD

Ponemos todos los estudiantes en el camino hacia un título universitario en el momento que entran en nuestra escuela.

NUESTRO MODELO

- Doble cantidades de math y reading todos los días en la escuela media.
- Colegio Preparatorio plan de estudios en la escuela secundaria.
- Apasionado, camisetas eachers experimentados.
- Partn erships con padres.
- Día escolar extendido y la escuela y oído.
- Carácter e ducación para construir hábitos de éxito.
- Cultura de la estructura y joy.
- Fitness y educación cience equipos.

SU PAPEL

Necesitamos su apoyo. Estamos en busca de personas que creen en nuestra misión:

- **Separe la palabra.** Comparte nuestros planes con los padres, educadores y líderes de la comunidad que pueden ayudar a hacer de nuestra visión una realidad para los estudiantes del sur del Bronx.
- **Echa un vistazo a nuestra pagina web.** www.legacycollegeprep.org Tome la escuesta de la comunidad y unite a nuestra lista de correo.

Summer Schneider, Construyendo Escuelas Excelentes Fellow, está liderando el trabajo de la fundación . **Legado College Prep** Para aprender cómo usted puede apoyar nuestros esfuerzos con su experiencia profesional, pasión por la mejora de la comunidad y la valiosa contribución, por favor contacte al:

Summer Schneider
347.746.1558
sschneider @ buildingexcellent schools.org

LEGACY COLLEGE PREP

A proposed 6-12 tuition-free public college preparatory charter school

Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals, **Legacy College Preparatory Charter School** ensures all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.

OUR MISSION IS COLLEGE SUCCESS

We put every student on a path toward a college degree the moment they enter our school.

OUR MODEL

- Double amounts of math and reading daily in Middle School.
- College Preparatory curriculum in High School.
- Passionate, experienced teachers.
- Partnerships with parents.
- Extended school day and school year.
- Character education to build habits of success.
- Culture of structure and joy.
- Fitness and computer science education.

YOUR ROLE

We need your support. We are looking for people who believe in our mission to:

- **Spread the Word.** Share our plans with parents, educators and community leaders who can assist in making our vision a reality for the students of the South Bronx.
- **Check out our Website.** **www.legacycollegeprep.org**
  Take our community survey and join mailing list.

Summer Schneider, Building Excellent Schools Fellow, is leading the work of founding **Legacy College Prep.** To learn how you can support our efforts with your professional expertise, passion for community improvement and valued contribution, Please contact her at:

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

LEGACY
COLLEGE PREP
CHARTER SCHOOL

Un colegio escuela charter propuesta con matricula gratis preparatoria para los grados 6 a 12.

NUESTRA MISIÓN ES ÉXITO LA UNIVERSIDAD

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- Profesores apasionado y experimentados.
- Asociaciones con los padres.
- Día escolar extendido y ano escolar.
- Carácter e ducación para construir hábitos de éxito.
- Cultura de la estructura y joy.
- Fitness y la informatica la educación.
- Ofrecer servicios de apoyo para estudiantes con necesidades especiales y estudiantes del idioma inglés.

Visita nuestro sitio web.
www.legacycollegeprep.org

- Averiguar acerca de proximas sesiones informativas
- Unete a nuestra lista de correos
- Participe en la encuesta comunitaria

Para obtener mas informacion acerca de **Legacy College Prep**, por favor contacte al:

Summer Schneider
347.746.1558
sschneider@buildingexcellent schools.org

LEGACY COLLEGE PREP CHARTER SCHOOL

A proposed tuition-free public college preparatory charter school for grades 6 through 12.

OUR MISSION IS COLLEGE SUCCESS

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- Character education to build habits of success.
- Culture of structure and joy.
- Fitness and computer science education.
- Offering support services for students with special needs and English Language Learners.

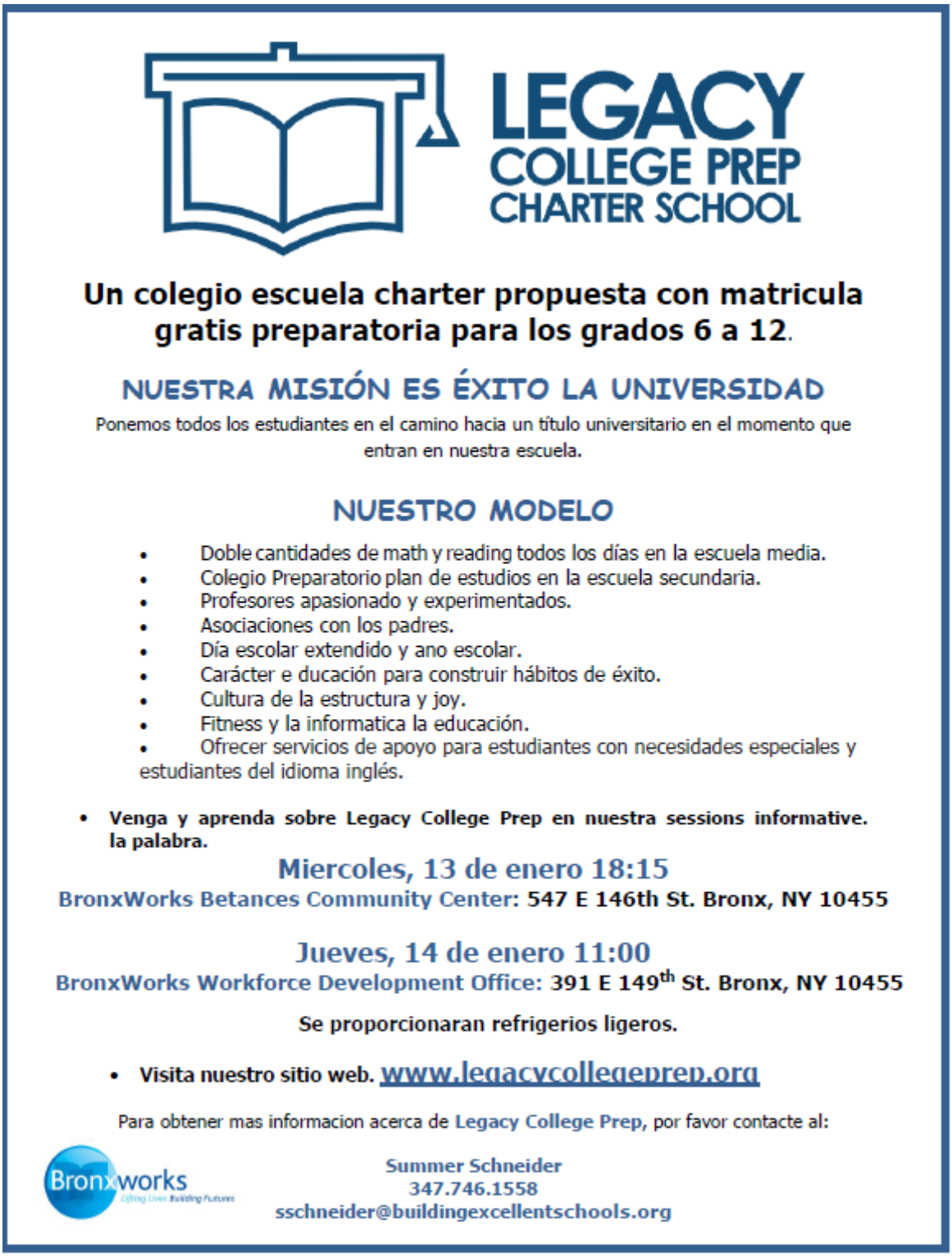
Visit our Website. www.legacycollegeprep.org to...

- **Find out about upcoming Information Sessions**
- **Take our Community Survey**
- **Join our Mailing List**

For more information about **Legacy College Prep** please contact her at:

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

Figure 3g.5: Community Flyer for BronxWorks Information Sessions



LEGACY COLLEGE PREP CHARTER SCHOOL

Un colegio escuela charter propuesta con matricula gratis preparatoria para los grados 6 a 12.

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- Día escolar extendido y ano escolar.
- Carácter e ducación para construir hábitos de éxito.
- Cultura de la estructura y joy.
- Fitness y la informatica la educación.
- Ofrecer servicios de apoyo para estudiantes con necesidades especiales y estudiantes del idioma inglés.

- **Venga y aprenda sobre Legacy College Prep en nuestra sessions informative. la palabra.**

Miercoles, 13 de enero 18:15

BronxWorks Betances Community Center: 547 E 146th St. Bronx, NY 10455

Jueves, 14 de enero 11:00

BronxWorks Workforce Development Office: 391 E 149th St. Bronx, NY 10455

Se proporcionaran refrigerios ligeros.

- **Visita nuestro sitio web. www.legacycollegeprep.org**

Para obtener mas informacion acerca de **Legacy College Prep**, por favor contacte al:

Bronxworks

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

LEGACY COLLEGE PREP CHARTER SCHOOL

A proposed tuition-free public college preparatory charter school for grades 6 through 12.

OUR MISSION IS COLLEGE SUCCESS

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- Character education to build habits of success.
- Culture of structure and joy.
- Fitness and computer science education.
- Offering support services for students with special needs and English Language Learners.

- **Come learn about Legacy College Prep at our Information Sessions.**

Wednesday, January 13th 6:05pm
BronxWorks Betances Community Center: 547 E 146th St. Bronx, NY 10455

Thursday, January 14th 11:00am
BronxWorks Workforce Development Office: 391 E 149th St. Bronx, NY 10455

Light refreshments will be provided.

- **Visit our Website.** www.legacycollegeprep.org

For more information about **Legacy College Prep** please contact her at:

Bronxworks

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

Figure 3g. 6: Community Flyer for December Information Sessions



LEGACY
COLLEGE PREP
CHARTER SCHOOL

Una propuesta 6-12 universidad pública escuela charter preparatoria con matrícula gratis

A través de una instrucción rigurosa académica, desarrollo de personajes basado en valores, y la búsqueda de objetivos ambiciosos, **Legacy College Preparatory Charter School** asegura que todos los estudiantes de sexto a duodécimo están preparados para graduarse de la universidad, acceder a oportunidades profesionales, y construir un legado positivo para las generaciones futuras.

NUESTRA MISIÓN ES ÉXITO LA UNIVERSIDAD

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- Cultura de la estructura y joy.
- Fitness y educación cience equipos.
- Ofrecer servicios de apoyo para estudiantes con necesidades especiales y estudiantes del idioma inglés.

Necesitamos su apoyo. Estamos en busca de personas que creen en nuestra misión:

- **Venga y aprenda sobre Legacy College Prep en nuestra session informative. la palabra.**

Martes, 08 de diciembre 18:00
The Point: 940 Garrison Ave., Bronx, NY 10474

- **Echa un vistazo a nuestra pagina web.** www.legacycollegeprep.org
  Tome la escuesta de la comunidad y unite a nuestra lista de correo.

Summer Schneider está liderando el trabajo de la fundación. **Legacy College Prep.** Por favor contacte al:

Summer Schneider
347.746.1558
sschneider@buildingexcellent schools.org

LEGACY COLLEGE PREP CHARTER SCHOOL

A proposed 6-12 tuition-free public college preparatory charter school

Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals, **Legacy College Preparatory Charter School** ensures all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.

OUR MISSION IS COLLEGE SUCCESS

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- Culture of structure and joy.
- Fitness and computer science education.
- Offering support services for students with special needs and English Language Learners.

We need your support. We are looking for people who believe in our mission to:

- **Come learn about Legacy College Prep at our Information Session.**

Tuesday, December 8th 6:00pm
The Point: 940 Garrison Ave. Bronx, NY 10474

- **Check out our Website.** **www.legacycollegeprep.org**
  Take our community survey and join mailing list.

Summer Schneider is leading the work of founding **Legacy College Prep.** Please contact her at:

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

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Una propuesta 6-12 universidad pública escuela charter preparatoria con matrícula gratis

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- Ofrecer servicios de apoyo para estudiantes con necesidades especiales y estudiantes del idioma inglés.

Necesitamos su apoyo. Estamos en busca de personas que creen en nuestra misión:

- **Venga y aprenda sobre Legacy College Prep en nuestra session informative. la palabra.**

Miercoles, 09 de diciembre 18:00

St. Mary's Recreation Center: 450 St. Ann's Ave., Bronx, NY 10455

- **Echa un vistazo a nuestra pagina web.** www.legacycollegeprep.org
  Tome la escuesta de la comunidad y unite a nuestra lista de correo.

Summer Schneider está liderando el trabajo de la fundación. **Legacy College Prep.** Por favor contacte al:

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sschneider@buildingexcellent schools.org

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We need your support. We are looking for people who believe in our mission to:

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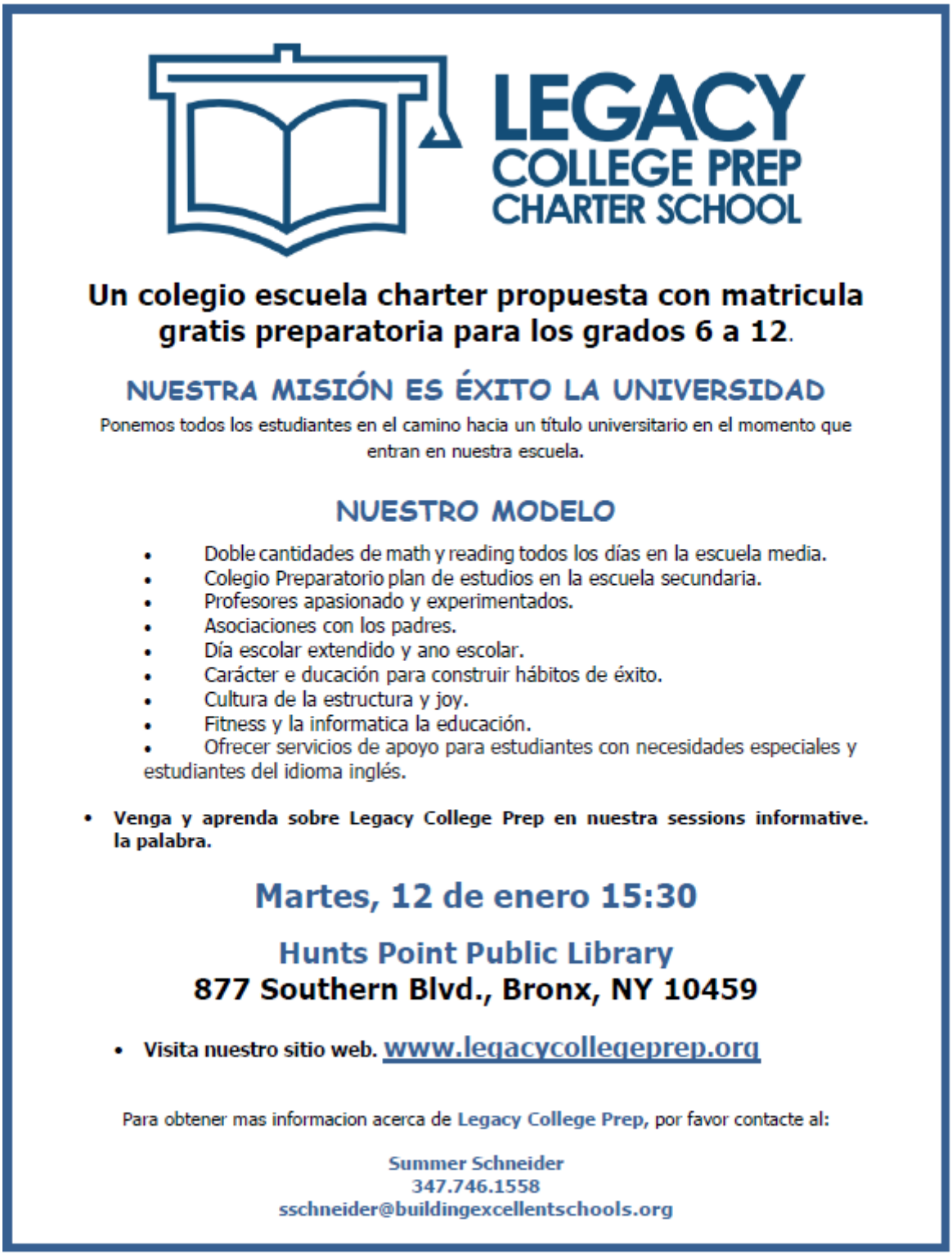
Wednesday, December 9th 6:00pm
St. Mary's Recreation Center: 450 St. Ann's Ave., Bronx, NY 10455

- **Check out our Website.** www.legacycollegeprep.org
  Take our community survey and join mailing list.

Summer Schneider is leading the work of founding **Legacy College Prep.** Please contact her at:

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

Figure 3g.7: Community Flyer for January Information Sessions



LEGACY
COLLEGE PREP
CHARTER SCHOOL

Un colegio escuela charter propuesta con matricula gratis preparatoria para los grados 6 a 12.

NUESTRA MISIÓN ES ÉXITO LA UNIVERSIDAD

Ponemos todos los estudiantes en el camino hacia un título universitario en el momento que entran en nuestra escuela.

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- Doble cantidades de math y reading todos los días en la escuela media.
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- Asociaciones con los padres.
- Día escolar extendido y ano escolar.
- Carácter e ducación para construir hábitos de éxito.
- Cultura de la estructura y joy.
- Fitness y la informatica la educación.
- Ofrecer servicios de apoyo para estudiantes con necesidades especiales y estudiantes del idioma inglés.

- **Venga y aprenda sobre Legacy College Prep en nuestra sessions informative. la palabra.**

Martes, 12 de enero 15:30

Hunts Point Public Library
877 Southern Blvd., Bronx, NY 10459

- **Visita nuestro sitio web.** www.legacycollegeprep.org

Para obtener mas informacion acerca de **Legacy College Prep**, por favor contacte al:

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

LEGACY COLLEGE PREP CHARTER SCHOOL

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- Culture of structure and joy.
- Fitness and computer science education.
- Offering support services for students with special needs and English Language Learners.

- **Come learn about Legacy College Prep at our Information Sessions.**

Tuesday, January 12 at 3:30pm

Hunts Point Public Library
877 Southern Blvd., Bronx, NY 10459

- **Visit our Website.** www.legacycollegeprep.org

For more information about Legacy College Prep please contact her at:

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

LEGACY
COLLEGE PREP
CHARTER SCHOOL

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- Carácter e ducación para construir hábitos de éxito.
- Cultura de la estructura y joy.
- Fitness y la informatica la educación.
- Ofrecer servicios de apoyo para estudiantes con necesidades especiales y estudiantes del idioma inglés.

- **Venga y aprenda sobre Legacy College Prep en nuestra sessions informative. la palabra.**

Martes, 19 de enero 15:30

The Police Athletic League
991 Longwood Ave., Bronx, NY 10459

- **Visita nuestro sitio web.** www.legacycollegeprep.org

Para obtener mas informacion acerca de **Legacy College Prep**, por favor contacte al:

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sschneider@buildingexcellentschools.org

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- Character education to build habits of success.
- Culture of structure and joy.
- Fitness and computer science education.
- Offering support services for students with special needs and English Language Learners.

- **Come learn about Legacy College Prep at our Information Sessions.**

Tuesday, January 19 at 3:30pm

The Police Athletic League
991 Longwood Ave., Bronx, NY 10459

- **Visit our Website.** www.legacycollegeprep.org

For more information about Legacy College Prep please contact her at:

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

Figure 3g.8: Community Survey

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name _____ **Email** _____ **Phone** _____

1. Are you a parent or guardian of a school-aged child? _____
    a. How old are your children? _____
2. Are you a resident of the South Bronx? _____
    a. What is your address?
    _____
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not?

4. What are the major challenges standing in the way of student success in neighborhood schools?

5. What would you like to see the school your children attend look like?

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

Legacy College Preparatory Encuesta sobre la Comunidad

Legado College Prep es una, 6-12, preparación para la universidad escuela charter propuesta de trabajo para abrir en el sur del Bronx.

Nombre _____ Correo _____ Teléfono _____

1. ¿Es usted un padre o tutor de un niño de la escuela? _____

   a. ¿Qué edad tienen sus hijos? _____

2. ¿Es usted un residente del sur del Bronx? _____

   a. ¿Cuál es su dirección? _____

3. ¿Está satisfecho con las opciones educativas para los niños en el sur del Bronx? ¿Por qué o por qué no?

4. ¿Cuáles son los principales desafíos que se colocan en el camino de éxito de los estudiantes en las escuelas de barrio?

5. ¿Qué le gustaría ver a la escuela a sus hijos asistan parece?

6. Como miembro de la comunidad, tendria que estar interesado en el apoyo a una nueva escuela que responda a los retos de éxito de los estudiantes al tiempo que ayuda a los estudiantes llegan a la universidad ya traves?

Figure 3g.9: Community Survey Responses

Legacy College Preparatory Encuesta sobre la Comunidad

Legado College Prep es una, 6-12, preparación para la universidad escuela charter propuesta de trabajo para abrir en el sur del Bronx.

Nombre Brisa Sedeño Correo _____ Teléfon [redacted]

1. ¿Es usted un padre o tutor de un niño de la escuela? mama

   a. ¿Qué edad tienen sus hijos? 12 AÑOS

2. ¿Es usted un residente del sur del Bronx? Si

   a. ¿Cuál es su dirección? [redacted]

3. ¿Está satisfecho con las opciones educativas para los niños en el sur del Bronx? ¿Por qué o por qué no? No me gusta por q ~~son~~ no son estrictos y no ay mucha atencion alos niños

4. ¿Cuáles son los principales desafíos que se colocan en el camino de éxito de los estudiantes en las escuelas de barrio?

   No ay mucho apoyo

5. ¿Qué le gustaría ver a la escuela a sus hijos asistan parece?

   disiplino y q scon estrictos

6. Como miembro de la comunidad, tendria que estar interesado en el apoyo a una nueva escuela que responda a los retos de éxito de los estudiantes al tiempo que ayuda a los estudiantes llegan a la universidad ya traves?

   me encantaria

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name LeeAnn Scott Ema[redacted] Phon[redacted]

1. Are you a parent or guardian of a school-aged child? Yes
   a. How old are your children? 10 and 9
2. Are you a resident of the South Bronx? NO
   a. What is your address? [redacted] Bronx, N.Y. 10467
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? NO. The options are many but what some schools offer isn't good enough for the community.
4. What are the major challenges standing in the way of student success in neighborhood schools?
   I think a lot of programs are missing from schools. Programs that help build the children up and guide them to a college level.
5. What would you like to see the school your children attend look like?
   Versatile, with a strong Emphasis on Academics, foreign language, And IT Applications.
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   Yes I would.

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Vivian Coward Email [redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? YES
   a. How old are your children? 9
2. Are you a resident of the South Bronx? YES
   a. What is your address? [redacted] BX, NY 10455
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not?
   No, they have given up on our Children
4. What are the major challenges standing in the way of student success in neighborhood schools?
   Not enough extra curricular activities in the schools
5. What would you like to see the school your children attend look like?
   More organized
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   Absolutely

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Jaclyn Padilla Email [redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? PARENT
   a. How old are your children? 6yrs old
2. Are you a resident of the South Bronx? yes
   a. What is your address? [redacted] Bx, NY 10454
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? NO, there aren't enough educational options because School don't offer a lot of activities.
4. What are the major challenges standing in the way of student success in neighborhood schools? NOT Enough Afterschool Activities
5. What would you like to see the school your children attend look like?
   fun and filled with different options for the kids.
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   yes That would be extremely benefical

Legacy College Preparatory Encuesta sobre la Comunidad

Legado College Prep es una, 6-12, preparación para la universidad escuela charter propuesta de trabajo para abrir en el sur del Bronx.

Nombre Ivi Cabrera Correo [redacted]

1. ¿Es usted un padre o tutor de un niño de la escuela? _____

   a. ¿Qué edad tienen sus hijos? 13

2. ¿Es usted un residente del sur del Bronx? Si

   a. ¿Cuál es su dirección? [redacted] 10454

3. ¿Está satisfecho con las opciones educativas para los niños en el sur del Bronx? ¿Por qué o por qué no? No estoy de acuerdo con muchas escuelas que no estan funcionando adecuadamente para brindarla educación que los niños merecieren.

4. ¿Cuáles son los principales desafíos que se colocan en el camino de éxito de los estudiantes en las escuelas de barrio? Primero es tener control de disciplina ~~para los~~ entre los estudiantes, y revisar las tareas diariamente para estar seguro de que estan trabajando bien

5. ¿Qué le gustaría ver a la escuela a sus hijos asistan parece?

6. Como miembro de la comunidad, tendria que estar interesado en el apoyo a una nueva escuela que responda a los retos de éxito de los estudiantes al tiempo que ayuda a los estudiantes llegan a la universidad ya traves?

Lo mas importante es motivar a los estudiantes que alcanzando los conocimientos educativo lo va a guiar hacia la Universidad donde ellos puedan terminar una carrera.

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Roxana Mateo Email [redacted] Phone _____

1. Are you a parent or guardian of a school-aged child? NO
   a. How old are your children? _____
2. Are you a resident of the South Bronx? YES
   a. What is your address? [redacted] Bronx NY 10454
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? No these schools do not have a lot of service that are here in the area
4. What are the major challenges standing in the way of student success in neighborhood schools? NO Programs for Student to Success
5. What would you like to see the school your children attend look like?
   More options of extra Curricular activities. Also more tutoring help
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   Yes

Legacy College Preparatory Encuesta sobre la Comunidad

Legado College Prep es una, 6-12, preparación para la universidad escuela charter propuest[redacted] sur del Bronx.

Nombre LUI SADEMARO Correo _____ Teléfono [redacted]

1. ¿Es usted un padre o tutor de un niño de la escuela? PS 277
   a. ¿Qué edad tienen sus hijos? 10

2. ¿Es usted un residente del sur del Bronx? SI
   a. ¿Cuál es su dirección? [redacted] BXNY 10455

3. ¿Está satisfecho con las opciones educativas para los niños en el sur del Bronx? ¿Por qué o por qué no?
   ASTA AHORA SI PERO TENGO MIEDO CUANDO ESTE en LA INTERMEDIA

4. ¿Cuáles son los principales desafíos que se colocan en el camino de éxito de los estudiantes en las escuelas de barrio?
   LA BURLA Y ACOSO DE LOS COMPAÑERO

5. ¿Qué le gustaría ver a la escuela a sus hijos asistan parece?
   que tenga mucha atension acia los niños y se lleven como familia no como enemigos

6. Como miembro de la comunidad, tendria que estar interesado en el apoyo a una nueva escuela que responda a los retos de éxito de los estudiantes al tiempo que ayuda a los estudiantes llegan a la universidad ya traves?
   AL que APOYARLO en TODO y ESTAL pendiente De ello

01/14/2016

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Janis Thomas Ema[redacted] hone [redacted]

1. Are you a parent or guardian of a school-aged child? Children all grown
   a. How old are your children? _____
2. Are you a resident of the South Bronx? _____
   a. What is your address?
   _____
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? Its a great idea,
4. What are the major challenges standing in the way of student success in neighborhood schools? the parents arent being involved in their childs schooling
5. What would you like to see the school your children attend look like?
   a place of knowledge + learning
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   Yes. I would make a great consultant for your school. as a Teacher Aide group leader for the afterschool programs.

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name PERNELL DINGLE Email [redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? YES
   a. How old are your children? 11
2. Are you a resident of the South Bronx? YES
   a. What is your address? [redacted] BX NY 10455
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? NO. He's not learning to my satisfaction
4. What are the major challenges standing in the way of student success in neighborhood schools? Teachers are not attentive enough
5. What would you like to see the school your children attend look like?
   Descent
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   Yes.

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Giselle Sair[illegible] Ema[redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? Yes
   a. How old are your children? 15 and 16
2. Are you a resident of the South Bronx? Yes
   a. What is your address? [redacted]
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not?

4. What are the major challenges standing in the way of student success in neighborhood schools? one and one time with the Student and Smaller classes

5. What would you like to see the school your children attend look like?

6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   will like to but have no time.

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Darell Hatchett Email [redacted]

1. Are you a parent or guardian of a school-aged child? yes
   a. How old are your children? 9 yrs old
2. Are you a resident of the South Bronx? yes
   a. What is your address? [redacted]
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? know. because there's not consistance
4. What are the major challenges standing in the way of student success in neighborhood schools? consistancy
5. What would you like to see the school your children attend look like?
   great, do monitor the children through grade 1 to 12 and so forth
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   yes. hands on

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Judith Rafhael Email [redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? NO
   a. How old are your children? 21 / 22 / 26
2. Are you a resident of the South Bronx? yes
   a. What is your address? [redacted] Bx NY 10474
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? No The Schools from when I was young are diffrent we need Cooking Classes again, Proforming Arts, music, and wood shop Cool Program for 7th graders and 12th graders
4. What are the major challenges standing in the way of student success in neighborhood schools? School is Boaring no fun n exsitement
5. What would you like to see the school your children attend look like?
   Friendly
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   yes

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name LARRY ROBINSON Email [redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? NO
   a. How old are your children? N/A
2. Are you a resident of the South Bronx? Yes
   a. What is your address? [redacted], BRONX, NY 10459
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? - Not Satisfied At All.
   - The schools are not doing their jobs.
4. What are the major challenges standing in the way of student success in neighborhood schools?
   The mentality of the community.
5. What would you like to see the school your children attend look like?
   N/A
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   Yes.

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Rachel Erkal Email _____ Phone [redacted]

1. Are you a parent or guardian of a school-aged child? Yes
   a. How old are your children? 13, 10, 8
2. Are you a resident of the South Bronx? Yes
   a. What is your address? [redacted]
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? No. because Not Qualify teacher's been hire.
4. What are the major challenges standing in the way of student success in neighborhood schools? Changing teachers
5. What would you like to see the school your children attend look like?

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

   Yes.

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Jermine Shannon Email [redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? Yes
   a. How old are your children? 4, 3, and 2
2. Are you a resident of the South Bronx? yes
   a. What is your address? [redacted] Bronx, N.y. 10474
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not?
   Not Really, there are not to many options, for our children,
4. What are the major challenges standing in the way of student success in neighborhood schools?
   The violence and lack of after school programs.
5. What would you like to see the school your children attend look like?
   militant, not IN A SINCE OF Army but structured, and progressive.
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   Absolutely, being a college graduate of Mathematics I'm hoping for the Opportunity of a career.

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Melissa Lomba Email [redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? Yes
   a. How old are your children? 12
2. Are you a resident of the South Bronx? Yes
   a. What is your address?
   [redacted] Bx NY 10459
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not?
   No. We need more up-to-date courses for kids (Tech related)
4. What are the major challenges standing in the way of student success in neighborhood schools?
   Social burdens: poverty, domestic abuse, drug usage.
5. What would you like to see the school your children attend look like?
   Leed certified
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   Heck yes!?

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Sandra DeJesus Email [redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? yes
   a. How old are your children? 10 - 12 yrs old
2. Are you a resident of the South Bronx? yes
   a. What is your address? [redacted] Bx NY, 10474
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? No, we need better schools better teaching enviorment.
4. What are the major challenges standing in the way of student success in neighborhood schools? ~~Bett~~ Not enough parent involvement
5. What would you like to see the school your children attend look like? clean, and safe
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college? Very much so would love it, And Support it all the way

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name Cassandra Hair Email [redacted] Phone [redacted]

1. Are you a parent or guardian of a school-aged child? yes
   a. How old are your children? 10, 11, 2½
2. Are you a resident of the South Bronx? yes
   a. What is your address? [redacted] Bronx, NY 10454
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? NO, I believe that they deserver more and also if more parent envolement would make a difference.
4. What are the major challenges standing in the way of student success in neighborhood schools? NO activities, NO tutoring services.
5. What would you like to see the school your children attend look like? A passing school.
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college? yes ~~difference~~. absolutely.

Legacy College Preparatory Community Survey

Legacy College Prep is a proposed, 6-12, college preparatory charter school working to open in the South Bronx.

Name L. D. Gaines Email [redacted] Phone _____

1. Are you a parent or guardian of a school-aged child? yes
   a. How old are your children? 13 + 17
2. Are you a resident of the South Bronx? yes
   a. What is your address? [redacted] Bx. 10455
3. Are you satisfied with the educational options for children in the South Bronx? Why or why not? NO - OVERCROWDED
4. What are the major challenges standing in the way of student success in neighborhood schools? not enough programs to hold the students interest
5. What would you like to see the school your children attend look like?
   open space, lockers, not overcrowded class rooms
6. As a member of the community, would you be interested in supporting a new school that would meet challenges to student success while helping students get to and through college?
   yes

Figure 3g.9: Email Correspondence for Information Sessions

Mon 11/23/2015 12:52 PM
Rachelle Fernandez [redacted]
Fwd: Information Seminar

To Summer Schneider

Cc Dania Silverio

You replied to this message on 11/23/2015 3:24 PM.

Action Items + Get more apps

I think I had your email address incorrect on Friday. Please let us know if you get this email. Thank you.

From: **Rachelle Fernandez** <[redacted]
Date: Fri, Nov 20, 2015 at 4:14 PM
Subject: Information Seminar
To: sschnieder@buildingexcellentschool.org
Cc: Dania Silverio [redacted]

Hello Summer - I have put you on our calendar for Tuesday, December 8th from 6-8 pm for your informational seminar to be held in our dance studio. I believe it may be possible for you to have a second space (possibly one of our classrooms) for the Spanish seminar, so you can run them simultaneously.

I will have Dania follow up with you regarding fees or additional needs. Have a good week end.

--

Rachelle Fernandez
Fiscal Officer
THE POINT CDC

Tue 11/10/2015 10:40 AM
Campbell, Victor (Parks) [redacted]
RE: Building Legacy College Prep

To Summer Schneider

Yes the date and time is OK
Thanks

Sent Via Parks Mobile Device

-------- Original message --------
From: Summer Schneider <sschneider@buildingexcellentschools.org>
Date: 11/09/2015 4:13 PM (GMT-05:00)
To: "Campbell, Victor (Parks)" [redacted]
Subject: Building Legacy College Prep

Victor,

We spoke on Friday last week and I wanted to follow up with you about reserving a room on Wednesday, December 9th from 6pm to 7pm to hold an information session for families to ask questions and get information about Legacy College Prep. I am very appreciative of you all for allowing us to use the room and look forward to a partnership with the Recreation Center once our school is in operation.

I have also attached a flyer that will be given to parents about the session. I plan to drop some of these off to the center later this week. Please let me know if you need anything else from me and thank you again.

Summer

Mon 12/28/2015 11:26 AM

Glenn Bullock <[redacted]

RE: Thank You from Legacy College Prep

To Summer Schneider

Cc Marie Edwards

You replied to this message on 12/29/2015 9:38 AM.

Bing Maps Action Items + Get more a

Hope you enjoyed the holiday weekend.

I think an evening session on Wednesday the 13th would work best, and it would probably also be best to have it at the Betances Community Center.

The day session (the 12th) works best at our location on 149th Street and 3rd Avenue.

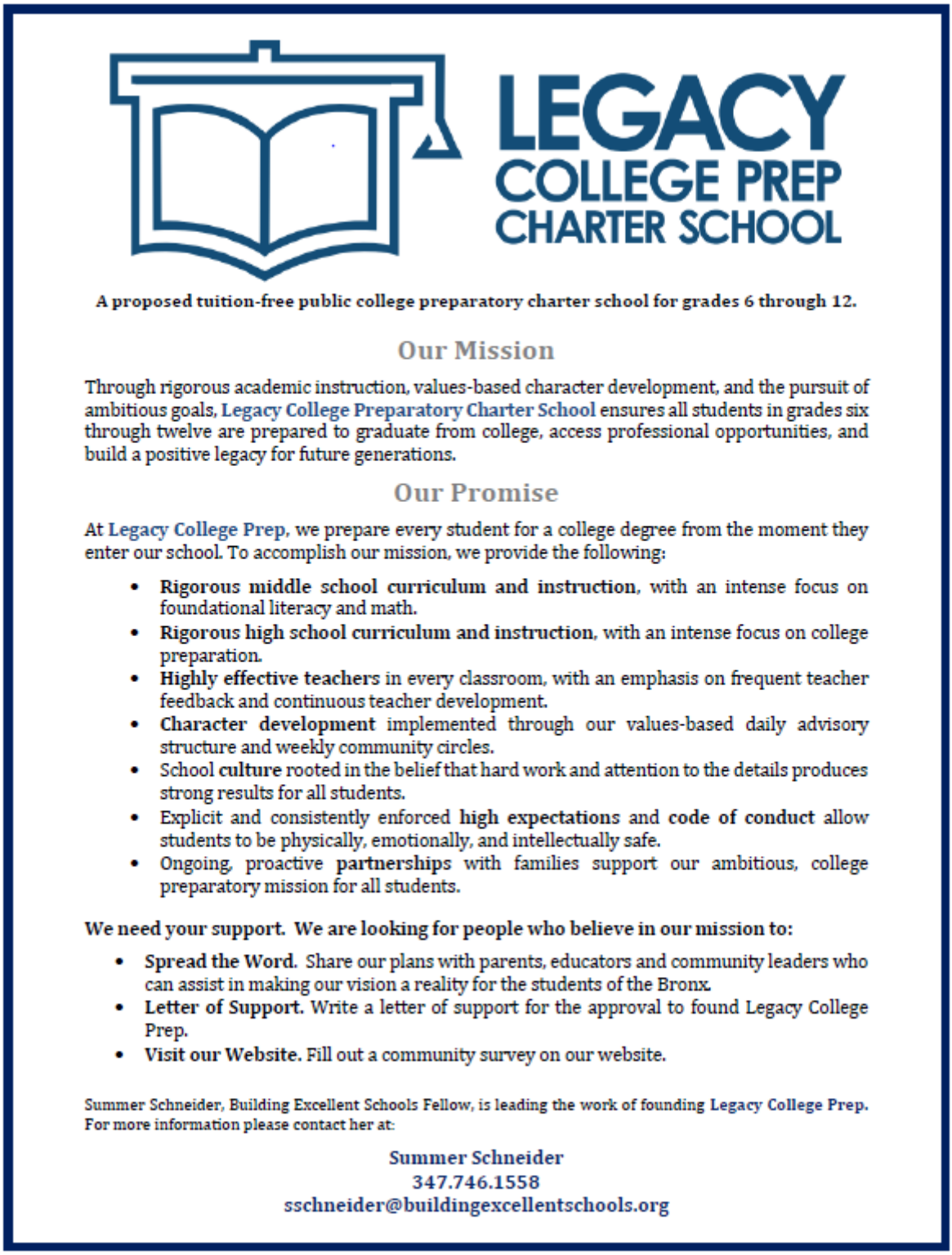
Let me contact the director of Betances CC just to confirm we could hold it there on the evening of the 13th before we finalize any flyers.

I will let you know soon.

Sincerely,

Glenn J. Bullock
Community Engagement Coordinator, Workforce Development

Figure 3g.10: Information Sheet for Community Stakeholders



LEGACY COLLEGE PREP CHARTER SCHOOL

A proposed tuition-free public college preparatory charter school for grades 6 through 12.

Our Mission

Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals, **Legacy College Preparatory Charter School** ensures all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.

Our Promise

At **Legacy College Prep**, we prepare every student for a college degree from the moment they enter our school. To accomplish our mission, we provide the following:

- **Rigorous middle school curriculum and instruction**, with an intense focus on foundational literacy and math.
- **Rigorous high school curriculum and instruction**, with an intense focus on college preparation.
- **Highly effective teachers** in every classroom, with an emphasis on frequent teacher feedback and continuous teacher development.
- **Character development** implemented through our values-based daily advisory structure and weekly community circles.
- School **culture** rooted in the belief that hard work and attention to the details produces strong results for all students.
- Explicit and consistently enforced **high expectations** and **code of conduct** allow students to be physically, emotionally, and intellectually safe.
- Ongoing, proactive **partnerships** with families support our ambitious, college preparatory mission for all students.

We need your support. We are looking for people who believe in our mission to:

- **Spread the Word.** Share our plans with parents, educators and community leaders who can assist in making our vision a reality for the students of the Bronx.
- **Letter of Support.** Write a letter of support for the approval to found Legacy College Prep.
- **Visit our Website.** Fill out a community survey on our website.

Summer Schneider, Building Excellent Schools Fellow, is leading the work of founding **Legacy College Prep.** For more information please contact her at:

Summer Schneider
347.746.1558
sschneider@buildingexcellentschools.org

Figure 3g.11: Letter Sent to Stakeholders

Dear _____,

I hope this email finds you well. Working with a committed founding team, I am leading the process of proposing to open a new independent charter school in Community School District 8.

Legacy College Preparatory Charter School is a proposed college preparatory school for students in grades 6-12. We plan to open in the fall of 2017 with just 6th grade and then grow the school one grade at a time until we are fully enrolled to 12th grade.

In support of this ambitious work, I am currently a Fellow with the Building Excellent Schools Fellowship and am spending a year having direct access to a wide network of high-performing schools across the nation to learn what it takes to design and lead an award winning, rigorous, public charter school for students who urgently need a quality public school choice. If you would like to learn more about Building Excellent Schools you can watch a video at this link: https://www.youtube.com/user/BESVideoChannel

We are looking to form additional connections within the communities of the South Bronx. Specifically, we hope to gather feedback from community members and families to ensure that we found a school in the community that is representative of what families are looking for in a great school. I have attached a flyer that includes the mission statement and the tenets of the vision for Legacy College Prep.

Is there someone with whom I could speak, either in person or over the phone, about your thoughts on the needs within the community and to share further our vision for the school and how we plan to partner with the community?

I look forward to hearing from you.

Thank you so much.

Summer Schneider

Summer Schneider I Founder I Legacy College Preparatory Charter School I 347. 746. 1558 I www.legacycollegeprep.org
Mission: Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals, **Legacy College Preparatory Charter School** ensures all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.
I Fellow I Building Excellent Schools I buildingexcellentschools.org

Figure 3g.12: Minutes from Bronx Community Board 2 Education Committee Meeting

To: Community Board #2
From: Education Committee
Regarding: Minutes November 9, 2015
Date: November 11, 2015

Tuesday, November 9, 2015, Ms. Summer Schneider made a presentation to the Education Committee on the Legacy College Prep Charter School that she is presently proposing to be located in the Hunts Point area bordering School Districts 7 and 8. Through rigorous academic instruction , values-based character development, and the pursuit of ambitious goals, Legacy College Preparatory Charter School ensures all students in grade six through twelve are prepared to graduate from college, access professional opportunities , and build a positive legacy for future generations. Their mission is to put every student on a path towards a college degree the moment they enter Legacy.

Ms. Schneider intends to build a grade a year through twelfth grade. She is seeking the support of those who believe in her mission. Those interested can help by spreading the word and share her plans with parents, educators and community leaders who can assist in making her vision a reality for students from the South Bronx, who would be given preference status in the lottery the the Department of Education mandates. Ms. Schneider appeared before the Education Committee and submitted to questions concerning the school from the three committee member who were present.Ms. Schneider indicated she hopes to get the majority of her funding from the State Department of Education with the balance coming from grants and private donations.

In addition to a letter of support for her concept from CB-2, which she needs prior to January 2016. As chair of the Education Committee, I would like to strongly suggest that we give Ms. Schneider what she seeks, as it is a necessay component to hear application. Ms. Schneider said she would make a presentation to the full board at our meeting on November 19th. Because we didn't have a qurom I am seeking a letter of support for Ms. Schneider's concept knot by way of resolution but rather based on our strong recommendation. She has assured us that she will keep the board updated on her progress.

Ms. Schneider was followed by Education Committee former chairperson, Rick Sherman. Mr. Sherman shared that in addition to being board chair of Unitas, where our meeting was held, he is the regional secretary for the Rotary Club, which is one of the world's oldest service organizations. Rick has outreached to local schools on behalf of the Rotary Club to see how they can help. Hyde Charter School made a presentation to the Rotary and received a modest $3,000 grant towards their family retreat program. The Rotary through Rick granted 80 books to MS424. Rick is looking into giving them a small grant of $1,010.00 for one of their initiatives. He intends to continue working closely with schools within the district to see how his organization can assist them in some small way.

Peter Rosado shared a concept he has for teaching local youngsters culinary skills and restaurant management. The education committee agreed to work along with Mr. Rosado to further develop his concept and worked towards it's implementation over time. This then completes my report respectfully submitted by Cedric McClester

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Figure 3g.13: Minutes from Bronx Community Board 2 Meeting

III. BUSINESS SESSION: (BOARD MEMBERS)

A. Roll Call

- Roll call was made: 23 were present with 15 absent.

B. Adoption of Minutes

- Mr. Jesse Harris made a motion, Ms. Audrey Dejesus 2nd the motion. All were in favor, motion carries.

C. Chairperson's Report

- Dr. Amritt asked Ms. Carolyn Waring to be the new Chairwoman of the Ad-Hoc committee for Homeless issues/concerns in the Community Board. Ms. Waring accepted.
- Dr. Amritt asked Rev. John Udo-Okon to be the Chairman of Hunger programs in the Community Board. Rev. Udo-Okon accepted.

D. District Manager's Report

E. Borough President's Report

F. Elected Officials Report

IV. COMMITTEE REPORTS:

A. Housing and Land Use Committee
Ms. Joyce Cambell-Culler, Chairperson

Resolution (1):

A motion to write a letter of No Objection to the Board of Standard and Appeals (BSA) to permit construction of a building that does not front on a legally mapped street - 50 Oak Point Avenue, Bronx, NY 10474 (McInnis Cement Company).

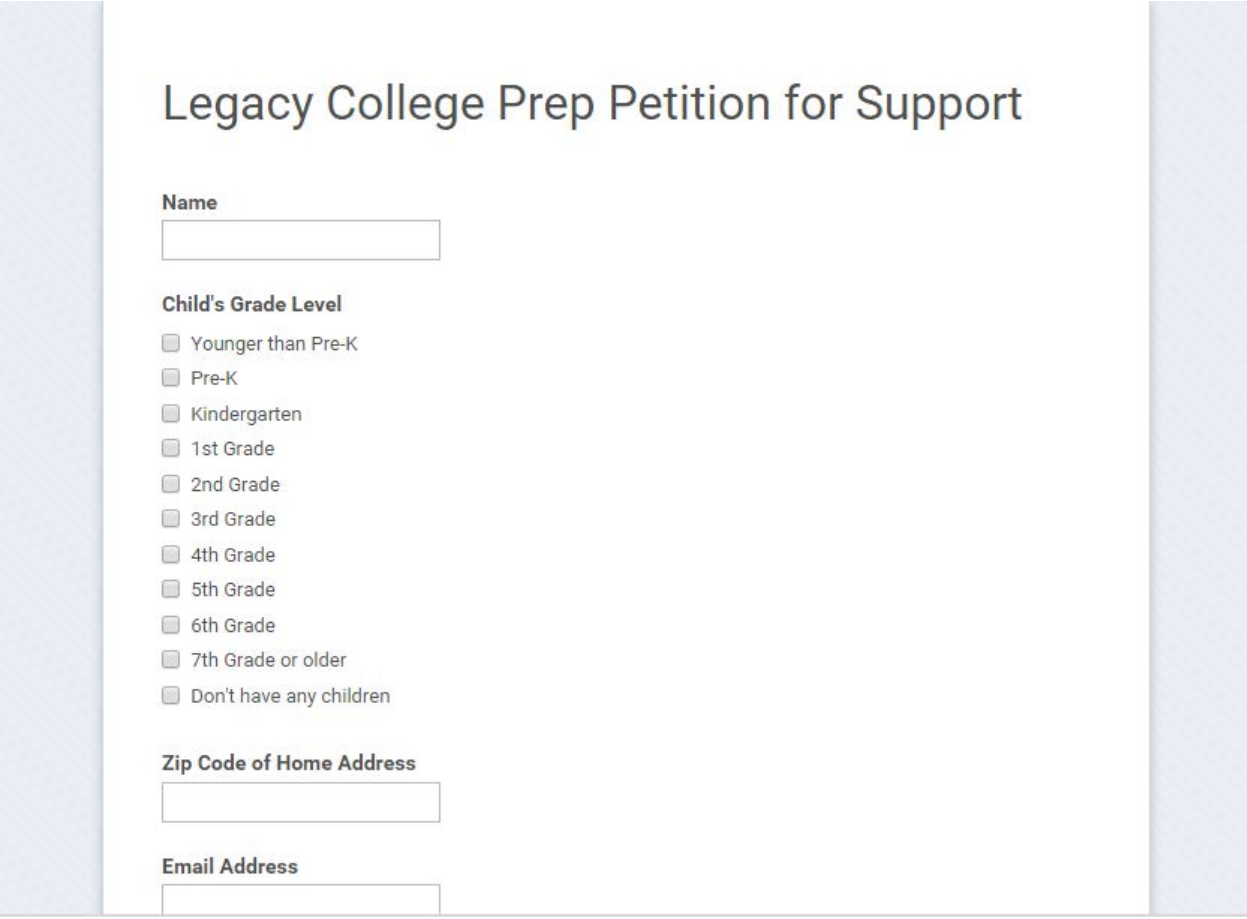
- This motion was sent back to committee for further information.

B. Education Committee
Mr. Cedric Mc Cluster

- At this time, Chairman McClester made a motion to write a letter of support for Legacy College Prep for the concept of a charter school located in the community. Paula Fields-Conyers 2nd the motion. A vote was taken: all were in favor with one no vote and 6 abstentions, motion carries.

C. Youth Services Committee
Mr. Larry Robinson, Chairperson

Figure 3g.14: Online Petition for Support



Legacy College Prep Petition for Support

Name

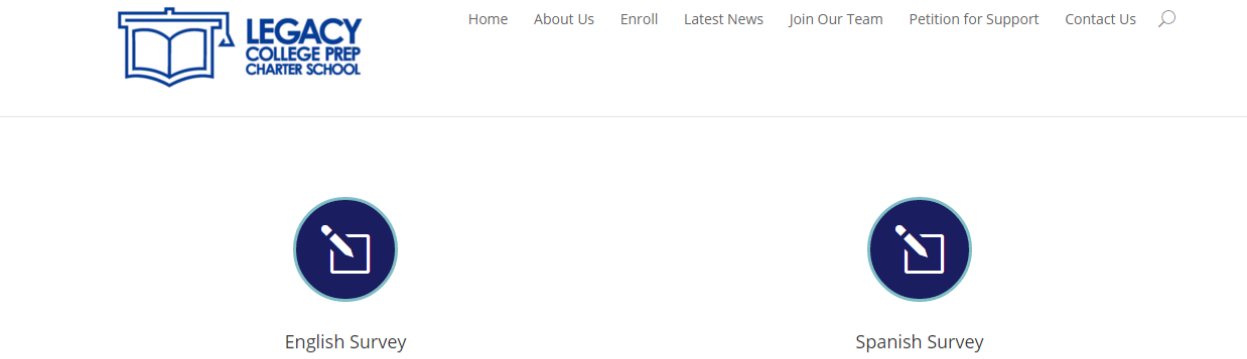
Child's Grade Level

- Younger than Pre-K
- Pre-K
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade or older
- Don't have any children

Zip Code of Home Address

Email Address

Figure 3g.15: Online Community Survey



Legacy College Preparatory Charter School

Community Survey

At Legacy College Prep we are eager to receive and implement feedback from community members.

1. Are you a parent?

- ◯ Yes
- ◯ No

2. If yes, how old are your children? Check all that apply.

- ☐ Under the age of 5
- ☐ Age 5 through 10
- ☐ Age 10 through 13
- ☐ Age 14 through 18
- ☐ Over the age of 18
- ☐ I don't have children.

3. What is your preference for a regular school day schedule?

Legacy College Prep - Encuesta espanola

Encuesta sobre la Comunidad

En Legacy College Prep estamos dispuestos a recibir y poner en practica la retroalimentacion de miembros de la comunidad.

1. Es usted un padre?

- ◯ Si
- ◯ No

2. En caso afirmativo que edad tienen sus hijos? Marque todo lo que corresponda.

- ◯ Menores de 5
- ◯ 5 anos de edad a traves de 9
- ◯ 10 anos de edad a traves de 13
- ◯ 14 anos de edad a traves de 18
- ◯ mayores de 18
- ◯ Yo no tengo hijos

3. Cual es su preferencia por un horario regular jornada escolar?

Legacy College Preparatory Charter School

Why Support Legacy College Preparatory

-Culture of EXCELLENCE Focused on College Preparation

-Positive Environment Focused on Joy of Learning and Critical Thinking Skills

-Tuition-Free & Enrollment by Lottery

-Extend School Day and Year

-Parents are Partners

-Structured and Supportive Environment

-Character Education Focused on Forming Successful Habits

-Individualized Supports for Students Daily

-Committed Teachers Driving Student Success

-Elective Focus on Physical Education and Computer Science

-Enrichment Opportunities

Our Mission: *Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals,* ***Legacy College Preparatory Charter School*** *ensures all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.*

As a member of the Hunts Point community in which Legacy College Preparatory intends to operate, I am signing this petition to affirm that I have read Legacy College Prep's mission; there is a need for this school in our community; and I would like to see Legacy College Prep open as a free, public charter school in the fall of 2017.

	Name (Please Print)	Business Name	Business Address	Phone	Email	Signature
1	Fatima Diammed	Kids Town	[redacted]			
2	[illegible]	Kicks closet				
3	Angelys Rodriguez	Payless shoes				
4	Patrick Murray	Payless Shoes				
5	Tony O'Hare-Addo	Double Discount				

Figure 3g.16: Signed Petitions from Local Businesses

	Name (Please Print)	Business Name	Business Address	Phone	Email	Signature
1	[illegible]	Supermarket	[redacted]			[illegible]
2	Mercedes	Progreso				Mercedes
3	Margarita Genao	Genao food Store				Margarita Genao
4	FELIX Amparo	Alabama Fruit & groce				[illegible]
5	Sherice White	New York Public Library				Sherice White
6	MARIE GRAZIOSO	Banan Kelly				Marie G
7	Sarah Daly	Linda 99¢				Sarah Daly
8	CELIA BELLO	Westchester Fruit				Celia Bello
9	Md Rafiqulle	AAA Biz Net				[illegible]
10	Maria Rodriguez	Daisy Pizza				Maria
11	Emilio Castillo	Serre 55 Super Market				Emilio Castillo
12	TIERA BERRY	Police Athletic League.				Tiera Berry
13	Ghazala Chipman Barretto Pharmacy	Barretto Pharmacy				[illegible]
14	Gracia Vela	UIV Printing				[illegible]
15	Miguel	PAULINODELY				[illegible]
16	Andres Sanchez	A J D Dely Co.				[illegible]
17	Jamie Sprague	Athens Rentals				[illegible]
18	TONY MONTALVO	ATHENS RENTALS				[illegible]

Response 03g - 48

	Name (Please Print)	Business Name	Business Address	Phone	Email	Signature
1	MALIA Toledo	Toledo Grocery	[redacted]			
2	Yahaira Fabian	CarePoint Pharmacy				
3	Yanuetta Medina	UHC Community Plan				
4	Lielo Jaramillo	Project Hope				
5	Wendy Garcia	J&W Food Center				
6	Andrew Taveras	CTown Supmkt				
7	Evangelina Flores	Comfuni Consumer Services				
8	Lesly Canello	545 E 137th Deli Grocery				
9	SALLY SOTO	531 E. 137th Tender To				
10	Isaac Goncalves	Mont Lawn City Camp				
11	Nicholas HARRIS	Amigo 99¢ of Willis				
12	Jeanine Thomas Cross	THE N.Y. Public Library				
13						
14						
15						
16						
17						
18						

4. Student Enrollment

Complete the student enrollment table provided in the budget template and include a copy of it here.

For existing charter school education corporations seeking authority to operate additional school(s), provide a separate additional chart and information including:

- *Aggregate number of students attending all of the education corporation's schools for each year of this proposal's charter term (which may assume renewal of the existing school(s));*
- *Any differences in eligible or minimum age in the same grades between schools; and,*
- *Whether the presented education corporation enrollment would require any revisions to chartered enrollment.*

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

- *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;*
- *The pattern of growth over the charter including anticipated student attrition, the rationale for the attrition rate, and any plans to replace students or limit the intake of students; and,*
- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed.*

Legacy College Preparatory Charter School ("Legacy College Prep") proposes to open its doors in August, 2017 to 120 sixth grade students, organized into four classes of 30 students each. Each year thereafter, we propose to enroll 120 additional sixth grade students, growing one grade per year, and fill the seats of any students who leave from other grade levels. **Figure 4.1** outlines this enrollment plan for the first five years of the charter term.

Figure 4.1: Enrollment Plan During the Charter Term

CHARTER ENROLLMENT BY GRADE						
GRADES	**LEVEL**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Kindergarten	Elementary School	-	-	-	-	-
1st Grade	Elementary School	-	-	-	-	-
2nd Grade	Elementary School	-	-	-	-	-
3rd Grade	Elementary School	-	-	-	-	-
4th Grade	Elementary School	-	-	-	-	-
5th Grade	Elementary School	-	-	-	-	-
6th Grade	Middle School	120	120	120	120	120
7th Grade	Middle School	-	120	120	120	120
8th Grade	Middle School	-	-	120	120	120
9th Grade	High School	-	-	-	120	120
10th Grade	High School	-	-	-	-	120
11th Grade	High School	-	-	-	-	-
12th Grade	High School	-	-	-	-	-
TOTAL		120	240	360	480	600

Should the school be re-authorized, we intend to grow the school into the second charter term fully into a 6-12 seamless middle and high school, and thus maturing the school through and including grade twelve. Maximum enrollment in grades six through twelve, without attrition, would be 840 students, with 360 in the middle school and 480 in the high school. **Figure 4.2** outlines full growth and maximum capacity without attrition.

Figure 4.2: Enrollment at Full Grade Capacity Without Attrition

Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6	120	120	120	120	120	120	120
7		120	120	120	120	120	120
8			120	120	120	120	120
Middle School Total	120	240	360	360	360	360	360
9				120	120	120	120
10					120	120	120
11						120	120
12							120
High School Total				120	240	360	480
Total	**120**	**240**	**360**	**480**	**600**	**720**	**840**

We plan to enroll new students each year from sixth grade through tenth grade as seats become available. We currently do not anticipate enrolling students directly into eleventh and twelfth grades, and based upon local mobility rates and the experience of similar schools, we project 10% attrition each year in these grades.

Figure 4.3: Enrollment at Full Grade Capacity With Attrition

Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6	120	120	120	120	120	120	120
7		120	120	120	120	120	120
8			120	120	120	120	120
Middle School Total	120	240	360	360	360	360	360
9				120	120	120	120
10					120	120	120
11						108	108
12							97
High School Total				120	240	348	445
Total	**120**	**240**	**360**	**480**	**600**	**708**	**805**

Age ranges for each grade, as anticipated, are bulleted below:

- Grade 6 – ages 11-12
- Grade 7 – ages 12-13
- Grade 8 – ages 13-14
- Grade 9 – ages 14-15
- Grade 10 – ages 15-16
- Grade 11 – ages 16-17
- Grade 12 – ages 17-18

5. Curriculum Instruction and Design

(a) Curriculum Selection and Processes

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

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

The mission of Legacy College Preparatory Charter School ("Legacy College Prep") is to ensure that all students in grades six through twelve are prepared to graduate from the college or university of their choice. We will use a college preparatory curriculum aligned to state and national standards to prepare students for the rigor of college and we will select curricular materials and take an approach to curriculum development shown to deliver strong results with communities of students similar to those in the South Bronx, our target community. New York State has adopted the Common Core standards and schools are not held to the P-12 Common Core Learning Standards for English Language Arts and Mathematics, and the New York State Learning Standards for other subject areas. Accordingly, our curriculum is designed around and aligned with the CCSS for ELA and Math instruction, and aligned to the New York State Standards for Science and Social Studies.

To ensure our students can succeed with a rigorous college-bound curriculum by the end of the twelfth grade, the core curriculum is crucial and students will receive double the instructional time than that of a traditional school. At the middle school level, students will have ELA and Math instruction twice per day, and Social Studies and Science every day. At the high school level, students will attend their ELA and Math courses every day and all other classes every other day except for Advanced Placement (AP) courses that they will attend daily.

Figures 5.1, 5.2, 5.3, and **5.4** detail the scope and sequence for the four core subjects (ELA, Math, Science, and Social Studies) from grades six through twelve. All elective course will also have a sequence that is explained in great detail in **R-05d**.

Figure 5.1: English Language Arts

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Reading	Reading	Reading	English I	English II	English III OR AP English Language	English IV OR AP English Literature
Writing	Writing	Writing				

Figure 5.2: Mathematics

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math Computation	Pre-Algebra	Algebra 1	Geometry	Algebra II and Trigonometry	Pre-Calculus	Calculus OR AP Calculus AB
Math Problem Solving	Math Problem Solving	Math Problem Solving				

Figure 5.3: Science

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Science I	Science II	Science III	Earth Science	Chemistry	Living Environment OR AP Biology	Physics OR AP Chemistry

Figure 5.4: Social Studies

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Global Literacy I	Global Literacy II	Global Literacy III	Global History and Geography I	Global History and Geography II OR AP Psychology	US History and Government OR AP US History OR AP Psychology	The Economics of Free Enterprise in the Global Economy OR AP US History OR AP World History

Curriculum Development

The goal for curriculum development is to serve students, but also to create an effective and sustained resource for teachers to use beyond the founding years of the school - a database of assessments, unit plans, and lesson plans for teachers to use who come to work for Legacy College Prep in years four or five of operation. We begin in the first three years of the schools' operation with the Head of School working in collaboration with Deans of Instruction, when hired, to oversee the development of the school-based curriculum scope and sequence and major assessments for each grade level and subject. The Head of School will utilize her instructional and leadership background and experience in curriculum and assessment development along with her experience coaching a variety of subjects on curriculum, planning, and execution to aide her in the development of the Legacy College Prep curriculum. The Head of School's experience and

background can be found in **R-03 Proposal History**. In addition, the Head of School will utilize relationships with high performing charter schools formed through the BES Fellowship to collect curriculum resources to use and adapt to fit the needs of students in the South Bronx. We take into account the proposed student population in the South Bronx and have identified successful schools who serve similar populations of students receiving Free and Reduce Price Lunch, students with IEPs, and students identified as English Language Learners. Teachers will be given autonomy to make adjustments to fit the needs of individual students in their classrooms, but the resources from highly effective schools will give us a strong starting point when creating a curriculum to fit the needs of our students.

During the year prior to the school's opening, the Head of School will create several curriculum materials for the middle school. The first item created will be a vertical alignment document for each core subject, English/Language Arts (ELA), Math, Science, and Social Studies. The Head of School will utilize resources like Engage NY and her connections to high performing schools such as Democracy Prep Public Schools, Uncommon Schools, the Noble Network, and South Bronx Classical Charter Schools when creating the curriculum. Teachers will have access to resources collected from high performing charter schools serving similar demographics to our students in the South Bronx. During the planning year, the Head of School will spend hours observing and working with curriculum coaches, especially around English Language Arts, to gain greater expertise in various content areas. The document will be a plan for teachers to follow that outlines what students will learn in each course for each year from sixth through eighth grade. This work of vertically aligning the courses will ensure an effective transfer of knowledge from grade to grade. Teachers in the previous grade level will be fully aware of how they are building the foundation needed for the next grade level. We want, for example, our sixth grade math teachers to have a strong understanding of what their students need to know in seventh grade and use that knowledge to set goals for the year.

The Head of School will then create a series of assessments for the sixth grade including the End-of-Year pre- and post-tests and the Trimester Exams for all four core subjects. Released items from the New York State Assessments and other reliable assessment sources such as Engage NY, PARCC released items, Regents Exams released assessments, and SAT/ACT assessment resources will be used in assessment development. Additionally, the Head of School will utilize resources gathered from various high performing charter schools during residencies and visits through the BES Fellowship. We will also purchase the Achievement Network exams that are accompanied by additional testing resources. The Head of School will set the bar for rigor on assessments and outline for teachers what students should be able to know and do in order to have mastered the subject.

The Head of School will use the assessments to backwards plan a scope and sequence for each grade level that includes a pacing plan and explanation of which standard should be taught at which point during the year. Finally, the scope and sequence will be used to draft a Unit Plan for the first unit of each core subject. The Head of School will create the unit plan, example lessons from that unit, and the unit assessment. A Unit Template is provided in **Figure 5.5** and two Lesson Templates in **Figure 5.6**.

Figure 5.5: Unit Template

Unit: _____

Standards	Essential Questions	Essential Understandings	Devices	Content	Habits/Strategies:	Assessments

Standards	Description

Week 1: _____

Monday	Tuesday	Wednesday	Thursday	Friday
Agenda:	**Agenda:**	**Agenda:**	**Agenda:**	**Agenda:**
Do Now:	**Do Now**:	**Do Now:**	**Do Now:**	**Do Now:**
Due:	**Due:**	**Due:**	**Due:**	**Due:**
HW:	**HW:-**	**HW:**	**HW:**	**HW**:
Culture Focus:				
Academic Focus:				

Figure 5.6: Lesson Template

Teacher:		**Subject:**		**Lesson Plan Date:**		**Unit:**	

FIVE-STEP LESSON PLAN TEMPLATE

VISION-SETTING	**OBJECTIVE** What is your objective?	**KEY POINTS** • What key ideas and understandings are represented by this objective? • What knowledge and skills do students need to access these key ideas and understandings?

	ASSESSMENT Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. Attach your daily assessment, completed to include an exemplary student response that illustrates the expected level of rigor.	
	CONNECTION TO THE CLASS VISION/GOAL How does the objective connect to the class vision?	
DETERMINING METHODS	**4. OPENING (__ min.)** How will you communicate *what* is about to happen? How will you communicate *how* it will happen? How will you communicate its *importance*? How will you communicate *connections* to previous lessons? How will you engage students and capture their interest?	**MATERIALS**
	3. INTRODUCTION OF NEW MATERIAL (__ min.) How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? Which potential misunderstandings do you anticipate? How will you proactively mitigate them? How will students interact with the material? How/when will you check for understanding? How will you address misunderstandings? How will you clearly state and model behavioral expectations? Why will students be engaged?	
	2. GUIDED PRACTICE (__ min.) How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points? How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard? How/when will you monitor performance to check for understanding? How will you address misunderstandings? How will you clearly state and model behavioral expectations? Why will students be engaged?	
	1. INDEPENDENT PRACTICE (__ min.) How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment? When and how would you intervene to support this practice? How will you provide opportunities for remediation and extension?	

	How will you clearly state and model behavioral expectations? Why will students be engaged?	
	Exit Ticket: Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective?	
	5. CLOSING (__ min.) How will students summarize and state the significance of what they learned? Why will students be engaged?	
	HOMEWORK (if appropriate). How will students practice what they learned?	

Teacher:	**Date:**	**Subject:**
AIMS for the class (objectives/goals):		**Key Points:** **What(what should students know/be able to do):** **Why(why is this important/relevant):** **How (how will they accomplish the what-process/method):**
AGENDA with times for each item:		**HOMEWORK:**
Do Now/Hook (3): Directions:		
Review Agenda, Homework, and Aims (2): 1. Call students' attention using a visual or auditory cue (e.g. "eye contact in five…"/ hand up). 2. Review agenda and homework. 3. Volunteers read aims.		

Mini-Lesson ("I Do") *Directions*:
Link/Transition:
Guided Practice ("We Do") *Directions*:
Link/Transition:
Independent Practice (" You Do") *Directions:*
Link/Transition:
Exit Ticket/Assessment (directly aligned to aim) *Directions:*

These resources will give teachers an exemplar to follow when creating their own materials for the year. The Head of School is spending an extensive amount of time during the BES Fellowship and the planning year studying other content areas by meeting with curriculum coaches of several successful charter schools, observing classrooms, collecting lesson plan resources, and reading/researching best practices for specific subjects. **Figure 5.7** shows some of the supplemental materials that the Head of School and instructional staff will use for curriculum development.

Figure 5.7: Supplemental Resources for Curriculum Development

Subject	Curriculum Materials
English Language Arts	• Engage NY • Liberty Collegiate Academy (BES school) Curriculum Resources • Democracy Prep (BES schools) Curriculum Resources • Excel Academy (BES schools) Curriculum Resources • Scholastic Guided Reading • Reading Mastery • Noble Network Curriculum Resources • South Bronx Classical Charter Schools (BES schools) Curriculum Resources • College Board AP and Pre-AP Course Materials
Mathematics	• Saxon Math • College Preparatory Mathematics • Noble Network Curriculum Resources • Democracy Prep (BES schools) Curriculum Resources

	• Excel Academy (BES schools) Curriculum Resources • College Board AP and Pre-AP Course Materials
Science	• Full Options Science Systems (FOSS) • Democracy Prep (BES schools) Curriculum Resources • College Board AP and Pre-AP Course Materials
Social Studies	• Core Knowledge Sequence • College Board AP and Pre-AP Course Materials • Democracy Prep (BES schools) Curriculum Resources • South Bronx Classical Charter Schools (BES schools) Curriculum Resources

The Head of School will also draw upon the experience of having coached teachers through planning and execution for all subject and content areas including reading, writing, science, social studies, physical education, foreign language, AP Psychology, music, and theatre arts.

The computer science courses will be the only subject that will not have an internally created curriculum. The Head of School has formed relationships with several organizations in New York City that supply curriculum to schools on computer programming and design, such as MOUSE, C/I, and the NYC Foundation for Computer Science. We will secure several options for curriculum and upon hiring our computer science instructor we will utilize their input in making the final selection on curriculum during July prior to the school year beginning. This timeline will still allow out computer science instructor over a month, including the 15 professional development days, to prepare for the first day of school.

When teachers come to the 15 days of summer professional development, the Head of School will provide the scope and sequence, copies of the End-of-Year and Trimester Exams for their particular subject, and the Unit 1 plan with sample lesson plans and assessments in each content area. The Head of School is using exemplar lesson plan structures from Uncommon Schools and BES school Liberty Collegiate Academy as resources for creation of the lesson plans given to teachers. The Middle School and High School Directors as hired in Y4 and Y6, respectively, will take over this role for the Head of School. We will require that teachers use the examples to then create all future unit plans, lesson plans, and assessments, beginning with the development of Unit Two assessments and then Unit Two lesson plans. Our teachers will create plans using McTighe and Wiggins' concept of Understanding by Design. This method of lesson planning, sometimes referred to as "backward planning," begins with the standards and uses them to create meaningful assessments. With this end in mind teachers then will write the lessons that allow students to master the content for the assessment.[1] Before the start of the school year, a full draft of all units will be turned into the Head of School, replaced by the Middle School and High School Directors as hired in Y4 and Y6, respectively, all to be revised and updated for additional review later into the year, and with a fully detailed Unit Two plan turned into the Head of School, replaced by the Middle School and High School Directors as hired in Y4 and Y6, respectively, before the end of the summer training. The Head of School, and as hired the Middle School and High School Directors and Deans of Instruction, will give teachers feedback on these plans. After year one, plans will be turned into the instructional coach and/or manager of the respective teacher for feedback and, as needed, further reviewed by the Middle School and High School Directors. From that point on, Unit Plans will be submitted each

[1] Wiggins, Grant. McTighe, Jay. *Understanding by Design*. Association for Supervision & Curriculum Development, 1998.

trimester, and weekly lesson plans will be submitted before Thursday of the week prior to execution.

The creation of daily instructional materials will primarily be the responsibility of the teacher. Teachers will use a variety of resources when developing their instructional materials, and will adapt those materials to address the needs of students in their classrooms. Requiring teachers to create their own long-term plans, unit plans, lesson plans, and unit assessments will best ensure that they create a curriculum that best suits the needs of our students. We know that students will come into sixth grade having a wide variety of knowledge and skills from elementary school and given their language status and level of ability or disability. We want our teachers be free of a set curriculum that does not allow them to differentiate for the students in the room. However, research shows that when leaders provide too much autonomy and insufficient guidance, new teachers often fail to plan effectively.[2] As such in year one, teachers will have access to resources form various high performing schools to assist them in daily planning. Our Head of School will provide teachers with additional planning supports through frequent feedback on lesson plans and unit plans. After year one, previously used scope sequence and pacing plans will be revised by the Deans of Instruction and general education teachers. During summer professional development, unit plans and lesson plans will be revised by the current teaching staff. Giving teachers a strong curriculum resource to use will allow for more time spent focusing on the instructional execution. By giving teachers the right amount of support we are encouraging ownership of their content while providing the infrastructure and guidance they need. Teachers will be given a budget to purchase resources to assist in curriculum development. **Figure 5.8** provides a list of instructional resources that are being utilized by similarly structured schools serving a similar population of students in CSD 7/CSD 8 for each grade level.

Figure 5.8: Curriculum Materials and Resources

Instructional Resources	Subject(s)					Middle Grade Levels			High School Grade Levels			
	English	Math	Science	Social Studies	ELL Support	6	7	8	9	10	11	12
Accelerated Reader	X				X	X	X	X	X	X	X	X
Accellus	X	X	X	X					X	X	X	X
Achieve 3000	X	X	X	X	X	X	X	X	X	X	X	X
BlueJ		X							X	X	X	X
College Preparatory Mathematics		X				X	X	X	X	X	X	X
Compass Learning/Odyssey	X	X	X	X		X	X	X	X	X	X	X
Dreambox		X				X	X	X				
EngageNY	X	X				X	X	X	X	X	X	X
ESL Reading Smart	X				X	X	X	X	X	X	X	X
FOSS Science Curriculum			X			X	X	X				
Fraction Planet		X				X	X					
FuelEducation	X	X	X	X		X	X	X				
Google Applications	X	X	X	X		X	X	X	X	X	X	X
Houghton Mifflin Harcourt Big Ideas		X				X	X	X	X	X	X	X

[2] Bambrick-Santoyo, Paul. "Leverage Leadership: A Practical Guide to Building Exceptional Schools." John Wiley & Sons, 2012.

Math												
IXL		X				X	X	X	X	X	X	X
Khan Academy		X				X	X	X	X	X	X	X
Mathalicious		X				X	X	X	X	X	X	X
MY Access Writing	X								X	X	X	X
Newsela	X			X	X	X	X	X	X	X	X	X
NoRedInk	X				X	X	X	X	X	X	X	X
Overdrive	X					X	X	X	X	X	X	X
Reading Mastery	X					X	X	X				
Reflex Math		X				X	X					
Revolution K12		X				X	X	X	X	X	X	
ST Math		X				X	X					
TCI Bring Science Alive!			X			X	X	X				
TCI History Alive!				X		X	X	X	X	X	X	X
TenMarks		X				X	X	X	X	X		
Virtual Nerd		X				X	X	X	X	X	X	
Wordly Wise	X					X	X	X	X	X	X	X

These are some of the instructional resources that will be available to our teachers to purchase. Several resources will be particularly effective with a diversity of learners. For example, NewsELA will allow teachers to print the same nonfiction article at various reading levels to support multiple skill levels in one class. Accelerated Reader is another program that will differentiate for students by allowing students to select independent reading books at their reading level, tracking the number of words that each student has read throughout the year with students reading books at the grade or just above the grade of their reading level. Programs like Khan Academy and TenMarks will be used for remediation of specific math topics with which students are struggling. Students will have access to additional interactive practice and videos on content topics to support students struggling with particular skills.

Several curricular choices are shown to be particularly effective in meeting the needs of our ELL students – a significant subgroup of students in our target community. Some of those benefits are outlined below:

- "Achieve3000 is a web-based differentiated K-12 reading program that uses email, technology, and current events to strengthen students' literacy skills. Based on scientific research on how children learn to read effectively, Achieve3000 helps students reach and exceed the appropriate reading and writing levels through individualized teaching. By tailoring lessons to match each student's own reading level, all students can read the same article and participate in class discussions together. Achieve3000 articles are correlated to New York State English as a Second Language and English Language Arts standards and are appropriate for grade- level instruction."[3]
- "CompassLearning Odyssey for English Language Learners creates real-world situations that encourage students to keep reading. Odyssey ELL comes in two versions: Levels K-6, which is designed for students with little or no previous English knowledge, and Levels 7-12, which is intended for beginning to advanced English learners. Both versions are designed to meet the needs of students from diverse backgrounds. The program also provides optional native language support in 10 languages."[4]

[3] NYC Department of Education. Academic Intervention for ELLs. Office of English Language Learners. Summer 2010. http://schools.nyc.gov/NR/rdonlyres/FC2D4E72-F26E-4101-B092-352570A2F8FB/86110/Achieve_7_2010_FINAL1.pdf.
[4] http://thejournal.com/Issues/2004/October-2004.

- "The new Scaffolding Instruction for English Language Learners Resource Guides for ELA and Mathematics provide guidance to educators on how to take the curriculum materials on EngageNY and provide additional scaffolds for ELL students according to their level of English language proficiency. The resource guides are aligned to the levels in New Language Arts Progressions and provide examples of how to apply the Progressions to the EngageNY curriculum."[5]
- "By working with culturally appropriate text at their functional reading level, students were able to demonstrate gains while experiencing literature that may not otherwise have been available to them. [ESL Reading Smart] also provided a context optimal for individual opportunistic learning afforded by 'comprehensible input' for learning (Cummins, 1992; Krashen, 1995; Elley, 1997) of vocabulary and syntax from appropriate reading level text. These findings agree with the literature that active practice time is a good index for opportunity to learn, and commonly relates to degree of skill improvement (Berliner, 1979; Stallings, 1980)."[6]
- "Reading Mastery was found to have potentially positive effects on the reading achievement of English language learners. . . [and] had substantively important effects for four of the five measures immediately after implementation of the program (oral reading fluency, letter/word identification, word attack, and reading vocabulary but not passage comprehension). After one year, three of the five outcome measures showed substantively important effects (word attack, reading vocabulary, and passage comprehension but not oral reading fluency or letter/word identification)."[7]
- "Wordly Wise 3000 Online is designed to help teachers and schools meet the challenges presented by the Common Core State Standards (CCSS, 2010) and of national efforts to reform education and prepare students for college and career. The new standards recognize the important role of vocabulary throughout the levels. For example, the second-grade standards require students to "use words and phrases acquired . . . including adjectives and adverbs" (p. 27). At the uppermost levels, in grades 11 and 12, students must demonstrate the ability to "Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings" (p. 38). In addition, comprehension- and writing-related standards are directly based on the assumption that students have developed substantial word knowledge to support their reading and writing. In a segment of the school curriculum as important as vocabulary, instruction must avoid a one-size-fits-all approach; it must be organized and implemented in a flexible manner that meets the needs of all learners. Wordly Wise 3000 Online, with its availability of multiple levels, has been designed to meet Universal Design for Learning (UDL) principles for providing differentiated instruction that will be of maximum benefit for every student (http://www.udlcenter.org)."[8]

Each year an evaluation of the curriculum's effectiveness and appropriateness will be conducted by the Head of School, Middle School and High School Directors as hired in Y4 and Y6, respectively, and Deans of Instruction as hired. The team will look at academic data from the previous year on all major assessments including Achievement Network Interims, Trimester Exams, End-of-Year Exams, and PARCC results, as well as the alignment between academic data on major internal assessments

[5] https://www.engageny.org/resource/scaffolding-instruction-english-language-learners-resource-guides-english-language-arts-and.
[6] A Study of an Online Reading Intervention for Secondary English Language Learners. *National Forum of Teacher Education Journal.* Vol. 19.3. 2009 http://www.edmentum.com/sites/edmentum.com/files/resource/media/A_Study_of_Online_Reading_Intervention%20-%20ESL%20ReadingSmart.pdf.
[7] U.S. Department of Education. *WWC Intervention Report*. 28 September 2006. http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Reading_Mastery_092806.pdf.
[8] Balajthy, Ernest. "Research-Based Vocabulary." EPS Literacy and Intervention. https://eps.schoolspecialty.com/EPS/media/Site-Resources/Downloads/research-papers/series/ww3000Online_research.pdf?ext=.pdf.

including Trimester Exams, End of Year Exams, and Unit Tests and the results from state and national assessments. We will examine such data by standard, by subgroup of learners, and across grade levels. We will also draw input from end-of-year conversations with teachers, and resources that other successful schools serving similar student populations are using. Adjustments will be made to the curriculum based on the analysis and any recent and effective forms of instruction that most align to the New York State P-12 Common Core Learning Standards for English Language Arts and Mathematics, and the New York State Learning Standards. The beginning of the summer will be used to make major structural changes, for example, in a math class placing a unit on fractions in the first trimester if earlier in the year is necessary or in an ELA class a unit on short stories after the first novel if necessary based on results, and then teachers will use a portion of the 15 days of summer professional development days to adjust their own plans from the previous year.

Advanced Placement Courses

To ensure that our students upon graduation from high school are truly able to access the rigor of college courses, Legacy College Prep will offer Advanced Placement (AP) courses to students beginning in the tenth grade. Per our current plans, students will have an opportunity to choose from ten different options for AP courses. Students will have the opportunity to experience the difficulty level of a college course and will also have several opportunities to earn college credit prior to college matriculation**. Figure 5.9** details the grade-level specific AP options which will be available.

Figure 5.9: Advanced Placement Courses in High School

Course	Grade Levels
AP Psychology	10, 11
AP English Language	11
AP English Literature	12
AP Biology	11, 12
AP Chemistry	12
AP U.S. History	11
AP World History	12
AP Calculus AB	12
AP French	12
AP Computer Science A	10, 11, 12

Elective Courses

At Legacy College Prep, students will have the opportunity to take courses in addition to the core curriculum, allowing for the exploration of other interests and exposure to a greater amount of experiences while they are in middle and high school.

Physical Education

In New York City, recent years have shown a decline in childhood obesity rates. Unfortunately, the drop for African-American and Hispanic children has not been significant and the disparity between low-income and high-income students is widening, with low-income neighborhoods not

experiencing the same decline in child obesity rates.[9] Research has shown that children suffering from obesity are more likely to become unhealthy obese adults.

At Legacy College Prep, serving a majority African-American and Hispanic community, students will be invested in living a healthy lifestyle and they will learn how to be healthy through the Physical Education class. Students will take Physical Education every year of middle school and one year in high school, with the option to take Physical Education in all additional years at the high school level as an elective. The aim of the Physical Education class is to educate students on what it means to be healthy and physically fit. Teachers will plan each class to include a work-out component and a health/nutrition lesson. Students will learn about healthy eating, healthy living, and how to design their own workouts around cardiovascular training, muscular strength, muscular endurance, and flexibility. At the beginning of each year, students will take a pre-test on push-ups, curl-ups, and a mile run, aligned to the NYC Fitnessgram assessments.[10] We will measure student growth in each of these areas by administering a post-test at the end of the year. In addition to the physical fitness assessment students will also be required to take an internally created Health Test at the end of each grade level to assess knowledge of nutrition and health standards. This test will be aligned to the New York State Learning Standards for Health.[11] In year one, the health assessment will be created by the Head of School in collaboration with the Physical Education teacher using resources from the Noble Network's health test. In later years, and during the 15 days of summer professional development, Physical Education instructors will revise this health assessment each year based on recent standard adjustments and/or on previous year results.

Computer Science

Between 2007 and 2014, New York City technology jobs grew by 57 percent and that number is predicted to continue rising over the next several years.[12] In New York City public schools, fewer than 10 percent of schools are offering computer science courses and approximately 1 percent of students in middle and high school are taking those classes as they are not a current requirement for graduation.[13] In order to provide students with the opportunity to access the growing number of technology jobs in the city and country, we need to ensure that students have access to curriculum and courses in high school that will grant them access to those jobs. This has, in fact, become a priority within the city, as Mayor de Blasio released a plan in September 2015 to require all of the city's public schools to offer a computer science course to students.[14] Aligned with this vision, Legacy College Prep will offer students a computer science course at each grade level starting in sixth grade, continuing through and including twelfth grade. Students will begin by learning basic computer literacy skills, including keyboard typing and navigating programs such as Microsoft Office and Google Docs. In seventh and eighth grades, students will take computer programming courses designed to teach students how to code. At the high school level, students will have the opportunity to take several computer courses, including computer graphic design, website design, and two advanced placement courses which will offer the opportunity to earn college credit in the field of computer science. At the middle school level, courses will be aligned to preparing students to take the advanced placement courses. At the high school level, courses will be aligned to the advanced placement curriculum. These offerings will ensure that students are given access to and develop foundational and increasingly advanced literacy in computer science and

[9] Center for Disease Control. *Severe Obesity Among Children in New York Elementary and Middle Schools, School Years 2006-07 through 2010-11.* http://www.cdc.gov/pcd/issues/2014/13_0439.htm.
[10] http://schools.nyc.gov/Academics/FitnessandHealth/NycFitnessgram/NYCFITNESSGRAM.htm.
[11] http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf.
[12] https://www.osc.state.ny.us/osdc/rpt2-2015.pdf .
[13] Ibid.
[14] "De Blasio to Announce 10-Year Deadline to Offer Computer Science to All Students." *New York Times.* http://www.nytimes.com/2015/09/16/nyregion/de-blasio-to-announce-10-year-deadline-to-offer-computer-science-to-all-students.html .

general digital literacy, thus providing an at-risk community of students in the South Bronx a greater advantage when matriculating into their college courses, particularly if technology is a career that they choose to pursue.

Arts Education

In the sixth and seventh grades, students will be able to access a variety of arts through Friday enrichments, including theatre arts, music, visual arts, and dance. To compensate for not being able to offer more electives during our first two years, we plan to partner with outside organizations such as Casita Maria to provide our students with an arts program. Our students will be able to participate in an after-school arts program in addition to the Friday enrichment class. We also plan to explore the option of hiring a part time art, drama, or music teacher to teach a trimester long art class for our students in year 2. In the eighth grade, students will have the opportunity to elect to take a Visual Art class.

In high school, students will be able to elect to take Band, Theatre Arts, and Visual Art. Students will be able to explore their artistic passions, as we will create opportunities within their daily schedule to learn about, experience, and explore the arts. These classes will be great opportunities for building and reinforcing a positive student culture as many art classes will have students from multiple grade levels, and therefore students across the school will be able to interact with one another in ways that will build positive social culture.

In addition to the art courses that are offered, we also plan to infuse arts education into other core classes by having students read dramas in their reading classes and explore art history through their social studies classes. We also look forward to incorporating arts into our Computer Science programing with a focus on graphic design in the programming and intro to computers courses.

Character Education

Legacy College Prep has a mission to prepare all students to be successful in college and beyond. College persistence is dependent not only on a student's academic abilities and skill, but also on a student's habits, behaviors, and ability to accept and overcome challenges. Various research studies point to character education programs, causing students to be more engaged in school and propelling a reduction in negative behaviors outside of school.[15] We believe that students can learn the habits, behaviors, and problem-solving skills that will allow them to access the opportunity of college and then to persist at the college level once enrolled. Starting in sixth grade, students will have weekly lessons on character related to the character theme of that grade level. Lessons will take place in the Advisory class period on Fridays. The curriculum for advisory in year one will be developed by the Head of School during the summer prior to the school opening. Each year the curriculum will be created over the summer by teachers identified as exemplary advisors, in collaboration with the Head of School, replaced by the Middle School and High School Directors as hired in Y4 and Y6, respectively, and Dean(s) of Culture as hired. The advisors will be paid a stipend for their work over the summer. Throughout the school year, advisors will receive lessons with the ability to adapt them to fit the needs of their students. In addition to benefitting from advisory lessons, students also will receive character education messages weekly during the grade level morning Community Circles. The Head of School, replaced by the Middle School and High School Directors as hired in y4 and Y6, respectively, will present the Community Circle lessons in the beginning of the year and then utilize other staff members towards the end of the year to take on particular portions of the community circle facilitation.

[15] http://character.org/key-topics/what-is-character-education/what-works/.

At the high school level, the character education lessons will continue to be facilitated during Friday advisory. Community Circles will become monthly for students to accommodate one Friday per grade each month. Students will also become more involved in the facilitation of the Community Circle as they progress through high school. In ninth grade, students will begin to lead certain portions of the Community Circle with the goal of the circle being completely student-led by the time that students are in the eleventh and twelfth grades. **Figure 5.10** is an outline of the cultural theme and organizational priority that each grade level will focus on from grades six through twelve.

Figure 5.10: Character Education Outline

Grade Level	Cultural Theme	Organizational Priority
6th Grade	**Teamwork** Getting to know the Legacy team and how I fit into the team.	Binder, folder, and agenda maintenance.
7th Grade	**Making Others Better** How can I support the team and my teammates?	Punctuality and clear communication.
8th Grade	**Identity** What does it mean to be the best version of myself?	Time management inside and outside of school.
9th Grade	**Living Leadership** How can I be a leader at Legacy College Prep?	Binder organization, homework time management at high school level.
10th Grade	What do I want my legacy to be outside of Legacy College Prep? What do I need to do in high school to ensure that I can achieve that g1oal?	Email organization and file organization.
11th Grade	To what degree do I possess habits of a successful college student? How can I develop some of those habits this year?	Study skills and notes organization.
12th Grade	How will I persist in college? What support systems can I use in college to make sure that I am successful?	Financial organization.

Our character education outline and curriculum will be evaluated at the end of the year by the Head of School, replaced by the Middle and High School Directors as hired in Y4 and Y6, respectively, Dean(s) of Culture, Dean of Student Supports, and Grade Level Leads. Adjustments will be made to the themes and to the lessons based on the effectiveness, and on common cultural trends at each grade level.

(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; ,*
  - *Students and parents; and,*
- *Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency and nature of the feedback.*

Key to the success of many high performing schools is the frequent assessment of student progress and data analysis used to adjust instruction, inform student supports, and propel teacher professional development – all to meet individual student needs. Success depends on the ability of the school to use data collected from standardized assessments to strategically adapt lesson plans and instructional strategies and to grow our teachers' impact on student outcomes. A strategic and organized approach to data analysis is one of the key principles in the educational philosophy of Legacy College Prep.

Plan for Evaluating Student Progress

During the year prior to the school opening, the Head of School will use resources, such as released PARCC questions, released MAP questions, Common Core State Standard (CCSS) assessment examples, and the Achievement Network Interims to create an End-of-Year Assessment for each core subject: ELA, Math, Science, Social Studies, at each grade level, and will leverage the expertise and resources of her deep network of content experts both at the Noble Network and across the network of BES schools. The End-of-Year (EOY) Assessment will be a comprehensive measure for student mastery of content learned in that particular grade level. The Head of School will also create a scope and sequence for each core subject backwards planning from the assessment. The assessments will mimic the testing format of the state assessment to ensure students are held to the same rigor in terms of testing layout.

In summer professional development teachers will use the EOY Assessment for their subject and the scope and sequence to write their Unit 1 Assessments and all daily exit tickets for that unit. Teachers will use the EOY Assessment to check for rigor and alignment of their in-class assessments and to determine what skills students need to have in order to successfully answer the questions on the EOY Assessment. The Unit Assessments will mimic the format of the EOY Assessments, Achievement Network Assessments, and PARCC Assessments to ensure that students have been exposed to the testing layout prior to the state assessment.

In addition to internally created assessments, Legacy College Prep will carefully select and purchase additional standardized assessments to evaluate individual, grade level, and whole school progress toward meeting academic goals. **Figure 5.11** provides a detailed list of the assessments we intend to use at the middle school level.

Figure 5.11: Assessments at a Glance – Middle School

Assessment Type	Description	Format	Frequency

Daily Exit Tickets	Grades 6-8, a short quiz covering daily class objective. Used by teachers to determine lesson effectiveness and need for additional student support on objective. Used to determine whether whole-class lesson re-teach is necessary, or individual students need day-of follow-up.	Varies; Multiple choice, open ended response, matching.	Daily
Unit Assessments	Grades 6-8, internally created multiple choice and open ended unit tests aligned to CCSS. Written by teachers and used to evaluate whether students are mastering grade-level standards and to determine if any objectives need to be re-taught or if individual students need more support.	Multiple choice and open ended response.	Monthly
Open-Ended Response Assessments (OERs)	Grades 6-8, internally created open-ended performance task assessments in English Language Arts (ELA) and Mathematics. Written by Head of School during planning year before school is open and in future years by Deans of Instruction. Mimic style of PARCC open-ended assessments aligned to CCSS for ELA and Math. Teachers use these to develop additional performance tasks for use in classrooms periodically throughout each unit.	Open ended response.	Every 6-8 weeks
Achievement Network Interim Assessments	Grades 6-8, externally created interim assessments in English Language Arts (ELA) and Mathematics. Purchased from Achievement Network and used by teachers to measure student progress towards achieving proficiency in ELA and Math. Teachers will not see tests prior to test being given to students so it will not be used as mapping tool for curriculum. Assessment results will be used to adjust curriculum for the next 6-8 weeks.	Multiple choice and open ended response.	Every 6-8 weeks
Scholastic Reading Inventory (SRI)	Grades 6-8, externally created reading comprehension assessment purchased from Scholastic Reading. Teachers administer the test at beginning of year during Student Orientation to assess current reading level of each student, during middle of year to assess progress and make adjustments to better support individual students, and at the end of year to assess growth each student has made.	Electronic multiple choice.	3 times annually
End-of-Year Assessment	Grades 6-8, internally created assessments in English Language Arts (ELA), Mathematics, Science, and Social Studies. Head of School creates assessments during year before school opens. During summer professional development teachers use assessments as rigor	Multiple choice and open ended response.	2 times annually

	bar/ example for their unit assessments throughout the year.		
Measure of Academic Progress (MAP)	Grades 6-8 take MAP reading, language usage, and mathematics CCSS-aligned assessment to provide a norm-referenced data point comparing Legacy College Prep students to students nationally. Norm-referenced, adaptive test provides students and parents with national percentile score that is another piece of data around college readiness.	Electronic multiple choice.	3 times annually
Grades 3-8 Common Core English Language Arts and Mathematics Test	Grades 6-8 will take the New York State Grades 3-8 Common Core English Language Arts and Mathematics Test during the standard two-week period in spring. Students take English Language Arts (ELA) and Mathematics assessments. At 8th grade, students also take the New York State Science Assessment.	Electronic multiple choice and open ended response.	1 time annually

Legacy College Prep will continue to use many of the same assessment systems at the high school level, adjusting for grade level appropriateness. We will also, in accordance with the New York State High School standards, use the New York Regents Exams as a benchmark in grades nine through twelve. Furthermore, to align with our mission of college preparation, we will use the SAT aligned assessments starting in ninth grade to measure student progress toward college readiness. **Figure 5.12** is a detailed list of the assessments we intend to use at the high school level.

Figure 5.12: Assessments at a Glance – High School

Assessment Type	Description	Format	Frequency
Daily Exit Tickets	Grades 9-12, a short quiz covering the daily class objective. Exit tickets are used by teachers to determine lesson effectiveness and need for additional student support on that objective. Used to determine whether whole-class lesson re-teach is necessary, or individual students need day-of follow-up.	Varies; multiple choice, opened ended response, matching.	Daily
Unit Assessments	Grades 9-12, internally created unit tests aligned to Common Core State Standards. Written by teachers and used to evaluate whether students are mastering the grade-level standards and to determine if any objectives need to be re-taught or if individual students need more support.	Multiple choice and open ended response.	Monthly
Open Ended Response Assessments (OERs)	Grades 6-8, internally created assessments in English Language Arts (ELA), Mathematics, Science, and Social Studies. The Head of School will create the assessments during the year before the school opens and by Deans of Instruction as hired. During summer	Open ended response.	Every 6-8 weeks

	professional development teachers will use the assessments as a rigor bar/example for their own unit assessments throughout the year.		
Network Interim Assessments	Grade 9-12 externally created interim assessments in English Language Arts (ELA) and Mathematics. Purchased from the Achievement Network and used by teachers to measure student progress towards achieving proficiency in ELA and Math. Teachers will not see the tests prior to the test being given to students so it will not be used as a mapping tool for curriculum. The assessment results will be used to adjust curriculum for the next 6-8 weeks.	Multiple choice and open ended response.	Every 6-8 weeks
Scholastic Reading Inventory (SRI)	Grades 9-12, externally created reading comprehension assessment purchased from Scholastic Reading. Teachers will administer the test at the beginning of the year during Student Orientation to assess the current reading level of each student, during the middle of the year to assess progress and make adjustments to better support individual students, and then again at the end of the year to assess the growth that each student has made.	Electronic multiple choice.	4 times annually
New York Regents Exams	Grades 9-12, externally created exams administered by the State of New York at the end of the year for specific courses. Students can earn a special diploma for the completion and passing of a specific amount of Regents Exam courses.	Multiple choice and open ended response.	1 time per year; varies by student
8/9 PSAT	Grade 9, externally created exam purchased from SAT administered at the beginning, middle, and end of the year. The beginning of the year assessment will be used to set a bar for where students enter the year. The mid-year assessment will be used to make adjustments to the curriculum based on the results for individual students. The end of the year assessment will be used to measure growth that students made throughout the school year.	Multiple choice.	3 times Freshman year
10 PSAT	Grade 10, externally created exam purchased from SAT administered at the beginning, middle, and end of the year. The beginning of the year assessment will be used to set a bar for where students enter the year. The mid-year assessment will be used to make	Multiple choice.	3 times Sophomore year

	adjustments to the curriculum based on the results for individual students. The end of the year assessment will be used to measure growth that students made throughout the school year. One of the assessments will be designated as the official National PSAT that will be used to determine college readiness and to recognize specific students for scholarships based on score percentile.		
SAT	Grade 11, externally created exam purchased from SAT administered at the beginning, middle, and end of the year. The beginning of the year assessment will be used to set a bar for where students enter the year. The mid-year assessment will be used to make adjustments to the curriculum based on the results for individual students. The end of the year assessment will be used to measure growth that students made throughout the school year. In addition to the three internal assessments, students will take the official SAT college entrance exam and register to have their scores sent to college and universities that they are considering applying to the following year.	Multiple choice and essay.	3 times Junior year
AP Exams	Grades 10-12, externally created Advanced Placement Exams given at the end of the school year to assess mastery of the content in the Advanced Placement Courses. The exams will be administered by the school but scored outside of the school by the College Board. Students will be awarded college credit with a score of 3 or higher on any AP Exam depending on the college or university requirements where they attend.	Multiple choice and open ended response/essay.	1 time per year; varies by student

We will continually evaluate the effectiveness of the assessment systems and may make adjustments, eliminating and/or addition assessment as tests are developed and refined.

The Head of School, replaced by the Middle School and High School Directors as hired in Y4 and Y6, respectively, will be responsible for overseeing the administration of assessments and training teachers on the ability to analyze their data in order to make adjustments to their instructional plans. Four Data Days are built into the calendar to provide teachers with the time to analyze their data to determine which standards require re-teaching and which standards require additional support for specific students, and which allow various levels of school leadership to determine any teacher needs within weekly professional development or the ongoing feedback cycle. Teachers will leave each Data Day having created an action plan for adjusting their instruction and/or scope and sequence based on the data analysis. In addition to Data Days, Data Conferences will be held after

each Interim Assessment for subject teams, ELA, Math, Science, and Social Studies. Teachers will perform an item analysis on the Interim Assessment and use the Data Conference to present data, compare Interim Assessment results to classroom assessment results on unit tests, and to problem solve with the Head of School, replaced by the Middle School and High School Directors as hired around trends and strategies for adjusting instruction. Teacher development on data analysis is crucial to ensuring that Legacy College Prep is using data to drive instruction. Assessment data will also be presented to the Board of Directors at monthly board meetings via the Academics Dashboard. See **R-13 Governance** for an example of this dashboard.

Our relationships with students' families is also crucial to the success of Legacy College Prep and to fulfilling our mission. As such, we will make every effort to inform families on the progress their students are making towards mastery of the content. For each major assessment we will include individual student data on the next progress report that is sent home to parents. Progress reports are sent home weekly in middle school and every two weeks in high school. We have created a longer time frame in these upper grades in order to put more responsibility on the students to more independently monitor their own progress. On each progress report, parents will be able to see updated grades for each subject, and any recent major assessment results. During annual parent orientations, we will explain the progress reports to families, letting them know where to look for specific information and how to use the information to support their students. Advisors will be available to speak with parents should they have any questions about the assessment results or progress reports. Advisors will also provide parents with connections to teachers should they not be able to answer a parent's question. Additionally, parents will have access to a parent/guardian account on our SIS system to check grades and assessments results online at any point and time throughout the school year.

(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 proposed school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;*
- *Research or existing models that support the use of these instructional methods, especially considering the school's target population; and,*
- *How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.*

The road to college and the higher-level skills and thinking that college requires begins with the ability to read well, write well, and compute accurately. Legacy College Prep will build this foundation through the implementation of school-wide and grade-appropriate instructional methods and strategies. We draw heavily from Doug Lemov's *Teach Like a Champion,*[16] Paul Bambrick-Santoyo's *Great Habits, Great Readers, and Drive by Data,*[17] Jon Saphier's *The Skillful Teacher,*[18] and Gail Boushey and Joan Moser's *The Daily Five.*[19] These strategies are used in

[16] Lemov, Doug. *Teach Like a Champion.* San Francisco, CA: Jossey-Bass, 2010.
[17] Bambrick-Santoyo, Paul, et al. *Great Habits, Great Readers*. CA. Jossey-Bass 2013; Bambrick-Santoyo, Paul, *Driven by Data*. CA. Jossey-Bass, 2011.
[18] Saphier, Jon. *The Skillful Teacher*: *Building Your Teaching Skills.* Acton, MA. Research for Better Teaching Print. 2008.
[19] Boushey. Gail, et al. *The Daily Five.* Stenhouse, 2006.

numerous other high performing urban charter schools such as the Achievement First Network, the Uncommon Schools Network, and high-performing members of the BES Excellent Schools Network schools founded by BES Fellows such as Excel Academy (Boston, MA), Democracy Prep (New York, NY), and Liberty Collegiate Academy (Nashville, TN).[20] Our mission is to prepared students for and to persist in college. We will use the following instructional methods to accomplish our mission:

- Standards-Based Instruction
- In-the-Moment Data Collection
- Taxonomy of Effective Instruction
- Gradual Release, "I Do, We Do, You Do" Instruction
- Literacy and in All Subject Areas
- Habits of Discussion
- Turn and Talk
- Harkness Model

Standards-Based Instruction

Legacy College Prep's curriculum will be based on the New York State Common Core Standards, the New York State Science Standards, and the New York State Social Studies Framework. Beginning in summer professional development, teachers will analyze state content standards, map standards-based assessments, create unit standards-based unit assessments for their specific grade and content area, and then use the scope and sequence for their grade and subject to write unit plans aligned to the standards. They will then frame their lessons to ensure that they align with the scope and sequence of their standards map. The use of standards-driven assessment data will empower teachers and administrators to ensure that content mastery occurs at the appropriate pace and is aligned to mastery of the state standards.

In-the-Moment Data Collection

A large portion of teacher development will be focused on collecting data on student mastery in the moment throughout execution of a lesson. Teachers will be trained on how to prepare a lesson by thinking through the common misunderstandings that students will encounter, and scripting out questions that focus on clearing up the misunderstanding(s). Teachers will practice circulating with a purpose, tracking student answers during group work and independent work, and purposefully looking at specific students in order to find examples of student work to use for the next section of the lesson. Finally, teachers will use student work as a point of data collection and make decisions during the next half of the class to clear up misconceptions, have specific students share answers to make sure all students have clear and accurate models of understanding, or have specific students share where they are confused based on what you have seen in their work. This form of instruction allows for a teacher to intervene immediately into the lesson and to ensure that all students are progressing towards learning the material without first having to give an end of class exit ticket.

[20] Lead Founder, Summer Schneider, visited and studied these schools during her Fellowship with BES.

Taxonomy of Effective Instruction

Instructional and engagement strategies found in Lemov's *Teach Like a Champion* will be school-wide. During professional development, Legacy College Prep teachers will be trained on how to execute the strategies. Five strategies will be used across all grade levels:[21]

- **Strong Voice**: Teachers will square-up and stand still while speaking, and will not engage with disruptive students or talk over students.
- **Positive Framing**: If a student is not following directions, teachers will address behaviors positively by saying, "I need all eyes" instead of "Andy is not giving me his eyes."
- **Do It Again:** If a student misreads a sentence, the teacher will instruct the student to correctly read the entire sentence again.
- **100%:** Teachers will wait until 100% of students are actively engaged. If a teacher asks for "pencils down," the teacher will not begin until all pencils are down.
- **No Opt Out.** By not allowing students to disengage and refuse to answer, teachers will hold all students accountable. If a student cannot answer and another student provided the answer, the teacher will return to the original student to repeat the correct answer.

Gradual Release, "I do," "We do," "You do" Instruction

The strategy of teacher-led instruction, guided classroom practice, and individual practice for mastery has proven to be a highly effective instructional technique for ensuring all students learn. Using this approach, the lesson begins with the teacher demonstrating the lesson concept or skill – "I do." After sufficient examples have been taught, the teacher provides opportunities for the class to learn and practice the concept together – "We do." This may be achieved through the formation of small classroom groups, for example, that work on a series of questions together and under the guidance of the teacher. Lastly, students practice the concept independently – "You do" – to further strengthen their understanding and develop individual mastery of the material being taught. This allows students to gradually become more independent and responsible for their own learning of the content.[22] The gradual release method of instruction will be used most particularly in the lower grade levels in middle school.

Literacy and Writing in All Subject Areas

All teachers, regardless of content area, will teach students to comprehend what they are reading and to write in a way that is organized and clear to the audience. The majority of what students are asked to do at the college level is (a) read high level text and (b) write organized, text-based papers. Science and Social Studies teachers will infuse the New York State adapted CCSS English/Language Arts standards into their daily lessons and provide students with multiple and frequent opportunities to read complex nonfiction texts related to the science and social studies content. Grade level teachers will norm and collaborate on specific strategies for students to use when reading and annotating text. Students will learn common strategies and methods for writing assignments that will span across all core subjects. Teachers will use a common rubric for grading all writing assignments. **Figure 5.13** is a sample rubric that will be used at the middle school level to grade sentences. **Figure 5.14** is a sample rubric that will be used at the middle school level to

[21] Instructional methods adapted from Doug Lemov's Taxonomy of Effective Teaching Practices trainings and *Teach Like a Champion: 49 Techniques that Put Students on a Path to College*. San Francisco, CA: Jossey-Bass, 2010 and the more recent 2.0 version published in 2015.

[22] Pearson, P.D., and M. Gallagher. (1983) "The Instruction of Reading Comprehension," *Contemporary Educational Psychology*, p. 8.

score paragraphs and essays. **Figure 5.15** is a sample rubric that will be used at the high school level to score written prompts.

Figure 5.13: Art of the Sentence Rubric[23]

2 – Emerging	3 – Developing	4 – Refining	5 – Strong
Sophisticated sentence that: • Ideas: addresses the topic in a manner that does not logically address the prompt; • Word Choice: includes dull use of verbs and no variety of vocabulary; • Sentence Fluency: sentence is convoluted and/or passive and simple; • Conventions: includes poor spelling and little attention is paid to punctuation and capitalization (piece is almost unreadable due to errors).	Sophisticated sentence that: • Ideas: may be overly broad/does not logically address the prompt; • Word Choice: includes only simple and basic vocabulary and verbs; • Sentence Fluency: sentence is in passive voice and simple; • Conventions: adheres to basic punctuation and simple capitalization rules (errors impact the piece's readability).	Sophisticated sentence that: • Ideas: mostly addresses the prompt; • Word Choice: occasionally uses strong verbs, uses familiar vocabulary words, attempts at colorful word choice; • Sentence Fluency: sentence is active but awkwardly phrased; • Conventions: demonstrates general adherences to simple and more advanced rules (errors don't impact the piece's readability).	Sophisticated sentence that: • Ideas: reflects complete, effective, and logical understanding of the prompt and material; • Word Choice: uses strong verbs, compelling new vocabulary, and carefully selected words; • Sentence Fluency: sentence is active voice and complex; • Conventions: demonstrates a clear mastery of the rules of Standard English

Figure 5.14: RACER Paragraph Rubric[24]

	0	2	3	4
R/A Restate and Answer	The topic sentence does not restate the answer. OR The topic sentence does not answer any part of the question.	The topic sentence missing either the title and/or author. OR The question is only partially answered, and does not address all of the prompt.	The topic sentence missing either the title and/or author. OR The topic sentence introduces the topic in an unclear way that does not address all of the prompt.	Topic sentence includes title and author. AND The topic sentence includes language from the prompt and introduces the topic by specifically answering the question being asked.
C Cite Evidence	No evidence is provided.	The evidence does not relate to the prompt or topic sentence.	The evidence applies to the topic sentence but is not cited correctly. OR Relevance of the evidence is not entirely clear or	The evidence is correctly cited: _____ states, "_____" (#). and is clearly applicable to the topic sentence.

[23] This rubric was created by and borrowed from Democracy Prep Charter Middle School.

[24] This rubric was created by and borrowed from Democracy Prep Charter Middle School.

			the evidence is only loosely related to the topic sentence.	
E **Explain Evidence**	No explanation is provided.	The explanation does only 1/3 explanation steps: • A literal paraphrase of the evidence (when needed). • An explanation of how the quoted evidence proves the answer directly. • A direct connection to topic sentence.	The explanation shows how the evidence connects to the topic sentence, but includes only 2/3 explanation steps: • A literal paraphrase of the evidence (when needed). • An explanation of how the quoted evidence proves the answer directly. • A direct connection to topic sentence.	The explanation makes clear and direct connections to the topic sentence and includes all of the following steps: • A literal paraphrase of the evidence (when needed). • An explanation of how the quoted evidence proves the answer directly. • A direct connection to topic sentence.

Figure 5.15: Writing Rubric[25]

	4 – Mastery	**3 – Proficient**	**2 – Developing**	**1 – Needs Improvement**

[25]This document was created by and borrowed from the Noble Network of Charter Schools.

Claim/Thesis	Introduces a clear and reasonable claim that reflects advanced understanding. Successfully distinguishes between opposing claims (when necessary). Conclusion follows from the clam (and counter claim when necessary) and extends the presented idea.	Introduces a clear and reasonable claim that reflects adequate student understanding. Conclusion follows from the claim and supports the presented idea.	Introduces a claim that reflects limited understanding. Conclusion restates the claim but does not effectively add to the presented idea.	Does not introduce a claim OR introduces a claim that reflects lack of student understanding. Conclusion is not present OR does not follow from the claim.
Content & Development	Develops claim (and counter claim when necessary) fairly using relevant and sufficient evidence. Clearly explains complex connections between elements of the evidence and background knowledge.	Develops claim fairly using relevant evidence. Makes some complex connections between elements of the evidence and background knowledge.	Develops claim fairly using evidence. Attempts to make connections between elements of evidence and background knowledge.	Does not support claim with evidence OR evidence provided is irrelevant to topic. Does not make connections between elements of evidence and background knowledge.
Organization	Organizes ideas logically within paragraphs and the essay as whole. Uses a variety of words, phrases, clauses, and transitions to link sections of texts and clarify relationships between ideas.	Organizes reasons and evidence logically within paragraphs. Uses correct words, phrases, clauses, or transitions to link sections of text and clarify relationships between ideas.	Organize the reasons and evidence logically but may lack appropriate paragraph breaks. Uses words, phrases, clauses, or transitions to link sections of text.	Writing lacks organization. Ideas are not clearly related.
Language & Conventions	Uses sophisticated language appropriate for audience and purpose. Maintains a formal style and objective tone. Correctly uses complex conventions of usage and mechanics.	Uses clear language appropriate for audience and purpose. Usually maintains a formal style and objective tone. Minor errors in conventions of usage and mechanics do not interfere with the overall meaning of the writing.	Uses simplistic language. Inconsistently maintains a formal style and objective tone. Patterns of errors in conventions of usage and mechanics are distracting but do not interfere with the overall meaning of the writing.	Unclear language throughout writing. Uses informal and/or subjective tone. Consistent errors in conventions of usage and mechanics detract from the overall meaning of the writing.

Habits of Discussion

Legacy College Prep will prepare students to push their learning further through the use of conversation and discourse in all classes. We draw this method from the work of schools such as Uncommon's North Star Academy in Newark, NJ, BES school Liberty Collegiate Academy in Nashville, TN, and the Noble Network of schools in Chicago, IL. Research also supports this approach for many students, and particularly for those who are English Language Learners: Marzano, Pickering, and Pollock's (2001) analysis of effective instructional strategies identifies cooperative learning with peers as one of nine research-based strategies with a large effect size (.78). In particular, small-group interactions with peers offer several benefits for English language learners:

- Repetition of key words and phrases;
- Functional, context-relevant speech;
- Rich feedback; and
- Reduced student anxiety. (Hill & Flynn, 2006, p. 56)[26]

At the beginning of the year teachers will explicitly teach, or re-teach for older grades, a set of habits as outlined in **Figure 5.16** that students use during class.

Figure 5.16: Habits of Discussion

Habits of Discussion
• Always track the speaker. • Wait for a pause before interrupting someone. • Speak in a loud, clear voice. • Speak to the group, not just one person or the teacher. • Show that we are listening with our body language. (Lean in and turn your body toward the speaker.) • Ask questions to clear up confusion, understand each other better, and move the conversation forward.

Students will also be given a set of question stems and sentence starters to assist them during classes. We want students to learn how to add information to a conversation and to agree or disagree with an opinion with evidence. **Figure 5.17** details the list that will be given to students, practices with them, and posted for easy reference in all classrooms for use daily.

Figure 5.17: Sentence Starters

Ways to Show Agreement
• I agree with _____ because _____ • That's really smart because _____ • That's true because _____ • I would like to add to what _____ just said_____ • That makes sense because _____

[26] Fisher, Douglas, Nancy Frey, and Carol Rothenberg. "Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners." ASCD. 2008. http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx.

Ways to Show Disagreement
• I respectfully agree with you _____ because _____ • I don't think that is true because _____ • I understand what you are saying, but I have a different opinion/point of view_____ • I know that's your opinion, but _____
Clarifying Questions to Ask
• I have a question about _____ • I am confused about _____ • Can you please restate the question? • _____, what did you mean when you said _____?
Ways to Push a Conversation Further during Class Discussion
• Can you say more about that? • What do you think about what I said? • So what you're saying is_____ • Is there evidence of that in the text? • Why do you think that?

Teachers will emphasize the use of the Habits of Discussion in all classes by giving students feedback on their responses and explanations. Classes will be structured using the framework of discussion so students will be held to the same standard of answering questions.

Turn and Talk

In order to implement the Habits of Discussion, and as outlined in **Figure 5.18**, teachers will rely heavily on Turn and Talks in the lower grades as a way to teach students how to effectively communicate with one another and explain their thinking when answering questions or solving problems in class.

Figure 5.18: Effective Turn and Talk

Meaningful Turn and Talk
• Eye contact and bodies turned toward each other • Nodding and use of nonverbal signals to show that you agree • Smiling and showing a pleasant facial expression
Having a REAL Conversation
• Asking meaningful questions • Making connections • Building on and adding to each other's thinking • Explaining why you agree or disagree with your partner • Talking for the entire time you have to discuss

The Harkness Model

The Harkness method for teaching was established at the Phillip Exeter Academy in New Hampshire. The model is implemented by having the teacher sit at a round table with students in small class sizes. The idea is that students will learn from one another through discussion instead of from the teacher standing at the front lecturing the class. At Legacy College Prep, we will use a version of the Harkness model in the high school classrooms. Instead of seated around one large

table, students will be grouped heterogeneously into tables of five or six students. Each class will be structured around students coming to class prepared with their homework and ready to use their homework in class discussion. The teacher will facilitate a discussion around the homework from the night before and students will come to a solid understanding of the answer to problems by first discussing the problem in small groups and then by establishing one solution in whole group discussion. The teacher will ask clarifying questions, encourage students to give one another feedback, and/or push students for more clarity in their responses. The goal is for students to have the opportunity to justify their own understanding to one another so that students better internalize the conceptual understanding behind the content, and have a better ability to retain the information because they have explained their understanding instead of learning the process form the instructor.

Our mission to prepare students for access to and persistence in college will be fulfilled through our instructional methods. Our standards based alignment will ensure that students are taught at the rigor level necessary for college preparation and success. Our focus on literacy and writing as the fundamentals is based on the fact that students will need strong reading and writing skills in order to be successful in college. The discussion based methods and Harkness Model put an emphasis on student thinking and will ensure that students can independently drive their own learning at the college level. Finally, teacher's use of data in the moment and after assessments will lead to differentiation to guarantee we are supporting all students on a path to college.

At-Risk Students

Flexible Grouping

We believe that flexible grouping is the most effective way to differentiate instruction for students at different academic levels; classes present the same content, but the degree of depth varies according to the ability levels of the group. All students are placed into one of three flexible ability groups based on the baseline data generated from testing during the student orientation period. As students develop skills and master content, they are able to transfer to different ability level groupings throughout the year. Flexible ability grouping allow teachers to implement a differentiated learning program to meet the needs of all children, including our at-risk students.

Small Group Instruction and Tutoring

Monday through Thursday there will be a 45-minute tutoring block built into the daily structure of the school day which will allow students access to greater support in specific subjects in which they need extra assistance. The focus of the tutoring will be determined by data from the frequent assessments given daily via exit tickets and weekly via in-class quizzes.

Parent Communication

We will keep parents consistently informed on the academic and behavioral progress of their children. Parents will receive weekly PRIDE reports detailing their child's ability to uphold the core values of Legacy College Prep and phone calls from advisors to update them on their student's academic and behavioral progress. Parents will be asked to review the PRIDE reports weekly and sign them to be returned to the students' advisor. In addition, parents will receive bi-weekly progress reports to inform them of their student's grades and any concerns about promotion to the next grade. The frequent communication between school staff and parents will ensure a heavy emphasis on the education program and on students' progress.

(d) Course or Subject Overview

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core, and non-core subject areas. This should include, at minimum, a general description of the content and skills that would be addressed in the course; if known, the curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course; essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.), and, if serving students in 12th grade, provide an outline of course sequences leading to graduation.

The course overview for our middle school curriculum through eighth grade is outlined in basic form in **Figure 5.19**.

Figure 5.19: Legacy College Prep Middle School Course Overview

Subject	Grade 6	Grade 7	Grade 8
Mathematics	Math Computation	Pre-Algebra	Algebra I
	Math Problem Solving	Math Problem Solving	Math Problem Solving
English Language Arts	Reading I	Reading II	Reading III
	Writing I	Writing II	Writing III
Science	Science I	Science II	Science III
Social Studies	Ancient Civilizations	US History: Colonial to Civil War	US History: Reconstruction to Present
Electives	Introduction to Typing; Physical Education	Computer Programming I; Physical Education	Computer Programming II; Physical Education; Art

Figures 5.20, **5.21**, and **5.22** are more detailed course overviews with a description of the core skills and knowledge that students will master in each class for grade 6, 7, and 8.

Figure 5.20: 6th Grade Course Descriptions

Grade 6

Mathematics

In 6th grade Math students learn content involving ratios and proportions, expressions and functions, geometry, statistics and probability, and the basic number system. The course plan will backwards-map from the CCSS 6th Grade Math standards. More specifically, the class will include the following concepts: compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations;

analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area, and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects. Math will be split into two separate classes, one focused on computation skills and the other on problem solving abilities. Both classes will cover the same standards in the same sequence but with different questions and lesson plans.

Reading (English/Language Arts)

In 6th Grade Reading, students read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.[27] The course will backwards-map from the CCSS for 6th grade ELA. The class will focus on the ability to cite textual evidence linking to a claim or analysis, identify the theme or main idea of a text using evidence to support, describe the plot and character development in a story through specific events, determine meaning of figurative language related to text meaning and tone, analysis on the purpose of a specific portion of a text in the context of the overall structure, and the development of the narrator's point of view. As part of the literature portion students will compare and contrast difference genres of literature related to how they are written and the experience of reading them, specifically poems, dramas, short stories, and novels. Students will also compare a reading the text with watching the film or listening to the audio text to analyze the difference in reader perception. The nonfiction portion of the course will focus on students' ability to analyze the purpose behind the structure of the text, the author's point of view and how it is conveyed in the text, identify the major argument in the text and support with reasons that are factual from the text, and how the author integrates factual information into the text to present an argument. Related to grammar and language students will learn how to correct the misuse of pronoun and the use of vague pronouns, spelling errors, punctuation errors with commas and parentheticals, The course aims for students to acquire and use grade appropriate vocabulary, therefore students will learn to determine unfamiliar word meanings through Greek/Latin roots/affixes, using context to determine meaning or check for meaning once the word has been defined, and using the appropriate resources such as dictionaries and thesauruses to determine the meaning of words. This course will also focus on interpreting figures of speech specifically in the context of personification. Sample authors and anchor texts from 6th Grade Reading: *Number the Stars* (Lois Lowry); *The Watsons Go to Birmingham* (Christopher Paul Curtis), *Esperanza Rising* (Pam Munoz Ryan), *Curveball: The Year I Lost My Grip* (Jordan Sonnenblick), "The Road Not Taken" (Robert Frost), *The Adventures of Tom Sawyer* (Mark Twain), *Harriet Tubman: Conductor on the Underground Railroad* (Ann Petry), "Letter on Thomas Jefferson" (John Adams).

Writing (English/Language Arts)

In 6th grade Writing, students learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course will backwards-map from the CCSS ELA Writing Standards. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a

[27] http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf .

research paper. Students will learn to write arguments to support a claim that is linked to evidence in the text, informative/explanatory texts to convey information and/or concepts, and narratives with a focus on engaging the reader by establishing context, using descriptive details and sensory language to describe the characters, setting, and plot, and organizing the event sequence to show character and plot development. The course will teach students to provide a conclusion that follows what was written, create transition sentences leading from one idea to the next, and to establish a formal and consistent style throughout each piece. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be a requirement to use multiple sources with the focus on learning to use sources without plagiarizing in a research assignment.

Students will be required to type every writing assignment to ensure that students are becoming proficient in typing. Students will type assignments using GoogleDocs and ChromeBooks. Students will also be held accountable to all grammar related and vocabulary related standards referenced in the 6th Grade Reading course section.

Social Studies – Global Literacy I

In 6th grade Social Studies students learn about Ancient civilizations across the world. The course will prepare students to be proficient in the skills of gathering, interpreting and using evidence, chronological reasoning, comparison and contextualization, geographic reasoning, economic systems, civic participation. Content will include: present-day eastern hemisphere geography and influence on human culture and settlement patterns; first humans through the Neolithic Revolution and how they adopted to their environment; early river valley civilizations and their defining characteristics; compare and contrast world religions developed in the Eastern Hemisphere; comparative classical civilizations and how complex societies change over time; how

and economic structures evolve; Mediterranean world after the fall of the Roman Empire; feudal Western Europe and the Byzantine Empire; trade networks in Eastern Hemisphere promoted exchange of language, ideas, and diseases. This course will infuse the CCSS 6th Grade ELA standards into daily lessons and text selection to ensure that literacy is present in all courses.

Science I

In 6th grade Science students focus on Physical Science. The course will include the following concepts and skills: Understand how topography is reshaped by weathering of rock/soil and transportation/deposition of sediment; explain meaning of radiation, convection, conduction; recognize/describe that currents in air/ocean distribute heat energy; investigate/describe how pollutants can affect weather/atmosphere; discuss how plate tectonics explain important features of Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy/nutrients among themselves and with environment; formulate testable hypothesis; design/conduct an experiment specifying variables to be changed, controlled, measured; draw conclusions based on data/evidence presented in tables/graphs; make inferences on patterns/trends; explain daily, monthly, and seasonal changes on earth; explain how the atmosphere, hydrosphere, and lithosphere interact, evolve, and change; describe volcano and earthquake patterns, the rock cycle, and weather and climate changes. This course will infuse the CCSS 6th Grade ELA standards in daily lessons and text selection to ensure that literacy is present

in all courses. Students will engage with complex analysis of scientific texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure that the author uses to organize the text, and comparing and contrasting information gained from other readings or experiments conducted in class.

Introduction to Typing

The course aims to provide students with the fundamental knowledge and skills for further development in the area of Computer and Technology literacy. Students will learn basic typing, how to access and research on the internet, and how to use Microsoft Office to create written assignments, spreadsheets, and PowerPoint presentations. In Introduction to Typing, students will learn to type quickly and accurately by memorizing key strokes using online typing programs. Students will also use Microsoft Office to create word documents, Excel spreadsheets, and PowerPoint presentations to ensure proficiency in using Windows programs. The third portion of the class is dedicated to teaching students to use the Internet, create an email address, and to avoid using social media in reckless ways.

Physical Education

In 6th grade Physical Education students learn various exercises and work-out methods to improve their ability to do push-ups, curl ups, and cardiovascular exercises. Students participate in workouts designed by the teacher that focus on cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility, In addition to the workouts, teachers facilitate lessons on health and nutrition as they relate to being a physically fit person. The course covers the following topics and standards: understand the risks of injury if physical activity is per-formed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety; develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others; work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved; understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.[28]

Figure 5.21: 7th Grade Course Descriptions

Grade 7

Mathematics Pre-Algebra

In 7th grade Pre-Algebra, students learn the necessary skills to be ready to take Algebra I in 8th grade. This course will backwards-map from the CCSS 7th Grade Math Standards. Topics will include but are not limited to : read, write, compare rational numbers in scientific notation; convert fractions to decimals/percent's; differentiate between rational/irrational numbers; apply exponents, powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean Theorem; use mathematical reasoning; problem

[28] http://www.p12.nysed.gov/ciai/pe/pels.html .

solve; solve real-life mathematical problems using algebraic expressions and equations; beginning understanding of algebraic/geometric relationships including angle measurement, area, and formulas; congruence and similarity using physical models; foundational knowledge of volume and formulas for finding the volume of cones, cylinders, and spheres. Math will be split into two separate classes, one focused on computation skills and the other on problem solving abilities. Both classes will cover the same standards in the same sequence but with different questions and lesson plans.

Reading (English/Language Arts)

7th Grade Reading builds upon previously developed skills from 6th grade analyzing various nonfiction and fiction texts. In this course, students read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.[29] The course will backwards-map from the CCSS for 7th grade English/Language Arts. An emphasis will be placed on being able to cite *multiple* pieces of textual evidence to support inferences and analysis, to analyze how the identified them is developed over time, to analyze how the elements of a story: setting, plot, character, action, interact and influence one another, to defend the structure of dramas and poems using meaning from the text and rhyming/repetition techniques, and compare multiple points of view in a single text. The course will also have students analyze similarities and differences between a piece of literature and a visual form of the same story, or to a historical account of the same time period in the fictional story. In the portion of the course devoted to informational/nonfiction texts we focus on using multiple pieces of evidence to support analysis of what the text means, analysis of main idea development throughout the course of a text, how the interaction between characters evolves throughout the text, and how the author distinguishes his/her own point of view from others on the same subject. Students will also learn how to assess whether reasoning is sound and sufficient to support specific claims. Related to grammar and language students will learn to eliminate wordiness and redundancy, use commas to separate coordinating adjectives, determine incorrectly placed modifiers, use a variety of sentence structures appropriately and accurately, and explain the function of phrases and clauses in a text. Students will use strategies for vocabulary learned in 6th grade with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically when allusion is being used. Sample authors and anchor texts from 7th Grade Reading: *Absolutely True Diary of a Part-time Indian* (Sherman Alexie), *Animal Farm* (George Orwell), *Ask Me No* Questions (Marina Budlos*), By Any Means Necessary* (biography of Malcolm X) (Walter Dean Myers), *The Call of the Wild* (Jack London), *Farewell to Manzanar* (Jeane Watatsuki Houston), *The Giver* (Lois Lowry), *The Hobbit* (J.R. Tolkien), *The House on Mango Street* (Sandra Cisneros), Iqbal (Francesco D'Adamo), *Night* (Elie Wiesel), *Of Mice and Men* (John Steinbeck*), Julius Caesar*, *A Midsummer Night's Dream*, or *A Merchant of Venice* (William Shakespeare), *The Red Pony* (John Steinbeck).

Writing (English/Language Arts)

In 7th Grade Writing students will learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course will backwards-map from the CCSS ELA Writing Standards. Students will write for various lengths of time from in-

[29] http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf.

class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6th grade. The focus will be on clarity of topic introduction, cohesive writing especially with transitions, accuracy of the evidence used to support the claims, a written conclusion that supports the overall written piece, logical organization of evidence, use of point of view in the narrative piece, and the acknowledgement of opposing claims in argument piece. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be a requirement to use multiple sources with the focus on learning to cite sources and avoid plagiarism. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will also be held accountable to all grammar related and vocabulary related standards referenced in the 7th Grade Reading course section.

Social Studies – Global Literacy II

In 7th Grade Social Studies students will study US History from the first settlers coming to America to the Civil War. The course will cover the following topics and skills: skills of gathering, interpreting and using evidence, chronological reasoning, comparison and contextualization, geographic reasoning, economic systems, civic participation. Content covered will consist of: Native American societies across North America; colonial developments and European exploration of the new world; American independence and the American Revolution; development of the Constitution of the United States, the Articles of the Confederation, and Bill of Right; the Constitution in practice; westward expansion; reform movements influenced by the Second Great Awakening, and New York State's role in the movements; events leading to the Civil War; industrialization in the North; the Civil War. This course will infuse the CCSS 7th Grade ELA standards in daily lessons and text selection to ensure that literacy is present in all courses.

Science II

In 7th Grade Science students will focus on Life Science. The course will include the following concepts and skills: Classify organisms into kingdoms; recognize that all living organisms are composed of cells; describe that typical cell of organism contains genetic instructions that specify traits; recognize biological evolution accounts for diversity of species developed through gradual processes over many generations; study the structure and function in living systems; describe the flow of energy and matter through food chains and food webs; provide evidence that green plants make food and explain the significance of this process to other organisms; describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth and explain the need for a constant input of energy for living organisms; distinguish between chemical and physical changes; observe and describe properties of materials, such as density, conductivity, and solubility; describe the sources and identify the transformations of energy observed in everyday life. This course will infuse the CCSS 7th Grade ELA standards in daily lessons and text selection to ensure that literacy is present in all courses. Students will engage with complex analysis of scientific texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure that the author

uses to organize the text, and comparing and contrasting information gained from other readings or experiments conducted in class.

Physical Education

In 7th grade Physical Education students will learn various exercise and work out methods to improve ability to perform exercise tasks, specifically push-ups, curl ups, and cardio. Students will participate in workouts designed by the teacher that focus on cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility. In addition to the workouts, teachers will also facilitate lessons on health and nutrition as they relate to being a physically fit person. The following topics and standards will be addressed in this course: demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area; know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints; combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment; understand the relationship between physical activity and the prevention of illness, disease, and premature death; understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities.[30]

Computer Programming I

This course is an introduction to computer programming, teaching students to develop and execute computer programs. As a basic level students will be able to read and write program code. The process will include analyzing a problem, creating an algorithm to solve the problem, and developing the code for the algorithm.

Figure 5.22: 8th Grade Course Descriptions

8th Grade

Mathematics – Algebra I

In the 8th Grade Algebra I class students learn content necessary for taking the Algebra I Regents Exam. This course will backwards-map using the CCSS 8th Grade Math Standards in addition to some of the 9th Grade Math Standards related to Algebra I. The class aims to address students' conceptual understanding, problem solving skills, and procedural fluency. The course content includes but it not limited to: Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; work with radical and integer exponents; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular line and how slope are related; construct scatter plots and analyze the relationship between to quantities; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.

[30] http://www.p12.nysed.gov/ciai/pe/pels.html.

Reading (English/Language Arts)

8th Grade Reading builds upon previously developed skills from 6-7 grade analyzing various nonfiction and fiction texts. In this course, students read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.[31] The course will backwards-map from the CCSS for 8th grade English/Language Arts. An emphasis will be placed on analyzing how characters, events, and ideas connect to one another and compare to one another in a text, how the theme relates to the setting, plot, and characters, how specific lines in the text influence action, the impact of word choice on meaning and tone specifically making analogies and allusions to other texts, comparing and contrasting the structure of multiple texts and they convey meaning, how differing points of view can lead to humor and suspense, and compare and contrast a modern work of fiction to a more traditional story or piece of writing. Students will also analyzes a visual representation of text through film or video explaining any discrepancies between the two versions and evaluate why specific choices were made by the author or director. Specifically with nonfiction texts students will weigh the advantages and disadvantages to using different avenues to present information, recognize when evidence is irrelevant to supporting a claim, analyze the role each sentence plays in the development of ideas in a single paragraph, and compare two or more conflicting texts distinguishing factual evidence from evidence that is an interpretation of the text. Related to grammar and language students will learn how to appropriately use an ellipsis, to use a dash with pauses and/or breaks, to use the correct form of active and passive verb use, correct unintentional shifts in verb voice or mood, and explain the function of a verbal in a sentence or phrase. Students will use strategies for vocabulary learned in 6th and 7th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically when verbal irony is being used. Sample authors and anchor texts from 8th Grade Reading: *A Day No Pigs Would Die* (Robert Newton Peck), *A Raisin in the Sun* (Lorraine Hansbury), Anthony Burns (Virginia Hamilton), *Black Ice* (Lorene Cary), *Days of Grace: A Memoir by Arthur Ashe* (Arthur Ashe), *Elijah Of Buxton* (Christopher Paul Curtis), *Fast Food Nation* (Eric Schlosser), *Finding Fish* (Antwone Fisher), *Flower for Algernon* (Daniel Keyes), *Life of Pi* (Yann Martel), *Lord of the Flies* (William Golding), *October Sky* (Homer Hickam), *Julius Caesar, A Midsummer Night's Dream*, or *A Merchant of Venice* (William Shakespeare), *Out of the Dust* (Karen Hesse), *The Pact* (Davis, Jenkins, Hunt), Speak (Laurie Halse Anderson), *The Pigman* (Paul Zindel), The Secret Life of Bees (Sue Monk Kidd), *There Are Not Children Here* (Alex Kotlowitz), *To Kill A Mockingbird* (Harper Lee).

Writing (English/Language Arts)

In 8th Grade Writing students learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course will backwards-map from the CCSS ELA Writing Standards. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6th and 7th grades. The focus will be on varying the use of language in transitions, using transitions to show the relationship between experience and events in a narrative, organizing ideas intro broader topics when

[31] http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf .

presenting information, and distinguishing your claim from others opposing the claim. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be a requirement to cite sources accurately using the standard form for citation, and to use the research project to generate more questions about your topic. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will also be held accountable to all grammar related and vocabulary related standards referenced in the 8th Grade Reading course section.

Social Studies – Global Literacy III

8th Grade Social Studies covers US History from the end of the Civil War to the present. The course will cover the following topics and skills: skills of gathering, interpreting and using evidence, chronological reasoning, comparison and contextualization, geographic reasoning, economic systems, civic participation. Content covered will consist of: Reconstruction and regional tensions following the Civil War; industrialization and immigration leading to urbanization; the Progressive movement; expansion and imperialism; World War I and the roaring twenties; postwar America and the technological changes; Great Depression and program created by Franklin D. Roosevelt to boost the economy; World War II and the agrees ion of Axis powers; the Holocaust and atrocities during the war; prevention of future wars and U.S. foreign policy; the Cold War and instability within the Middle East; population movements as a result of the second world war; domestic policies and reform; the Civil Rights Movement. This course will infuse the CCSS 8th Grade ELA standards in daily lessons and text selection to ensure that literacy is present in all courses.

Science III

8th Grade Science concentrates on student understanding of broader scientific concepts. This course aims to prepare students for Regent level courses in 9th grade. Topics will include but are not limited to: compare and contrast the parts of plants, animals, and one-celled organisms; explain the functioning of the major human organ systems and their interactions; describe sexual and asexual mechanisms for passing genetic materials from generation to generation; describe simple mechanisms related to the inheritance of some physical traits in offspring; describe sources of variation in organisms and their structures and relate the variations to survival; describe factors responsible for competition within species and the significance of that competition; observe and describe cell division at the microscopic level and its macroscopic effects; observe and describe developmental patterns in selected plants and animals; describe how living things, including humans, depend upon the living and nonliving environments for their survival; describe the effects of environmental changes on humans and other populations.

This course will infuse the CCSS 8th Grade ELA standards in daily lessons and text selection to ensure that literacy is present in all courses. Students will engage with complex analysis of scientific texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure that the author uses to organize the text, and comparing and contrasting information gained from other readings or experiments conducted in class.

Computer Programming II

This course will be a continuation from the 7th grade computer programming course. Students will learn to develop and execute code at a higher level of complexity. The process will continue to be based on creating a solution to a problem using programming code. Students begin to explore the impact that computing has on society and the application of computing across career paths, building skills and awareness in cybersecurity. The course will culminate with the creation of a project, interactive artwork, or game.

Physical Education

In 8th grade Physical Education students will participate in workouts designed by the teacher that focus on cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility, In addition to the workouts, teachers will also facilitate lessons on health and nutrition as they relate to being a physically fit person. The course will focus on student's ability to show growth in ability to perform push-ups, curl-ups, and a mile run. By the end of the year students will also have the opportunity to design their own workout in groups. The course will also cover the following topics and standards: develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity; develop leadership, problem solving, cooperation, and team work by participating in group activities; Students will also become should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available; demonstrate the ability to locate physical activity information, products, and services; know some career options in the field of physical fitness and sports.[32]

Art

The Art course aims to develop students' knowledge in Visual Art and the concepts of space, structure, movement, color, and light. Throughout the course students will produce a variety of projects, analyze a variety of works of art, and develop basic Visual Art skills and techniques.

The course overview for our high school curriculum through eighth grade is outlined in basic form in **Figure 5.23**.

Figure 5.23: Legacy College Prep High School Course Overview

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Mathematics	Algebra I (remedial course)	Algebra II &Trigonometry	Pre-Calculus	Calculus
	Geometry			AP Calculus AB
English/ Language Arts	English/Language Arts I	English/Language Arts II	English/Language Arts III	English/Language Arts IV
			AP English Language	AP English Literature
Social Studies	Global History and Geography I	Global History and Geography II	US History and Government	The Economics of Free Enterprise in a Global Economy

[32] http://www.p12.nysed.gov/ciai/pe/pe3.html.

		AP Psychology	AP US History	AP World History
Science	Earth Science	Chemistry	Living Environment	Physics
			AP Biology	AP Chemistry
Foreign Language	French I	French II	French III	AP French
Electives	Theatre Arts I	Theatre Arts II		College Seminar (required)
	Computer Graphics	AP Computer Science A	AP Computer Science B	
	Beginner Band	Beginner Band	Beginner Band	Beginner Band
	Intermediate Band	Intermediate Band	Intermediate Band	Intermediate Band
	Physical Education	Physical Education	Physical Education	Physical Education

Figures 5.24, 5.25, 5.26, and **5.27** provide more detailed course overviews with a description of the core skills and knowledge that students will master in each class for grade 9, 10, 11, and 12.

Figure 5.24: 9th Grade Course Descriptions

9th Grade

Geometry

In Geometry, students learn a balance of trigonometry and the application of algebra to geometry. The course will include the study basic geometry: angles, angle pairs, area and perimeter of complex figures, polygons, triangles, and segments in two and three dimensional planes. The course plan will backwards-map from the CCSS for Geometry/10th Grade Math. right triangles and the Pythagorean Theorem, trigonometric functions including sine, cosine, tangent, cotangent, cosine, and secant. (For Algebra I, see Grade 8.)

English/Language Arts I

9th Grade English/Language Arts I aims to build upon previously developed skills from 6-8th grades analyzing various nonfiction and fiction texts. In this course, students will read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.[33] The course will backwards-map from the CCSS for 9-10th grade English/Language Arts Standards. An emphasis will be placed on analyzing how the theme of a text emerges over time and is refined by details, how characters develop over the course of the text and how the interaction between characters advances the plot, the overall impact that word choice has on the tone and setting of a text, using structure to create an effect such as tension or surprise

This course will require students to read text with a point of view from outside of the United States to widen perspective, analyze the same subject represented using two different mediums for what is most important and what is absent from each version. Specifically with literary nonfiction texts students will recognize false statements and determine faulty reasoning within a text, and analyze U.S. seminal documents that address similar themes and concepts. Related to

[33] http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf.

grammar and language, students will use semicolons and colons accurately and use various styles of clauses and phrases to convey meaning, Students will use strategies for vocabulary learned in 6-8th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically euphemism and oxymoron. At the high school level the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard when speaking, writing, and analyzing. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6-8th grades. The focus will be on creating organization with clear relationships between claims and counterclaims in an argument text, developing, with evidence, a claim and counterclaim for a particular argument and articulating the strengths and weaknesses of each, using an objective tone when writing, taking into account the audience's knowledge, clarifying the relationship between complex ideas and concepts in an informative/explanatory text, having a smooth progression of experiences and events in a narrative, and conveying a vivid picture of setting, characters, events, and experiences in a narrative. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be an emphasis on using the research paper to answer a question or solve a problem within the paper, narrow or broaden an inquiry as needed, maintain the flow of ideas while using sources throughout the text. Sample Anchor Texts from English/Language Arts I: *Fahrenheit 451* (Ray Bradbury), *The Color Purple* (Alice Walker), *When I Was Puerto Rican* (Esmeralda Santiago), *The Odyssey* (Homer), *Romeo and Juliet* (William Shakespeare), *The Tragedy of* Macbeth (William Shakespeare), "Farewell Address" (George Washington), "Gettysburg Address" (Abraham Lincoln), "Letter from Birmingham Jail" (Martin Luther King, Jr.).

Earth Science

The Earth Science course aims to focus on students' ability to conceptually understand broader science concepts. The course will cover the following concepts: maps and measurements, dynamic earth, rocks and minerals, landscapes, earth history, insolation, meteorology, climate, and astronomy.[34] Instruction will be infused with the CCSS ELA standards requiring students to read complex, nonfiction, scientific texts to reach a deeper understanding of concepts. Throughout the year students will complete 1,200 minutes of laboratory time as required. At the end of the year students will take the New York State Regents Exam in Earth Science.

Global History and Geography I

Global History and Geography aims to develop students' knowledge in the human history from early humans in the Paleolithic Era until the early 1700s. The course will use the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and

[34] http://schools.nyc.gov/Documents/STEM/Science/HSScienceSSRegents.pdf.

sequence of the year.[35] An emphasis will be put on making connections between migrations, multi-regional empires, conflicts, trade, belief systems, and cultural diffusion. Students will learn about topics such as, the development of the first civilizations, the expansion of trade networks and their global impact, and the examination of classical societies in Eurasia and Mesoamerica. This course is the first of two classes students will take to prepare for the New York State Regents Exam in Global History and Geography.

Physical Education

The Physical Education course aims to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. The course will include a daily nutrition or health lesson fulfilling the health course requirement, and culminating with an end of year health exam to show mastery of nutrition and health concepts. The course will also include daily workouts emphasizing cardio, strength training, flexibility, and endurance. A secondary aim for the class is to build culture amongst students and promote leadership through the selection of specific students to lead portions of the workouts. Students will take a test at the beginning and at the end of the year to show growth on their ability to complete a one mile run, push-ups, and curl-ups.

French I[36]

This course is an intensive introduction to French emphasizing communicative-based competencies and French language culture. Correlated to the curriculum are the broad goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities)[37] which define the essential skills and knowledge that all students need to acquire. Students actively learn to greet others, tell date and time, express likes and dislikes, and ask and answer simple questions on a variety of topics. They will also learn to read, write, and conjugate verbs in different tenses in French. Students also begin to read fiction and nonfiction literature in French and orally present projects that demonstrate their language development.

Computer Graphics

Computer Graphics aims to provide students with the hands-on design experience of computer-generated and computer-manipulated images. Students will learns to use software to draw, scan, alter, and reproduce images while completing activities such as, logo design, digital photography, computer animation, and digital drawing.

Beginning Band

Beginning Band will be offered to students in grades 9 through 12 who have only been playing an instrument for a short period of time. The course will include instruction on how to use and care of instruments, proper playing techniques, beginning composition, group instruction, supervised practice and beginner band pieces.

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[35] https://www.engageny.org/sites/default/files/resource/attachments/ss-framework-9-12.pdf.

[36] We recognize that the majority of our students who are bilingual will speak Spanish. In order to further challenge and grow our students' linguistic development beyond what for many will be their native language, we have selected French as the foreign language of choice at this time. As we get closer to the opening of the high school, we will revisit and confirm the selection of language. We do anticipate at this time that selection will be French.

[37] http://www.actfl.org/sites/default/files/pdfs/public/StandardsforFLLexecsumm_rev.pdf.

Theatre Arts I

Theatre Arts I teaches students the basic methods of acting. The course will focus on the development of voice and body using relaxation exercises, sensory awareness, on-stage behavior, improvisation, blocking, and creative interaction with other students in the course. A secondary aim is to build culture within the course by encouraging students to support one another in taking risks. Students will perform a monologue, a scripted scene in pairs, a scripted scene written by students, and an improvisation sketch.

Figure 5.25: 10th Grade Course Descriptions

10th Grade

Algebra 2 and Trigonometry

Algebra 2 and Trigonometry aims to build upon the knowledge and skills from Algebra 1 and Geometry. The course will backwards-map from the CCSS for 10th grade Mathematics Standards using a curriculum that prepares students to take Pre-Calculus the following year. Within the class students will expand their knowledge of functions to include absolute value, exponential, radical, polynomial, trigonometric, exponential, and logarithmic functions. Students will learn to solve problems using imaginary and complex numbers, direct and indirect variation. The course will also expand right triangle trigonometry to include circular functions and the use of trigonometric equations and identities. At the end of the year students will sit for the Algebra 2 and Trigonometry Regents exam.

English/Language Arts II

10th Grade English/Language Arts II aims to build upon previously developed skills from 6-9th grades analyzing various nonfiction and fiction texts. In this course, students will read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.[38] The course will backwards-map from the CCSS for 9-10th grade English/Language Arts Standards. An emphasis will be placed on analyzing how the theme of a text emerges over time and is refined by details, how characters develop over the course of the text and how the interaction between characters advances the plot, the overall impact that word choice has on the tone and setting of a text, using structure to create an effect such as tension or surprise

This course will require students to read text with a point of view from outside of the United States to widen perspective, analyze the same subject represented using two different mediums for what is most important and what is absent from each version. Specifically with literary nonfiction texts students will recognize false statements and determine faulty reasoning within a text, and analyze U.S. seminal documents that address similar themes and concepts. Related to grammar and language, students will use semicolons and colons accurately and use various styles of clauses and phrases to convey meaning, Students will use strategies for vocabulary learned in 6-9th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically euphemism and oxymoron. At

[38] http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf .

the high school level the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard when speaking, writing, and analyzing. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6-9th grades. The focus will be on creating organization with clear relationships between claims and counterclaims in an argument text, developing, with evidence, a claim and counterclaim for a particular argument and articulating the strengths and weaknesses of each, using an objective tone when writing, taking into account the audience's knowledge, clarifying the relationship between complex ideas and concepts in an informative/explanatory text, having a smooth progression of experiences and events in a narrative, and conveying a vivid picture of setting, characters, events, and experiences in a narrative. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be an emphasis on using the research paper to answer a question or solve a problem within the paper, narrow or broaden an inquiry as needed, maintain the flow of ideas while using sources throughout the text. Sample Anchor Texts from English English/Language Arts II: "The Raven" (Edgar Allen Poe), "The Gift of the Magi" (O. Henry), *The Graphs of Wrath* (John Steinbeck), "Hope, Despair and Memory" (Elie Wiesel), *The Great Gatsby* (F. Scott Fitzgerald), "State of the Union Address" (Franklin Delano Roosevelt).

Chemistry

The Chemistry course focuses on students' ability to conceptually understand broader science concepts. The course will cover the following concepts: the physical nature of matter, atomic concepts, nuclear chemistry, chemical bonding, periodicity, moles/stoichiometry, kinetics and equilibrium, and carbon and organic chemistry.[39] Instruction will be infused with the CCSS ELA standards requiring students to read complex, nonfiction, scientific texts to reach a deeper understanding of concepts. Throughout the year students will complete 1,200 minutes of laboratory time as required. At the end of the year students will take the New York State Regents Exam in Chemistry.

Global History and Geography II

Global History and Geography II aims to develop students' knowledge in the human history from the early 1700s to the present. The course will use the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year.[40] Throughout the year students will cover the following concepts: industrialization, nationalism, imperialism, conflict, technology, globalization, and the interconnectedness of the world. Students will use a variety of primary and secondary sources to study these concepts with a focus

[39] http://schools.nyc.gov/Documents/STEM/Science/HSScienceSSRegents.pdf.
[40] https://www.engageny.org/sites/default/files/resource/attachments/ss-framework-9-12.pdf.

on nonfiction literacy. At the end of the year students will take the New York State Regents Exam in Global History and Geography.

Physical Education

The Physical Education course aims to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. The course will include a daily nutrition or health lesson fulfilling the health course requirement, and culminating with an end of year health exam to show mastery of nutrition and health concepts. The course will also include daily workouts emphasizing cardio, strength training, flexibility, and endurance. A secondary aim for the class is to build culture amongst students and promote leadership through the selection of specific students to lead portions of the workouts. Students will take a test at the beginning and at the end of the year to show growth on their ability to complete a one mile run, push-ups, and curl-ups.

French II

This course builds on the communicative-based competencies, grammar, and French language culture learned in French I. Correlated to the curriculum are the broad goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. The course will require students to read more sophisticate literature in French and orally present projects to show language development. Students will use past, present, and future tenses when speaking on a variety of topics.

AP Computer Science A

AP Computer Science A is a college level course that aims to develop students' knowledge of problem solving and design using Java language. The course will include the following topics: design strategies and methodologies, organization of data, approaches to processing data and algorithms, problem solving, analysis of potential solutions, and the ethical and social implications of computing. The course requires that students spend a minimum of 20 hours in laboratory hands-on experience and that the solutions to all problems be written in the Java programming language.[41] At the end of the year students will sit for the AP Computer Science A Exam and, depending on their score, earn college credit for the course as it is compatible with many Computer Science 101 courses.

AP Psychology

AP Psychology is a college level course providing students an overview of the development of human behaviors and mental processes. The course will explores both the scientific and systematic study of Psychology. Throughout the course students will learn content associated with such topics as motivation and emotion, abnormal behavior and the treatment of abnormal behavior, social psychology, developmental psychology, research methods, biological bases of behavior, states of consciousness, sensations and perceptions, learning and cognition, and testing and individual differences.[42] At the end of the year students will sit for the AP Psychology Exam and, depending on their score, earn college credit for the course as it is compatible with many

[41] https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-computer-science-a-course-overview.pdf .
[42] http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html.

Psychology 101 courses.

Intermediate Band
Intermediate Band is a course for students in grades 9 through 12 who have either already taken Beginning Band or have been playing an instrument for a longer period of time. The course will be a logical continuation of Beginning Band, building upon the skills learned in the previous course. The instructional time will include rhythm and melody reading, simple improvisation and composition, group instruction, more challenging band pieces, and a few mandatory public performances.
Theatre Arts II
The Theatre Arts II course will build upon the knowledge that students learned in Theatre Arts I. Students will be required to memorize and perform longer and more complicated scenes. Students will now be scored on their performance based on use of voice, movement, believability, and overall performance. Throughout the course of the year students will perform a monologue, a two person scene, a two person student written scene, an improvisation sketch, and a larger culminating play at the end of the year where all students will participate.

Figure 5.26: 11th Grade Course Descriptions

11th Grade

English/Language Arts III
11th Grade English/Language Arts III aims to build upon previously developed skills from 6-10th grades analyzing various nonfiction and fiction texts. In this course, students will read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.[43] The course will backwards-map from the CCSS for 11-12th grade English/Language Arts Standards. An emphasis will be placed on analyzing text with two or more themes present and how they develop over the course of the text and interact with one another, analyzing the impact author's choice has on the various story elements: setting, plot, character, and action, the impact of using words with multiple meanings in a text, how author's choice in structure of specific sections of the text adds to the artistic impact, and determine whether pieces of a text that are directly stated are what was meant by the author analyzing the use of sarcasm and irony. This course will require that students analyze multiple interpretations of the same text, for example two different films of the same play, looking for how the adaptation differed from the original script. Specifically with literary nonfiction texts students will describe and evaluate reasoning from US Seminal texts and analyze the purposes behind the documents, and read 17th, 18th, and 19th century documents to analyze themes and purposes. Related to grammar and language, students will learn to vary conventions and usage based on the context of the writing, use hyphenation correctly, and to vary syntax to create a desired effect for the reader. Students will use strategies for vocabulary learned in 6-10th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech,

[43] http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf.

specifically hyperbole and paradox. At the high school level the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard when speaking, writing, and analyzing. Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6th-10th grades. The focus will be on the logical sequence of claims and evidence, the identification and use of only significant claims and evidence, varying syntax in linking sections to one another, using the most significant facts, definitions, and details when writing informative pieces, the use of analogies, metaphors, and similes, using a sequence to build toward a tone or outcome in a narrative, and ensuring that each element of the writing is building on the previous section, paragraph, or sentence. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be an emphasis on using the research paper to answer a question or solve a problem within the paper, narrow or broaden an inquiry as needed, maintain the flow of ideas while using sources throughout the text. At the end of the year students will sit for the New York State Regents Comprehensive English Exam. Sample Anchor Texts from English/Language Arts III : *Common Sense* (Thomas Paine), "Society and Solitude" (Ralph Waldo Emerson), "Politics and the English Language" (George Orwell), *Brave New World* (Aldous Huxley), *The Namesake* (Jhumpa Lahiri), *Salvage the Bones* (Jesmyn Ward), *The Orphan Master's Son* (Adam Johnson), *One Flew Over the Cuckoo's Nest* (Ken Kesey), *The Jungle* (Upton Sinclair), *Black Like Me* (John Howard Griffin).

Living Environment

The Living Environment course aims to focus on students' ability to conceptually understand broader science concepts. The course will cover the following concepts: scientific inquiry, origin of life, ecology, organization and patterns in life, homeostasis and immunity, reproduction and development, genetics and biotechnology, evolution, and human influences on the environment.[44] Instruction will be infused with the CCSS ELA standards requiring students to read complex, nonfiction, scientific texts to reach a deeper understanding of concepts. Throughout the year students will complete 1,200 minutes of laboratory time as required. At the end of the year students will take the New York State Regents Exam in Living Environment.

AP Biology

AP Biology is a college level course that aims to develop students' understanding of biology through analysis and investigations. Students will spend 25 percent of this class participating in laboratory work providing students with the opportunity to apply their knowledge and investigative skills. The course will cover the following topics: evolution, cellular processes –

[44] http://schools.nyc.gov/Documents/STEM/Science/HSScienceSSRegents.pdf.

energy and communication, genetics, information transfer, ecology, and interactions.[45]

At the end of the year students will sit for the AP Biology exam and, depending on their score, earn college credit for the course.

US History and Government

US History and Government aims to strengthen students' knowledge in the history of the United States through the study of five themes: The Continuing Struggle for Civil Rights, Wealth, Class, and Conflict in America, Technology and Social Change, America's Role in the World, and The American Land and the American People. The course will use the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year.[46] Building upon the content and skills learned in grades 7-8th US History classes, students will begin with the colonial and constitution foundations and the development of the government structure, and move chronologically through history studying the challenges that our nation faced during various wars and conflicts, eras of development, and the expansion of government and evolution of social issues. Throughout the year students will explore the themes while looking at social, political, and economic trends through the history of the United States. At the end of the year students will take the New York State Regents Exam in U.S. History and Government.

Pre-Calculus

Pre-Calculus is designed to prepare students to take Calculus by providing an introduction to the topics of limits and derivatives, while also ensuring solid foundational knowledge in advance algebra and trigonometry concepts. The course will include topics such as, polynomial functions, logarithmic functions, limits, inequalities, rational functions, motion graphs, exponential functions, and introduction to Calculus.

Physical Education

The Physical Education course aims to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. The course will include a daily nutrition or health lesson fulfilling the health course requirement, and culminating with an end of year health exam to show mastery of nutrition and health concepts. The course will also include daily workouts emphasizing cardio, strength training, flexibility, and endurance. A secondary aim for the class is to build culture amongst students and promote leadership through the selection of specific students to lead portions of the workouts. Students will take a test at the beginning and at the end of the year to show growth on their ability to complete a one mile run, push-ups, and curl-ups.

AP English Language

AP English Language is a college level course that aims to help students become skilled readers and writers. The course will require students to analyze nonfiction texts for their persuasive strategies and develop argumentative writing with analysis based on evidence. Students will be asked to write narratives, expository essays, and argumentative essays for a variety of topics and based on various readings from throughout the year. Students will also be taught to write

[45] https://secure-media.collegeboard.org/digitalServices/pdf/ap/13b-7589-AP-Biology-ADA-v0.1.pdf.
[46] https://www.engageny.org/sites/default/files/resource/attachments/ss-framework-9-12.pdf.

through several stages with multiple drafts and revisions. The revising will focus on students using a wide variety of vocabulary, a variety of sentence structures, a logical organization of thoughts and events, a balance of generalization and specific details, and an effective use of rhetoric.[47] The course will have a strong focus on students developing their skills in writing research papers which will benefit their writing at the college level. At the end of the year students will sit for the AP English Language Exam and, depending on their score, earn college credit for the course. Suggested texts for the course are: *On Self Respect* (Joan Didion), "Whistleblowing and Professional Responsibility" (Sissela Bok), "Future Schlock" (Neil Postman), "Assorted Speeches" (Spiro Agnew), "Gettysburg Address" (Abraham Lincoln), *Shooting an Elephant* (George Orwell), *Killing Me Microsoftly* (Julia Keller), *Distancing the Homeless* (John Kozol), "Why Not a Football Degree?" (William F. Shurhart II), "A Proposal to Abolish Grading" (Paul Goodman).

AP US History

AP US history is a college level course that develops students' conceptual knowledge about US History from approximately 1491 to the present. The class will focus on the following themes: peopling; identity; politics and power; environment and geography; work, exchange, and technology; America in the world; and ideas, beliefs, and culture. Students will build the following historical thinking skills during the course and apply them as they are learning the content: comparison and contextualization, chronological reasoning, crafting historical arguments from historical evidence, and historical interpretation and synthesis. [48] At the end of the year students will sit for the AP US History Exam, and depending on their score, earn college credit for the course.

French III

This course builds on the communicative-based competencies, grammar, and the French language culture learned in French II. Correlated to the curriculum are the broad goals of the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities) which define the essential skills and knowledge that all students need to acquire. At this level students will be able to speak French conversationally. In addition to the use of present, past, and future tenses, students will be able to conjugate in the imperfect tense, conjugate in the future/conditional tenses.

AP Computer Science B

This course is currently in development for release during the 2016-2017 school year. We plan to implement the course when we expand to 11th grade at the high school level.[49]

Figure 5.27: 12th Grade Course Descriptions

12th Grade

English/Language Arts IV

[47] https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-english-language-course-overview.pdf.
[48] https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-united-states-history-course-overview.pdf.
[49] https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-computer-science-a-course-overview.pdf.

12th Grade English/Language Arts III aims to build upon previously developed skills from 6-11th grades analyzing various nonfiction and fiction texts. In this course, students will read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity.[50] The course will backwards-map from the CCSS for 11-12th grade English/Language Arts Standards. An emphasis will be placed on analyzing text with two or more themes present and how they develop over the course of the text and interact with one another, analyzing the impact author's choice has on the various story elements: setting, plot, character, and action, the impact of using words with multiple meanings in a text, how author's choice in structure of specific sections of the text adds to the artistic impact, and determine whether pieces of a text that are directly stated are what was meant by the author analyzing the use of sarcasm and irony. This course will require that students analyze multiple interpretations of the same text, for example two different films of the same play, looking for how the adaptation differed from the original script. Specifically with literary nonfiction texts students will describe and evaluate reasoning from US Seminal texts and analyze the purposes behind the documents, and read 17th, 18th, and 19th century documents to analyze themes and purposes. Related to grammar and language, students will learn to vary conventions and usage based on the context of the writing, use hyphenation correctly, and to vary syntax to create a desired effect for the reader. Students will use strategies for vocabulary learned in 6-11th grades with the goal of being able to use grade appropriate vocabulary, and continue to learn how to interpret figures of speech, specifically hyperbole and paradox. At the high school level the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard when speaking, writing, and analyzing.

Students will write for various lengths of time from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and world viewpoints. The course will focus on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper building upon previously taught standards from 6-11th grades. The focus will be on the logical sequence of claims and evidence, the identification and use of only significant claims and evidence, varying syntax in linking sections to one another, using the most significant facts, definitions, and details when writing informative pieces, the use of analogies, metaphors, and similes, using a sequence to build toward a tone or outcome in a narrative, and ensuring that each element of the writing is building on the previous section, paragraph, or sentence. Students will be required to type every writing assignment and begin to give one another feedback electronically on larger written assignments using GoogleDocs and ChromeBooks in class. Students will use a writing process to continuously develop and strengthen their writing that includes outlining/planning, drafting, revising, editing, and publishing. The course will culminate with a research assignment where students use multiple sources to present information on a topic related to a book they have read earlier in the year. There will be an emphasis on using the research paper to answer a question or solve a problem within the paper, narrow or broaden an inquiry as needed, maintain the flow of ideas while using sources throughout the text.

Sample Anchor Texts from English/Language Arts IV : *Jane Eyre* (Charlotte Bronte), "Ode on a Grecian Urn" (John Keats), *Walden* (Henry David Thoreau*), The Things They Carried* (Tim

[50] http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf.

O'Brien), *Hamlet* (William Shakespeare), *Death of a Salesman* (Arthur Miller), *The Catcher in the Rye* (J.D. Salinger), *Things Fall Apart* (Chinua Achebe), *Othello* (William Shakespeare), *Who's Afraid of Virginia Woolf* (Edward Albee).

AP English Literature

AP English Literature is a college level course that aims to focus on how authors use language to convey meaning and pleasure. Students will engage in close reading and critical analysis of literature emphasizing structure, style, themes, figurative language, symbolism, imagery, and tone in the analysis. Students will participate in formal and informal writing prompts with the goal of students developing their own style. Students will read a variety of pieces from the US and abroad. At the end of the year students will sit for the AP English Literature exam where they may earn college credit for the course depending on their score.

Sample Anchor Texts from AP English Literature: *Brave New World* (Aldous Huxley), *The Catcher in the Rye* (J.D. Salinger), *A Doll's House* (Henrik Ibsen), *Invisible Man* (Ralph Ellison), *Jane Eyre* (Charlotte Bronte), *Catch-22* (Joseph Heller), *Death of a Salesman* (Arthur Miller), *King Lear* (William Shakespeare), *Othello* (William Shakespeare).

AP Calculus

AP Calculus is a college level course that covers topics in differential and integral calculus. The course will cover the following topics: definite integrals, derivatives, concepts and skills of limits, and the Fundamental Theorem of Calculus. Throughout the year students will be explaining solutions to problems verbally and in writing, determine the reasonableness of solutions, use technology to solve problems and support conclusions, understand the meaning of the derivative and the definite integral and how they are related, and work with functions in a variety of ways: graphical, numerical, analytical, or verbal.[51] At the end of the year students will sit for the AP Calculus AB exam where they may earn college credit for the course depending on their score. The Calculus AB course requires that students have completed four years of secondary math in order to have the foundational skill necessary to succeed on the AP Exam.

The Economics of Free Enterprise in a Global Economy

The Economics of Free Enterprise in a Global Economy course develops students' understanding of the free market economy in a global context while strengthening student understanding of their own personal finances. The course will use the New York State Common Core Social Studies Framework, weaving in ELA standards throughout the scope and sequence of the year.[52] Students will study the following topics: supply and demand, the global nature of markets, the role of entrepreneurs in our economy, the impact of globalization, and the changes in the United States workforce. The course will include a project where students are required to draft out their own personal budget in the unit on personal responsibility and the economy.

AP World History

AP World History is a college level course develops students' conceptual knowledge about world history from approximately 8000 BCE to the present in the geographical areas of Africa, the Americas, Asia, Europe, and Oceania. The class will focus on the following themes: economic

[51] https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-calculus-ab-course-overview.pdf.
[52] https://www.engageny.org/sites/default/files/resource/attachments/ss-framework-9-12.pdf.

systems, social structures, state-building, cultures, and environment. Students will build the following thinking skills during the course: comparison and contextualization, chronological reasoning, crafting historical arguments from historical evidence, and historical interpretation and synthesis. [53]

Physical Education

The Physical Education course empowers students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. The course will include a daily nutrition or health lesson fulfilling the health course requirement, and culminating with an end of year health exam to show mastery of nutrition and health concepts. The course will also include daily workouts emphasizing cardio, strength training, flexibility, and endurance. A secondary aim for the class is to build culture amongst students and promote leadership through the selection of specific students to lead portions of the workouts. Students will take a test at the beginning and at the end of the year to show growth on their ability to complete a one mile run, push-ups, and curl-ups.

Physics

Physics is a laboratory-based science course that develops students' broad conceptual knowledge of the fundamentals of the physical world of matter, energy, basic mechanics, and particle physics. The course will cover key concepts such as: electricity and magnetism, interactions of matter and energy, conservation of mass and energy, conversation of momentum, waves, significant figures and SI units, and modern physics.

AP Chemistry

AP Chemistry is a college level course in which students explore topics such as; atomic structure, intermolecular forces and bonding, kinetics, thermodynamics, equilibrium, and chemical reactions. The course will be largely investigative and inquiry-based with twenty-five percent of the instructional time devoted to laboratory experiments. A heavy emphasis will be put on students' ability to use mathematic appropriately, plan and implement data collection. At the end of the year students will sit for the AP Biology exam and, depending on their score, earn college credit for the course.

AP French

AP French is a college level course that aims to develop students' communication skills in the French language and cultural understanding of both French historical and contemporary cultures. The course is structured around six themes: beauty and aesthetics, contemporary life, families and communities, global challenges, personal and public identities, and science and technology. Throughout the year students will use the French language in a variety of contexts while simultaneously learning about French culture and the content incorporated through the six themes. As with all AP foreign language course students will be engage in both spoken and written communication through presentations and learn information from a variety of resources

[53] https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-world-history-course-overview.pdf.

in the French language.[54] At the end of the year students will sit for the AP French exam and, depending on their score, earn college credit for the course.

Calculus

The Calculus course aims to prepare students to take a college level Calculus course. The course will include the study of limits, derivatives, indefinite integrals, and definite integrals. The course will use a similar curriculum to the AP Calculus course, but one that is less accelerated.

College Seminar

Every senior will take the College Seminar course that will assist students in navigating the college admissions process, the scholarship and financial aid application process, and how to persist in college. The course will begin the year with lessons on college selection and then dedicate the first few months of school to assisting students in applying to college. The course will then transition into lessons on financial aid packages and applying for scholarships. Teachers will work with students and families to assist in the application for financial aid. The second half of the year will be dedicated to teaching students the skills needed to successfully persist in college including basic financial literacy, how to be resourceful on campus, and how to adapt to diverse environments and interact with students from diverse backgrounds and experiences. Legacy College Prep will assist students in the application process and then provide students with follow on support during the summer before college begins and throughout the four years that alumni are attending college.

Legacy College Prep will ensure that all high school students have the course offering necessary to earn a diploma in four years. **Figure 5.28** shows the graduation requirements according to New York State with the courses that we will offer students in each grade in order to meet and exceed those requirements.

Figure 5.28: Course Sequence for High School Graduation

Subject Area	Units Required By NYS	Courses Offered at Legacy College Prep			
		9th Grade	10th Grade	11th Grade	12th Grade
English Language Arts	4	English I	English II	English III, AP English Language	English IV, AP English Literature
Mathematics	3	Geometry	Algebra II	Pre-Calculus	Calculus, AP Calculus
Science	3	Physical Environment	Chemistry	Living Environment, AP Biology	Physics, AP Chemistry
Social Studies	4	Global History and Geography I	Global History and Geography II	US History and Government, AP US History	The Economics of Free Enterprise in

[54] https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-french-language-and-culture-course-overview.pdf.

					a Global Economy, AP World History
Language Other than English (LOTE)	1	French I	French II	French III	AP French
Visual Art, Music, Dance, and/or Theater	1	Theatre Arts I, Beginning Band	Theatre Arts I, Beginning Band Theatre Arts II, Intermediate Band	Theatre Arts I, Beginning Band Theatre Arts II, Intermediate Band	Theatre Arts I, Beginning Band Theatre Arts II, Intermediate Band
Physical Education (participation each semester)	2	Physical Education	Physical Education	Physical Education	Physical Education
Health	0.5	Physical Education	Physical Education	Physical Education	Physical Education
Electives	3.5	Computer Graphics	AP Computer Science A, AP Psychology	AP Computer Science B, AP Psychology	College Seminar
Total	**22**				

At the high school level students will take five courses a day on an A Day, B Day schedule, for a total of ten classes per semester.[55] Some courses will meet every day and others will meet every other day. In ninth grade, students at Legacy College Prep will take an English I course and a Geometry course that meet every day. All other courses will meet every other day. They will be required to take Global History & Geography I, Physical Environment, Physical Education, Computer Graphics, French I, and then either Theatre Arts or Beginning Band. Their ninth grade year will have less choice because we are easing students into the high school environment. Once students are in the tenth grade they will have more opportunities to select from a variety of electives. Students in tenth grade will take English II and Algebra II & Trigonometry courses that meet every day. Additionally, students will take Global History & Geography II, Chemistry, French II, and then have the opportunity to select to take three of the following: AP Computer Science A, AP Psychology, Physical Education, Intermediate Band, Beginning Band, Theatre Arts II, or Theatre Arts I. AP courses will meet every day so students who select to have an AP course will only have one additional elective. Students in eleventh grade will have an English course either English III or AP English Language that meets every day, a Pre-Calculus course that meets every day, and then the opportunity to select one of two science options, Living Environment or AP Biology, and one of two social studies options, US History and Government or AP US History. If a student elects to take an AP course in science or social studies the course will meet every day instead of once a day as in their former science and social studies courses. Students who take an AP will have the ability to select three of

[55] Our middle school will operate on a trimester system, which will best allow us to manage and gain benefit from our assessment cycle, and inform our decisions to remediate and accelerate student learning. In the high school, we will transition to a quarter system, to best allow us to offer the array of courses needed and to ensure that we are best aligning our own time-marked grading system to that of colleges and universities to which students will be applying.

the following, students who do not will be able to take four of the following electives: AP Computer Science B, French III, Beginning Band, Intermediate Band, Theatre Arts I, Theatre Arts II, and AP Psychology. If a student chooses to take an AP course then they are only to select two of the electives. If a student chooses not to take and AP science or social studies course they may select four electives from the list above. In the twelfth grade all students will take English IV or AP English Literature every day, and Calculus or AP Calculus every day. Additionally, all seniors will take a College Seminar course every other day to assist in the college application and preparation process. Students will have the opportunity to choose one science course AP Biology, AP Chemistry, or Physics, and one social studies course The Economics of Free Enterprise in a Global Economy or AP World History. If a student elects to take an AP course in science or social studies, they will be able to select two elective courses from the following: AP Computer Science B, Theatre Arts II, Intermediate Band, French IV, AP French, and Physical Education. If a student does not take an AP science or social studies course then they will have the opportunity to take three of the above electives. All AP courses are every day classes so if a student elects to take an AP course then they will have fewer elective choices.

The scheduling process for the following school year will begin in January and February with presentations made to students and advisors scheduling conferences with students and families to assist them in making decisions related to course selection to ensure promotion to the next grade level and graduation in four years. Our students will have an advisor/counselor ratio of 18 to 1 which means that each student will receive a substantial amount of support in selecting and scheduling their classes for the next school year.

(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 would 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 type of diploma; and,*
- *Include specific graduation requirements and the rationale for their selection.*

Legacy College Prep's graduation and promotion requirements are designed to ensure that our students are set on a path to successful college admissions and a strong transition to college that will eventually lead to earning a college degree.

Promotion Policy

We believe that all students can achieve at high levels regardless of their socioeconomic status or background. At Legacy College Prep we will hold the bar high for academic and behavioral expectations because we know that students can and will meet those expectations when the appropriate structures and supports are put in place. Our academic program is designed to allow

students every opportunity to gain the required skills and knowledge to be successful in the next grade level. We recognize that many of our students will enter sixth grade with significant mathematic and literacy deficiencies. To ensure that all students are able to gain access to a college education we must provide students who are academically behind with the additional supports necessary to ensure that students are given every support available to help them matriculate to the next grade level fully prepared with the knowledge and skills necessary to be successful. The supports and structures will include additional learning time through daily tutoring, a Dean of Student Supports (DSS), flexible groups guided by frequent assessment, and recurrent communication with families. These supports and structures combined with our high expectations for academics will ensure that students are put on a pathway towards college success.

Promotion to the next grade level at Legacy College Prep will be earned through the consideration of academic achievement and attendance. All promotion requirements and guidelines will be clearly communicated to parents and students prior to the start of the school year. We will remain consistent in upholding the requirements for all students because we have implemented structures and supports to ensure that promotion is certainly attainable for all students.

Academics

Legacy College Prep will use End-of-Year Grades and End-of-Year Exams as the metrics for determining student promotion and retention. In both cases a grade of 70% or higher is considered passing. Students who earn a failing grade on either metric are required to attend a summer school class. Students may take a maximum of two summer school courses. If a student passes the summer school class by successfully completing a comprehensive assessment in that course at the end of summer school then they are promoted to the next grade level. If a student fails to enroll in a summer school class or receives a failing grade in the summer school class then the student will be retained to the previous grade level. Promotion and retention criteria may be amended based on specific accommodations or requirements of an Individual Education Plan (IEP).

Attendance

In order to ensure that students can be put on a path to college and to be prepared fully for the next grade level, students need to be in school with an attendance rate of 95% or higher. Legacy College Prep students whose unexcused absences exceed ten over the course of one academic year will be at risk of retention. Ten unexcused absences equates to 5% of the academic year. In accordance with our discipline code, each tardy to school will count as one-fifth of an absence, meaning every fifth tardy will count as an entire day absence. This level of absence prevents students from learning the knowledge and skills necessary to be prepared for the following school year and from developing the habits necessary for life success. We will maintain clear and frequent communication with families about their child's attendance to ensure that interventions are put in place early for students who are struggling with attendance.

Graduation Policy

To earn a high school diploma from Legacy College Prep Charter High School, in accordance with the New York State high school graduation requirements,[56] students must complete the course of study shown in **Figure 5.29** earning a grade of 70% or higher in each course in order to earn credit. To earn a New York State Regents Diploma from Legacy College Prep Charter High School, in

[56] http://www.p12.nysed.gov/ciai/gradreq/2015GradReqPublisherVersion.pdf.

accordance with the New York State high school regents diploma requirements, students must not only pass the course but also receive a passing score of 65% or higher on the Regents Exam.[57]

Figure 5.29: High School Graduation Requirements

Subject Area	Units Required By NYS	Units Required by Legacy College Prep
English Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	4	4
Language Other than English (LOTE)	1	2
Visual Art, Music, Dance, and/or Theater	1	1
Physical Education (participation each semester)	2	2.5
Computer Science	0	2
Health	0.5	0.5
College Readiness	0	1
Electives	3.5	3.5
Total	**22**	**28**

Students at Legacy College Prep will take English and Math every day for all four years of high school to ensure that students have a solid foundation moving into college. Students will take the remaining classes on and every other day schedule allowing students the opportunity to take multiple electives throughout their four years of high school.

In accordance with New York State, Legacy College Prep will honor the multiple pathways to earning a Regents Diploma in addition to all modifications and accommodations given to specific populations of students.[58] There are multiple pathways to earning a Regents Diploma with Advanced Designation. **Figure 5.30** shows some of the varied options for students to earn.[59]

Figure 5.30: Pathways to Regents Diploma

Type of Combination	Requirements
Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 sciences, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition, the student must choose either 2 additional credits in Language Other Than English (LOTE) and the locally developed Checkpoint B LOTE Exam or a 5-unit sequence in the Arts of Computer Technology Education (CTE).
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or Math) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway = 8 Assessments. In addition, the

[57] http://www.p12.nysed.gov/ciai/gradreq/2015GradReqPublisherVersion.pdf.
[58] Ibid.
[59] Ibid.

	student must choose either 2 additional credits in LOTE and the locally developed checkpoint B LOTE Exam or a 5-unit sequence in the Arts or CTE.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 sciences (1 must be life science and 1 must by physical science) = 8 Assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5-unit sequence in the Arts of CTE.

Legacy College Prep will follow all requirements and accommodations for students in accordance with the regulations with the state of New York, specifically related to diploma requirements for students with a disability or for ELLs.

5f. Programmatic Audit

Describe a plan of annual programmatic audits evaluating the implementation and effectiveness of the education program described in the application. This plan should include an evaluation of academic, governance and operational effectiveness in addition to fiscal soundness as to these areas, and not just be a cost/benefit audit like some performed by school districts. The plan should include, but is not limited to, the:

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

In accordance with Education Law § 2851(2)(f), Legacy College Prep plans to conduct annual audits to ensure the effectiveness of our educational programming. We plan to annually evaluate our program through a formal administrative audit, fiscal soundness audit, an internal program audit, and an external operations audit followed with the creation of an annual report to publish our findings. Evaluations will provide assistance in determining what adjustments need to be made for the following school year.

Administrative Audit

The purpose of an annual administrative audit is to ensure that the word of the board, the school's executive leadership, and the senior level school leadership is best serving the needs of our academic programming. This review will be done at in May and June of each year, informed by data collected at that time as well as through accountability and reporting structures in place throughout the year. The audit will result in Board-generated formal board self-evaluations and action plan for the upcoming year, Board-generated formal written evaluation of the Head of School, and Head of School-generated formal written evaluations of the school's leadership roles.

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

- Board of Trustees' self-review
- Head of School evaluation
- Head of School evaluation of other administrative roles such as the Dean of Operations, etc.

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies. See **R-13 Governance** for more details on Board self-assessments and audits. The self-review documents will be kept as part of the board's manual and available to all board members; the Head of School evaluation will be kept in the Head of School's personnel file, available to the Head of School and members of the Board; the evaluations of the school's leadership roles will be kept in their individual personnel files and be available to the Head of School and that individual.

Fiscal Soundness Audit

The purpose of a fiscal soundness audit is to ensure that the school is managing public funds in a sound, ethical, and legal fashion, operating in the public's trust in a manner that meets or exceeds General Accepted Accounting Principles (GAAP), and allocating resources effectively to serve the needs of our academic programming and the short- and long-term financial viability of the organization. We will conduct annual financial audit, overseen by the Finance Committee of the Board, with a full report generated from that audit provided to the Board and made available to the authorizer and the public.

The Legacy College Preparatory Charter School Board of Trustees will form a Finance Committee which will be responsible for vetting and recommending to the Board for approval final selection of an auditor to certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control of Legacy College Prep each year. The Board of Trustees will ensure that both internal and external controls are in place to ensure sound fiscal management and prevent any fiscal mismanagement. It will also make sure that the auditor has access to all needed financial and, where required, non-financial records and documents maintained by the school. Preparation for the annual audit by the school will begin with the preparation, approval and adoption of the annual budget and continue throughout the year. The list of documents prepared, collected, and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor.

At the first Board meeting at the end of the academic year, the selected auditing firm will provide the Board with an overview of the audit process and the timetable for completion, and respond to any comments or questions. This approach shall ensure that everyone involved is aware of the auditor's needs and expectations, and also help avoid miscommunication or unnecessary disruptions to the daily operations of the school.

After the audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and report to the Board of Trustees with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrong doing, reckless conduct causes a loss of confidence in the abilities or integrity of the school, or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to the State University of New York Charter School Institute regarding how the exceptions and deficiencies have been or will be resolved.

Internal Program Audit

The purpose of an Internal Program Audit is to ensure that we are working successfully with our staff, families, and students in the execution of our mission and program, and that our program is delivering measurable achievement results as outlined in the terms of the charter. The Head of School will oversee the audit's components, and will share results as outlined below with the Board and the school community.

Our academic program evaluation will begin in June with an end-of-year survey given to the following stakeholders:

- Non-Instructional Staff
- Instructional Staff
- Students
- Families

Distributed by the Dean of Operations, each stakeholder will receive a survey with questions designed to assess programs that impacted them specifically. The survey will ask overall satisfaction questions related to communication, resource allocation, and the level of support provided throughout the year from various programming. Through the survey we are looking to evaluate the following:

- The strength of our teacher/staff professional development
- The effectiveness of the support systems we provide to students
- The strength of our parent engagement and communication efforts
- The effectiveness of our technology and operations support
- The effectiveness of our curriculum and assessment materials
- The overall satisfaction with Legacy College Prep

The results from the survey will be used in conjunction with end-of-year assessments results from the NWEA MAP test, the End-of-Year Assessment, and the New York State assessment. We are looking at the assessment results to determine whether or not we have met our academic goals for the year.

The survey data and end-of-year assessment results will be compiled by the Dean of Operations in collaboration with the Head of School. The Head of School will present a written summary of the findings from the survey and assessments results to the Academic Achievement Committee of the Board. The Academic Achievement Committee will analyze the results, summarize, and then present to the full Board. The Board of Trustees will hear the summary and review the data, then make suggestions for improvements to specific areas based on the data. The Head of School will work in collaboration with the Deans to implement suggestions and new strategies for improving areas where the school fell short in the previous year. All data results and summarized survey results will be outlined in our Annual Report, provided to the authorizer and the larger school community.

All changes to curriculum, assessments, school structure, professional development, and procedures will be made over the summer prior to summer training in August. Teachers will be informed of any changes within the first two days of summer training and will be given full rationale for the changes made from one year to the next.

Operations Audit

The purpose of our Operations Audit is to examine the efficacy of our daily, weekly, and cyclical operational details and their impact on our school's culture and academic programming. The audits will be overseen by the Head of School. The schedule and outside consulting support are outlined below. Specifically, we will also conduct regularly scheduled external operations audits on various systems and logistical items. Someone on our staff not connected to operations will conduct Pre-Audits, followed by an Audit completed by a third party such as Building Excellent Schools, and finally a Re-Audit to ensure that progress has been made addressing any deficiencies in our operational systems. Building Excellent Schools' senior staff make a minimum of four school visits (August, October, December, and April) and we will schedule such audits with members of their leadership team during those times. **Figure 5f.1** is an example of an audit schedule for operations. The audit will generate a written report, which will be shared by the Head of School with the Board, the leadership team, and the instructional staff.

Figure 5f.1: Operations Audit Schedule

		PRE-AUDIT			AUDIT			RE-AUDIT		
OUTCOMES		Identify, document and address the highest-leverage observable action steps			Confirm that (1) Scores are aligned (i.e. we are seeing the same things), and (2) The highest -leverage action steps identified in the pre-audit are complete.			Observe evidence that all audit action steps completed and system is "excellent" as defined by rubric.		
GOALS		At least 70% effective			70-90% effective			90-100% effective		
RUBRIC		DATE	PRESENT	SCORE	DATE	PRESENT	SCORE	DATE	PRESENT	SCORE
1	Uniform									
	Attendance									
	Common Spaces									
	Dismissal									
2	Breakfast & Entrance									
	Lunch									
3	Snack & Break									
	Supply Systems									
	Togetherness									
4	Meals Vendor									
	Transportation Vendor									
	IT Vendor									
	Custodial Vendor									

Annual Reporting

Legacy College Prep will submit an annual report to the State University of New York Charter School Institute and to the New York State Board of Regents. An outside contractor will be hired to perform a whole school review to assess the entire program conducting the following events:

- Interviews with Trustees, students, families, and staff
- Classroom observations
- Shadowing operations staff

This audit will be used to create the annual report that will include the following information:

- Financial health of the organization
  - Enrollment
  - Revenues compared to expenditures
  - Monthly financial reports
- Academic health of the organization
  - Student mastery results
  - Student growth results
  - Attrition rates
  - Detention and suspension rates
  - Performance of special populations of students (students with an IEP, 504 plan, and/or students identified as ELLs)
- Organizational outlook
  - Highlights from the previous year
  - Plans for future year on specific issues

Annual Reports will be available on the Legacy College Prep website as well as the SUNY Charter School Institute's website. We intend to create a transparent environment by sharing all

information with our staff. All audit outcomes will be presented to all staff and the Board of Trustees.

Follow-on Support from Building Excellent Schools

To assist in our programmatic audits, Legacy College Prep plans to hire Building Excellent Schools to provide administrative and program operation support and auditing services for the school. After chartering and during the initial operational years, Legacy College Prep will receive support from Building Excellent Schools in the form of Follow-on Services focused on successful start-up and early operation. The Follow-on Services will include, but are not limited to: school culture, curriculum development, recruitment and hiring, and governance. **Figure 5f.2** outlines a full list of services provided during the Planning Year by Building Excellent Schools. The follow on support will be adapted to fit the requirements of the Fellow's individual action plan. The details below are meant to be a general guideline. Similar supports are provided in years one and two of the school's operation and include annual school audits to be conducted in the fall and spring of each year and to be provided in report form to the Head of School with a focus on the school's culture, core elements of its academic program, and instructional approaches.

Figure 5f.2: Building Excellent Schools Follow On Support

BES FOLLOW-ON SUPPORT Y0 [1]

SEPTEMBER

- ✓ **2 hours of direct coaching support from BES staff including: video conferences; phone calls; and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

SEPT GOAL 1: Student Recruitment

1.01	Design information flyer/packet
1.02	Post leaflets/flyers in community
1.03	Identify community organizations to help with awareness generation
1.04	Work with community organizations to generate awareness and interest
1.05	Design student enrollment form
1.06	Secure locations for information sessions
1.07	Mobilize volunteers for community canvassing
1.08	Host information sessions

SEPT GOAL 2: Facilities

2.01	Work with BES supports, and in addition, as needed, get real estate expert to view site

SEPT GOAL 3: Governance

[1] This document outlines the general needs for opening a charter school. It does NOT outline specific details or regulatory requirements per individual territories or authorizers. All details and supports FIRST should be reviewed in close alignment with any Opening Guides provided by the authorizer and/or state and local departments of education. Any additions or amendments should be added to this document to ensure full alignment with these local guidelines and requirements. The Fellow/Founder and BES staff should do this alignment review as the first step of the work process, updating this document to include further detail or to adjust any timelines as necessary.

3.01 Recruit and evaluate board members[2]

SEPT GOAL 4: Fund Development

4.01 Establish 501c3
4.02 Establish and implement protocols for start-up budget management and reporting through committees and through board

SEPT GOAL 5: Curriculum, Teaching and Learning

5.01 Identify preliminary models for core subjects
5.02 Conduct site visits and analyses of "best practice" charter school models
5.03 Attend local and national educational conferences
5.04 Create and finalize curriculum plans and timelines
5.05 Create benchmarks aligned with state and national standards
5.06 Define assessment strategy and timeline
5.07 Secure STEP (elementary), ANET (if available), and Terra Nova testing services

SEPT GOAL 6: School Culture and Climate

6.01 Finalize daily schedule
6.02 Finalize school calendar
6.03 Finalize discipline policy
6.04 Plan and hold family orientation
6.05 Develop special rituals/routines

SEPT GOAL 7: 3-MONTH HIGH LEVEL PREVIEW[3]

7.01 Oct 1 – Dec. 31

SEPT GOAL 8: 1-MONTH DETAILED PREVIEW[4]

8.01 Oct 1 – Oct 31

SEPT GOAL 9: OTHER

9.01 To be specified based upon individual needs and state/authorizer requirements
9.02 To be aligned w/ leadership development goals as agreed by Fellow/Founder and BES staff

[2] Fellows/Founders ensure that vetting process is formally written, that all onboarding documents are finalized, and that both are reviewed by BES staff; all new board members as part of the onboarding process meet either by phone or in person if possible with BES staff.
[3] Revised Goal-Setting as needed.
[4] Ibid.

OCTOBER

- ✓ **2 hours of direct coaching support from BES staff including, as needed: video conferences, phone calls, and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

OCT GOAL 1: Student Recruitment

1.01	Post flyers and leaflets in communities
1.02	Post flyer on website
1.03	Identify community organizations to help with awareness generation
1.04	Initiate broader recruiting/marketing campaign via ads, etc. (marketing to community)
1.05	Secure translation services as needed for all communications and publications
1.06	Secure locations for information sessions
1.07	Mobilize volunteers for Community Canvassing
1.08	Host information sessions

OCT GOAL 2: Facilities

2.01	Negotiate lease

OCT GOAL 3: Governance

3.01	Develop and file Article of Incorporation[5]
3.02	Apply for tax exemption[6]
3.03	Develop board calendar
3.04	Create job description for school leader
3.05	Determine performance/benchmarks for school leader
3.06	Create clear process for evaluating school leader
3.07	Set a salary range based on industry standards

OCT GOAL 4: Fund Development

4.01	Establish 501c3[7]
4.02	Identify potential individual donors

OCT GOAL 5: Curriculum, Teaching, & Learning

5.01	Identify preliminary models for core subjects
5.02	Conduct site visits and analyses of "best practice" charter school models
5.03	Attend local and national educational conferences
5.04	Create and finalize curriculum plans and timelines
5.05	Create benchmarks aligned with state and national standards
5.06	Define assessment strategy and timeline
5.07	Secure STEP (elementary), ANET (if available), and Terra Nova testing services

[5] State-specific timelines and requirements
[6] Ibid.
[7] Ibid.

OCT GOAL 6: School Culture and Climate

6.01 Finalize daily schedule
6.02 Finalize school calendar
6.03 Finalize discipline policy
6.04 Plan and hold family orientation
6.05 Develop special rituals/routines for adult culture
6.06 Develop special rituals/routines for student culture

OCT GOAL 7: Personnel

7.01 Develop Staff Handbook
7.02 Finalize all recruitment and hiring documents

OCT GOAL 8: Transportation

8.01 Identify Conditions for Transportation

OCT GOAL 9: Community Partnerships

9.01 Identify community partnership opportunities (continuous)
9.02 Meet with potential partnership organizations (i.e. Physical Education)
9.03 Devise performance measures for each strategic alliance

OCT GOAL 10: Parents and Community

10.01 Study models of Student and Parent Handbooks
10.02 Draft content for Student and Parent Handbook

OCT GOAL 11: Communication

11.01 Set up non-profit mailing status with Post Office

OCT GOAL 12: 3-MONTH HIGH LEVEL PREVIEW[8]

12.01 Nov 1 – Jan 31

OCT GOAL 13: 1-MONTH DETAILED PREVIEW[9]

13.01 Nov 1 – Nov 30

OCT GOAL 14: OTHER

[8] Revised Goal-Setting as needed.
[9] Ibid.

14.01 To be specified based upon individual needs and state/authorizer requirements
14.02 To be aligned w/leadership development goals as agreed by Fellow/Founder and BES staff

NOVEMBER

- ✓ **2 hours of direct coaching support from BES staff including: video conferences; phone calls; and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

NOV GOAL 1: Student Recruitment

1.01	Post leaflets/flyers in community
1.02	Post Flyer on website
1.03	Identify community organizations to help with awareness generation
1.04	Work with community organizations to generate awareness and interest
1.05	Initiate broader recruiting and marketing campaign via advertisements, etc.
1.06	Secure translation services as needed for all communications and publications
1.07	Secure locations for information sessions
1.08	Host information sessions

NOV GOAL 2: Facilities

2.01	Negotiate Lease
2.02	Secure financing
2.03	Hire gen. contractor & architect to view/evaluate potential sites

NOV GOAL 3: Governance

3.01	Define role of Board members
3.02	Define relationship of Board and Head of School
3.03	Define board intra-communication methods
3.04	Define decision making processes
3.05	Arrange Board liability insurance
3.06	Finalize job description for the school leader
3.07	Determine performance benchmarks\measures for school leader
3.08	Create a clear process for evaluating the school leader
3.09	Set a salary range based on industry standards

NOV GOAL 4: Fund Development

4.01	Establish 501c3
4.02	Develop potential donors list
4.03	Develop strategy
4.04	Write need statement
4.05	Write and disseminate proposals to nat'l and local gov't sources
4.06	Write and disseminate proposals to local foundations
4.07	Identify prospects for cultivation
4.08	Develop Board cultivation guidelines and strategies for targeting high net worth individuals
4.09	Plan and host a series of events for securing donations
4.10	Cultivate and solicit potential donors

NOV GOAL 5: Curriculum, Teaching and Learning

5.01	Identify preliminary models for core subjects

5.02 Conduct site visits and analyses of "best practice" charter school models
5.03 Attend local and national educational conferences
5.04 Create and finalize curriculum plans and timelines
5.05 Create benchmarks aligned with state and national standards
5.06 Define assessment strategy and timeline
5.07 Secure STEP (elementary), ANET (if available), and Terra Nova testing services

NOV GOAL 6: Financial Management

6.01 Define signature policies
6.02 Develop financial reporting templates (budget vs. actual) and policy
6.03 Design process forms (purchase orders, expense forms) & policy
6.04 Appoint Treasurer
6.05 Develop segregation of funds policy (public/private)
6.06 Establish payroll
6.07 Develop schedule of Board financial reviews
6.08 Set up bank accounts

NOV GOAL 7: Personnel

7.01 Develop staff handbook
7.02 Ensure hiring plan in place, to include all recruitment fairs, HR contacts

NOV GOAL 8: Transportation

8.01 Identify the conditions for transportation

NOV GOAL 9: Community Partnerships

9.01 Identify community partnerships opportunities (continuous)
9.02 Meeting with potential partner organizations- off site P.E
9.03 Devise performance measures for each strategic alliance (continuous)

NOV GOAL 10: Parents and Community

10.01 Draft content of student handbook
10.02 Edit student handbooks

NOV GOAL 11: 3-MONTH HIGH LEVEL PREVIEW[10]

11.01 Dec 1 – Feb 28

NOV GOAL 12: 1-MONTH DETAILED PREVIEW[11]

12.01 Dec 1 – Dec 31

[10] Revised Goal-Setting as needed.
[11] Ibid.

NOV GOAL 13: OTHER _____

13.01 To be specified based upon individual needs and state/authorizer requirements
13.02 To be aligned w/leadership development goals as agreed by Fellow/Founder and BES staff

DECEMBER

- ✓ **2 hours of direct coaching support from BES staff including: video conferences; phone calls; and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

DEC GOAL 1: Student Recruitment

1.01	Post leaflets/flyers in community
1.02	Post Flyer on website
1.03	Identify community organizations to help with awareness generation
1.04	Work with community organizations to generate awareness and interest
1.05	Initiate broader recruiting and marketing campaign via advertisements, etc.
1.06	Secure translation services as needed for all communications and publications
1.07	Secure locations for information sessions
1.08	Host information sessions

DEC GOAL 2: Facilities

2.01	Negotiate Lease
2.02	Sign Lease
2.03	Secure financing
2.05	Perform renovations[12]
2.04	Hire gen. contractor & architect to view/evaluate potential sites
2.05	Hire lawyer to structure contract

DEC GOAL 3: Governance

3.01	Pick set day and time to consistently hold meetings
3.02	Print schedule
3.03	Follow postings for Open Meeting Law
3.04	Develop agenda format
3.05	Develop consistent format for board meeting packets
3.06	Start making meetings more "formal."
3.07	Get in practice prior to having lots of members from the public in attendance
3.08	Have observers attend meetings to give feedback about process, facilitation, etc.
3.09	Develop checklist that board member could use to evaluate each board meeting
3.10	Conduct quick debrief using checklist at end of each meeting
3.11	Start creating formal meeting minutes; get outside party to review
3.12	Create mechanisms to keep track of attendance at all committee and board meetings
3.13	Develop board calendar and list critical tasks that need to happen at each board meeting
3.14	Develop and file articles of incorporation
3.15	Create mechanism (binder) for keeping track of all official policies
3.16	Create a job description for the school leader
3.17	Determine performance benchmarks/measures for school leader
3.18	Create a clear process for evaluating the school leader
3.19	Set a salary range based on industry standards
3.20	Create a board development plan to include orientation of new members, retreats, workshops

[12] Work with CCSD for detailed facility needs; ensure all building codes and other public and regulatory requirements are fully researched.

DEC GOAL 4: Fund Development/ Fund Raising

4.01 Identify potential individual donors
4.02 Develop strategy
4.03 Write need statement
4.04 Write and disseminate proposals to nat'l and local govt sources
4.05 Write and disseminate proposals to local and nat'l foundations
4.06 Identify prospects for cultivation
4.07 Develop Board cultivation guidelines and strategies for targeting high net worth individuals
4.08 Plan and host series of events for securing donations
4.09 Cultivate and solicit potential donors

DEC GOAL 5: Personnel

5.01 Review resumes and conduct interviews[13]
5.02 Ensure hiring plan in place, to include all recruitment fairs, HR contacts

DEC GOAL 6: Curriculum, Teaching and Learning

6.01 Conduct site visits and analyses of "best practice" charter school models
6.02 Define assessment strategy and timeline
6.03 Secure NWEA and other testing services

DEC GOAL 7: Financial Management

7.01 Codify fiscal controls/financial policies to track daily operational finances
7.02 Define signature policies
7.03 Develop financial reporting templates (budget vs. actual) and policy
7.04 Design process forms (purchase orders, expense forms) & policy
7.05 Appoint Treasurer
7.06 Finalize cash flow plan

DEC GOAL 8: Community Partnerships

8.01 Identify community partnerships opportunities (continuous)
8.02 Meeting with potential partner organizations- off site P.E
8.03 Devise performance measures for each strategic alliance (continuous)

DEC GOAL 9: Parents and Community

9.01 Edit student handbooks
9.02 Secure a printer

DEC GOAL 10: 3-MONTH HIGH LEVEL PREVIEW[14]

[13] All resume reviews and phone/skype interviews include BES staff to provide feedback to and support of Fellow/Founder on interview techniques and to share thoughts/impressions on individual candidates.

10.01 Jan 1 – March 30

DEC GOAL 11: 1-MONTH DETAILED PREVIEW[15]

11.01 Jan 1 – Jan 31

DEC GOAL 12: OTHER

12.01 To be specified based upon individual needs and state/authorizer requirements
12.02 To be aligned w/leadership development goals as agreed by Fellow/Founder and BES staff

[14] Revised Goal-Setting as needed.
[15] Ibid.

JANUARY

- ✓ **4 hours of direct coaching support from BES staff including: video conferences; phone calls; and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

JAN GOAL 1: Student Recruitment

1.01	Post leaflets/flyers in community
1.02	Post Flyer on website
1.03	Identify community organizations to help with awareness generation
1.04	Work with community organizations to generate awareness and interest
1.05	Initiate broader recruiting and marketing campaign via advertisements, etc.
1.06	Secure translation services as needed for all communications and publications
1.07	Secure locations for information sessions
1.08	Host information sessions
1.09	Make enrollment form available in multiple local venues
1.10	Post enrollment form on website
1.11	Secure locations for information sessions
1.12	Host information sessions
1.13	Write English press release
1.14	Fax English press release
1.15	Collect enrollment forms
1.16	Secure lottery announcer

JAN GOAL 2: Facilities

2.01	Perform renovations
2.02	Hire gen, contractor & architect to view/evaluate potential sites
2.03	Hire lawyer to structure contract
2.04	Preliminary inspection made
2.05	Hire contractor, as needed

JAN GOAL 3: Governance

3.01	Recruit and nominate Board members
3.02	Ratify by-laws
3.03	Approve policies
3.04	Finalize by-laws. Ensure board has copy and critical issues have been discussed and agreed upon by board
3.05	Create job description for individual board members
3.06	Adopt as policy job description for individual board members
3.07	Create job description for each of the officers
3.08	Adopt officer job descriptions as policy
3.09	Elect officers
3.10	Create job description for each committee chair and each committee.
3.11	Adopt committee chair and committee descriptions as policy.
3.12	Create written document that defines relationship between school leader and board. Have healthy discussion about this relationship.
3.13	Ensure all documents as required are secured for authorizer
3.14	Create standards of conduct for board members

3.15 Create Board members handbook
3.16 Hire a school leader
3.17 Create board development plan to include orientation of new members, retreats, etc.
3.18 Host Board Retreat - Reception

JAN GOAL 4: Fund Development/ Fund Raising

4.01 Identify potential individual donors
4.02 Develop fund development strategy and tools
4.03 Write need statement
4.04 Write and disseminate proposals to national and local government sources
4.05 Write and disseminate proposals to local and nat'l foundations
4.06 Identify prospects for cultivation
4.07 Develop Board cultivation guidelines and strategies for targeting high net worth individuals
4.08 Plan and host series of events for securing donations
4.09 Cultivate and solicit potential donors

JAN GOAL 5: Personnel

5.01 Review resumes and conduct interviews[16]
5.02 Ensure hiring plan in place, to include all recruitment fairs, HR contacts

JAN GOAL 6: Curriculum, Teaching and Learning

6.01 Conduct site visits and analyses of "best practice" charter school models
6.02 Define assessment strategy and timeline
6.03 Secure NWEA and other testing services
6.04 Create Student Handbook, Code of Conduct to ensure ready for all Home Visits, Info Sessions
6.05 Finalize Calendar to ensure ready for all Home Visits, Information Sessions and Handbook

JAN GOAL 7: Financial Management

7.01 Codify fiscal controls and financial policies school will use to track daily operational finances
7.02 Develop chart of accounts to track income, expenses, assets, liabilities, cash flows
7.03 Finalize cash flow plan

JAN GOAL 8: Personnel

8.01 Advertise/spread job descriptions
8.02 Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission
8.03 Create job descriptions, flyers, and ads.
8.04 Design the interview process (look at models)
8.05 Design compensation and benefits packages
8.06 Design a filing/documentation process.
8.07 Identify potential recruitment opportunities

[16] All resume reviews and phone/skype interviews must include BES staff to provide feedback to and support of Fellow/Founder on interview techniques and to share thoughts/impressions on individual candidates.

8.08 Advertise in community newspapers and use database of colleges and universities to set up interviews and post opportunities on websites
8.09 Block out days for interviews on a calendar
8.10 Create various "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4. Salary/benefits information sheet
8.11 Coordinate benefit enrollment with state pension plans
8.12 Recruit and hire lead instructional role(s)
8.13 Recruit and hire Business Manager
8.14 Recruit and hire teachers (place ads, etc.)
8.16 Recruit and hire learning specialist(s), including ELL coordinator
8.17 Recruit and hire enrichment teacher(s)
8.18 Recruit and hire Teacher aides
8.19 Negotiate and sign agreements for contracted services
8.20 Develop professional development plans
8.21 Define policies and procedures for evaluation of staff
8.22 Perform background checks on employees

JAN GOAL 9: Health and Safety

9.01 Identify doctor/nurse resources
9.02 Identify first aid resources
9.03 Develop a system for record-keeping
9.04 Develop policy for non-compliance by parents
9.05 Acquire medical forms - from parents (included in application)
9.06 Check for completeness

JAN GOAL 10: Community Partnerships

10.01 Identify community partnerships opportunities (continuous)
10.02 Meeting with potential partner organizations- off site P.E
10.03 Devise performance measures for each strategic alliance (continuous)

JAN GOAL 11: Parents and Community

11.01 Submit edited copy of handbook to printer

JAN GOAL 12: 3-MONTH HIGH LEVEL PREVIEW[17]

12.01 Feb 1 – April 30

JAN GOAL 13: 1-MONTH DETAILED PREVIEW[18]

13.01 Feb 1 – Feb 28

[17] Revised Goal-Setting as needed.
[18] Ibid.

JAN GOAL 14: OTHER _____

14.01 To be specified based upon individual needs and state/authorizer requirements
14.02 To be aligned w/leadership development goals as agreed by Fellow/Founder and BES staff

FEBRUARY

- ✓ **1 full day site visit/supports & strategy meeting w/board chair & founder**
- ✓ **4 hours of direct coaching support from BES staff including, as needed: video conferences, phone calls, and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

FEB GOAL 1: Student Recruitment

1.01	Post leaflets/flyers in community
1.02	Post Flyer on website
1.03	Identify community organizations to help with awareness generation
1.04	Work with community organizations to generate awareness and interest
1.05	Make enrollment form available
1.06	Post enrollment form on website
1.07	Host information sessions
1.08	Fax English press release
1.09	Collect enrollment forms
1.10	Secure lottery location
1.11	Finalize lottery protocol
1.12	Highlight lottery date on website
1.13	Post lottery date in local papers

FEB GOAL 2: Facilities

2.01	Perform renovations
2.02	Hire gen. contractor & architect to view/evaluate potential sites
2.03	Hire lawyer to structure contract
2.04	Preliminary inspection made
2.05	Hire contractor

FEB GOAL 3: Governance

3.01	Recruit and nominate Board members
3.02	Ratify by-laws

FEB GOAL 4: Fund Development/ Fund Raising

4.01	Identify potential individual donors
4.02	Develop strategy
4.03	Write need statement
4.04	Write and disseminate proposals to nat'l and local gov't sources
4.05	Write and disseminate proposals to local and nat'l foundations
4.06	Identify prospects for cultivation
4.07	Develop Board cultivation guidelines and strategies for targeting high net worth individuals
4.08	Plan and host series of events for securing donations
4.09	Cultivate and solicit potential donors

FEB GOAL 5: Curriculum, Teaching and Learning

5.01	Conduct site visits and analyses of "best practice" charter school models
5.02	Define assessment strategy and timeline
5.03	Secure STEP testing (elementary), ANET (if available) and Terra Nova testing services
5.04	Create Student Handbook, code of conduct
5.05	Finalize School Calendar
5.06	Develop curriculum; scope and sequence for math and reading; standards/mission/scope and sequence/benchmarks for all subjects; deadlines for in-house benchmark production
5.07	If ANET not available in district, create Interim Assessments - Math and Reading
5.08	Create Interim Assessments - Social Studies, Science, and Writing

FEB GOAL 6: Special Education and ELL

6.09	Recruit Student Supports Coordinator
6.10	Identify and secure specific texts and materials

FEB GOAL 7: Financial Management

7.01	Codify fiscal controls and financial policies school will use to track daily operational finances
7.02	Develop chart of accounts to track income, expenses, assets, liabilities, cash flows
7.03	Finalize cash flow plan

FEB GOAL 8: Personnel[19]

8.01	Advertise/spread job descriptions
8.02	Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission
8.03	Create job descriptions, flyers, and ads.
8.04	Design the interview process (look at models)
8.05	Design compensation and benefits packages
8.06	Design a filing/documentation process.
8.07	Identify potential recruitment opportunities
8.08	Advertise in community newspapers and use database of colleges and universities to set up interviews and post opportunities on websites
8.09	Block out days for interviews on a calendar
8.10	Recruit and hire instructional leads
8.11	Recruit and hire operational leads
8.12	Recruit and hire teachers (place ads, etc.)
8.13	Recruit and hire learning specialist(s), including ELL coordinator
8.14	Recruit and hire enrichment teacher(s)
8.15	Recruit and hire Teacher aides
8.16	Negotiate and sign agreements for contracted services
8.17	Develop professional development plans
8.18	Define policies and procedures for evaluation of staff
8.19	Perform background checks on employees

[19] This process may move up to earlier in the calendar year based upon decision of charter authorizer, funding sources, and other factors. Fellow/Founder and BES staff should determine optimal calendar placement for all steps outlined here, and continue on a monthly basis through the hiring season.

FEB GOAL 9: Health and Safety

9.01	Identify doctor/nurse resources
9.02	Identify first aid resources
9.03	Develop system for record-keeping
9.04	Develop policy for non-compliance by parents
9.05	Acquire medical forms - from parents (included in application)
9.06	Check for completeness

FEB GOAL 10: Community Partnerships

10.01	Identify community partnerships opportunities (continuous)
10.02	Meeting with potential partner organizations- off site P.E
10.03	Devise performance measures for each strategic alliance (continuous)

FEB GOAL 11: Parent and Community

11.01	Distribute final copies to parents/students

FEB GOAL 12: 3-MONTH HIGH LEVEL PREVIEW[20]

12.01	March 1 – May 31

FEB GOAL 13: 1-MONTH DETAILED PREVIEW[21]

13.01	March 1 – March 31

FEB GOAL 14: OTHER

14.01	To be specified based upon individual needs and state/authorizer requirements
14.02	To be aligned w/leadership development goals as agreed by Fellow/Founder and BES staff

[20] Revised Goal-Setting as needed.
[21] Ibid.

MARCH

- ✓ **4 hours of direct coaching support from BES staff including, as needed: video conferences; phone calls; and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

MARCH GOAL 1: Student Recruitment

1.01	Post leaflets/flyers in community
1.02	Post Flyer on website
1.03	Identify community organizations to help with awareness generation
1.04	Work with community organizations to generate awareness and interest
1.05	Make enrollment form available
1.06	Post enrollment form on website
1.07	Host information sessions
1.08	Fax English Press Release
1.09	Collect enrollment forms
1.10	Secure lottery location
1.11	Finalize lottery protocol
1.12	Post lottery date in local papers
1.13	Conduct admissions lottery

MARCH GOAL 2: Facilities

2.01	Perform renovations

MARCH GOAL 3: Fund Development/ Fund Raising

3.01	Identify potential individual donors
3.02	Cultivate and solicit potential donors

MARCH GOAL 4: Curriculum, Teaching and Learning

4.01	Conduct site visits and analyses of "best practice" charter school models
4.02	Define assessment strategy and timeline
4.03	Secure STEP testing (elementary), ANET (if available) and Terra Nova testing services
4.04	Develop curriculum; scope and sequence for math and reading; standards/mission/scope and sequence/benchmarks for all subjects; deadlines for in-house benchmark production
4.05	If ANET not available in district, create Interim Assessments - Math and Reading
4.06	Create Interim Assessments - Social Studies, Science, and Writing

MARCH GOAL 5: Special Education and ELL

5.07	Recruit Student Supports Coordinator
5.08	Identify and secure specific texts and materials

MARCH GOAL 6: Financial Management

6.01	Define investment/savings strategy (where excess funds will be placed)

MARCH GOAL 7: Personnel

7.01 Advertise/spread job descriptions
7.02 Recruit and hire Business Manager
7.03 Recruit and hire teachers (place ads, etc.)
7.04 Recruit and hire learning specialist(s), including ELL coordinator
7.05 Recruit and hire enrichment teacher(s)
7.06 Recruit and hire Teacher aides
7.07 Negotiate and sign agreements for contracted services
7.08 Develop professional development plans
7.09 Define policies and procedures for evaluation of staff
7.10 Perform background checks on employees
7.11 Fill out forms to enroll teachers in STRS/SERS and other insurance plans as needed

MARCH GOAL 8: Transportation

8.01 Determine transportation needs
8.02 Draft contract

MARCH GOAL 9: Food Service

9.01 Issue RFP

MARCH GOAL 10: Health and Safety

10.01 Acquire medical forms - from parents (included in application)
10.02 Check for completeness

MARCH GOAL 11: Community Partnerships

11.01 Identify community partnerships opportunities (continuous)
11.02 Meeting with potential partner organizations- off site P.E
11.03 Devise performance measures for each strategic alliance (continuous)

MARCH GOAL 12: Parents and Community

12.01 Distribute final copies to parents/students

MARCH GOAL 13: Communication

13.01 Develop filing system to manage student academic, disciplinary and health records
13.02 Define how information will flow within school (i.e. who is called when kid is sick, who is contacted about discipline infractions)

MARCH GOAL 14: Purchasing

14.01 Purchase office supplies

MARCH GOAL 15: Uniforms

15.01 Contract student uniforms
15.02 Contract student PE uniforms

MARCH GOAL 16: State Specific Authorizer Requirements

16.01 To be completed by Fellows according to state specific start-up and compliance requirements

MARCH GOAL 17: 3-MONTH HIGH LEVEL PREVIEW[22]

17.01 April 1 – June 30

MARCH GOAL 18: 1-MONTH DETAILED PREVIEW[23]

18.01 April 1 – April 30

MARCH GOAL 19: OTHER

19.01 To be specified based upon individual needs and state/authorizer requirements
19.02 To be aligned w/ leadership development goals as agreed by Fellow/Founder and BES staff

[22] Revised Goal-Setting as needed.
[23] Ibid.

APRIL

- ✓ **4 hours of direct coaching support from BES staff including, as needed: video conferences, phone calls, and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

APRIL GOAL 1: Student Recruitment

1.01	Make enrollment form available
1.02	Post enrollment form on website
1.03	Fax English Press Release
1.04	Conduct admissions lottery
1.05	Notify families of status
1.06	Establish wait list (or repeat lottery)

APRIL GOAL 2: Facilities

2.01	Perform renovations
2.02	Acquisition of furniture and materials
2.03	Prepare building infrastructure (lights, phones, IT networking)

APRIL GOAL 3: Fund Development/ Fund Raising

3.01	Identify potential individual donors
3.02	Cultivate and solicit potential donors

APRIL GOAL 4: Administrative

4.01	Creating filing system
4.02	Develop database for student reporting (e.g. bi-weekly progress reports)
4.03	Develop student attendance reporting system
4.04	Purchase supplies and materials for program

APRIL GOAL 5: Curriculum, Teaching and Learning

5.01	Conduct site visits and analyses of "best practice" charter school models
5.02	Purchase materials and textbooks
5.03	Secure NWEA testing services
5.04	Develop curriculum; scope and sequence for math and reading; standards/mission/scope and sequence/benchmarks for all subjects; deadlines for in-house benchmark production; purchase materials
5.05	If ANET not available in district, create Interim Assessments - Math and Reading
5.06	Create Interim Assessments - Social Studies, Science, and Writing
5.07	Develop class configuration- classroom model

APRIL GOAL 6: Special Education and ELL

6.01	Recruit Student Supports Coordinator

6.02 Identify and secure specific texts and materials
6.03 Consult with SPED and ELL administrators from the district
6.04 Establish PD pre-student enrollment

APRIL GOAL 7: Personnel

7.01 Advertise/spread job descriptions
7.02 Recruit and hire office staff
7.03 Recruit and hire teachers (place ads, etc.)
7.04 Recruit and hire learning specialist(s), including ELL coordinator
7.05 Recruit and hire enrichment teacher(s)
7.06 Recruit and hire Teacher aides
7.07 Negotiate and sign agreements for contracted services
7.08 Develop professional development plans
7.09 Define policies and procedures for evaluation of staff
7.10 Perform background checks on employees
7.11 Fill out forms to enroll teachers in STRS/SERS and other insurance plans as needed

APRIL GOAL 8: Transportation

8.01 Determine transportation needs

APRIL GOAL 9: Health and Safety

9.01 Acquire medical forms - from parents (included in application)
9.02 Check for completeness

APRIL GOAL 10: Community Partnerships

10.01 Identify community partnerships opportunities (continuous)
10.02 Meeting with potential partner organizations- off site P.E
10.03 Devise performance measures for each strategic alliance (continuous)

APRIL GOAL 11: Parents and Community

11.01 Distribute final copies to parents/students

APRIL GOAL 12: Communication

12.01 Define procedures for visitors entering building
12.02 Develop necessary forms to track and monitor visitors
12.03 Select provider of Internet access (DSL, cable)

APRIL GOAL 13: Purchasing

13.01 Create a comprehensive list of all items that need to be purchased through Dec. of your 1st year (in case you have $ from your startup grant that will be lost if not spent right away)
13.02 Purchase office supplies

APRIL GOAL 14: Contract Personnel

14.01 Line up electrician, plumber and handyman

APRIL GOAL 15: Uniforms

15.01 Contract student uniforms
15.02 Contract student PE uniforms

APRIL GOAL 16: State Specific Authorizer Requirements

16.01 To be completed by Fellows according to state specific start-up and compliance requirements

APRIL GOAL 17: 3-MONTH HIGH LEVEL PREVIEW[24]

17.01 May 1 – July 31

APRIL GOAL 18: 1-MONTH DETAILED PREVIEW[25]

18.01 May 1- May 31

APRIL GOAL 19: OTHER

19.01 To be specified based upon individual needs and state/authorizer requirements
19.02 To be aligned w/leadership development goals as agreed by Fellow/Founder and BES staff

[24] Revised Goal-Setting as needed.
[25] Ibid.

MAY

- ✓ **4 hours of direct coaching support from BES staff including, as needed: video conferences, phone calls, and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

MAY GOAL 1: Student Recruitment

1.01	Make enrollment form available
1.02	Post enrollment form on website
1.03	Send appropriate educational/governmental office school's enrollment report
1.04	Confirm acceptances - home visits
1.05	Distribute, collect, review and file Home Language Survey
1.06	Request student records - (send district w/d info for students)
1.07	Receive student records

MAY GOAL 2: Facilities

2.01	Perform renovations
2.02	Acquisition of furniture and materials
2.03	Prepare building infrastructure (lights, phones, IT networking)

MAY GOAL 3: Fund Development/ Fund Raising

3.01	Identify potential individual donors
3.02	Cultivate and solicit potential donors

MAY GOAL 4: Administrative

4.01	Creating filing system
4.02	Develop database for student reporting (e.g. bi-weekly progress reports)
4.03	Develop student attendance reporting system
4.04	Purchase supplies and materials for program

MAY GOAL 5: Curriculum, Teaching and Learning

5.01	Conduct site visits and analyses of "best practice" charter school models
5.02	Identify and secure specific texts and materials

MAY GOAL 6: Special Education and ELL

6.03	Identify SPED and ELL student population
6.04	Acquire student records- SPED records
6.05	Develop a testing schedule for ACCESS

MAY GOAL 7: School Culture and Climate

7.01	Establish PD pre-student enrollment

MAY GOAL 8: Personnel

8.01 Advertise/spread job descriptions
8.02 Recruit and hire Business Manager
8.03 Recruit and hire teachers (place ads, etc.)
8.04 Recruit and hire learning specialist(s), including ELL coordinator
8.05 Recruit and hire enrichment teacher(s)
8.06 Recruit and hire Teacher aides
8.07 Negotiate and sign agreements for contracted services
8.08 Develop professional development plans
8.09 Define policies and procedures for evaluation of staff
8.10 Perform background checks on employees
8.11 Fill out forms to enroll teachers per retirement and insurance requirements as needed

MAY GOAL 9: Transportation

9.01 Determine transportation needs

MAY GOAL 10: Food Service

10.01 Define requirement (# of students- any religious/indiv req)
10.02 Identify free/reduced lunch students
10.03 Contact appropriate governmental agencies as needed
10.04 Determine food service arrangement
10.05 Select vendor and draft contract
10.06 Sign contract
10.07 Develop food service policies - (menu, delivery time, logistics, etc.)

MAY GOAL 11: Health and Safety

11.01 Purchase first aid resources

MAY GOAL 12: Community Partnerships

12.01 Identify community partnerships opportunities (continuous)
12.02 Meeting with potential partner organizations- off site P.E
12.03 Devise performance measures for each strategic alliance (continuous)

MAY GOAL 13: Parents and Community

13.01 Distribute final copies to parents/students

MAY GOAL 14: Purchasing

14.01 Purchase classroom equipment and furniture
14.02 Purchase office equipment and furniture
14.03 Purchase postage meter
14.04 Purchase office supplies

MAY GOAL 15: Contract Personnel

15.01 Hire janitorial services
15.02 Line up electrician, plumber and handyman
15.03 Line up counselor, speech pathologist, et al.

MAY GOAL 16: Technology

16.01 Write tech plan
16.02 Determine assessment-related technology needs, including laptops and document cameras
16.03 Purchase computers for teachers
16.04 Purchase cell phones for admin

MAY GOAL 17: 3-MONTH HIGH LEVEL PREVIEW[26]

17.01 June – Aug 31

MAY GOAL 18: 1-MONTH DETAILED PREVIEW[27]

18.01 June 1- June 30

MAY GOAL 19: OTHER

19.01 To be specified based upon individual needs and state/authorizer requirements
19.02 To be aligned w/ leadership development goals as agreed by Fellow/Founder and BES staff

[26] Revised Goal-Setting as needed.
[27] Ibid.

JUNE

- ✓ **4 hours of direct coaching support from BES staff including, as needed: video conferences, phone calls, and document reviews**
- ✓ **Fellow/Founder completes all work to high degree of quality**

JUNE GOAL 1: Student Recruitment

1.01 Request student records - (send district w/d info for students)
1.02 Receive student records

JUNE GOAL 2: Facilities

2.01 Pass final inspection and receive occupancy certificate + A5
2.02 Acquisition of furniture and materials
2.03 Prepare building infrastructure (lights, phones, IT networking)
2.04 Obtain property insurance

JUNE GOAL 3: Fund Development/ Fund Raising

3.01 Identify potential individual donors
3.02 Cultivate and solicit potential donors

JUNE GOAL 4: Administrative

4.01 Purchase supplies and materials for program

JUNE GOAL 5: Curriculum, Teaching and Learning

5.01 Conduct site visits and analyses of "best practice" charter school models
5.02 Organize tutoring workshops and afterschool tutoring schedule

JUNE GOAL 6: Special Education and ELL

6.03 Identify SPED and ELL student population
6.04 Acquire student records- SPED records
6.05 Develop a testing schedule for ACCESS or other testing as appropriate and required

JUNE GOAL 7: School Culture and Climate

7.01 Establish PD pre-student enrollment

JUNE GOAL 8: Personnel

8.01 Advertise/spread job descriptions
8.02 Have new staff fill out Employee Information forms (ie. emergency contacts)
8.03 Plan and hold staff orientation

JUNE GOAL 9: Transportation

9.01 Develop transportation route and schedule
9.02 To be aligned w/leadership development goals as agreed by Fellow/Founder and BES staff

JUNE GOAL 10: Food Service

10.01 Develop food service policies- (menu, delivery time, logistics, etc.)

JUNE GOAL 11: Health and Safety

11.01 Purchase first aid resources
11.02 Contact police and fire department
11.03 Undergo fire inspection
11.04 Undergo building inspection
11.05 Contact Board of Health
11.06 Develop fire drill policy, schedule, route

JUNE GOAL 12: Community Partnerships

12.01 Identify community partnerships opportunities (continuous)
12.02 Meeting with potential partner organizations- off site P.E
12.03 Devise performance measures for each strategic alliance (continuous)

JUNE GOAL 13: Parents and Community

13.1 Distribute final copies to parents/students

JUNE GOAL 14: Purchasing

14.01 Purchase classroom equipment and furniture
14.02 Purchase office equipment and furniture
14.03 Purchase office supplies

JUNE GOAL 15: Contract Personnel

15.01 Line up electrician, plumber and handyman
15.02 Line up counselor, speech pathologist, etc.

JUNE GOAL 16: 3-MONTH HIGH LEVEL PREVIEW[28]

16.01 July 1 – Sept 30

[28] Revised Goal-Setting as needed.

JUNE GOAL 17: 1-MONTH DETAILED PREVIEW[29]

17.01 July 1- July 31

JUNE GOAL 18: OTHER

18.01 To be specified based upon individual needs and state/authorizer requirements
18.02 To be aligned w/leadership development goals as agreed by Fellow/Founder and BES staff

[29] Ibid.

6. Calendar and Schedules

a. School Calendar

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

- *Total number of days of instruction for the school year;*
- *Total number of hours of instruction for the school year;*
- *First and last day of classes;*
- *Organization of the school year (i.e., semesters, trimesters, quarters, etc.);*
- *All planned holidays and other days off, as well as planned half days; and,*
- *Dates for summer school, orientation and other activities outside of the core academic calendar, if planned.*

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

In accordance with the New York State Education Law § 2851(n) and 8 NYCRR § 175.5, the school calendar for Legacy College Preparatory Charter School ("Legacy College Prep") includes 184 full days or 1,196 hours of instruction throughout the 2017-2018 school year. The calendar will align to the New York City Public School District for holiday, winter, and spring breaks. The year will be organized into three trimesters and at the end of each trimester a formal report card will be provided to families. Teachers will hold conferences with parents during the week after the report card is issued at the convenience of the parent. Parents will be required to attend the conference in order to receive the report card.

Legacy College Prep will begin school on August 23, 2017; the last day of school will be June 26, 2018. This extended calendar time, with school start before Labor Day, will be used to explicitly teach students the expectations and structures of the school. A full week of student orientation will be an opportunity to set the culture of the school and for students to gradually and successfully adapt to the school environment. This time will also be used for the formative NWEA MAP assessment in Reading, language usage, and Mathematics. Having the additional days at the beginning of the year also creates the opportunity for more frequent staff professional development days throughout the school year while maintaining a full 184-day instructional calendar for students.

Teachers will have 26 days of professional development throughout the school year. The month of August, or 15 days, will be spent internalizing curriculum, preparing lesson plans for the first few weeks of school, practicing execution of lessons, and for new teachers learning the expectations and structures of Legacy College Prep and preparing for a successful student orientation and start to the school year. Throughout the remainder of the year, teachers will have two different types of professional development days. The standard professional development days will be an opportunity to focus on an area that needs improving by leadership problem-solving with teachers in the school and then practicing the solution while receiving feedback. For example, if teachers are struggling with clear directions the Head of School (or Middle School and High School Directors as hired), Grade Level Leads, or Deans of Instruction will facilitate a session on giving clear directions in execution. The session will offer teachers solutions to giving clear direction such as, scripting out the directions or using a check list to ensure that you have mentioned all directions. Teachers will then have the opportunity to adopt a solution and then practice in small groups using an upcoming lesson from the following week. The second type of professional development days are our Data

Days, which generally take place after a major assessment and allow leadership and teachers time to analyze assessment data for trends and then collaboratively plan how to address any standards/objectives that students are struggling to master, or any individual students who will need additional support on particular subjects, or acceleration.

Legacy College Prep will have four different types of assessment days. At the end of each trimester students will be assessed in ELA, Math, Science, and Social Studies to measure mastery of content as measured by internal benchmark assessments that culminate with an end-of-year comprehensive assessment. Three times per year students will take Interim assessments for Math and ELA that measure proficiency aligned to state and national curriculum standards and to the requirements of New York State PARCC assessment. We will measure growth using the Northwest Education Association Measure of Academic Progress (NWEA MAP) assessment by administering the test at the beginning, middle, and end of the year. All students as required will be given the New York State assessment during the specific window for the specific grade levels in 6-8.

At the end of each school year a summer school session will be held during the two full weeks following the 4th of July holiday. This summer session will be for students who are at risk of not being promoted due to academic failures. Completion of the summer session, with satisfaction of a comprehensive assessment in each area of academic challenge will ensure that students can be promoted to the next grade level.

Figure 6.1 – School Calendar

Legacy College Preparatory 2017-2018 Academic Calendar

August 2015

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

15 PD Days / 7 Instructional Days

September 2015

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 PD Day / 17 Instructional Days

October 2017

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 PD Day / 20 Instructional Days

November 2017

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 PD Day / 17 Instructional Days

December 2017

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

0 PD Days / 16 Instructional Days

January 2018

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 PD Days / 20 Instructional Days

February 2018

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

2 PD Days / 13 Instructional Days

March 2018

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

0 PD Day / 21 Instructional Days

April 2018

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

1 PD Days / 15 Instructional Days

May 2018

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2 PD Days / 20 Instructional Days

June 2018

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2 PD Days / 18 Instructional Days

July 2018

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

0 PD Days / 10 Summer School Days

Observed Holidays

Jul 4: Independence Day
Sep 7: Labor Day
Sep 21-22: Rosh Hashanah
Oct 9: Columbus Day
Nov 7: Election Day
Nov 10: Veterans' Day
Nov 23-24: Thanksgiving Break
Dec 21-Jan 1: Holiday Break
Jan 1: New Year's Day
Jan 15: Martin Luther King Jr. Day
Feb 19-23: Winter Break
Mar 30: Good Friday
Apr 23-27: Spring Break
May 28: Memorial Day

Calendar Key

- = Vacation/Holidays
- = Professional Development
- =Data Days
- = Student Orientation
- = Parent Orientation/Conferences
- =Report Card Pick Up
- =First/Last Day of School
- = New Trimester
- = Assessment Days
- =Summer School

Days of Instruction: 184
Hours of Instruction: 1,196
Days of Professional Development: 26

Trimester I = 62 days
Trimster II = 60 days
Trimester III = 62 days

Important Dates

August

August 2-22: Summer Professional Development
August 16: Parent Orientation
August 23: First Day of School
August 23-28: Student Orientation
August 29-31: NWEA MAP Assessment

September

September 1: Staff Professional Development, No School for Students
September 4: Labor Day, No School
September 5: Trimester 1 Begins
September 21-22: Rosh Hashanah, No School

October

October 9: Columbus Day, No School
October 13: Interim Assessment #1
October 18: Data Day, No School for Students

November

November 7: Election Day, No School
November 10: Veterans Day, No School
November 23-24: Thanksgiving Break, No School
November 27: Staff Professional Development, No School for Students
November 30: Trimester I Exams

December

December 1: Trimester I Exams
December 4: Trimester II Begins
December 8: Report Card Pick Up
December 8-15: Parent/Teacher Conferences
December 25-29: Winter Break, No School

January

January 1: Holiday; No School
January 2: Staff Professional Development, No School for Students
January 10-12: NWEA MAP Assessment
January 15: Martin Luther King Jr. Day, No School

February

February 2: Interim Assessment #2
February 6: Data Day, No School
February 19-23: Midwinter Break, No School
February 26: Staff Professional Development, No School for Students

March

March 15-16: Trimester II Exams
March 19: Trimester III Begins
March 22: Report Card Pick Up
March 23-29: Parent/Teacher Conferences
March 30: Good Friday, No School

April

April 2-13: NYS 3-8 ELA and Mathematics Assessment Window
April 23-27: Spring Break, No School
April 30: Staff Professional Development, No School for Students

May

May 11: Interim Assessment #3
May 15: Data Day, No School for Students
May 28: Memorial Day, No School
May 29: Staff Professional Development, No School for Students

June

June 6-8: NWEA MAP Assessment
June 19-20: Trimester III Exams
June 20-29: Parent/Teacher Conferences
June 26: Last Day of School
June 27: Report Card Pick Up
June 28-29: Staff Professional Development, No School for Students

July

July 15-26: Summer School Session

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 outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.)*

A sample student schedule for a typical week. Research shows that students who have access to rigorous high school courses, including Advance Placement classes, are more prepared for college. In order to ensure that students at Legacy College Prep are college-ready the daily schedule will exceed the minimum amount of instructional time. Students will have on average 5.7 hours of instruction per day, not including the 35 minute tutoring and student support block that is built into the daily schedule for Monday through Thursday. We will offer students a double block of instructional time in ELA and Math in order to ensure that students are performing on grade level prior to entering high school. Students will receive a single block of Science and Social Studies instruction each day Monday through Friday. Additionally, students will take Computer Science and Physical Education every other day for 50 minutes as their elective course. **Figure 6.2** outlines the breakdown of instructional minutes per week for each subject and the total amount of instruction that students receive on average each week.

Figure 6.2: Instructional Time for a Middle School Student

Subject	Instructional Minutes Per Week
English Language Arts (ELA)	570 minutes
Mathematics	450 minutes
Science	250 minutes
Social Studies	250 minutes
Total Amount of Instructional Time Per Week (Including Electives)	1,720 minutes

At the middle school level students will allowed to enter the school at 7:30am, school officially starts at 7:45am and dismissed at 4:00pm Monday through Thursday, with an early dismissal on Fridays at 1:00pm to allow for staff professional development. Monday through Thursday students will be given two 10-minute breaks, one in the morning and one in the afternoon, to use the restroom, swap out materials for their classes, and participate in a social activity or game. The break periods ensure that students have time in their day to move around the room and interact with one another outside of instructional time. This will provide students with a greater ability to focus during their classes. At the end of each day, Monday through Thursday, students will receive 35 minutes of either tutoring for students not mastering a particular content or extension activities for students who are mastering a particular content. This support block allows teachers to differentiate for individual students on a daily basis. After dismissal students will remain at school if they have received Homework Club or Detention (Homework Club and Detention are referenced

in **Section R-09**) until 5:15pm. Students are allowed to remain in the building until 5:30pm Monday through Thursday as long as they are receiving academic support from a teacher.

Due to the shortened day on Fridays, students will only attend a single block of all four core classes. The Friday schedule will allow for an hour of Character Education where students will learn about the core values of the school, work on implementing organizational skills, and participate in Community Circles. On Fridays, students will remain in the building after dismissal if they have received Homework Club, Detention, or if they are participating in a teacher-run Enrichment Activity (Enrichment is referenced in **Section R-05**). **Figure 6.3** shows a typical student schedule for Monday – Thursday and the shortened Friday schedule.

Figure 6.3: Middle School Schedule

Monday – Thursday		
7:30am	7:45am	School Opens to Students (Breakfast)
7:45am	8:00am	Morning Advisory/DEAR
8:00am	8:50am	1st Period (Reading or Math Computation)
8:50am	9:40am	2nd Period (Reading or Math Computation)
9:40am	9:50am	BREAK
9:50am	10:40am	3rd Period (Writing, Science, or Social Studies)
10:40am	11:30am	4th Period (Math Problem Solving, Science, or Social Studies)
11:30am	12:00pm	LUNCH
12:00pm	12:30pm	DEAR (Independent Reading)
12:30pm	1:20pm	5th Period (Writing, Science, or Social Studies)
1:20pm	2:10pm	6th Period (Computer Science, Math Problem Solving, or PE)
2:10pm	2:20pm	BREAK
2:20pm	3:10pm	7th Period (Social Studies, Science, Computer Science, or PE)
3:10pm	3:45pm	FOCUS: Homework and Tutoring Time
3:45pm	4:00pm	Afternoon Advisory
4:00pm		Dismissal
4:15pm	5:30pm	Homework Club/Detention/Academic Support

Friday		
7:30am	7:45am	School Opens to Students (Breakfast)
7:45am	8:00am	Morning Advisory/DEAR
8:00am	8:50am	1st Period
8:50am	9:40am	2nd Period
9:40am	10:20am	3rd Period
10:20am	11:10am	4th Period
11:10am	11:40am	LUNCH
11:40am	12:40pm	Character Education
12:40pm	1:00pm	Afternoon Advisory
1:00pm		Dismissal
1:15pm	2:00pm	Homework Club/Detention/Enrichment
2:15pm	4:15pm	Staff Professional Development

Once students reach the high school level they will take five courses per day, alternating between an A Day schedule and a B day schedule. Students will attend Math and English courses every day, and then alternate Science, Social Studies, Foreign Language, and other Electives every other day. Students will be given five-minute transition periods throughout the day between every class period and lunch/advisory. Advisory times will be shorter at the high school level to allow for longer class periods of 75 minutes to imitate the longer class period times that students often have at the college level. Students will still have an independent reading block Monday through Thursday but advisors will be allowed to alternate this time with other advisory activities related to character education development. **Figure 6.4** shows the breakdown of instructional time for high school students. The total instructional minutes do not include the 120 minutes per week that students spend doing independent reading because it will no longer be a strictly instructional class.

Figure 6.4: Instructional Time for High School Students

Subject	Instructional Minutes Per Week
English	345 minutes
Mathematics	345 minutes
Science	172.5 minutes
Social Studies	172.5 minutes
Total Amount of Instructional Time Per Week (Including Electives)	1,725 minutes

Students will follow the exact same arrival and dismissal schedule as the middle school schedule. After school students will still be required to stay on Monday through Thursday if they have earned Homework Club. Students will no longer serve detentions on a daily basis. The only detention block

for high school students will be on Fridays from 1:15pm to 3:00pm. Students will only need to stay for an hour if they have only earned Detention, but may need to stay until 3:00pm if they have earned both Detention and Homework Club. Non-instructional staff will run Detention and Homework Club to allow for teachers to attend the Staff Professional Development on Fridays. At the high school level students will still take Enrichment courses but instead of only meeting on Fridays, the enrichment courses can meet at any point during the week Monday through Friday. **Figure 6.5** shows a typical student schedule for a high school student for Monday through Thursday and a separate schedule for the shortened Fridays.

Figure 6.5: High School Schedule

Monday – Thursday		
7:30am	7:45am	School Opens to Students (Breakfast)
7:45am	7:50am	Morning Advisory
7:50am	7:55am	Transition
7:55am	9:10am	1st Period
9:10am	9:15am	Transition
9:15am	10:30am	2nd Period
10:30am	10:35am	Transition
10:35am	11:50am	3rd Period
11:50am	11:55am	Transition
11:55am	12:25pm	LUNCH
12:25pm	12:30pm	Transition
12:30pm	1:00pm	Advisory/DEAR (Independent Reading)
1:00pm	1:05pm	Transition
1:05pm	2:20pm	4th Period
2:20pm	2:25pm	Transition
2:25pm	3:40pm	5th Period
3:40pm	3:45pm	Transition
3:45pm	4:00pm	Afternoon Advisory
4:00pm		Dismissal
4:15pm	5:30pm	Homework Club/ Academic Support/Enrichment

Friday		
7:30am	7:45am	School Opens to Students (Breakfast)
7:45am	7:55am	Morning Advisory/DEAR
7:55am	8:00am	Transition
8:00am	8:45am	1st Period
8:45am	8:50am	Transition
8:50am	9:35am	2nd Period
9:35am	9:40am	Transition
9:40am	10:25am	3th Period
10:25am	10:30am	Transition
10:30am	11:15am	4th Period
11:15am	11:20pm	Transition
11:20am	11:50am	LUNCH
11:50am	11:55am	Transition
11:55am	12:40pm	5th Period
12:40pm	1:00pm	Afternoon Advisory
1:00pm		Dismissal
1:15pm	3:00pm	Homework Club/Detention/Enrichment
2:15pm	4:15pm	Staff Professional Development

c. Sample Teacher Schedule

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

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

A full time teacher at Legacy College Prep will start their day at 7:00am every day, with an all staff Morning Huddle. Monday through Thursday, Teachers will be finish their day at 4:30pm four times per week and 5:30pm once per week. Teachers will be required to stay one day per week for academic support to tutor individual students who are struggling in the course that they teach. In summary, teachers will work a 9.5 hour day four days per week and one 10.5 hour day at both the high school and middle school levels.

The 9.5 hour day is longer than a traditional teacher schedule, however, at the middle school level, each day has three built-in 50 minute planning periods to allow teachers to finish their planning and grading within their school day, thereby eliminating the need to take work home with them. Teachers will spend 150 minutes per day planning and grading and 100 minutes per day instructing individually. Advisory time throughout the day, which totals approximately 110 minutes per day, will be co-taught and split between two teachers.

An English Language Arts teacher at the school could begin her day by arriving at 6:50am to get settled and ensure that she is on time to the morning huddle at 7:00am. From 7:10 to 7:30am she has time to set up the classroom for the day. From 7:30am to 8:00am she would co-facilitate advisory with another teacher. While she is greeting students as they walk in, the other teacher is monitoring breakfast and morning routines, i.e. turning in homework, checking out books from the class library, and getting materials ready for 1st period. After advisory is complete, she would teach back to back Reading courses in 1st and 2nd period. Then from 9:40am to 9:50am she would facilitate the student break. She would then teach another 50-minute class before having 4th period off as a planning period. Depending on the day, she might have lunch duty in which case she would eat in the cafeteria with the students. If she did not have lunch duty then she could eat in ether her classroom or the teacher workroom. With five minutes remaining in the lunch period she would pick her advisory up from the cafeteria and escort them to advisory. She would co-facilitate the silent DEAR period for 30 minutes before teaching her final ELA class of the day during 5th period. Both 6th and 7th periods would be planning and grading time, allowing her to either collaborate with the other ELA teacher or to work independently on grading. In between her two planning periods she will have hallway duty during the 10-minute break to ensure that students are meeting expectations on their way to the restroom. After 7th period, she will return to advisory to co-facilitate the FOCUS time by either pulling a small group of student to work on reading/writing or by monitoring the class as they work independently. During afternoon advisory she would ensure that students had all necessary materials packed up and ready to go home and that each student had the correct homework written down and placed in their homework folders for that day. When the dismissal bell rings at 4:00pm she would escort her class out of the room and assist in monitoring the hallways during dismissal. She would then either leave at 4:30pm to go home or remain for an additional hour to assist students who need additional support in ELA.

Figure 6.6 shows a typical teacher schedule for Monday through Thursday, with the blue highlighted fields representing co-lead class times.

Figure 6.6: Middle School Teacher Monday – Thursday Schedule

Monday – Thursday		
6:15am	7:00am	School Opens to Teachers
7:00am	7:10am	Morning Huddle
7:10am	7:30am	Classroom Preparation
7:30am	7:45am	Greet Students and Breakfast in Advisory
7:45am	8:00am	Morning Advisory/DEAR
8:00am	8:50am	1st Period – Teach
8:50am	9:40am	2nd Period – Teach
9:40am	9:50am	BREAK – Facilitate
9:50am	10:40am	3rd Period – Teach
10:40am	11:30am	4th Period – Planning Period
11:30am	12:00pm	LUNCH – Lunch Duty twice per week
12:00pm	12:30pm	DEAR (Independent Reading) – Facilitate in Advisory
12:30pm	1:20pm	5th Period – Teach
1:20pm	2:10pm	6th Period – Planning Period
2:10pm	2:20pm	BREAK – Hallway Monitoring
2:20pm	3:10pm	7th Period – Planning Period
3:10pm	3:45pm	FOCUS: Homework and Tutoring Time – Facilitate in Advisory
3:45pm	4:00pm	Afternoon Advisory
4:00pm		Dismissal
4:15pm	5:30pm	Academic Support

On Friday teachers start and dismiss at the same time but are given two hours of professional development after student dismissal. With the shortened class day, teachers will only receive one 50-minute planning period and be asked to teach for 100 minutes and then co-teach with another teacher for 50 minutes. **Figure 6.7** shows a typical teacher schedule for Friday with blue highlighted fields for the times when teachers are co-leading the classroom.

Figure 6.7: Middle School Teacher Friday Schedule

Friday		
6:15am	7:00am	School Opens to Teachers
7:00am	7:10am	Morning Huddle
7:10am	7:30am	Classroom Preparation
7:30am	7:45am	Greet Students and Breakfast in Advisory
7:45am	8:00am	Morning Advisory/DEAR
8:00am	8:50am	1st Period – Teach
8:50am	9:40am	2nd Period – Teach
9:40am	10:20am	3rd Period – Planning Period
10:20am	11:10am	4th Period – Co-teach with Social Studies
11:10am	11:40am	LUNCH
11:40am	12:40pm	Character Education – Facilitate in Advisory
12:40pm	1:00pm	Afternoon Advisory
1:00pm		Dismissal
1:15pm	2:00pm	Enrichment
2:15pm	4:15pm	Staff Professional Development

At the high school level, teachers will have the same arrival and dismissal times Monday through Thursday. They will however be required, however, to stay after school one day per week for an additional hour to hold office hours for students who need additional support. The office hour structure is implemented to teach students how to take advantage of this opportunity so that when they are in college they are better able to utilize a professor's office hours as a resource. Every teacher will receive one planning period each day for 75 minutes and will teach four class periods per day for a total of 300 minutes. Teachers will still co-facilitate advisory at the beginning, middle, and end of the school day. Teachers will not be required to facilitate lunch or Homework Club/Detention. Teachers who elect to run an enrichment must hold the enrichment on the same day each week and for at least one hour. A stipend will be paid to teachers who create their own enrichment course. **Figure 6.8** shows a typical schedule for a high school teacher for Monday through Thursday.

Figure 6.8: High School Teacher Schedule for Monday – Thursday

Monday – Thursday		
6:15am	7:00am	School Opens to Teachers
7:00am	7:10am	Morning Huddle
7:10am	7:30am	Classroom Preparation
7:30am	7:45am	School Opens to Students (Breakfast) – Facilitate
7:45am	7:50am	Morning Advisory – Facilitate
7:50am	7:55am	Transition
7:55am	9:10am	1st Period – Teach
9:10am	9:15am	Transition
9:15am	10:30am	2nd Period – Teach
10:30am	10:35am	Transition
10:35am	11:50am	3rd Period – Planning Period
11:50am	11:55am	Transition
11:55am	12:25pm	LUNCH
12:25pm	12:30pm	Transition
12:30pm	1:00pm	Advisory/DEAR (Independent Reading)
1:00pm	1:05pm	Transition
1:05pm	2:20pm	4th Period – Teach
2:20pm	2:25pm	Transition
2:25pm	3:40pm	5th Period – Teach
3:40pm	3:45pm	Transition
3:45pm	4:00pm	Afternoon Advisory
4:00pm		Dismissal
4:15pm	5:30pm	Academic Support or Enrichment

On Friday, teachers will still teach four classes for a total of 180 minutes and have one planning period for 45 minutes. Once students dismiss, teachers will have an hour to either run an enrichment or use the time for planning and grading. From 2:15pm to 4:15pm teachers will have professional development to practice execution and collaborate on upcoming lessons and plans.

Part of this time will also be used to problem solve around supports for individual students. **Figure 6.9** shows a Friday schedule for a teacher.

Figure 6.9: High School Teacher Friday Schedule

Friday		
6:15am	7:00am	School Opens to Teachers
7:00am	7:10am	Morning Huddle
7:10am	7:30am	Classroom Preparation
7:30am	7:45am	School Opens to Students (Breakfast)
7:45am	7:55am	Morning Advisory/DEAR
7:55am	8:00am	Transition
8:00am	8:45am	1st Period – Teach
8:45am	8:50am	Transition
8:50am	9:35am	2nd Period – Teach
9:35am	9:40am	Transition
9:40am	10:25am	3th Period – Planning Period
10:25am	10:30am	Transition
10:30am	11:15am	4th Period – Teach
11:15am	11:20pm	Transition
11:20am	11:50am	LUNCH
11:50am	11:55am	Transition
11:55am	12:40pm	5th Period – Teach
12:40pm	1:00pm	Afternoon Advisory
1:00pm		Dismissal
1:15pm	3:00pm	Enrichment
2:15pm	4:15pm	Staff Professional Development

7. Specific Populations

The goal of Legacy College Preparatory Charter School ("Legacy College Prep") is to provide an excellent education for all students and a diversity of learners that will prepare them to be accepted into and persist within a college or university of their choice.

In order to accomplish our mission, we will ensure that all students receive individualized and appropriate supports within the school community, delivered by qualified and appropriately licensed professionals, to allow them to be successful and meet our high academic and behavioral expectations.

a. Struggling Students

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

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

In order for Legacy College Prep to achieve its mission of preparing all students for success in college and in life, we have developed supportive measures, especially for students at risk of academic failure, that focus on prevention, intervention, and the creation of a learning environment conducive to every student's success. With minority students who are poor readers disproportionately placed into special education[1], national policy recommendations suggest that early identification and intervention should be treated as a priority for minority students at risk of reading problems.

We will use daily, weekly, and trimester assessment data to monitor student success and growth. We define a struggling student as any student not on track to being promoted to the next grade level due to academics, attendance, or behavior. Students who consistently perform in the lowest quartile on Interim and Unit Assessments, or have any grade below passing (70%) will be identified as struggling academically. Students with three or more unexcused absences within the first two months of school will be quickly recognized as struggling with attendance, and students with consistent behavior problems earning six (6) or more detentions in the first two months of school will be identified as struggling behaviorally.[2] We will design and implement a Response to Intervention (RtI) program at all grade levels to assist us in identifying the students who are struggling so that we can implement additional supports throughout the year to ensure that students are on track for promotion, and thereby succeed in high school and college.

[1] *Minority Students in Special Education: Disproportionality and Learning Disabilities*, National Research Council Report. (2004).
[2] Should additional concerns rise after the first two months of school, we will take similar immediate measures.

Response to Intervention Program for Academics

The RtI program for academics will consist of three tiers. Tier 1 will consist of every student attending the school. Supports for Tier 1 will include any support system that all students are receiving, such as the FOCUS tutoring time at the end of every day Monday through Thursday, the opportunity to consult with an advisor or additional teacher during FOCUS time or after school for assistance, the use of a tracking system in advisory for behavior, attendance, and academics to set goals and monitor progress, and consistent, frequent communication between advisors and parents about student progress. Given our extended day and tiered schoolwide supports, the school year will begin with all students placed in Tier 1, except for students who have already been identified as having an IEP or a 504 Plan. Students with an IEP or a 504 Plan will have access to our full range of traditional supports, and in addition, will have a case manager in the form of either the Dean of Student Supports or one of our Learning Specialists assigned to them by the Dean, who will provide students with additional supports from the beginning of the school year. These supports are referenced in the next section under Students with Special Needs.

After the first round of unit and/or interim assessments, and no later than October of each year, any student performing in the lowest quartile of assessment results, or who is currently receiving a failing grade (below 70%) in any class will be moved into Tier 2 of the RtI program. At this point, teachers, advisors, administrators, and parents may also refer a student to Tier 2 for academics if assessment results and grades are not accurately portraying the student's struggles. A list of students who are in Tier 2 will be compiled into a GoogleDoc and shared with all teachers and administrators for the specific grade level of students. Teachers will be required to write comments for students that they teach, summarizing the strengths and weaknesses of each student, and making suggestions for potential interventions. Advisors will then view the document and use the intervention suggestions to design individual interventions for the students in their home room. Possible interventions might include extended time to complete assignments in classes, an in-person conference with the advisor and a parent/guardian to discuss strategies for helping the student at home, small group and one-on-one instructional support during the FOCUS tutoring time, and/or advisor-assigned trackers and incentives for homework completion, grades, participation, and attendance. Advisors will be responsible for logging the interventions, dates included, and any contact with parents/guardians into the GoogleDoc. Progress made after the interventions will be tracked by the Head of School, Advisor, and Dean of Student Supports. Moving forward throughout the year, the Dean of Student Supports and Head of School will analyze the data on recent school and class assessments and academic progress reports at four-week intervals to monitor the progress that students are making and move students in and out of Tier 2 supports based on assessment results and recent grade progress reports.

Students who have not made progress getting back on track academically by November will be moved into Tier 3. Students must have multiple interventions logged and tracked in the GoogleDoc before moving into Tier 3. Students may also be referred to Tier 3 by teachers, administrators, staff members, and parents at any point during the year for reasons that might not be portrayed in the assessment and grade data. Students in Tier 3 will be divided up into three groups: Poor Attendance, Low Skilled, and Lack of Motivation.

The interventions in Tier 3 will be directed towards the reason that students are struggling. Students who have poor attendance will be referred to the Social Worker for bi-weekly meetings. The Social Worker will collaborate with the student's Advisor and the Dean of Student Supports to create positive incentives for improving attendance, for instance, coming to school a specific number of days in a row will earn a student lunch with their favorite teacher. Students who are showing a lack of motivation will be referred to the Dean of Culture who will conference with these students on a bi-weekly basis, providing students with strategies for eliminating outside

distractions and for investing in future goals. Students will work on setting goals for their future and determining how the classes they are currently taking will help students achieve their goals. The Dean of Culture will also schedule in-person conferences with parents/guardians to go over strategies that can be used at home to help students stay motivated.

Students who are struggling due to low skills in multiple courses will be referred to the Dean of Student Supports. Students in this group will be required to attend tutoring sessions with specific teachers for an hour before or after school and a three-hour session one Saturday per month. Teachers will be required to track student attendance at these sessions and make a note of progress that students are making. Students will also be pulled by the Dean of Student Supports for one-on-one tutoring during the FOCUS tutoring block to evaluate student progress, especially in reading and math. Teachers will begin to test various modifications, such as giving students additional time on assessments, reading assessments aloud to students, and modifying homework by having students concentrate on doing fewer problems. Testing various modifications will be the first step in determining whether or not a student should be tested for needing specialized services. By December, if a student is not making progress academically with RtI interventions having been exhausted, or if classroom teachers or other faculty members believe that a disability may exist, the student will be referred, in writing, and with the parent's consent, to the Committee on Special Education (CSE) for individual evaluation and determination of eligibility for special education programs and services. The Dean of Student Supports and other faculty members will be in constant communication with the student's family to communicate findings, recommendations, and changes to supports being offered to students.

Response to Intervention Program for Attendance

The RtI program for attendance begins with all students in Tier 1 receiving a phone call home when they are absent from school for a day. Families are notified weekly of their student's attendance record through weekly progress reports. In October, the Social Worker and Dean of Student Supports will pull a list of any students who have three or more absences. These students will be considered Tier 2, off track in attendance due to missing a large amount of days in the first two months of school. The Social Worker will meet with each student during advisory time to strategize how to improve the student's attendance at school. The Social Worker will follow up that conference with a phone call to the parent/guardian to ensure clear communication on future strategies. At the end of Trimester 1, any student with more than five (5) unexcused absences or more than eight (8) absences at the end of Trimester 2 will be referred to Tier 3. At this point, the Social Worker will schedule a formal in-person meeting with the student's parent/guardian, the student, and the advisor to formulate a plan moving forward to improve attendance with benchmarks and incentives tied to attending school for a series of days in a row.

Response to Intervention Program for Discipline

The RtI program for discipline begins with all students in Tier 1 receiving weekly progress reports on their behavior listing numbers of demerits and merits sent home to parent(s)/guardian(s). Advisors will also keep track of student demerits/merits and monitor students who are struggling with behavior, making frequent contact with parents when students earn higher amounts of negative consequences. Each time a student receives a detention, the parent/guardian will receive a phone call from the Dean of Culture or other office staff. In October, the Dean of Culture, in collaboration with the Head of School and Middle School and High School Directors as hired, will pull a list of any students who have six (6) or more detentions. These students will be considered in Tier 2, or off track for behavior and discipline reasons. These students will meet with the Dean of Culture on a weekly basis and set goals to improve behavior. After each conference the Dean of Culture will clearly communicate strategies to parents/guardians. Students will have a weekly

tracker that they use in each of their classes to keep track of the number of demerits and merits that they are earning with incentives tied to earning more merits and fewer demerits. At the end of the first trimester, the Dean of Culture will pull a list of students who have more than twelve detentions. These student will complete a reflection on the consequences that they have received, focused on determining some of the causes of their detentions with guidance from their advisor. This reflection will be presented in the form of a presentation by the student in a meeting with the Dean of Culture, the student's advisor, and the student's parent(s)/guardian(s). Solutions and strategies will be generated within this meeting for the upcoming weeks and then revisited with a follow up meeting if improvement has not been made. **Figure 7.1** provides a summary of all RtI interventions for academics, attendance, and discipline.

Figure 7.1: RtI Interventions Summary

RtI Concern	Tier 1	Tier 1 Interventions	Tier 2	Tier 2 Interventions	Tier 3	Tier 3 Interventions
Academic	All Students	Progress report sent home weekly with update on current grades. Students fill our weekly trackers with goals on improving their grades. Students meet with their advisors on a biweekly basis to check in on grade improvement.	Students performing in lowest quartile on Interim or Unit Assessments or failing one course with less than a 70%.	Small group instruction and tutoring supports, conferences between teachers, advisors, and parents/guardians, extended time in class to complete assignments, slight accommodations and modifications made to in class assignments.	Students performing in lowest quartile or failing multiple courses after interventions have been put in place and tracked.	Students referred to Director of Student Supports, Dean of Culture, or Social Worker based on root cause of low performance.
Attendance	All Students	Phone call home when student is absent. Progress report sent home weekly with update on number of absences.	Students has more than three (3) unexcused absences in the first two (2) months of school.	Student will meet with the Social Worker to discuss absence trend and Social Worker will call parent/guardian to follow up.	Student has more than five (5) unexcused absences within first trimester or eight (8) within first two (2) trimesters.	Meeting with Social Worker, Advisor, Student, and Parent/Guardian
Discipline	All Students	Phone call home when student receives a detention. Progress report sent home weekly with behavior report on number of demerits and merits earned.	Students earns more than six (6) detentions in the first two (2) months of school.	Students will use a behavior tracker to keep track of consequences and rewards earned in each class and check in with the Dean of Culture once a week on progress.	Student earns more than twelve (12) detentions in the first trimester.	Reflection presentation in meeting with Dean of Culture, Advisor, Student, and Parent/Guardian

b. Students with Disabilities

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

In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, Legacy College Prep provides a Free and Appropriate Public Education (FAPE) and complies with all applicable state and federal statutes, 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 educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Program (IEP). Based on demographic data for Community School District (CSD) 7 and CSD 8, we expect approximately 19% of incoming students to have IEPs. Legacy College Prep does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities. We agree to abide by all of the assurances regarding the provision of special education services provided in the RFP appendix. We are dedicated to working with the Committee on Special Education (CSE) from the NYCDOE and other local partners in the community to ensure we are providing the appropriate services to all of our students. **Figure 7.2** specifies the partnerships we have already secured.

Figure 7.2: Partnerships to Support Students with Disabilities

Date of Contact	Organization	Purpose of Partnership
11/6/15	Singeria	To attend workshops and learn more about

		services offered to families and be able to refer families to their organization for advocacy support.
10/13/15	New York City Charter School Center	To ensure that we are in compliance with the programs and supports that we offer students and their families by utilizing the resources that the Center has to offer.
11/5/15	Albert Einstein College of Medicine: Children's Evaluation and Rehabilitation Center	To gather information on support service providers and ensure that our systems and programs are providing the appropriate support for our students.
1/19/16	Resources for Children with Special Needs, Inc. The Bronx Parent Center Without Walls	To gather information on support service providers and ensure that our systems and programs are providing the appropriate support for our students.

Identification

Upon student enrollment at Legacy College Prep, the school will conduct a series of new student orientation activities that may or may not include home visits with families. One item discussed is whether or not the enrolling student has an existing Individualized Education Program (IEP).

In order to identify students with disabilities who do not have an existing IEP, the Dean of Student Supports, a special educator licensed in New York State, with guidance and leadership from the Head of School, will train all teachers and staff members to carefully monitor individual performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data. During summer professional development, the Dean of Student Supports will present sessions for teachers on how to identify if a student might have a disability that is inhibiting him or her from making academic progress. Teachers will also receive training on the RtI process described in **Section 7a**, including the referral process for each tier and the interventions suggested for students under each tier.

Throughout the year, Legacy College Prep's internal assessment program and RtI process provide efficient means to identify students who are struggling academically. Once all interventions have been exhausted and it is shown that a student is not making progress academically, or it is suspected by teachers or other faculty that a student might have a disability, then the student will be referred to the Committee on Special Education (CSE). All of the findings will be communicated clearly to families before referring the student to the CSE. If the student is found by the CSE to have a disability then the school will work with the CSE to adhere to all laws and regulations regarding the implementation of the services outlined in the student's IEP. We will also collaborate with the CSE regarding the annual review of the IEP, review of eligibility at least every three years, student progress towards goals outlined in the IEP, and the adaptation of the IEP if it is no longer appropriately meeting the needs of the student.

Section 504

Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. Legacy College Prep adheres to all obligations under IDEA

(Individuals with Disabilities Education Act) and Section 504. We immediately evaluate and identify any students protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The Dean of Student Supports serves as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served. The Dean of Student Supports will provide teacher training on interventions and supports put in place for students with a 504 Plan, including behavioral intervention plans (BIPs) as related to the schools' discipline system.

Services

Legacy College Prep will meet the needs of most students with disabilities by providing a variety of resources to students. During the summer and throughout the school year, all teachers will receive professional development training on providing students with modifications and accommodations to assessments, homework, and in class activities and assignments in accordance with students' IEPs. The Dean of Student Supports will be responsible for facilitating the professional development and for ensuring that teachers are appropriately providing students with the instructional services outlined in their IEPs, and, in collaboration with the CSE, that other appropriately licensed individuals are providing additional services as required, including but not limited to, speech and language therapy, occupational therapy, and counseling.

At the beginning of the year all staff members will receive an overview on the support systems that we provide for students with IEPs. Another session for instructional staff only will specifically focus on modifications and accommodations necessary for specific students based on their IEPs. Teachers will be given specific information on the modifications, accommodations, supports required, and goals written into the IEPs of the students that they teach. Throughout the year updates will be given to teachers as students' IEPs are reviewed in collaboration with the NYCDOE Committee on Special Education. Additional professional development sessions will be scheduled on Fridays or Professional Development Days as needed throughout the year based on performance data and trends in grades, attendance, or discipline. Teachers' planning schedules and our dedicated professional development time weekly will allow teachers in both regular and special education to share and modify lesson plans, academic assignments and activities, and assessments as needed, and to ensure that the appropriate instruction and supports are in place inside and outside of the regular education classroom.

In addition to the Dean of Student Supports, a minimum of one special education teacher, licensed within the State of New York, will be hired each year that the school is growing to full enrollment, beginning in the first year of operation. All teachers licensed in special education and providing specialized instruction or services as outlined in a student's IEP will be referred to as Learning Specialists. Each Learning Specialist will be assigned to support students at a specific grade level and will work with the Dean of Student Supports to monitor student progress and ensure that the appropriate services and supports are in place for students with IEPs or 504 Plans. The Learning Specialists will communicate with the general education teachers at their assigned grade level via email and through in-person conversations during planning periods and professional development each week, as well as through in-class observations to monitor supports and student progress. Each week, the Dean of Student Supports will meet with the Head of School, and Middle School Director or High School Director as hired, to look at recent academic data on student performance comparing grades and assessment results of students with IEPs to general education students. The Dean of Student Supports will then inform the Learning Specialists of any information or strategies coming out of the weekly check-ins with the Head of School. The Learning Specialists will then be charged with reaching out to general education teachers, advisors, and parents/guardians to ensure

that the strategies are implemented or that additional supports are provided for students who are struggling academically.

Specific classrooms will have integrated co-teaching (ICT) models with two teachers in the room to provide additional support to students in the classroom. While one teacher is facilitating the lesson as the lead teacher, the other teacher will be able to circulate the room assisting individual students and providing additional support on in-class assignments. One of the teachers, licensed in special education and referred to as a Learning Specialist, will work with the Dean of Student Supports to ensure that the appropriate services are provided for individual students. Both the Dean of Student Supports and the Learning Specialists will serve as the Special Education Teacher Support Services (SETSS) provider. These instructors will provide in-class and/or out-of-class services for students throughout the school day in the specific subjects required by their IEPs. During the first year we will hire a Dean of Student Supports, and then additional Learning Specialists as needed indicated by the population of students we have needed specialized services.

To provide our students with counseling services we will hire a licensed School Social Worker in year one, an additional Social Worker in year 3 to support grades 8 and 9, and an additional Social Worker in year 5 to support grades 10, 11, and 12. The Social Worker will provided students with support on a referral basis or as indicated in a students' IEP or 504 Plan. Referrals for students to the Social Worker can be completed by teachers, staff members, administrators, or parents. In addition to providing counseling, the Social Worker(s) will work with students who have chronic attendance issues or who need behavior intervention plans (BIPs). If a student's IEP requires services that Legacy College Prep is unable to provide internally then the school will work with the NYCDOE designated CSE to contract specific services and the appropriately credentialed and licensed professionals to support the individual needs of our students, including speech therapy, physical therapy, and occupational therapy services as needed determined by students' IEPs.

Program Evaluation

The school's Dean of Student Supports will be the administrator charged with coordinating and monitoring the school's special education programming and performance. Specifically, the Dean will:

- Participate in the development and management of all special education teachers, referred to as Learning Specialists.
- Ensure that all services are provided in direct accordance with each student's IEP in as efficient and effective manner as possible.
- Train and support instructional staff on issues relevant to special education. Training will occur at the beginning of the year during summer professional development with sessions on providing content-specific supports for students with IEPs or a 504 plans. Ongoing training will occur on Professional Development days and Friday Professional Development. The ongoing training will be student specific focused on individualized strategies and implementation in the classroom.
- Ensure that all special education reporting requirements are met.
- Work collaboratively with and serve as the liaison with the CSE.
- Retain, monitor, and secure all relevant data in a confidential manner in strict compliance with prevailing federal and state laws.
- With the Head of School, monitor and evaluate the efficacy of the program by measuring how students are progressing toward meeting the goals outlined in their IEPs and how the progress and mastery of students with special needs compares to the general education population of students, specifically how the growth measure on the NWEA MAP assessment compares students with IEPs to students without IEPs.

The Head of School will closely monitor the population of students with special needs and the individual progress that each student is making to ensure that the appropriate services are being provided for each student and that all students are being served by the school. After each whole school assessment, the Head of School and Dean of Student Supports will analyze the data comparing the performance of students with IEPs to the performance of the general education population to ensure that all students are receiving the appropriate supports necessary to achieve growth and mastery of the content. Supports and programs will be adjusted if the data shows that specific students are being underserved.

A more formal evaluation of our programs will occur at the end of each school year, during which the Head of School and Dean of Student Support will analyze the assessment results on the internal End-of-Year Assessment, Achievement Network Assessments, NWEA MAP growth results, and any New York State assessment results that we have received to determine any trends in the performance of specific populations of students. Assuming later receipt of the NY State assessment results, we will conduct an additional analysis at that time as well. In both analyses, we will compare the performance of students with IEPs to the performance of that of the general education population to ensure that our programming is supporting the growth and mastery of all students. We will also utilize survey data from our family satisfaction end-of-year survey to gather feedback from parents on the effectiveness of our programs. Based on this analysis, and led by the Head of School, and with input from the Middle School and High School Directors as hired, the Dean of Student Supports will make adjustments to programming and supports provided to students with IEPs and 504 plans for the following school year.

c. English Language Learners

Discuss the proposed school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;*
- *The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs;*
- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria;*
- *The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*
- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

Legacy College Prep complies with all applicable federal laws related to the education of minority students as stated under Title IV of the Civil Rights Act of 1964 and Education Opportunities Act of 1974. In addition, we follow the State of New York Education Law 3204, Section 3, designed to

protect the rights of and set the minimum standards for the education of students with a non-English language background. Based upon enrollment projections in CSD 7 and CSD 8, we anticipate that approximately 17% of our students will be identified as English Language Learners in year 1. To ensure we are supporting all students, in year 1 we will hire a certified English Language Learner (ELL) instructor to provide and supervise supports for ELL students. In year 3, we will hire an additional ELL instructor based on the population of students requiring English Language Learner supports.

Identification

Legacy College Prep will request records from students' prior schools as well as use the Department of Education's ATS system to determine if an incoming students has already been identified as an ELL student. At new student orientation, all families will receive a Home Language Survey to determine whether or not a students' native language is English or if another language is spoken in the home other than English. Legacy College Prep will work with the city to administer the New York State Identification Test for English Language Learners (NYSITELL) to determine whether or not a student requires English language support. We will clearly communicate the identification process to students' families and the supports that will be offered to students who have been identified as ELLs. For those ELL students with a disability, we will make sure to provide additional supports in alignment with their IEP. No student will be placed in special education simply because of their language designation.

Services

English Language Learner (ELL) students are provided with equal access and full participation in all school activities. We ensure that all supports are provided to students within the school day and do not interfere with students' ability to participate in enrichments, sports, elective courses, or other after-school activities. According to research on the education of ELL students conducted by the National Council of Teachers of English, students will perform at higher levels when placed in classes based on academic ability where they are still held to high academic expectations.[3] At Legacy College Prep, ELL students study the same content and are held to the same rigorous standards as other students. While all classes are taught in English, the level of English used for instruction, both verbal and written, is modified as needed to facilitate the ELL students' attainment of English.

For students identified as English Language Learners (ELL), we use structured English language immersion to accelerate academic progress. We eliminate or limit the separation of English Language Learners from the mainstream classroom, acknowledging that recent research shows that when students are held to a challenging, high academic standard but given scaffolded individual supports they are more quickly exited from the ELL program.[4] If a student's English Language proficiency is limited to the point where a student cannot participate in the regular classroom, then our school will provide instruction in English for only a portion of the day. The objective is for the student to eventually be able to transition into fully English classes so it is important that they spend part of each day with the opportunity to listen and speak in English. Each student will have their own individualized plan designed and overseen by the Dean of Students Supports in collaboration with the ELL certified instructor, and implemented by the general education teachers. The Dean of Student Supports, Head of School, and Middle School and High School Directors as hired, will screen and monitor the progress that students are making using frequent assessments and making adjustments to instructional supports based on individual student data. The Dean of Student Supports will oversee this process while working closely with the

[3] http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf.
[4] http://usny.nysed.gov/docs/blueprint-for-ell-success.pdf.

Head of School and the ELL certified instructor and supporting the implementation of effective strategies by general education teachers. The Dean will meet weekly with the ELL certified instructor to track progress that ELL students are making and to ensure appropriate supports are being provided. The ELL certified instructor will communicate frequently with general education teachers via email, in person conversations, and classroom observations to ensure that supports are in place for students.

According to the U.S. Department of Education's What Works Clearinghouse database, there are four strategies that have been proven successful for educating and support ELL students.[5] We will use these four strategies in all math, English/language arts, social studies, and science courses.

1. Teach vocabulary
2. Integrate oral and written English language instruction
3. Provide regular, structured opportunities to develop written language skills
4. Provide small-group instructional intervention

All four strategies will be used in all general education courses so that all students are receiving these services that were designed to assist and support ELL students.

1. Teach Vocabulary

According to Bill Honig, to be able to read and understand grade-appropriate material, students need to learn 3,000 to 4,000 new vocabulary words each year.[6] At Legacy College Prep there is a formal vocabulary program where a specific set of words is chosen for each week and infused through multiple content course, English/Language Arts and Social Studies, in addition to advisory. In vocabulary instruction, teachers will select a piece of informational text on a relevant and interesting topic that contains a variety of academic vocabulary. Selecting a small amount of vocabulary words, using different modalities for instruction, and teaching word learning strategies all contribute the in-depth vocabulary instruction.

2. Integrate Oral and Written English Language into Content-Specific Instruction

At Legacy College Prep students will be held to consistent speaking and writing standards across all courses. Students will be required to speak using academic language whenever participating in class, using a complete sentence and focusing on clarity and conciseness when speaking. Students will also be held to a consistent standard in written language through the use of common writing rubrics across all courses. Teachers will provide multiple methods of introducing content and anchoring concepts using visual models, video, and audio works. This strategy includes having teachers explicitly teach content specific vocabulary in addition to the academic vocabulary. Teacher should then provide students with an opportunity to converse with their peers about the text or content, and with an opportunity to write about the content materials in order to extend their learning.

3. Provide Regular, Structured Opportunities to Develop Written Language Skills

Teachers will provide students with multiple opportunities to write where the prompts are content-specific but focus on academic language and writing skills. Teachers will provide ELLs with language based supports for writing assignments such as graphic organizers or paragraph starters to assist students with writing development in English. Students will have opportunities to work in small groups to talk about their written pieces and compare ideas. Finally, teachers will provide students with frequent feedback on their writing to assist in the progression.

[5] http://ies.ed.gov/ncee/wwc/pdf/practice_guies/english_learners_pg_040114.pdf#page=20.
[6] Honig, Bill. *Teaching Children to Read.* Thousand Oaks, CA: Corwin Press, 2001.

4. Provide Small-Group Instructional Intervention

Teachers will use assessment data to identify students who are struggling with different aspects of language development and then design the small group instruction so that it will target individual student needs. Structuring groups based on language development allows teachers to prioritize specific groups and give those students more attention during independent and group practice. The small groups are also able to have different tasks for instance, a group could work on vocabulary and listening or comprehension strategies instead of focusing on the other task or content at hand.

Every year students who have been identified as ELL will take the New York State English as a Second Language Achievement Test (NYSESLAT) to measure progress toward exiting the ELL program. Once a student scores proficient on the NYSESLAT exam then they will be exited from the ELL program.[7]

Program Evaluation

Overseen by the Head of School, the Dean of Student Supports will be responsible for overseeing the program for English Language Learners and for ensuring that the school is in compliance with all state and city laws and regulations related to serving ELL students. Legacy College Prep will use internal interim and unit assessments to monitor student progress toward achieving proficiency on the NYSESLAT and thereby exiting the ELL program. The Head of School will work with the Dean in analyzing individual student data for progress and making in-person observations of specific students' in-class participation and proficiency with the English Language. The strategies outlined above will be evaluated for their effectiveness using the data throughout the year and data on how much growth each ELL student shows in a single year as measured by the NYSESLAT.

Parent Communication

One of the key design elements of Legacy College Prep is the partnership we are committed to forming with the parents of the students at our school. We believe that parental support is an integral part of a student's education and because of that we will make every effort to involve parents actively within the school from day one. A key component of forming this partnership is to ensure that communication with parents is clear and frequent. We will translate all communication into the native language of our families to make sure that all families are clearly informed of the programs that we are offering and the supports that are available to their children. This will be especially important for communication around students with IEPs or students identified as ELL. In addition to translating all written communication, we will also ensure that we have the support of translators for any in-person meetings, conferences, or orientations that we ask parents to attend.

d. Gifted and Talented Students

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and/or programs the school will use to accelerate learning for advanced and/or gifted and talented students (both within general education classrooms and in other settings).*

Legacy College Prep believes that all students should be in an education environment that provides them with the educational supports that fit each individual student, including students who are

[7] http://www.p12.nysed.gov/biling/bilinged/documents/ParentWithdrawalMemotoField5-09.pdf.

more accelerated or have been identified as gifted and talented. We will use assessment data from the tests administered at parent orientation and from the NWEA MAP assessment given at the beginning of the year to determine which students are more advanced in prior knowledge and skills coming into sixth grade. These students will be identified as needing more challenging work to continue to accelerate their skills and knowledge.

Students with this identification will receive accelerated work and extension activities during the FOCUS tutoring block. Students will receive small additional assignments to work on during this time, to be completed during that time and not done as additional homework. The activities will require critical thinking and problem solving skills and expose students to a broader level of topic information - for example, reading a text about Greek mythology and answering questions or writing an essay defending an idea or explaining an argument related to the text. In addition to the extension activities, students will also be encouraged to read books that are slightly above their reading level to challenge students and meet each individual students' needs. Outside of the classroom students will also have the opportunity to participate in enrichment on Friday afternoons. Some of the enrichment might include a Literary Magazine Club, a Book Club where the text is advanced for that particular grade level, a Math Competition Club, or a Robotics Club that requires a high level of math and science skill.

Our general education teachers will work collaboratively throughout the year to incorporate strategies for challenging students reflecting on the strategies at weekly grade level meetings. In addition to teacher supports we will also offer accelerated courses to students who are performing at higher levels, for example Algebra I will be offered to students in eighth grade culminating with the New York State Regents Exam. In high school students will have the opportunity to take Advanced Placement courses beginning in the tenth grade, allowing students to begin earning college credit for high school courses.

8. 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; and,*
- *How instructional leaders will monitor the effectiveness of the academic program.*

At Legacy College Preparatory Charter School ("Legacy College Prep"), we believe that leadership is one of the most important determinants of whether or not a school will be academically and organizationally successful from day one, and we believe that a robust leadership pipeline that manages the complex tasks of running a school is necessary for organizational health and success over time.

The founding leader's ability to initially set the vision for the school, hold the bar high for achieving that vision, and quickly identify and train a team and diverse leadership bench to execute at a high level on behalf of that vision is what will ultimately lead the school to meeting the ambitious and measurable goals that it has set for its students. For this reason, we plan to strategically and aggressively grow our leadership team over time, promoting from within the organization as much as possible, and delegating out the various responsibilities within the school in order to (a) best serve the vision and goals of the school beyond the initial start-up phase, (b) maintain a cascading reporting and accountability structures that effectively support all members of the team, and (c) establish organizational strength across multiple roles and multiple individuals .

In order to create an organization that is not dependent on one leader, a plan for delegating roles and responsibilities will begin in year 1. This has shown to be an effective practice of other high performing charter schools, including the Noble Network of Charter Schools in Chicago where the Lead Founder served on a diverse leadership team, along with South Bronx Classical Charter Schools and Excel Academy Charter Schools in Boston.

Figure 8.1 provides a detailed list of all roles and responsibilities for school leaders, identifying which years the position will exist in the school and the responsibilities each role will entail over time.

Figure 8.1: Leadership Roles and Responsibilities

Leadership Role	Starting Year	Job Description and Responsibilities
Head of School	**Year 1**	The Head of School sets the vision for the school, grows a robust leadership team to serve the needs of the school over time, and is responsible for ensuring that the school is focused on, and making effective decisions around, preparing students for success in college and beyond. The Head of School will be responsible for the following: Manage Board relationships and all communications to the Board. Manage all hiring and firing decisions in Y1-Y3, delegating responsibilities to Middle School and High School Directors as hired in Y4 and Y6, respectively.

		Ensure a robust leadership team that grows strategically with the school size and complexity, delegating responsibilities accordingly to ensure organizational health over time. Collaborate with and support as needed other managers in the school on hiring/firing decisions for their direct reports. Evaluate all direct reports, and assist in coaching other managers on evaluation conversations, specifically supporting MS Director in Y4 and HS Director in Y6 (Directors accordingly support and coach managers that are their direct reports). Lead and manage all Dean positions in Y1 – Y3, delegating management to MS Director in Y4 and HS Director in Y6. Provide instructional support to all teachers in Y1, and a selection of teachers in Y2, as instructional coaching responsibilities are delegated to Deans of Instruction in Y2 and beyond. Set annual and long-term financial, academic, and organizational goals and strategy with Board approval. Train or delegate with oversight the training of all staff members. Ensure development of educational program for the school, including the curriculum and enrichment programs offered. Select assessments used by the school in addition to the state assessments and ensure all staff are trained accordingly. Collaborate with the Board to create and maintain a marketing and fundraising plan for the school. Provide oversight of operations and finances for the school, working in collaboration with the back office provider and Dean of Operations. Propose and manage annual budget to support all goals and programmatic needs. Serve as the voice of the school in the community.
Dean of Operations	**Year 1**	The Dean of Operations is charged with managing the operational side of the school, from financial management and vendor relationships and facility operations to student enrollment and compliance. The Dean of Operations will be responsible for the following: Manage facility upkeep, including technology. Manage supplies for the school, including furniture, curricular orders, staff, and teacher requests. Oversee financial monitoring and reporting with the

		assistance of the contracted financial services. Establish and monitor vendor relationships. Establish and monitor systems within the school for supplies, finances, vendors, etc. Manage student enrollment and recruitment with the support and oversight of the Head of School.
Dean of Student Supports	**Year 1**	The Dean of Student Supports is responsible for overseeing the pre-referral and referral process of special education, as well as coordinating all school activities related to IEP development, review and revision with the Committee for Special Education (CSE), serving as the primary liaison to the CSE. This person will also oversee the implementation of services for students who have been identified as ELLs. The Dean of Student Supports will be responsible for the following: Create and execute comprehensive school-wide systems for monitoring all student achievement through the Response to Intervention (RTI) program. Note any student who is falling behind in making adequate growth or progress and mobilize team action accordingly. Train all staff annually and with greater frequency as needed in school's special education systems and procedures, from identification to monitoring, to referral to providing services. Train all families annually on the IEP process, the IEP document, and the differences between accommodations and modifications. Train all staff annually and with greater frequency as needed in school's programs for ELLs, from identification to monitoring and providing services. Ensure all students are given appropriate services on daily, weekly, trimester, quarterly (at high school), and yearly basis. Coordinate scheduling of all support staff for students with individual support needs, including services from the New York City Department of Education and contracted services. Coordinate all special education testing and creation of IEPs and 504s for special needs students with the NYC Department of Education and CSE.
Dean of Culture MS	**Year 1**	The Dean of Culture for the middle school will be in charge of setting and maintaining a positive and structured culture within the middle school. The Dean of Culture will be responsible for the following: Set and execute the vision for school culture with guidance from the Head of School in Y1-Y3 and then from MS Director in Y4 and all future years.

		Create and manage a system for tracking school culture and behavior. Analyze the data and action plans around solutions for specific students struggling with behavior. Conduct school culture audits on a monthly basis. Handle in-school disciplinary action, and coordinate any out-of-school actions, such as suspensions. Communicate with families around all cultural aspects of the school including student disciplinary issues and actions and school celebrations. Assist the Head of School in planning Community Circles for the grade level in Y1, the Grade Level Leads in Y2, Y3, and with the guidance of the MS Director in Y4 in all future years. Manage and evaluate the Assistant Dean of Culture starting in Y3.
Grade Level Leads	**Year 2**	The Grade Level Leads are full time teachers who support other teachers on their grade level team and are held accountable to the results of their team. This role begins the delegation of duties to a growing instructional leadership bench. Grade Level Leads will be responsible for the following: Support new teachers culturally through observations. Plan and facilitate professional development for grade level in collaboration with the Dean of Instruction and/or Head of School in Y2 and with the Dean of Instruction solely starting in Y3. Present data on grade level at weekly Grade Level Lead meetings. Assist in the planning and execution of the Community Circles for their grade level, in collaboration with the Dean of Culture.
Deans of Instruction MS (Math/Science and Humanities)	**Year 2 and Year 3**	The Dean of Instruction uses the scope and sequence for each subject and grade level to assist teachers in planning curriculum and instruction related to lesson planning and execution. The Dean of Instruction will be responsible for the following: Coach subject teams on revising the scope and sequences, unit plans, and daily lesson plans. Coach and manage teachers through weekly observations and feedback sessions, regular in-class coaching, and bi-annual core value evaluations. Assist the Head of School in Y2 and Y3 and Middle School Director in Y4 and all future years with hiring decisions. Present data on teacher development at weekly Support Team

		meetings. Data is based on teacher execution rubric used in all observations and shared with teachers during feedback meetings. Seek the most effective, research-based curriculum programs for the school to draw upon and use. Plan and facilitate professional development for the school with assistance of the Head of School in Y2 and Y3, and with Middle School Director and Grade Level Leads in Y4 and all future years. Coordinate with the Dean of Student Supports on accommodations and modifications for individual students.
Middle School Director	**Year 4**	The Middle School Director leads the daily operations and academic program of the middle school and executes the vision of the middle school with the guidance of the Head of School. The Middle School Director is responsible for the following: Manage, support, and evaluate Deans at the middle school. Manage all hiring and firing decisions at the middle school level in consultation with the Head of School. Coordinate support systems for middle school students with the Dean of Student Supports. Coordinate with the Dean of Operations for all operational needs at the middle school level. Lead weekly Support Team meetings for the middle school.
Dean of Culture HS	**Year 4**	The Dean of Culture for the high school will be in charge of setting and maintaining a positive and structured culture within the high school. The Dean of Culture will be responsible for the following: Set and execute the vision for school culture with guidance from the Head of School in Y4 and Y5 and with the HS Director in Y6 and all future years. Create and manage a system for tracking high school culture and behavior. Analyze the data and action plans around solutions for specific students struggling with behavior. Conduct school culture audits on a monthly basis. Handle in-school disciplinary action, and coordinate any out-of-school actions, such as suspensions. Communicate with families around all cultural aspects of the school including student disciplinary issues and actions and school celebrations.

		Assist the Head of School in planning Community Circles for the grade level in Y4 and Y4 and with the HS Director in Y6 and all future years. Manage and evaluate the Assistant Dean of Culture hired in Y6.
Deans of Instruction HS (Math/Science and Humanities)	**Year 4 and Year 5**	The Dean of Instruction at the high school uses the scope and sequence for each course to assist high school teachers in planning curriculum and instructional development related to lesson planning and execution. The Dean of Instruction responsibilities include the following: Coach subject teams on revising the scope and sequences, unit plans, and daily lesson plans. Coach and manage teachers through weekly observations and feedback sessions and bi-annual core value evaluations. Assist the Head of School in Y4 and Y5, then High School Director in Y6 and all future years with hiring decisions. Present data on teacher development at weekly administrative meetings. Data is based on a teacher execution rubric used in all observations and shared with teachers during feedback meetings. Seek the most effective, research-based curriculum programs for the school to draw upon and use. Plan and facilitate professional development for the school with the assistance of the Head of School in Y4 and Y5, and with the High School Director and Grade Level Leads in Y6 and all future years. Coordinate with the Dean of Student Supports on accommodations and modifications for individual students.
High School Director	**Year 6**	The High School Director leads the daily operations and academic program of the high school and executes the vision of the high school with the guidance of the Head of School. The High School Director is responsible for the following: Manage, support, and evaluate Deans at the high school. Manage all hiring and firing decisions at the high school level in consultation with the Head of School. Coordinate support systems for high school students with the Dean of Student Supports. Coordinate with the Dean of Operations for all operational needs at the high school level. Lead weekly Support Team meetings for the high school.
Assistant Dean of Instruction HS	Year 6	The Assistant Dean of Instruction uses the scope and sequence for each subject and grade level to assist teachers in planning curriculum and instruction related to lesson planning and

		execution. This position will teach part-time and coach fewer teachers than do the Deans of Instruction. The Assistant Dean of Instruction will be responsible for the following: Coach subject teams on revising the scope and sequences, unit plans, and daily lesson plans. Coach and manage teachers through weekly observations and feedback sessions, regular in-class coaching, and bi-annual core value evaluations. Present data on teacher development at weekly Support Team meetings. Data is based on a teacher execution rubric used in all observations and shared with teachers during feedback meetings. Seek the most effective, research-based curriculum programs for the school to draw upon and use. Assist the Deans of Instruction with planning and facilitating professional development for the high school. Coordinate with the Dean of Student Supports on accommodations and modifications for individual students.

Year One

In the first year of operation, we intend that Lead Founder Summer Schneider (please see **R-03 Proposal History** for more detail and **Figure 3.2** in **R-03 Proposal History** for the Lead Founder's resume) will be officially hired as the Head of School and in that capacity will serve as the instructional leader of the school. Her experience teaching and leading in a high-performing charter school and her training with Building Excellent Schools (BES) qualifies her for this position. We will also utilize follow-on support from BES during the planning year and the first two years of school operation to provide Summer Schneider with dedicated and experienced coaching from a former school administrator. Please see **R-10 School Management and Leadership** for more details.

With the organization chart and job descriptions approved by the Board of Trustees (please see **R-10 School Management and Leadership** for more detail), the Head of School will hire three additional full-time leadership roles for the founding year: Dean of Student Supports (DSS), Dean of Operations (DoO), and Dean of Culture (DoC). The Dean of Student Supports, a special educator licensed in the State of New York, will oversee all special education programs and the implementation of services for students with Individualized Education Programs (IEPs) or 504 Plans. The DSS will also oversee our programming for ELLs and ensure that the appropriate services are provided for students with that designation. When hiring for this position, the Head of School will look for someone with a special education license who has prior experience successfully teaching students with disabilities and managing IEPs and 504 Plans. The DSS will work with the Head of School in Y1-Y3 and then with the Middle School Director starting in Y4. The Dean of Culture will be responsible for managing and building the culture of the school in collaboration with the Head of School in Y1-Y3, and then with the Middle School Director starting in Y4. This person will track core value data and formulate strategies, design character education lessons and Community Circle messages to address core value weaknesses. The DoC will also oversee all disciplinary issues, including the consequence system and multiple, proactive tiers of communication with parents. When hiring for this position, the Head of School will look for

someone with prior experience working with middle school- or high school-aged children in a discipline or teaching role. While the Dean of Operations will not have any role in instruction or curriculum oversight, this position is vital to the academic program. The DoO will oversee all logistical items related to the daily operating structures of the school and will work with the back-office financial provider to ensure sound day-to-day financial management at the school site. When hiring for this position, the Head of School will look for someone with a business background, and someone who is highly detail-oriented and able to work within a mission-driven and fast-paced environment. This person will not need to have an educational background but will need to have experience in business management.

During the first year of operation, the Head of School will directly manage all Dean roles and general education teacher positions. The Dean of Operations will be responsible for managing the Office Manager, which includes completing all yearly evaluations and providing the Office Manager with support and development throughout the year. The Dean of Student Supports will be responsible for managing all special education teachers, ESL certified teachers, and the Social Worker. We plan to hire at least one special education teacher and one ESL teacher, possibly additional specialized teachers depending upon the student population and number of students with IEPs, what services are required in the IEPs, and the number of students identified as English Language Learners (ELLs).

In Year 1, the Head of School and the Deans will make up Legacy College Prep's administrative leadership, which we refer to internally as the Support Team. We have chosen the term Support Team rather than Leadership Team due to our vision of how this team works. The Support Team's primary role is to provide support to all other staff members in the school, ensuring that the school is on track to meeting all of the academic and organizational goals that were set for that given year and in laying the organizational infrastructure to support the goals for future years as well. As an administrative team, the Support Team will meet weekly during school on Wednesdays for 50 minutes. At this meeting the team will give updates on various parts of the school, including the academic progress that students are making, recent discipline data, recent attendance data, enrollment updates, and financial updates, to ensure that clear action steps are in place as needed. Each Dean will own a different portion of the update and present their data at each meeting. The meeting will also be used to review upcoming events or issues that need to be decided on by the entire team or by the Head of School. In addition to the Support Team meeting, the Head of School will hold a weekly one-on-one meeting for 30 to 50 minutes with each individual Dean to discuss trends in data, culture issues, or upcoming decisions. For Deans managing other staff members, these meetings will be used to practice coaching conversations and approaches to staff member development. The leadership structure of Legacy College Prep will empower leaders within the school to take ownership of various parts of the school so that all major decisions and operations are not run completely by the Head of School and allows the Head of School to strategically grow the individuals within each of these roles and delegate responsibility over time while preserving the vision and culture of the school.

Year Two

In the second year of the school, a Dean of Instruction will be hired to take on the majority of instructional coaching responsibilities, managing nine teachers and dramatically diminishing the number of direct reports to the Head of School. In Year 2, the Head of School will remain the instructional coach for all math teachers in grades six and seven, in additional to managing all Dean roles. All other leadership roles will be the same as in year one; however, some of the Deans will now be responsible for managing additional staff members who work in their sector of the school. See **R-10 School Management and Leadership** for organizational charts. The Dean of Culture will

not manage anyone in the second year as there will not be an additional culture staff member in the second year.[1]

To continue to grow leadership from within, and to disburse responsibility for leadership across multiple roles, thereby protecting organizational integrity in the short- and long-term, we will layer leadership in a number of ways, including promoting one teacher from each grade level to the position of Grade Level Lead. This staff member will remain a full-time teacher while taking on additional leadership responsibilities, such as assisting the Dean of Instruction with professional development sessions and providing coaching around culture to specific teachers at their grade level to be coordinated and/or shared with feedback from the Head of School and/or Dean of Instruction. Grade Level Leads will meet once each week before school with the Head of School in Y2 and Y3 and with the Middle School Director in Y4 and in all future years to give updates on the status of their grade levels and to inform decisions related to the school. The Head of School, and then the Middle School Director, will use this meeting to communicate cultural focuses for the school so that Grade Level Leads can give coaching advice during monthly meetings and daily conversations with teachers. The Grade Level Team Leads will be identified and promoted from the founding teaching staff. The Head of School in Y2 and Y3 and Middle School Director in Y4 and all future years will look for teachers with strong planning and execution skills who also show promising leadership skills in their interaction with other staff members and students.

Year Three

In the third year of the school, the Head of School will begin taking steps to expand the middle school into a high school. To ensure that the Head of School can focus on the high school in its first years of development, there needs to be a natural leadership progression at the middle school level. The Head of School will promote an additional team member to a Dean of Instruction role and separate coaching responsibilities for the two Deans of Instruction into a Math/Science coach and a Humanities coach; the Head of School will delegate coaching to these roles, and will now have a more streamlined and finite set of direct reports at a more senior level of leadership within the school. Other changes to staffing include the addition of another Office Manager who will be managed by the Dean of Operations, the addition of another social worker to be managed by the Dean of Student Supports, and the addition of an Assistant Dean of Culture who will be managed by the Dean of Culture. As the school grows in size, we will need additional support with disciplinary issues, differentiating the culture for middle and high school-aged students, and also with engaging the community and parents. The Support Team now will consist of the Dean of Student Supports, Dean of Culture, two Deans of Instruction, and the Dean of Operations. Deans will be in charge of presenting data related to their area of expertise. In addition to the Support Team meeting, the Head of School will hold a weekly one-on-one meeting for 30 to 50 minutes with each Dean to discuss trends in data, culture issues, or upcoming decisions; these meetings will be delegated to the Middle School Director in Y4. In addition to check-in meetings, the Deans of Instruction will have a common meeting once a week to share coaching strategies and instructional development tips.

Year Four

In year four, the Head of School will preferably promote a staff member from within to the Middle School Director, a position that will manage the day-to-day operations of the middle school. The Middle School Director will take over all interviewing, hiring, training, and firing responsibilities and decisions for all instructional and cultural middle school staff, with the support of the Head of

[1] This position will include teaching an elective course in Year 1 only. In Year 2 and moving forward all responsibilities will relate to culture and discipline within the school.

School. The Middle School Director will manage two Deans of Instruction and the Dean of Culture. The Middle School Director will continue to provide instructional coaching to the Deans of Instruction, assisting with additional teacher observations as needed, and scheduling weekly check-ins with each individual Dean. The Middle School Director will be informed of teacher goals to ensure consistent and strategic feedback on all classroom observations. The Middle School Director will make all final hiring decisions. All hiring decisions for middle school leadership and instructional positions under the management of the Middle School Director (see below) will be the Director's responsibility, and will be done in consultation with the Head of School. All hiring decisions for middle school leadership positions under the management of the Head of School (see below) will be the Head of School's responsibility, and will be done in consultation with the Middle School Director.

The Dean of Student Supports will continue to be managed by the Head of School, and will support and manage all Learning Specialists at both the middle and high school levels. The Dean of Operations will continue to be managed by the Head of School and will manage all office support staff members at both the high school and middle school levels.

The Head of School will manage all leadership positions within this early phase of the growth of the high school (Y4 and Y5). The Head of School will hire a Dean of Culture (Y4) for the high school level, either promoting from within or looking for someone externally who has experience working with high school students in a discipline or instructional role. The Head of School will also hire a Dean of Instruction (Y4) at the high school level, either from within or externally. This person should have a number of years of teaching experience and preferably some experience coaching teachers. The Dean of Instruction at the high school level will manage all high school teachers providing them with instructional support and evaluating their yearly progress. A High School Director will come on in Y6 (see below) and at that time the Head of School will delegate all management responsibilities for the HS Dean of Culture and HS Dean(s) of Instruction to the High School Director. See **R-10 School Management and Leadership** for management flow charts.

The Support Team, consisting of all leadership positions, will be separated into two teams, one for the middle school and one for the high school. The Middle School Director will facilitate the middle school Support Team meeting and the Head of School will facilitate the high school Support Team meeting. The Middle School Director will take over meeting with Deans at the middle school level for weekly check-ins and the Head of School will now only check in with the Middle School Director once per week for updates on culture, academics, and daily operations.

Year Five

In year five, the Head of School will hire an additional Dean of Instruction for the high school, leaving each Dean of Instruction with eight (8) teachers to manage. The coaching roles will be separated into Math/Science and Humanities, similar to the break down at the Middle School, allowing the Deans of Instruction to utilize their strengths in coaching a subject within or closely aligned to their area of expertise. The Dean of Culture at the high school will now manage an Assistant Dean of Culture hired on at the high school level.

Year Six

In year six, the Head of School will hire a High School Director to manage the day-to-day operations of the high school and all Deans working at the high school level. The High School Director will take over all interviewing, hiring, training, and firing responsibilities for all instructional and cultural middle school staff, administrative and classroom-based, with the support of the Head of School. All other positions will stay the same from year five to year six. All hiring, reporting, management, training, and firing responsibilities in the high school are aligned to those as outlined within the

middle school. The High School Director will continue to provide instructional coaching to the two Deans of Instruction, assisting with additional teacher observations as needed. The High School Director will be informed of teacher goals to ensure consistent and strategic feedback on all classroom observations. An Assistant Dean of Instruction will be hired to take on additional coaching responsibilities for elective teachers. This position will report to the Head of School. All other positions will stay the same from Y5 to Y6, except for the addition of a College Placement Counselor who will be hired to begin assisting students with the college application process. The College Placement Counselor will be managed by the Head of School.

The Support Team, consisting of all leadership positions, will remain separated into two teams, one for the middle school and one for the high school. The Head of School will oversee both meetings occurring on separate days. The Middle School Director will facilitate the middle school Support Team meeting and the High School Director will facilitate the high school Support Team meeting. The High School Director will take over meeting with Deans at the high school level for weekly check-ins and the Head of School will now check in with the High School Director once per week for updates on culture, academics, and daily operations.

Year Seven

No additional roles will be created from Y6 to Y7, however the Head of School will no longer directly manage the College Counselors. This responsibility will now be delegated to the High School Director.

Summary

At the end of each school year, a full day of professional development will be dedicated to examining the results from the year and setting priorities for the following year. Instructional leaders will use this day to gather information from teachers and staff members to use over the summer when evaluating the academic program. The Head of School and other members of the Support Team will meet over the summer to give input and strategize how to improve the academic program for the following year. During summer professional development for the next school year, under the vision and guidance of the Head of School, the Middle School and High School Directors will lead and roll out new strategies or adjustments that were made based on work over the summer to address the goals that were created at the end of the previous school year.

The goal for promotion of leadership will always be to promote from within because the staff working at Legacy College Prep will already embody the culture and vision of the school and will have the benefit of the direct coaching of a senior member of the leadership team. When new roles arise, an application and interview process will be presented to the full staff for the new position. The direct manager of the open position will participate in the interview process for that position to ensure delegation and development of responsibilities over time.

b. Teacher Support and Supervision

Describe the school's approach to on-going individual teacher supervision and support.

Legacy College Prep believes that the strategic and speedy development of teachers will result in measurable, strong results for our students each year and over time. We also believe that providing teachers with the appropriate amount of support annually, cyclically, weekly, and daily will improve staff retention from year to year and promote a positive staff culture across the team. We also believe in creating layers of teacher support to (a) ensure effective support of a growing team,

(b) provide for manageable reporting structures, and (c) allow for the necessary layers of shared leadership within an increasingly complex organization.

Teacher supervision in the form of accountability structures accompanied by support systems will be the key to high academic results for students. Clarity and consistency within the structures and support systems will ensure that our teachers are being developed and that they can take an ownership in their own development. We will use the following structures and systems to support teachers.

1. Lesson Plans and Unit Plans
2. Data Analysis and Data Conferences
3. Core Values Evaluation
4. Teacher Execution Rubric
5. Teacher Observation Cycle

Lesson Plans and Unit Plans

We will implement accountability structures that require teachers to: (1) turn in long-term unit plans in full draft form for review and feedback over the summer training and then submit updated unit plans on a trimester basis for additional review; (2) plan weekly lessons one week in advance for review and feedback; and (3) collect data from exit tickets, quizzes and unit tests on a weekly basis; and (4) analyze data and adjust plans for instruction and supports accordingly based on student data.

Teachers will turn all plans into their instructional coach by uploading plans to shared folders on Google Drive. The instructional coaches will consist of the Head of School in year one; coaching responsibilities will be delegated to the Deans of Instruction and Assistant Deans of Instruction in all future years. Coaches will give teachers feedback on their plans prior to their implementation. The Middle and High School Directors as hired will conduct classroom observations, and provide live-coaching as needed, but will be primarily responsible for supporting the Deans of Instruction in their direct support and coaching of teachers. We will develop protocols for regular co-observations for the Directors and Deans to ensure strong calibration and full supports are in place.

Data Analyses and Data Conferences

At the beginning of the year all systems for data analyses, including the structure of data conferences will be rolled out to teachers during summer professional development. Teachers will collect data on a daily basis to inform their instruction for the next days to follow. Data on Trimester Exams, Achievement Network Exams, and MAP testing will be used formally by the school to formulate re-teaching plans presented to the Head of School and then Middle School Director, High School Director, and Deans of Instruction. Under the leadership of the Head of School in Y1-Y3 for the middle school and Y4-Y5 in the high school, the Middle School Director in Y4 and all future years, and the High School Director in Y6 and all future years, data on unit tests, quizzes and exit tickets will be used by teachers to adjust instruction mid-unit and between units. At the end of each unit students will take a unit assessment. Data from this will be analyzed by the teacher and each teacher will determine which standards must be retaught and which standards can be spiraled in as review.

After each Achievement Network interim, MAP test, and trimester exam, the Dean of Operations will compile the data and send it to teachers. Teachers will complete a guided analysis template used to push their thinking as they dive into their recent results. This plan will be submitted to the instructional coach within one week following the unit assessment. An example of this plan can be found in **Figure 8.8**.

Figure 8.8: Assessment Guided Analysis and Planning Document[2]

Please complete at least Steps 1-5.

Step 1: Print your Assessment Report

Step 2: Identify Macro-Level Trends

Standard Averages How does this compare to the day-to-day performance of your students on class assessments? Where are your students doing well? Where are they struggling? Were these strengths and struggles expected or are you surprised?

_____
_____
_____
_____
_____

Class Comparison Any interesting differences between your class sections? If so, is it because of different instructional approaches? Different curriculum approaches? How does this suggest you should differentiate your re-teaching?

_____
_____
_____
_____
_____

Step 3: Conduct Item-by-Item Analysis

Item Analysis Perhaps the most important level of analysis you can perform, dig deeper into ***every*** question of the test and identify:

- Whether the content is something you covered in class (place an "X" in the box if you have not taught this standard)
- Whether the question is at the same level of rigor that you have taught the standard/material (place an = , +, or – sign)
- The students' error in thinking or misconception associated with the most common distractor

Step 4: Summarize Findings

What insights did you gain from the item analysis? What puzzles would you like help in solving? What best practices would you like to share?

_____
_____
_____
_____

Step 5: Synthesize Findings and Re-Teaching Action Plan

What trends can you identify for a specific standard or within a standard category? Did students perform poorly on all of the questions around a given standard or category? Did they excel on one question, but

[2] This document was co-created by Lead Founder Summer Schneider and other members of the staff at the Noble Network of Charter Schools.

not another? If so, what is the reason for this difference? What do the common distracters tell you? Do you see any trends across standards or categories? Do you recognize any trends around question format, location on the test, requirement of special background knowledge, or a unique difference in rigor? Finally, are there any insights gained when comparing multiple choice and open-ended response performance? How do you plan on re-teaching based on your analysis? What adjustments will you make to your curriculum & instruction over the upcoming weeks?

Figure 8.9: Re-Teaching Action Plan[3]

Trends What trends (skills, question format, etc,) can you see on the low performing Questions? Common misconceptions?	**Standard #** **Or** **Category**	**Corrective Reteaching & Integration Method** How will you engage students with the standard differently this time? What resources can you use? How can you approach the skill in a different light?	**When? (Week? Unit?, etc.)** When is the best time to reteach this standard? What unit or standard does it align well with? Whole class? Do nows? Small group instruction? Etc.

The guided analysis will be submitted to the teacher's instructional coach. For Achievement Network interims only, the instructional coach will then schedule a Data Conference with the teacher, the Head of School to be replaced by Directors of the Middle School and High School as hired, and instructional coach present. The teacher will prepare for the data conference by analyzing their data, identifying trends, and formulating strategies for improving student mastery. The interims coincide with a Data Day to ensure teachers have ample time to prepare for the Data Conferences. **Figure 8.10** is a sample agenda for a Data Conference.

[3] This document was co-created by Lead Founder Summer Schneider and other members of the staff at the Noble Network of Charter Schools.

Figure 8.10: Data Conference Agenda[4]

Data Conference Agenda

I. Detailed data analysis (25 min)

a. Data needed: Subject area assessment score, gap vs. goal for interim score/mastery score/growth score, classroom data (Individual classes/sextile) and specific standard data needed to explain results.
b. Individually, using classroom data, instructional approach and planning initiatives, explain any large statistical discrepancies that exist in the data between classes and levels (include both high and low performance areas)
c. What were your priorities and where did students excel and fall short? Go into specific detail on standards and why mastery was or was not achieved.

II. Next Steps (20 min)

a. Explain the revised long term plan/unit plans and the choices you have made for future unit, specifically stating which standards you are prioritizing and when. Give a justification for choosing to prioritize those standards and at that particular time. This prioritization should be based on mastery of previous standards, or failing to master previous standards, and the overall blue print of the End of Year Assessment.
b. Instructional and/or planning initiatives you plan to implement between now and the next assessment? How and when will you know these are successful?
c. How frequent will you use classroom data in the creation of upcoming lessons?

III. Predictions and Goals (5 min)

a. Based on current performance what growth/mastery do you expect to achieve on the next assessment? Explain how you generated this number.

IV. Questions / Discussion (15 min)

Head of School (replaced by MS and HS Directors as hired), Dean of Instruction will give feedback, ask follow up questions and discuss initiatives.

Core Values Evaluation

At the beginning of the year teacher orientation (15 days in the summer – for more detail, please see **R-05 Curriculum and Instruction**) will include an explanation of the accountability structures including the core values rubric that is used to evaluate all staff members at the school on a yearly basis. Teachers and all other staff members will be evaluated on exhibiting the core values of Legacy College Prep. Our staff core values are Results, Efficiency, Follow Through, Innovation, Team Support, and Communication. All administrative staff will evaluate the members of their team in November and then again in May. The Middle School and High School Directors will support the Deans of Instruction and Dean of Culture in preparing the core value evaluations by utilizing weekly check-in meetings to discuss the development of specific teachers. The Head of School will support the Dean of Student Supports and Dean of Operations in preparing evaluations through weekly check-in meetings. **Figure 8.11** is an example of the core values rubric used to evaluate teachers twice a year.

[4] This document was co-created by Lead Founder Summer Schneider and other members of the staff at the Noble Network of Charter Schools.

Figure 8.11: Core Values Rubric for Evaluations[5]

Results					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Ambitious and Feasible Goals	Unconcerned with goals; puts forth little effort to set goals or track them	Goals are often unreasonable and/or not grounded in data Goals usually lack ambition or are overly ambitious	Goals are usually reasonable and suitable for majority of students – grounded in data Goals are sometimes overly ambitious or not ambitious enough	Goals are reasonable and suitable for majority of students – grounded in data Goals are ambitious and feasible	Goals reasonable and suitable for majority of students – grounded in data Goals exude high expectations, and detailed plans support their feasibility Serves as a model for others
Tracking	Does not post data No evidence of data	Data is tracked and/or posted occasionally Results do not reliably predict student performance	Data is tracked and/or posted on at least bi-weekly intervals Results usually predict future student performance	Data is tracked and posted on at least bi-weekly intervals Results accurately predict future student performance	Data is tracked and posted on at least bi-weekly intervals Results accurately predict future student performance Tracking tools and templates define the standard
Self-reflection	No effort to use data or outputs to self-reflect	Sometimes accurately reflects on outputs	Regularly and accurately reflects on outputs Uses reflection as a tool for improvement, needs guidance at times	Regularly and accurately reflects on outputs Self-initiates reflection as a tool for improvement	Constantly and accurately uses outputs as tools for self-reflection Self-initiates reflection on a continuous basis. Has an insatiable desire to improve outputs that is infections to others
Achievement	20% of scholars are on track to achieve or surpass rigorous course learning goals based on recent assessment data	40% of scholars are on track to achieve or surpass rigorous course learning goals based on recent assessment data	60% of scholars are on track to achieve or surpass rigorous course learning goals based on recent assessment data	80% of scholars are on track to achieve or surpass rigorous course learning goals based on recent assessment data	100% of scholars are on track to achieve or surpass rigorous course learning goals based on recent assessment data

Efficiency					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Time-	Decisions and	Decisions and	Decisions and	Decisions and	Decisions and

[5]This document was co-created by Lead Founder Summer Schneider and other members of the staff at the Noble Network of Schools.

saving choices aligned to priorities	choices do not save time Over-analysis or lack of alignment to priorities causes inefficiencies	choices sometimes save time Over-analysis sometimes causes inefficiencies Priorities sometimes aligned to output goals	choices often save time Often avoids over-analysis Priorities aligned to output goals	choices consistently save time Analysis appropriate for decision-making Priorities consistently aligned to output goals	choices consistently save time; develops systems which make others more efficient Analysis appropriate for decision making Priorities consistently aligned to output goals
Multiple Paths	Not solution-oriented Not open to hearing about new ideas or solutions for a problem	Single-solution oriented Rarely considers multiple paths to solution or implications for others before settling on the most efficient and effective solution	Open to various solutions for a problem Weighs multiple paths to solution before settling on the most efficient and effective Sometimes considers implications for others	Open to various solutions for a problem Weighs multiple paths to solution before settling on the most efficient and effective Seeks out others' feedback on solution paths and consistently considers impact to others	Open to various solutions for a problem Thinks of multiple paths to a problem before settling on the most efficient and effective solution Seeks out others' feedback on solution paths Provides others with relevant feedback that assists them in efficiently determining the most effective solution

Follow Through					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Do what we say we'll do **and** **Thoughtful and specific about outcomes**	Does not complete task or tasks Consistently overpromises and under delivers	Usually completes assigned or promised tasks by promised date (no more than 5 misses per semester) Task is always completed, even if late Sometimes overpromises	Regularly completes assigned or promised tasks by promised or due date (no more than 3 misses per semester) Completes all of task Rarely overpromises	Regularly and thoroughly completes assigned or promised task by promised or due date Double checks task for completeness – self-reflects before submission Delivers on promises	Thoroughly completes every task commitment Volunteers new tasks that support others Reviews all outputs before submission, ensures completion, anticipates questions in advance Reliability serves as a model for

					others
Timeliness	Fails to respond within 2 business days or doesn't meet assigned deadlines more than 5 times per semester Late to meetings/work more than 5 times per semester	Usually responds within 2 business days or within set deadline (no more than 5 misses per semester) Late to meetings/work no more than 5 times per semester	Responds within 2 business days or within set deadline (no more than 3 misses per semester) Sometimes needs to request additional time to meet deadlines	Responds within 2 business days or within set deadline Rarely needs to request additional time	Often responds far before deadlines Rarely needs to request additional time Motivates others to meet deadlines
Own Mistakes	Does not admit to making mistakes Does not recognize when unable to meet deadline or promise, and doesn't make an attempt to remedy the situation	Usually admits mistakes Sometimes recognizes when unable to meet deadline or promise and makes attempt to remedy	Admits mistakes Recognizes when unable to meet deadline or promise and remedies situation Remedy rarely as good as initially promised outcome	Admits mistakes Recognizes when unable to meet deadline or promise and remedies situation Remedy sometimes as good as initially promised outcome	Admits mistakes Develops and executes new solution to remedy mistake in a timely manner Goes above and beyond to make remedies impactful

Innovation					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Seeks constant improvement	Closed to new ideas Does not seek out opportunities for improvement	Occasionally seeks out opportunities for improvement and feedback	Usually seeks out opportunities for improvement and feedback Attempts to use a variety of resources for improvement	Regularly seeks out opportunities for improvement and feedback Uses a variety of resources for improvement	Regularly seeks out opportunities for improvement and feedback Uses a variety of resources for improvement Serves as a resource for others to improve
Takes Risks, yet demonstrates sensibility	Does not attempt to try new things or Does not show sensibility when planning or executing new ideas	Occasionally tries new things (strategies, techniques, etc.) Innovates without considering all implications, seeks feedback when implications will significantly affect others	Tries new things (strategies, techniques, etc.), innovations often useful Usually anticipates implications of innovation, seeks feedback when implications will significantly affect others	Regularly innovates in an effective manner (strategies, techniques, etc.) Anticipates implications of innovation	Innovations cause others to perform at a higher level Anticipates implications of innovation and communicates thoroughly Assists others in process of sensible innovation
Fails well	Lets "failures" get in the way of success Focuses on the negative instead	Sometimes lets "failures" get in the way of success Sometimes focuses on the	Rarely lets "failures" get in the way of success Rarely focuses on the negative and	Focuses on the positive and learns from mistakes; does not repeat them	Learns from mistakes; does not repeat them Self-initiates reflection on

	of looking for ways to improve next time	negative and sometimes learns from mistakes	usually learns from mistakes Sometimes needs guidance in reflecting on mistakes	Self-initiates reflection on mistakes	mistakes Shares mistakes with others and provides insight

Team Support					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Respect	Shows regular signs of disrespect to team members Does not value team members	Shows occasional signs of disrespect to team members Sometimes puts down the team or does not value others' expertise	Usually respectful of team members Values others' expertise	Honors others and makes them feel significant Values others' expertise Frequently praises work of others	Honors others and makes them feel significant Values others' expertise Praises frequently, serves as a model for others Works with others in development of respect for all members of the team
Service	Avoids opportunities to serve team members	Occasionally offers or agrees to assist team members	Usually offers or agrees to assist team members in limited ways	Offers or agrees to assist team members Serves team members in a variety of ways	Offers or agrees to assist team members Serves team members in a variety of ways Facilitates service among other team members
Humility	Does not understand personal limitations Focuses on themselves instead of the greater team; boastful Takes credit whenever possible	Occasionally understands personal limitations Occasionally focuses on themselves instead of the greater team Occasionally takes credit for action that significantly involved other team members	Usually understands personal limitations Usually focuses on the team instead of themselves Quick to give credit to others	Understands personal limitations Focuses on the team instead of themselves	Understands personal limitations Focuses on the team instead of themselves Leads others by example; motivates others to improve their humility
Celebration	Negativity brings others' down	Sometimes celebrates the team Sometimes shows negativity that brings others'	Usually celebrates the team Rarely shows negativity	Seeks out ways to celebrate the team in an authentic, sincere manner Positivity makes others feel valued	Celebrates the team Positivity makes others feel valued and honored

		down		and honored	Motivates others to increase their positivity

Communication					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Timeliness	Does not share pertinent information in advance or once known	Occasionally shares pertinent information in advance or once known	Regularly shares pertinent information in advance or once known	Shares pertinent information as soon as possible	Shares pertinent information as soon as possible Causes others to improve their timeliness
Clarity and Specificity	Communication is unclear and confusing Communication is not specific or detailed with appropriate or adequate information	Communication is sometimes unclear and confusing Communication is sometimes not specific or detailed. Does not often allow action to be taken by receiving team member	Communication is usually clear, anticipating questions in advance Communication is usually specific enough to be actionable.	Communication is clear, and anticipates relevant questions Communication informs others decisions and actions without further iteration	Communication is clear and anticipates relevant questions. Communication informs the actions of others, and serves as a model for others to improve clarity and specificity
Candor and honesty	Communication is dishonest and/or not forthcoming	Communication is honest, but not always forthcoming	Communication is both honest and forthcoming	Communication is both honest and forthcoming, while being self-reflective	Communication is honest and forthcoming Serves as model for others to improve candor and honesty in communication
Audience	Message not appropriately tailored to audience	Message occasionally tailored to audience, but irrelevant info often included	Message often tailored to audience with relevant information	Message consistently tailored to audience with relevant information Motivates/inspires others to perform	Tailors message to audience with relevant and insightful information Motivates/inspires others to perform Effectively teaches others to use a variety of effective communication techniques

Teacher Execution Rubric

Instructional coaches will evaluate teacher execution every two weeks using a common school-wide execution rubric to norm the goals and evaluation structure for the entire school. This rubric will be used to evaluate all teachers in the building and coaches will report this information twice a month at the Support Team meetings. All rubric scores for each teacher will be tracked in one shared Google Doc to show the improvement that teachers are making over time. The rubric will drive a discussion on teacher development and assist the Head of School and as hired the Middle School and High School Directors and Deans of Instruction with determining what the priorities should be at professional development sessions. Assessment results will play a role in the execution

rubric serving as evidence that a teacher is planning effectively or responding to data effectively based on student performance.

Figure 8.12 is an example of the rubric used to evaluate teachers on their execution during observations.

Figure 8.12: Execution Evaluation Rubric[6]

	0	1	2	3	4	5
Culture	Not visible	Clear, consistent, positive, and firm. 2 out of 4 present.	Clear, consistent, positive, and firm. 3 out 4 present.	Clear, consistent, positive, and firm.	Clear, consistent, positive, and firm.	Clear, consistent, positive, and firm.
Planning and Data Analysis	No plan present	Not objective-driven AND ineffective assessment	Not objective-driven OR ineffective assessment	Objective-driven lesson plan, mastery assessed. Attempts to analyze data.	Objective-driven lesson plan, mastery assessed. Effectively analyzes class-wide data and trends.	Objective-driven lesson plan, mastery assessed. Effectively uses individual student data to guide future instruction.
Habits of Discussion	Not present in course.	Insufficiently present in course.	Students are given specific feedback on their responses from teacher on number of likes, not using "it" and other pronouns, and using appropriate volume. BUT Teacher paraphrases student answers. AND Teacher scaffolds by asking lower rigor questions	Teacher does not paraphrase student answers. BUT Teacher scaffolds by asking lower rigor questions. (Heavy Teacher Prompting)	Teacher either does not paraphrase student answers, or does not scaffold by asking lower rigor questions. AND Students give exhaustive explanations that are greater than 1 minute in length. BUT Student still looks to teacher for feedback.	Students give exhaustive explanations that are greater than 1 minute in length. AND Teacher prompts students to give meaningful feedback on discussion. (Less Teacher Prompting)

Teacher Observation Cycle

Research presented by Kim Marshall on effective classroom observations suggests that a strong approach to developing teachers would be brief unannounced classroom visits by the same instructional coach sampling multiple portions of a lesson, multiple different classes, on various days is a more effective strategy for quickly developing teachers.[7] As such, we plan to assign each

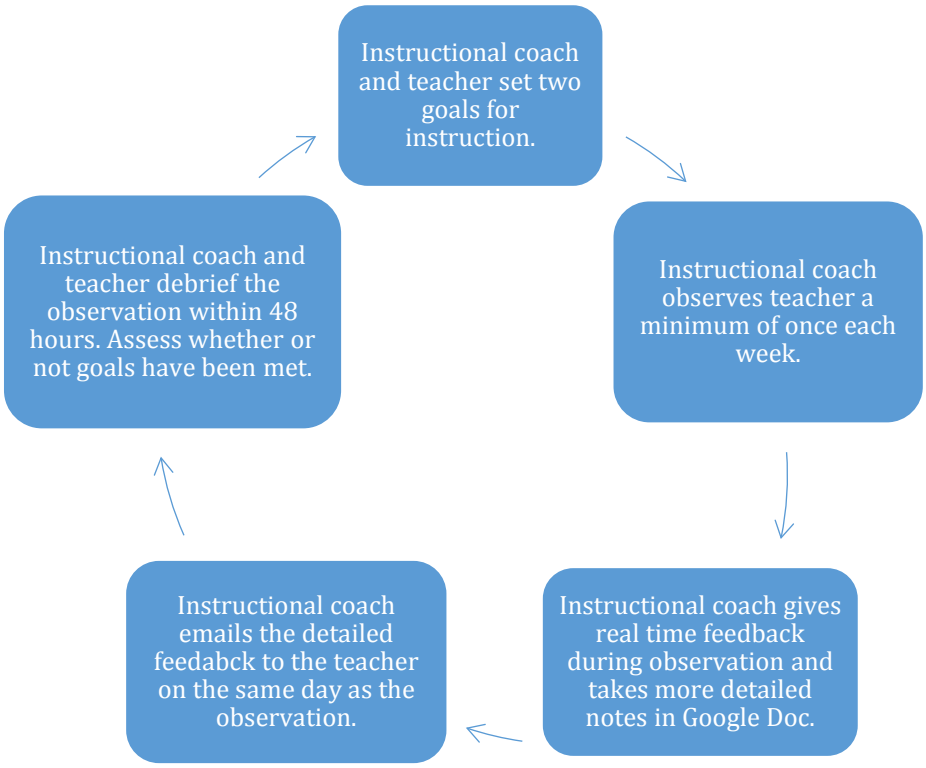
[6] This document was co-created by Lead Founder Summer Schneider and other members of the staff at the Noble Network of Charter Schools.

[7] http://www.marshallmemo.com/articles/Ed-Leadership-Nov-2012.pdf .

teacher to one instructional coach and manager and to distribute those roles across an increasingly robust leadership team. The coaches will begin each year by identifying areas of growth for each individual teacher. These growth areas will be identified through a brief observation conducted during the first week of school, performance from a previous year, and/or performance during professional development. Each teacher will meet with their instructional coach during the first full professional development day of the school year, usually four to five days into the school year. Coaches will assist teachers in identifying two growth goals for the first month of school, one related to culture and one related to instructional content. The instructional coach will observe teachers once per week giving feedback on the teacher's progress towards meeting that goal with suggestions for improvement.

Teacher observations will be informal and strategic with coaches visiting specific classes and periods to develop teacher's weaknesses. During each observation the coach will give real time coaching assistance as needed for quick fixes and type up formal notes on areas of strength and weakness related to the teacher's current instructional goals. Feedback will be consistently given around the goals that the teacher has set for improvement aligned to a common school-wide execution rubric. This feedback will be emailed to the teacher or shared via a Google Doc, and then a follow-up meeting between the coach and teacher will occur within 48 hours of the observation to debrief and discuss areas of improvement. All feedback will be copied to the Middle School (starting in Y4) or High School Director (starting in Y6) and before they are hired the Head of School. During the observation debrief meeting, the instructional coach and teacher will address whether or not previous goals have been met. If the goals have not been met, then the teacher and coach will develop strategies for reaching the goals. If the goals have been met, then the coach and teacher will develop new goals using the common teacher execution rubric as a basis for setting these goals. Teachers will also have the opportunity to role-play parts of upcoming lessons and/or practice areas of feedback with their coach. Instructional coaches will keep track of feedback for each teacher using a Google Doc that is shared with the Head of School, replaced by the Middle and High School Directors (as hired in Y4 and Y6, respectively) to track teacher progress over time. The Middle School and High School Directors will provide coaching and assistance to the Deans of Instruction as needed, having individual check-in meetings once a week to set priorities for teacher development and practice coaching conversations. **Figure 8.13** shows the observation cycle for teachers.

Figure 8.13: Teacher Observation Cycle



The observation cycle will be differentiated for newer teachers who will have the opportunity to meet with their instructional coach prior to an observation to walk through a lesson plan or curriculum materials before presenting their lesson. More novice teachers will receive support and development on classroom management techniques and effective questioning strategies. More veteran teachers will receive support and development on refining and further deepening levels of rigor within the classroom. Other variations on the cycle will be developed to support the individual development of each instructor.

c. Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- *A broad overview of how and when the school will provide staff with 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 develop plans support the school's mission, key design elements and needs of the school's target and special populations;*
- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects; and,*
- *The process for evaluating the efficacy of the professional development program.*

One of the key elements in the vision for Legacy College Prep is the recruitment and development of highly effective teachers. We know that rigorous academic instruction begins and ends with teachers, and we know that excellent instruction is key to great results. Therefore, a leading priority for Legacy College Prep is to ensure teachers are constantly working to improve their instructional practice and that we are providing a supportive environment for that growth.

Comprehensively, we prioritize giving our teachers ample amounts of time throughout the year for professional development. Our school year will begin with fifteen days of professional development to ensure that teachers have time to develop and refine curriculum, create and refine assessments, calibrate regarding student work samples, and define areas of focus based on student data from orientations. Teachers will also have time to practice execution using proven instructional taxonomies from Doug Lemov's *Teach Like a Champion*.

In addition to the summer professional development, we also provide teachers with eight full-day Professional Development sessions at various points throughout the year. These days will be used to address common areas of needed improvement identified by the Head of School, replaced by the Middle School and High School Directors (Y4 and Y6, respectively) and other instructional coaches using the Execution Evaluation Rubric to guide their decisions. Teachers will be grouped based on the areas on which they are working to improve, using data collected by instructional coaches using the Execution Evaluation Rubric. Teachers will have the opportunity to problem-solve with one another and practice execution of an upcoming lesson to gain feedback from other teachers for the area on which they are working. The second half of this day will be spent working on cultural issues in the school or developing solutions to support individual students working as a grade level team to create cross class resolutions.

Three times per year, typically after implementation of our Interim Assessment program, teachers will have a full professional development Data Day. These days will be used for the team to analyze data from the most recent assessment cycle looking at trends across classes and data on special populations of students. Teachers will then utilize that analysis to make adjustments to future plans and to restructure and plan how to remediate various skills as needed. Teachers will complete a Guided Analysis Template for the recent assessment and then work in teams or independently, depending on the subject, to create a plan for the next quarter. This will allow teachers an ample amount of dedicated time to adjust their instruction to ensure they are supporting all students. These plans will be presented to the Head of School, replaced by the Middle School and High School Directors as hired (Y4 and Y6, respectively), and/or Dean(s) of Instruction one week after the Data Day in what we will refer to as a Data Conference. Data Conferences will be scheduled during a teacher's prep period, before school, after school, or during Friday professional development. During this Data Conference, teachers will explain their plan for remediation or adjusting the curriculum based on the data from the recent assessment, supporting all decisions with student data. The Head of School, replaced by the Middle School and High School Directors as hired (Y4 and Y6, respectively) and Dean(s) of Instruction will be able to ask questions and offer solutions during this conference.

The final form of schoolwide professional development to which teachers will have access will be in the form of weekly sessions each Friday afternoon. We will rotate Friday Professional Development plans across a four-week cycle. One Friday will be a grade level team meeting, facilitated by the Grade Level Team Lead, Dean of Instruction, or Head of School replaced by the Middle School and High School Directors as hired (Y4 and Y6, respectively) during which we will analyze individual student data on academics, attendance, and discipline to create solutions for how to better support students across the grade level in all classes. Another Friday will be used to practice lesson execution around specific areas on which teachers are working to improve. A third Friday will be used as a common vertical planning time for teachers who teach the same subject level but at different grades. This will be a time for them to share strategies and recent information from their grade level with one another, with an opportunity to lesson plan together at the end of the session. The fourth Friday will be a targeted independent professional development session where teachers benefit from a particular focus area identified by school leadership.

All professional development sessions will be planned and facilitated by the Head of School, replaced by the Middle School and High School Directors as hired (Y4 and Y6, respectively), Deans of Instruction or Grade Level Leads (starting in Y2), depending on the number of years since the school has been open. Plans for upcoming professional development days and Friday sessions will be decided based on the Support Team meetings and discussions around teacher development related to the Execution Rubric strands. The professional development will be catered to and differentiated for the development of all teachers utilizing the rubric to differentiate development training. Training will vary from early support and training for classroom engagement techniques to curriculum and assessment development aligned to standards and goals, to more nuanced and subject-specific training for more experienced teachers, focused on deepening content rigor and challenging students in increasingly sophisticated ways within the classroom and within all activities and assignments. At the end of each professional development session, a survey will be administered to all participants on the effectiveness of the session and whether or not the professional development will be useful in the upcoming weeks of instruction. At the end of each trimester, an analysis on teacher development will be conducted by the Dean of Operations using Execution Rubric data from the entire trimester. The analysis will be presented at the Support Team meeting and a discussion will follow on the effectiveness of teacher development and the role that professional development has played in that development. At the end of the year, one of the items included in a year end survey to all staff members will be on the effectiveness of professional development. Over the summer, the Head of School, replaced by the Middle School and High School Directors as hired (Y4 and Y6, respectively), and other Deans will use this feedback to make improvements and adjustments to professional development calendar and priorities.

d. Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable 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 accountable for student achievement.*

In order to fulfill our vision of recruiting and developing highly effective teachers we must have a system to evaluate teachers and hold them accountable so that they are empowered towards improvement and so that instructional coaches and managers are able to action plan with teachers in order to quickly develop and expedite the improvement process. We have studied the accountability structures and evaluation procedures of highly effective charter schools serving similar demographics and student populations to develop a strong and proven accountability structure for our staff and teachers.

All staff members will have the opportunity to earn a salary bonus at the end of the year. Specifically regarding teachers, all instructional staff will have a possible 7% salary bonus, with 5% coming from student assessment results.[8] At the middle school we will use the NWEA MAP test to measure student growth in a single year and state assessments to measure absolute and comparative performance within a given year. At the high school we will use the state assessments, New York Regents Exams, the PSAT, SAT, and AP exams to measure student success and teacher performance. Teachers will receive the full 5% if their students achieve their growth goals and the accountability goals established for their grade level and subject. Teachers will receive a fraction of

[8] Bonus structure percentages may change based on changes to the year one budget with additional money prioritized into this category.

the 5% based on the number of students at the end of the year who have met their growth goals and absolute goals. We will base the growth goals on national averages on the NWEA MAP and the absolute goals on state assessments. In addition, the bonus teachers will be held accountable to the results. Those who achieve consistently high results for their students two years in a row will be given a raise in salary. Expectations for student achievement and the bonus structure will be explained to teachers and staff during the first professional development day of the year in September.

Teachers will be evaluated using two different metrics, one based on the core values of Legacy College Prep and the other based on execution improvement over time. The core value system of our school is based on six pillars: Outputs, Efficiency, Follow Through, Innovation, Team Support, and Communication. Administrative staff will use a performance tool to evaluate teachers and staff once in November and then again in May. Teachers will be given the rubric at the beginning of the year so that the expectations are clear. The rubric evaluates teachers on a five point scale with 5 - Exemplary, 4 - Advanced, 3 - Proficient, 2 - Approaching, and 1 - Unsatisfactory. An average of the two scores from May and November will be taken to determine the total score on each pillar for the year. At the end of each year all staff members will have the opportunity to earn a bonus that is referenced in greater detail in **R-21Fiscal Soundness**. The core value score will account for 2% of a staff members' bonus. Staff members earn all 2% as long as they are evaluated, on average, as Proficient in all six pillars. The Head of School, replaced by the Middle School and High School Directors as hired (Y4 and Y6, respectively) will receive all evaluations and review as they hold the final decision on all staff bonuses. **Figure 8.11** is the performance tool used to evaluate the core values system at Legacy College Prep.

The second metric used to evaluate teachers and hold them accountable to results is the Teacher Execution Rubric. Teachers are evaluated on their ability to execute at a high level based on culture and classroom management, planning and data analysis, and using the habits of discussion in class on a scale of 1 to 5 with 5 - Exemplary, 4 - Advanced, 3 - Proficient, 2 - Approaching, 1 - Unsatisfactory, and 0 - Not Present. At weekly Support Team meetings instructional coaches will present data on teacher progress related to the rubric score. The rubric scores will be used to set goals for teachers and to determine professional development priorities. **Figure 8.12** is the performance tool used to measure teacher execution at Legacy College Prep. Both rubrics will be given to teachers and non-instructional staff during the summer professional development. Teachers who do not make significant improvement throughout the year or who are consistently not meeting expectations will be made aware of this through frequent and well documented feedback. If improvement is not made, then the teacher will be let go at the end of the year.

9. School Culture and Discipline

a. School Culture and Discipline

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- *The school's general approach to school culture and rationale for this approach;*
- *How the school will maintain a safe and orderly environment; and,*
- *If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.*

At Legacy College Prep we believe that students are able to make choices. A student can make the choice to follow the rules and meet behavioral expectations and a student can also make the choice not to follow the rules and not to meet behavioral expectations. We will use positive incentives to motivate students to follow the rules and a consequence system to reinforce following the rules. It is our philosophy that when students have a consistent code of conduct to follow they will learn to meet the expectations and maximize their time spent acquiring knowledge and skills in their classes and develop the values-based character needed for a life of true success. We believe that we must create an environment where students feel safe and valued - a place where students can focus on learning without worry of being bullied. Our culture will foster the creation of a Legacy College Prep school family where we are confident and proud of who we are. In order to form this culture we will implement the following design elements:

- Core Values
- PRIDE Class Point System
- Positive Framing
- Morning Community Circles
- Student-to-Student and Staff-to-Student Shout-Outs
- Advisories that Remain Constant Year to Year
- Dress Code

Core Values

Our school culture is centered on our core PRIDE values: Professionalism, Respect, Integrity, Determination, and Engagement. Students are explicitly taught our values and how to show they are exhibiting our values on a daily basis. Teachers infuse our PRIDE values into their lessons and give incentives aligned to students displaying in words and action forms of these values such as Respect and Integrity. Our students give one another shout-outs for showing such qualities as Determination and Engagement in class. The core PRIDE values inform the systems and language by which we operate, and we further define our values in the following ways.

- **Professionalism**

Students who display professionalism show the good judgement, polite behavior, and skills or habits of a person who is successful. We teach students that to be professional means showing up on time every day, in full uniform, prepared with homework complete, and with an attitude focused on having good behavior focused on maximizing their learning opportunities. Being professional

means holding yourself to a high standard in all that you do to ensure that you are doing the job well. For our students, school is their job and doing it well means holding themselves to a higher standard. Students will be required to meet behavioral expectations, carry themselves with purpose, communicate with other students and staff members in productive ways, and consider how the way they present themselves impacts how others see them.

- **Respect**

Students who display respect show others that they care about them and treat them with dignity and kindness. We believe that every student is a valuable part of our family and we teach students to treat one another as members of a supportive, respectful family. With one goal of achieving college graduation, we instill in students that each person is an important member of the Legacy College Prep family. Therefore, we should treat all staff members and students with the upmost respect. Students are taught how to show one another respect when communicating in small groups, during Turn and Talks, and in whole group discussions. Teachers give students feedback on tone, questions, and statements that might be considered offensive or disrespectful. Students are encouraged to reflect on how their behavior is perceived by others. Bullying will not be tolerated and we encourage students to inform a staff member any time they are either bullied or believe that a fellow student is being bullied. The formation of a culture of respect will ensure that our students should feel safe and valued.

- **Integrity**

Students who display integrity do the right thing even when no one else is looking. Students will be taught the importance of making good choices and how being honest and forthcoming is always the best way to approach a problem. People with strong character have strong integrity. Our students will learn that it is important to do what they know is right even when they know that someone may not catch them in their mistake. They will face many decisions throughout their lives where the easier choice will often not lead them to succeed and will be hurtful to their reputation and to the community. We will teach students that even when the right thing will make things harder they will be better in the end because they have made a good decision. It might be easier to copy a friend's homework in the morning than doing it on your own the night before, but when you have not prepared for class and done the work on your own, you are putting yourself behind in your own learning. These lessons will be infused into our character education so that students can directly apply integrity to their daily lives.

- **Determination**

Students who display determination will understand what it means to work hard and exhibit a strong work ethic in everything they do. Persisting and graduating from a four-year college or university will be an extremely difficult challenge for all of our students. In order to earn a college degree students will need to overcome many obstacles, ones that no one in their family may have ever experienced. Research from the National Center for Education Statistics shows that 11 percent of low-income, first-generation students graduated within six years of starting college.[1] For students who are up against immense financial challenges, attending and not finishing cannot be an option. At Legacy College Prep we will teach students what it means to work hard to achieve their goals, never giving up when things are getting tough. In all courses, especially character education, we will start asking students to think about what their purpose will be. Our goal is to have students develop an identity around what they hope to accomplish in life. This purpose will define what they are working to achieve. Students will be taught lessons around how to overcome challenges and develop the motivation and will power to achieve their goals regardless of the roadblocks in their

[1] http://www.universitybusiness.com/article/supporting-first-gen-college-students.

way. Their determination will be what ensures college success because academically ready can only take our students so far, they need to be able to conquer the additional challenges that college brings.

- **Engagement**

Students who display engagement fully participate on a daily basis in learning and mastering skills and habits necessary to becoming successful and achieving their goals. Showing up to school every day will not guarantee that a person is successful. It is the way that a student engages throughout the day that will ensure they succeed. We will teach students how to engage in conversations with one another through Turn and Talks, participate fully in class, and complete all work with urgency. When students engage in their learning they are able to obtain more knowledge and skills, thereby growing at a faster rate. Our students may begin sixth grade performing behind grade level. The level at which they engage in their classes will directly impact whether or not they are able to catch up. Teachers will use the Engagement core value to encourage class participation. When students do Turn and Talks, teachers will give students feedback on their level of Engagement. Students will also be held accountable to listening to one another and remaining engaged in all aspects of the daily instruction.

PRIDE Class Point System

We incentivize students to showcase our PRIDE values in a variety of ways. Our students have the opportunity to earn class PRIDE points during each class throughout the day. At the end of the day and then week, PRIDE points are totaled and posted in the Community Circle space so that advisories can see how their class compares to other advisories in their grade level and school. Prizes will be rewarded to students for earning the most PRIDE points or for improving the amount of PRIDE points they achieve, ranging from college paraphernalia (pencils/pens/notebooks/class mascots), to book store field trips and inspirational movies during advisory. Starting in AM Advisory, our homeroom teachers reference the goal of achieving all PRIDE points in each class, referencing previous day totals in the creation of the goal. At the end of each class, the teacher will go through each core value and let students know whether or not they have earned a point for that value. A teacher might say, “We have earned an R for showing Respect today in class” and then ask students to give examples of how they showed Respect in class. A teacher also might say, “We did not earn an E for Engagement today. Who can share with the class what we can do to improve our Engagement in the next class?” The involvement of students in the core value points places an emphasis on their responsibility and ownership in earning the points.

Positive Framing

In order to create a culture of joy that is both warm and strict, we will train our teachers to use positive framing when issuing any consequences, directions, and/or deductions in class points. During summer professional development we will introduce the instructional method that is featured in Doug Lemov’s *Teach Like a Champion* and referenced in **R-05 Curriculum and Instruction**. Teachers will practice using positive framing issuing consequences in the form of role plays with one another. Throughout the year teachers will be evaluated on the use of positive framing using the Rubric Evaluation, specifically within details of the culture section. The Head of School will create professional development opportunities on Fridays throughout the year for teachers to practice and refine this skill, especially if there is a trend in teachers struggling with this. With teachers using positive framing, students will be able to more successfully accept the consequences, directions, and deductions and improve their behavior. This will result in fewer instances of escalation because students will still feel valued even when receiving something negative.

Community Circles

One day each week students will gather together as a grade level for 20 minutes in the morning instead of attending AM Advisory. Students will begin the circle with cheers, either from their advisory or a school wide cheer. The facilitator will then give students a short lesson on a culture topic that is most relevant to the current culture within that grade level, or about one of the core values. For example, there might be a recent trend of a few students copying homework from one another and receiving detentions for this behavioral infraction. This is a cultural issue that we will want to address because when students cheat they are not showing Integrity. The facilitator would give a short lesson on the importance of showing integrity related to cheating and give students time to reflect on why it is important not to cheat. The session will end with students sharing how they will show Integrity moving forward, and a few shout-outs will be given before heading to first period class. The Community Circle will be led by the Head of School in the first year and then delegated throughout the following years to various leaders within the school.

Student-to-Student and Staff-to-Student Shout-Outs

We will use shout-outs as a way for students to celebrate one another and for staff members to celebrate students. A shout-out is a statement made to celebrate another person for doing something honorable and noteworthy. In our case we will use shout-outs specifically related to our set of core PRIDE values. An example might be, "Juan showed Determination this week in math class when he refused to give up on a problem with which he was struggling." Each advisory room will have a shout-out board where students in the homeroom can write other students shout-outs. Every Friday morning students will have the opportunity to write one shout-out to another student in their grade level. The shout-outs will be collected and distributed to advisors before the afternoon advisory period. During PM Advisory, advisors will read the shout-outs to students. In addition to Friday shout-outs, students will have the opportunity to stand up and give a shout-out to students during the weekly Community Circle for displaying one of the core values. Staff will have the opportunity to celebrate a specific student through a shout-out at the Community Circle. We will also post a shout out board in the teacher workroom for staff members to give one another shout outs as well.

Advisories that Remain Constant Year to Year

As referenced earlier, a student's homeroom period will be their advisory. The advisor is responsible for supporting their group of students throughout the year on all things regarding academics, attendance, discipline, and any other items related to a students' success at Legacy College Prep. Our advisors will form relationships with families and hold parent/advisor conferences several times throughout the year to keep parent(s)/guardian(s) aware of how students are progressing towards being successful that year and moving into the next grade level. Our advisory program will be unique in that our advisors will move to the next grade level with our students. For example, the sixth grade advisor for the Syracuse Advisory will become the seventh grade advisor for the Syracuse Advisory when students are promoted to the next grade level. The sixth grade teacher will still teach the same subject as the year prior but will have an advisory that is at a different grade level than what he or she might teach. Students will have the same advisor for grades six through eight, transition to a new advisor in ninth grade, and have that same advisor until they graduate from high school. Students and families will develop a greater attachment to the school and come to rely on constant touchpoints with the school through their dedicated advisor. Advisors will have exhaustive knowledge on each of their advisees. They will be able to assist students and families in navigating decisions on class selection, enrichment activities, and what is the greatest decision - where to attend college. Our advisory course is where students will receive their character education lessons and where a lot of coaching on habit forming will occur. The

relationship that advisors build with their advisees will ensure that the character development is productive. An additional benefit to our advisory structure will be teacher retention. We expect to create a tie for teachers to Legacy College Prep that is greater than instruction and execution of lessons. Our advisors will feel personally responsible for the success of a group of students and seeing that success all the way through will become important to our teachers and staff.

Dress Code

One of our core values is Professionalism and in order to encourage students to embody professionalisms at school we will institute a student dress code. The dress code will also work to eliminate distractions in the classroom and allow students to focus only on learning the knowledge and skills necessary to be successful. The dress code will be in effect any time that a student is in the school building. Our dress code will be strictly enforced and students will receive a consequence when they are missing part of their uniform. Students will also not be allowed in class until they are able to correct their dress code violations. The Dean of Culture will keep extra uniform items on hand for students who need to correct their uniform before heading back to class. The Dean of Operations will create a plan and procedure for assisting families with purchasing uniform items and all families who are unable to afford any or all items on the dress code will be provided those items. The Social Worker will also have additional uniform items from belts to dress shoes on hand for students who need them. Advisors will also be suggested to purchase emergency uniform items, using their Advisory budgets, for their homerooms should a student need to borrow the item for the day. See **R-09d Dress Code** for the detailed Legacy College Prep dress code policy.

9b. Discipline Policy (general education)

When designing the discipline policy and student code of conduct, all rules and infractions stem from not upholding one or more of the core values of Legacy College Prep - Professionalism, Respect, Integrity, Determination, and Engagement. The core values of our school form the foundation for a culture where students feel safe and valued. Any time that a student is not upholding our values they will receive a consequence. Our consequence system will be consistent and fair to ensure that a respectful and positive school culture is preserved and all students are supported in their learning.

Merits

A student will be able to earn merits throughout the day for actions that display one or more of the core values of Professionalism, Respect, Integrity, Determination, and Engagement. Students will also have opportunities to earn merits for showing kindness or gratitude to others, demonstrating grit in classes, taking a risk educationally, or exhibiting acts of strong character that a teacher or staff member deems commendable. Merits will not be given for those daily courteous actions that are considered "basic expectations," (e.g., holding a door for someone, saying excuse me and thank you, picking up a piece of trash off of the floor).

Merits will be tracked school-wide. Teachers will turn in their merit counts at the end of each day and the Dean of Operations or other office staff will enter the merits into our tracking system. The merits earned and the total merit count will be listed on progress reports sent home to parents on a weekly basis. We will honor specific students at weekly Community Circles to promote positive culture. Grade levels and advisories will also compete against one another for the highest merit counts. The Dean of Culture will monitor demerit and merit ratios for all teachers to ensure the distribution of merits and demerits is administered consistently and equitably across the school. To promote a school climate of affirmation and celebration, the Head of School, replaced by the Middle School and High School Directors as hired in Y4 and Y6 respectively and Dean of Culture will hold teachers accountable to distributing more merits than demerits by publicly tracking the data in the Teacher Workroom.

Demerits

A student can be assigned one to four demerits for an infraction. A more serious violation will result in a more severe consequence. Staff members may determine the number of demerits to be awarded unless the exact number is outlined in the Student Code of Conduct. **Figure 9.1** shows each infraction for which a prescribed demerit award is assigned.

Figure 9.1: Common Infraction Demerit Counts

Infraction	Number of Demerits	Rationale for Infraction
Chewing Gum	2	Students often do not dispose of gum appropriately and it can be a distraction in class if students are chewing gum and not focused on learning.
Food or drink visible outside of lunch or breaks. Water is permissible in clear bottles.	2	Students should not be distracted by eating in classes. Water is permissible but to ensure safety we must be able to see what is inside the water bottle.

Standing, yelling, or throwing anything in the lunchroom	Minimum 1	Students only have a short amount of time during lunch and should be professional about using their time to eat and leave the space nicer than when they found it.
Not cleaning up space in lunchroom	Minimum 1	Students should show concern for others and respect by making sure the area is cleaner than when they found it.
Talking during an emergency drill	2	Practicing emergency drills is vital to ensuring that students and staff members know what to do should any emergencies occur. For that reason students are professional and silent during all drills to make sure that the environment is safe and orderly.
Tardy to school	Less than 1 minute: 1 demerit More than 1 minute: 2 demerits	Students should be professional and on time for school each day.
Tardy to class	Less than 1 minute: 1 demerit 1 to 3 minutes: 2 demerits More than 3 minutes: 4 demerits	Students should be professional and on time for each of their classes. This will be specifically important at the 8th grade and high school levels when students more independently transition from class to class.
Unexcused absence from a class or school-mandated function such as mandatory homework detention or a community service event	4 demerits	Students need to be professional and attend the events for which they have signed up to attend and serve the detentions that they have earned.
In the hallways at any time without a pass (except during passing periods)	4 demerits	Students should be in class at all times and show integrity by not being in areas that they should not be in throughout the day.
Foul language including curse words or other slurs	4 demerits	Students should be respectful of others and not use foul language. Students should also represent themselves in a professional manner that does not include the use of curse words.
Bullying or verbal harassment, in person or electronically	Minimum 4 demerits	Students should always show respect for others. Depending upon the severity of action, this may require a suspension (see **Figure 9.2**).
Possession of a permanent marker or sharpie	4 demerits and confiscation	Permanent markers lead to vandalism and the use of a sharpie will never be necessary in a class setting.
Academic dishonesty, cheating, or plagiarism	4 demerits	Students should show integrity in their classes as this is a skill that will be necessary in college especially related to academic

		cheating.
Rowdy or loud behavior anywhere in school	Minimum 2 demerits	Students should be professional in school and operate with the purpose of learning.
Inappropriate displays of affection	Minimum 1 demerit	Students should be professional in school and operate with the purpose of learning and not showing inappropriate affection in hallways or at lunch.
Loitering on school grounds	Minimum 1 demerit	Students should be professional and operate with a purpose which includes time spent exiting the building after school.
Disciplinary removal of a students from class	4 demerits	Students should be able to maintain their behavior so as not to earn four consequences in a single class period. Students should show determination by filling out a reflection and adjusting so that they can return to class.
Cell phone or audible electronic device (including headphones) visible, audible, or used during school hours without staff permission	4 demerits and confiscation of the device until parent retrieves the item from school.	Students should be professional in school and focused on learning. Cell phones and other electronic devices cause a distraction from that learning.
Dress code violations that cannot be corrected immediately (such as no belt)	4 demerits	Students should be professionally dressed and pay attention to the details especially with their uniforms each day.
Dress code violations that can be corrected immediately (such as untucked shirt)	1 demerit	Students should be professionally dressed and pay attention to the details especially with their uniforms each day.

The Dean of Culture will meet weekly with the Head of School, replaced by the Middle School and High School Directors as hired in Y4 and Y6, respectively, to evaluate student data on demerits and merits. The goal of these meetings is to identify students struggling with behavior so leadership can brainstorm other supports for the students. The meetings will also be used to analyze the number of infractions per teacher and to evaluate opportunities for structural adjustments to better support all students. Teachers who do not have a three to one ratio for merits to demerits will receive additional support to ensure that negative consequences do not outweigh the positive incentives.

Homework Detention

Student success is highly predicated on student effort beyond classroom hours. Therefore, completion of homework is vital to student learning. Homework is carefully selected to ensure that students have both the capacity and time to complete it, and is used as a way for students to practice the skills that they are learning in the classroom. Students will receive a 45-minute detention for not completing their homework. Homework will be collected in Morning Advisory by homeroom teachers. For any student who has not completed their homework to the level of expectations, the operations and office staff will call the parent(s)/guardian(s) of the student to let them know the student will be staying after school for a 45-minute block of homework detention. The 45-minute block will be used to work on the homework that is due the following day to help

ensure that students develop the habit of completing homework and do not receive a homework detention the next day.

Detention

Demerits will be tracked on a weekly cycle, from Wednesday through and including the following Tuesday. A behavior report will go home to every student's family, detailing the number of demerits and merits that student earned in the past week, including a brief description of each merit/demerit. Parent(s)/guardian(s) will be shown an example of the behavior report during Parent Orientation before the beginning of the school year. The Dean of Culture will guide the parent(s)/guardian(s) through the report process and give strategies for going over the report with their student. For students who received detention, parents/guardians must sign the report and send it to school with their student. Students who do not bring in the signed form will have to serve a homework detention on top of the behavioral detention that Friday.

Students earning four or more demerits in a single week will serve a two-hour detention on Friday. On Wednesday, students will be informed that they have detention on Friday and a behavior report will be sent home to parent(s)/guardian(s). The two-hour detention will be broken into two parts - one hour to thoughtfully complete a behavior reflection and one hour to silently work on homework and/or read. The common reflection summary will require students to answer questions about the demerits they received, the core values of the school community they have broken, the impact of their actions on themselves and others, and how they can improve their behavior during the next week. Students will turn this form in before they leave detention and a copy will be sent home to their parent(s)/guardian(s).

If a student is earning a detention every week and the reflection is not helping a student to improve their behavior, tailored discipline approaches will be assigned to support the student's needs. The Dean of Student Supports will also modify any assignments given to students in detention for students who have an IEP or for students identified as ELL. See **Response 9c** for more details.

Behavior Resets

We believe that students should maximize their time spent learning and that discipline issues should not merit large amounts of time spent outside of the classroom. To preserve a respectful and positive school culture and best ensure consistency, we will issue consequences in class in the form of demerits for any infractions that distract from student learning. Once a student has received four demerits in a single class, or if a student is disrespectful in a manner necessitating an automatic four demerits, then the student will be asked to leave the classroom to reset their behavior. The student will go to the Dean of Culture's office to fill out a reflection before returning back to class. The reflection will ask a student to reflect on their behavior and write a plan outlining how they will adjust their behavior to be more productive in class. Once a student has finished the reflection and had a discussion with the Dean of Culture or Assistant Dean of Culture (when hired), then the student may rejoin the class at his or her regular seat. If a student is unable to complete the reflection or is disrespectful while in the Dean of Culture's office, then the student will remain in the Dean of Culture's office until the next class period. At the middle school level, all teachers will follow up with students within 24 hours of a reset to restore the relationship so that the student can be successful in their class moving forward. At the high school level, the student will become responsible for following up with the teacher within 24 hours of the behavior reset to ensure a productive relationship moving forward.

Suspension

For specific behaviors outlined in **Figure 9.2,** students will receive more severe consequences. We have aligned many of our severe infractions with the New York City Department of Education Discipline Code of Conduct. **Figure 9.2** outlines the minimum and maximum consequences for each more severe infraction. The Head of School will make the ultimate decision on severe infractions with the assistance of the Dean of Culture. For all severe infractions, the Dean of Culture will contact parent(s)/guardian(s) to inform them of the situation and most will require that at least one parent comes in for a conference with the Head of School and/or Dean of Culture. Our goal is to maximize student time spent in class, but in order to preserve our desired culture and to ensure that we have created a safe environment in which all students can learn, we must suspend students from school for behaviors that jeopardize the learning environment for their peer students.

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

In both forms of suspension, the student will be required to make up any missed assignments. Parent(s)/guardian(s) will be informed of a student's suspension the day prior via a phone call. The student will also have a conference with the Dean of Culture to explain the suspension and rationale for the consequence. The student's teachers will provide work for that student to complete by the end of the day. If a student misses a test or quiz they will be allowed to come in before or after school to make up the test. We will ensure that students are given ample time to make up the work and that they do not fall behind in class due to suspensions.

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

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

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

- If necessary, the student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him/her.
- The Dean of Culture or his/her designee addresses the conduct and, in consultation with the Head of School, assigns an appropriate consequence (potentially a long-term suspension).
- The parent/guardian is notified by the Head of School or the Dean of Culture; a parent/guardian may be required to meet with the Dean of Culture or Head of School regarding infractions prior to the student's return to school.
- In accordance to Education Law § 2841(1)(b), Legacy College Prep staff will identify alternative instruction programs for the student to participate in while on a long-term suspension. Alternative instruction will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to

the next grade level. At a minimum, alternative instruction will be two hours per day for 6th through 8th grades and three hours a day for 9th through 12th grades. Such instruction will be supervised by a certified teacher and administered by trained volunteers and/or available classroom teacher in a publicly accessible location i.e. the local public library.

Figure 9.2 outlines more severe misbehaviors that will merit a maximum consequence of suspension or expulsion. We will ensure consistency with regard to severe infractions and work to assign the same consequences for similar behaviors.

Figure 9.2 – Severe Infractions and Consequences [1]

Unacceptable Behavior	Minimum Consequence	Maximum Consequence
B03 – Cutting classes (reporting to school and failing to attend one or more programmed classes)	Double detention, parent conference	3-day suspension
B08 – Engaging in verbally rude or disrespectful behavior	Detention	3-day suspension
B07 – Behaving in a manger which disrupts the educational process (e.g., making excessive noise in a classroom, library, or hallway)	Detention	3-day suspension
B10 – Posting or distributing material on school premises in violation of written Department of Education policy and/or school rules	Detention	3-day suspension
B13 – Smoking and/or use of electronic cigarettes and/or possession of matches or lighters	Detention, confiscation of item	5-day suspension, confiscation of item
B14 – Gambling	Detention, item/money confiscated	3-day suspension
B15 – Using profane, obscene, vulgar, or lewd language, gestures, or behavior	Detention	3-day suspension
B16 – Lying to, giving false information to, and/or misleading school personnel	Detention	3-day suspension
B19 – Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)	Suspend network use privilege, conference with parent	3-day suspension
B20 – Leaving class or school premises without permission of supervising school personnel	Detention	3-day suspension
B24 – Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past	Detention	Referral for expulsion hearing

[1] http://schools.nyc.gov/NR/rdonlyres/CD69C859-524C-43E1-AF25-C49543974BBF/0/DiscCodebookletApril2015FINAL.pdf.

another person) , or throwing an object (e.g., chalk) or spitting at another person		
B26 – Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures, or signs), or group organized disruptive activity	5-day suspension and/or behavior improvement course	Referral for expulsion hearing
B28 – Engaging in vandalism, graffiti, or other intentional damage to school property belonging to staff, students, or others. Including hacking into or disrupting network technology systems	1-day suspension, restitution of property and cost	Referral for expulsion hearing
B36, B37, B51, B52, B53, B54, B55 – Fighting or threatening to fight, verbal or physical	5-day suspension and/or behavioral improvement course	Referral for expulsion hearing
B39 – Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peers groups designed to humiliate to isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass	Detention, parent conference, counseling, and/or 1-day suspension	Referral for expulsion hearing
B41, B57 – Possessing and/or using controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol	5-day suspension and/or out-patient counseling or behavior improvement course	Referral for expulsion hearing
B44 – Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior	1-day suspension and/or behavior improvement course	Referral for expulsion hearing
B48, B58, B59, B60, B61, B62 – Possession, sale, and/or use of weapons/dangerous objects	Item confiscated, 5-day suspension and/or behavior improvement course	Referral for expulsion hearing

B50 – Arson; starting a fire	5-day suspension and behavior improvement course	Referral for expulsion hearing

Expulsion

In the case that a student has committed an offense which is grounds for expulsion, the Head of School will notify the parent/guardian of the student who is recommended for expulsion.

The following are examples of infractions that could result in an expulsion:[2]

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

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

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

Appealing an Expulsion

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

Behavior Improvement Course

We believe that students must learn good behavior in order to be successful in life. During middle and high school, students are forming the habits and character that will influence the decisions they make related to their jobs and careers as well as those related to their families and within the larger community. We realize that when students enter sixth grade they are still forming those habits and learning what behaviors lead to success. At Legacy College Prep we set a high bar for behavior expectations and when students struggle to meet our expectations we rely on support structures to help them become successful.

[2] These examples are not intended as an all-inclusive list.

One of those support structures is the Behavior Improvement Course. We will offer the course to students twice each year, in January and July. As we reach full enrollment we will offer the class four times per year, separating middle and high school students. Students will be required to attend the course in January if they have committed any infractions from **Figure 9.2** that require the consequence, or if they have received 20 detentions before the end of Trimester 2 in the Middle School or Quarter 2 in the High School. The course will be held one Saturday per month for the remainder of the school year from 8:00am to 1:00pm. During the course students will complete reflection exercises and lessons that teach character development and successful habit formation. At the end of the course students will make a final presentation summarizing what they have learned and how they plan to change their behavior moving forward.

The summer course will be for students who do not attend the spring course and have either committed an infraction requiring the course from **Figure 9.2** or they have received 30 or more detentions as of the end of the year. The course will be designed by our Dean of Culture with the assistance of the Head of School. The Dean of Culture, Dean of Student Supports, and Head of School will co-facilitate the two courses in the first two years. The time in the course will allow students to grow and learn new habits and also receive additional support and counseling from the Dean of Culture, Dean of Student Supports, and Head of School. As the school grows, and starting in year three the Dean of Culture will take full ownership of the course, delegating pieces to the Assistant Dean(s) of Culture.

Failure to compete the required discipline courses may result in the student failing promotion to the next grade level. The rationale is that students need to have formed the appropriate habits and behavior to be successful at each given grade level. If a student does not have the behavioral skills in place to move on to the seventh grade, that student will most likely struggle academically and behaviorally. We believe that we need to provide students with behavioral supports to ensure that they do not become distractions in the class to themselves or to others.

Parents will be educated regarding these policies at the beginning of the school year. Throughout the year, parents will receive a phone call every time that a student earns a detention and we will clearly communicate to parents when students are accumulating enough detentions resulting in the behavior course.

9c. Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Act ("IDEA")

In the case of a student with an IEP or 504 Plan, Legacy College Prep will ensure that we make all necessary accommodations to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973 and Education Law § 2854(1)(b) regarding discipline of students with disabilities. We will make every effort to work in collaboration with the CSE for Community School Districts 7 and/or 8, such district being determined by the ultimate location of the school facility.

At the beginning of the year we will conduct Functional Behavioral Assessments on any student who is at risk for behavioral issues and may need a behavior intervention plan. For any student who is identified as needing additional support, our Dean of Student Supports, a special educator licensed in the State of New York, will write a Behavioral Intervention Plan (BIP). For any student who has a BIP, the consequence system will be modified to support the student in accordance with the plan. Each student will have an individualized set of supports designed around the issues with which that student is struggling. Student BIPs will be outlined in the student database to make information easily accessible to teachers and staff. The Dean of Student Supports, with the assistance of other Learning Specialists (licensed special education teachers) will be responsible for the creation of the BIPs for individual students. The Dean of Student Supports will also be responsible for the training of teachers in using and following the BIPs. The information will be presented at the beginning of the school year and any updates for particular students will be shared throughout the year during Professional Development sessions on Fridays. If at any point during the year the BIP seems to be ineffective or the student poses a potential threat to self or others then the CSE will be notified immediately.

For disciplinary infractions that merit a short-term suspension, a student with a disability will be removed from their traditional school setting and placed on an in-school suspension. Learning Specialists and other teachers and staff will ensure that the student is given the work from classes for those days, and the additional support to complete the assignments throughout the day. The student will be entitled to all due process requirements as the general education population. See **R9b – Discipline Policies** for more details.

For any student who has received a cumulative amount of ten (10) or more days of suspension the school personnel will conduct an investigation to determine whether or not a pattern of removal exists that constitutes a change of placement. If it is determined that a pattern exists, then a Manifestation Determination Review will be conducted.

For disciplinary infractions that merit a long-term suspension that would exceed ten (10) school days, the student will immediately be referred to the CSE so that the CSE can determine whether the problem behavior is linked to the student's disabilities. In addition to the Manifestation Determination Review, the CSE will engage in a reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE prior to the eleventh day of suspension, because such suspensions may be considered to be a change of placement. The school will work closely with the CSE in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

In considering the placement of students referred because of disciplinary problems, the CSE is expected to follow its ordinary policies with respect to parental notification and involvement. The CSE will be notified in the event of:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Head of School would seek to impose a suspension in excess of ten days.

Students with 504 plans are entitled to the same disciplinary polices as students with IEPs, with the exception that in the case of a suspension for more that ten days, the student shall not be referred to the CSE for a manifestation determination hearing. The school will conduct its own hearing to assess any link between the problem behavior and the student's condition.

During any removal, the school will still provide the student with the educational services to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP, including providing access to missed work and supports to catch up from the days missed. The student will also receive support from the Dean of Culture and Dean of Student Supports to ensure that the behavior does not reoccur. The Dean of Student Supports will work with the CSE in notifying and communicating with parents the reason for the suspension. The CSE will determine which services are necessary for the student during the time of removal.

If it is found that the infraction was a manifestation of the child's disability, then the Dean of Student Supports, with the support of the Head of School and other Learning Specialists, will conduct a functional behavioral assessment. We will work in collaboration with the CSE to ensure that there is an existence of a BIP that supports the individual student and make all reviews and modifications necessary to support the student so that the behavior does not reoccur.

If the disciplinary infraction warrants expulsion, then the Head of School will request that the Dean of Student Supports work with the CSE to form a committee to determine that the student's actions were not a direct result of the student's disability. The school will then hold a hearing where the Dean of Student Supports, Head of School, parents of the student, representation from the CSE, and a general education instructor will all be present. If it is proven that the infraction was not a manifestation of the student's disability or a result of the appropriate services not being provided by the school, then the student may be expelled.

Due Process

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken:

- Not later than the day on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR § 300.504.
- The CSE and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR § 300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents will have the opportunity to request a hearing to challenge the manifestation determination, file a complaint, and request a public hearing if they disagree with any decision made by the school regarding a suspension or expulsion. The CSE will arrange for the hearing and

the Dean of Student Supports will coordinate all communication with the CSE. The child will remain in his or her current educational placement pending determination of the hearing.

9d. Dress Code Policy

Shirts and Outerwear

a. Students must wear unaltered school shirts each day.
b. Students may not wear anything underneath their school shirts except one white short-sleeve t-shirt and nothing over them except school approved sweater. Under shirt sleeves may not be visible at any time. Approved school sweaters may only be worn over the top of the school shirt and the collar of the school shirt must be completely visible. Sweaters may not be worn tied around the waist or draped over their shoulders.
c. Coats, non-school sweatshirts, or any other outerwear are not permitted to be worn in school and must be let if lockers or school cubby at all times.
d. Shirts must always be tucked in.

Pants and Skirts

a. Boys must wear dress pants. Girls must wear dress pants or skirts. Capri pants, spandex material, and corduroys are not permitted.
b. All pants must be light-khaki in color.
c. No pockets, loops, or straps on pants or skirts can be below the hip level. Rubber bands are not permitted around pants.
d. Pants must not be too baggy or too tight nor torn or frayed. Pants must be worn at waist level. Other clothing must not be visible under pants.
e. Skirts must be knee length or longer and no silt may come too high. Skorts are not allowed.

Shoes

a. Black dress shoes are required. Shoelaces and all parts of the shoe must be black. Girls dress shoes must have no more than a 3" heel.
b. Boots, flip-flops, stilettos, stacks, platform shoes, gym shoes, and thin sandals are not permitted.
c. Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.

Socks

a. Students must wear socks with their dress shoes.

PE Uniforms

a. Students must wear school PE shirts. Students may not cut off or alter the PE shirts in any way.
b. Students must wear school PE shorts or sweatpants. Students may not cut off or alter the PE shorts or sweatpants in any way.
c. Students must wear gym shoes.
d. Students will be required to carry PE clothes and gym shoes with them to school and change in locker rooms before PE.

Belts

a. Solid black belts must be worn at all times. No designs are permitted on the belt and belt must not be made of cloth.

Jewelry

a. Boys may not wear earrings and girls may wear earrings only in ears.
b. Visible body piercings, tongue piercings, or Band-Aids covering piercing are not permitted.
c. All necklaces must be tucked inside the shirt.
d. Students are only permitted to wear one watch on their wrists. Students are not allowed to have any bracelets, rubber bands, or hair ties on their wrists even in PE.

Head Coverings

a. No hats or other head coverings are permitted, including scarves, athletic sweatbands, and bandanas anywhere inside the building, except where mandated by legitimate religious requirements or with a medical note.
b. Headband width should be less than 4".

Hair

a. Hair can be colored or highlighted only in natural human hair color.
b. No designs of and kind are permitted to be in the hair or on the face. This includes a prohibition of any distracting or unprofessional hair styles.

Tattoos

a. No visible (permanent or non-permanent) tattoos or body markings of any kind are permitted. If a student has a tattoo, it must be properly covered at all times. Only a school approved sweater can be worn to cover tattoos on the arms. Tattoos on hands, face, or any other part of the body that cannot be covered by the school uniform should be completely covered by a band aid.

10. School Management and Leadership

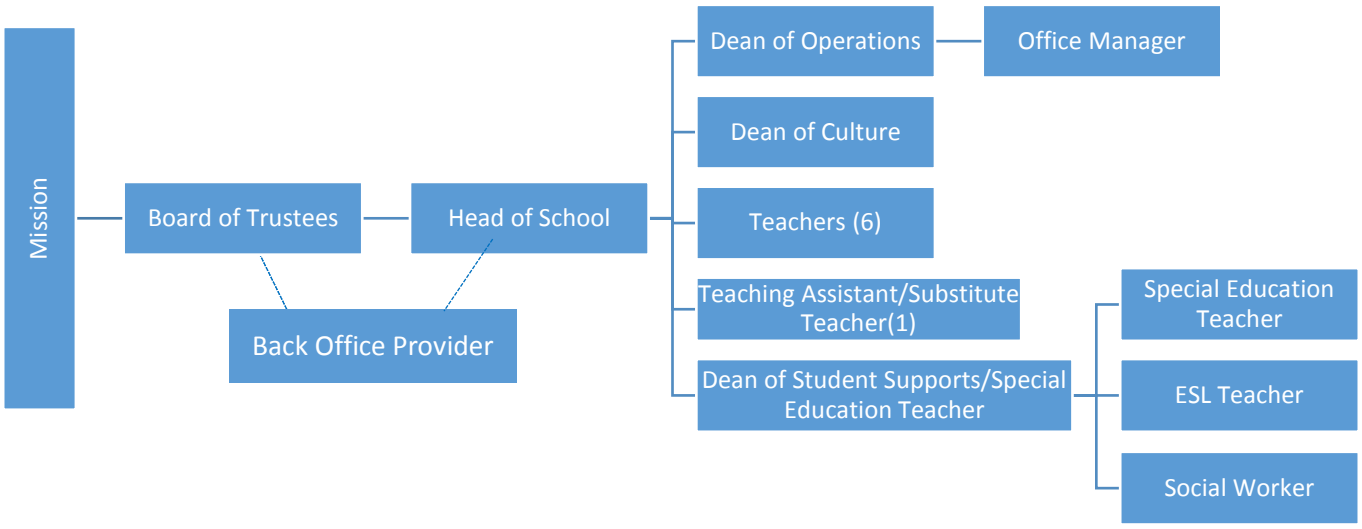
a. Organizational Chart

- *Provide organizational charts for the 1st and 5th years of operation showing clear reporting structures of the school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.*

The school leadership progression and delegation of management over time is planned to ensure that the mission, vision, and values of Legacy College Prep are strongly established and preserved over time, not dependent upon one individual. Specifically, and as stated in **Section 08 – Instructional Leadership**, we plan to strategically and aggressively grow our leadership team over time, promoting from within the organization as much as possible, and delegating out the various responsibilities within the school in order to (a) best serve the vision and goals of the school beyond the initial start-up phase, (b) maintain a cascading reporting and accountability structure that effectively supports all members of the team, and (c) establishes organizational strength across multiple roles and multiple individuals.

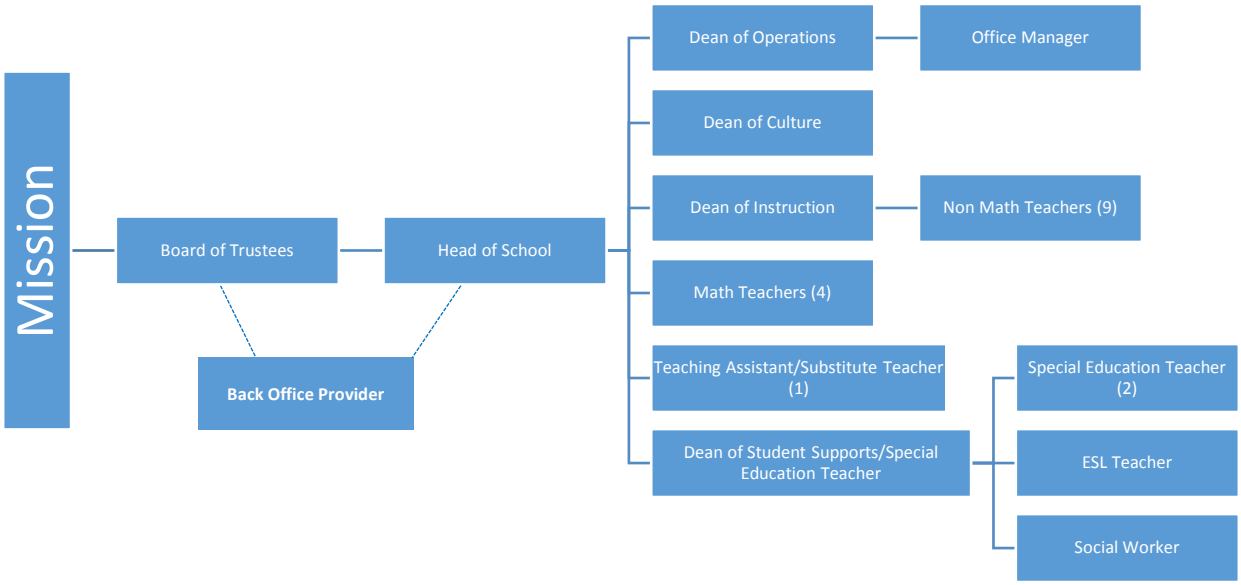
Figures 10.1 – 10.7 show how management changes over the seven-year growth period, and how the number of direct reports to the Head of School lessens and prioritizes over time as the school adds additional students and staff members.

Figure 10.1: Organizational Chart – Year 1



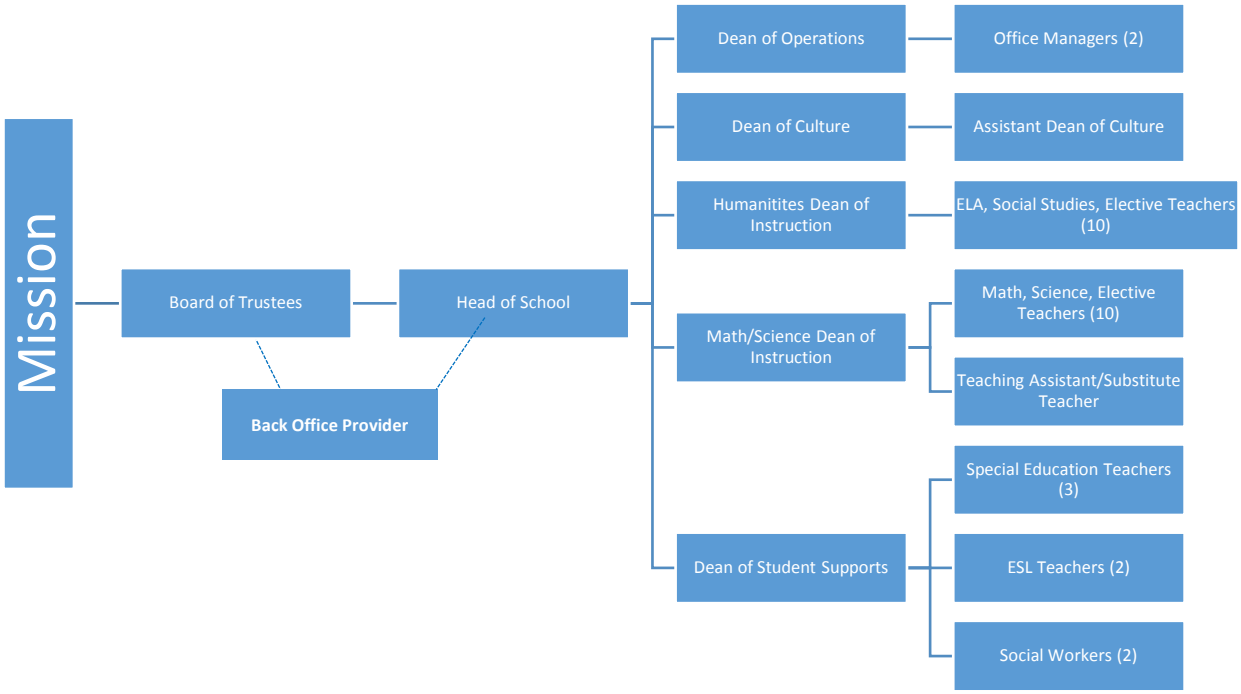
In year 1, the Head of School has ten direct reports, managing all three Deans, all general education teachers, and the Teaching Assistant/Substitute Teacher.

Figure 10.2: Organizational Chart – Year 2



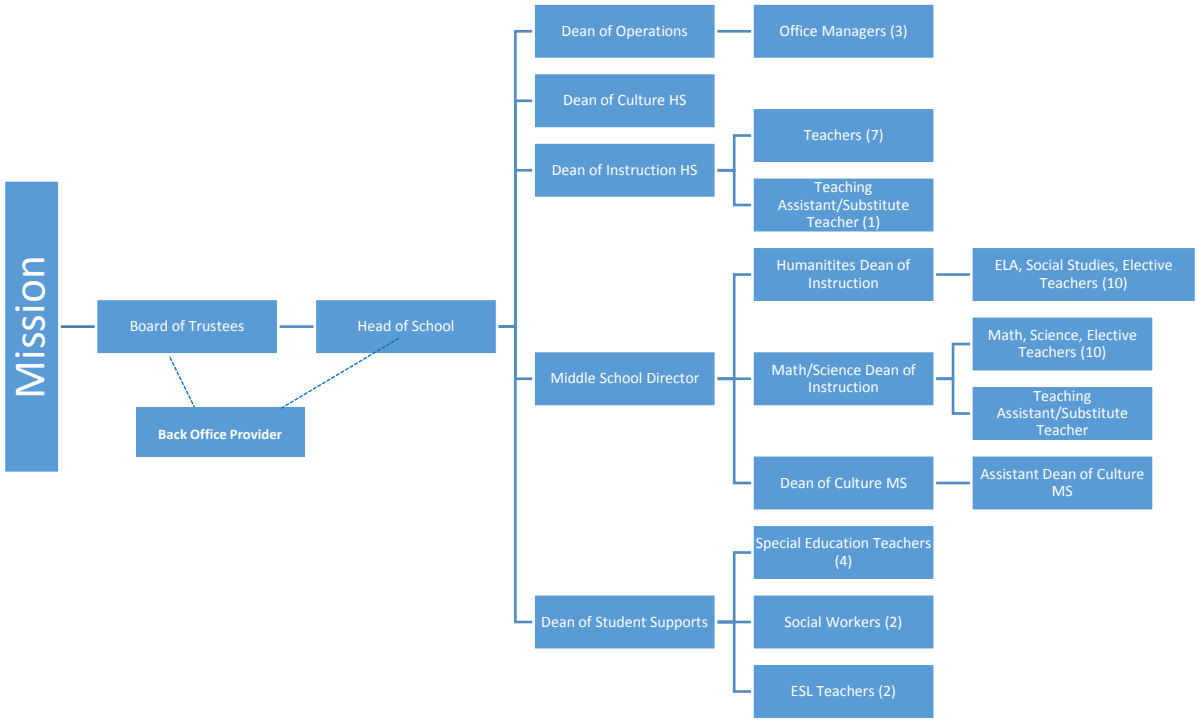
In year 2, the Head of School has nine direct reports, managing four Deans, all math general education teachers, and the Teaching Assistant/Substitute Teacher.

Figure 10.3: Organizational Chart – Year 3



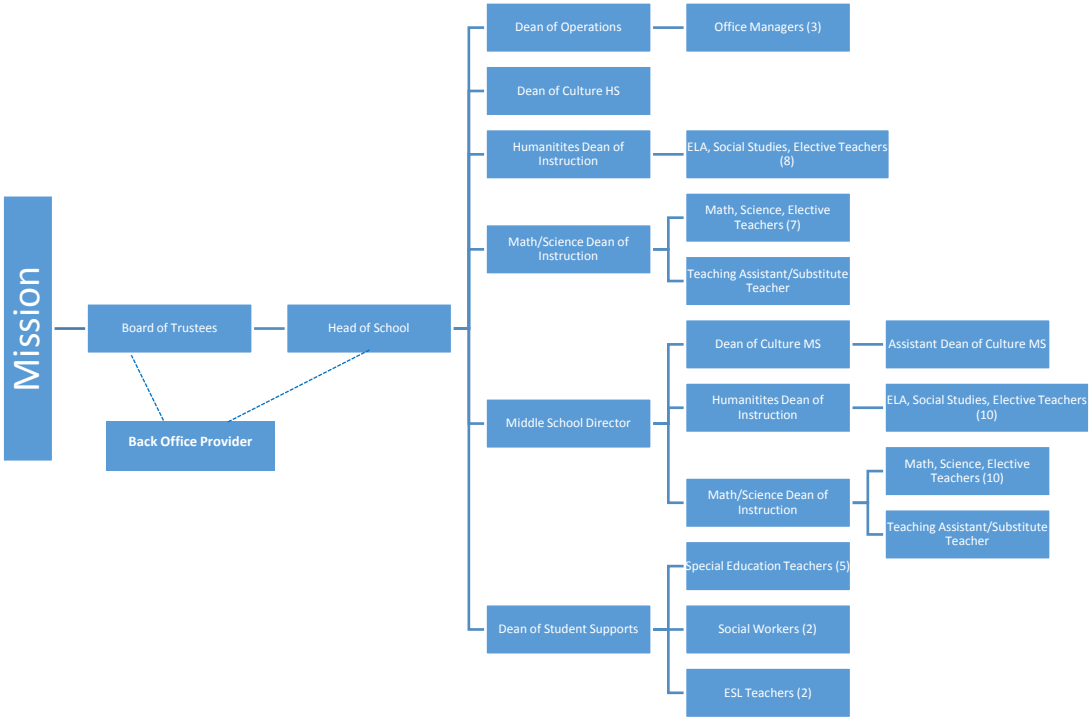
In year 3, the Head of School has five direct reports, managing five Deans.

Figure 10.4: Organizational Chart – Year 4



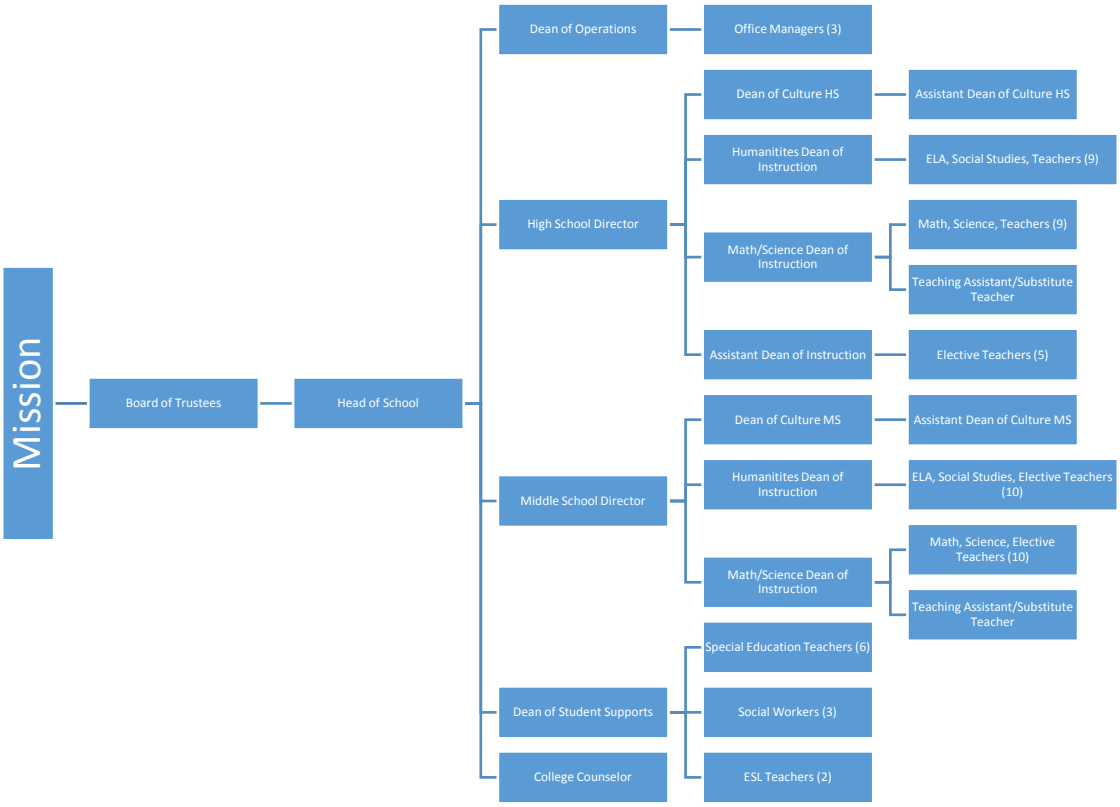
In year 4, the Head of School has five direct reports, managing the Middle School Director, the Dean of Student Supports, Dean of Operations, and the two Deans at the high school level. All management at the middle school level will now fall under the Middle School Director, with three Deans under their supervision and all instructional staff.

Figure 10.5 Organizational Chart – Year 5



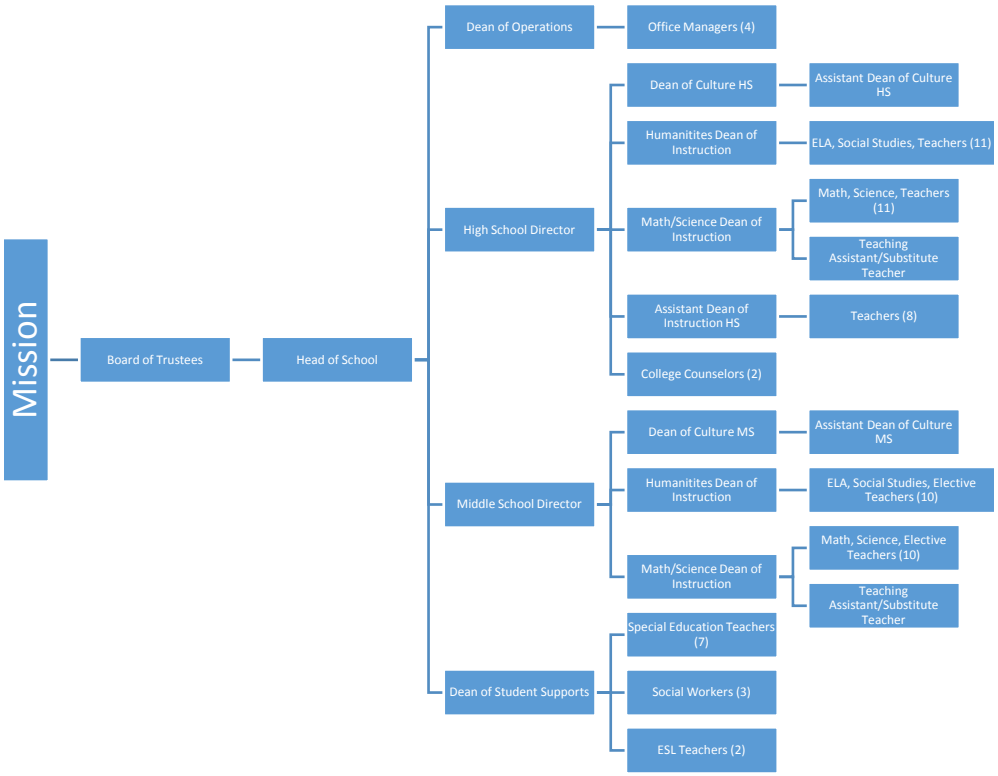
In year 5, the Head of School has six direct reports, managing the Middle School Director (who has three Deans under their supervision and all instructional staff), the Dean of Student Supports, Dean of Operations, and the three Deans at the high school level.

Figure 10.6: Organizational Chart – Year 6



In year 6, the Head of School has five direct reports, managing the Middle School Director (who has three Deans under their supervision and all instructional staff), the High School Director (who has three Deans and one Assistant Dean under their supervision and all instructional staff), the Dean of Student Supports, Dean of Operations, and the College Counselor. In Y6, we will make a decision at this time as to whether to continue with a back-office provider for financial services or if we will bring on a full-time position in-house. Reporting of such role would be to the Head of School, and if maintaining a back-office provider, that entity would continue to be hired by the Board and work closely with the Head of School and Board as needed. Such role and reporting structure will be reflected accordingly within an organizational chart, and which extends beyond the period of this charter term.

Figure 10.7: Organizational Chart – Year 7



In year 7, the Head of School has four direct reports[1], managing the Middle School Director, the High School Director, the Dean of Student Supports, and the Dean of Operations. As with Y6, in Y7, we will make a decision at this time as to whether to continue with a back-office provider for financial services or if we will bring on a full-time position in-house. Reporting of such role would be to the Head of School, and if maintaining a back-office provider, that entity would continue to be hired by the Board and work closely with the Head of School and Board as needed. Such role and reporting structure will be reflected accordingly within an organizational chart, and which extends beyond the period of this charter term.

b. School Leadership and Management Structure

- *Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.*
- *Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions.*
- *Outline the evaluation procedures and processes for staff in management positions.*
- *Describe recruitment plans for the school leader including:*
    - *The process and criteria the school will use to select the school leader;*

[1] While at this time we have not budgeted for a Director of Development, we do anticipate that such role may come onto the leadership team during the growth of the school, and that this role would report directly to the Head of School.

- *Who has been, or will be involved in the selection process; and,*
- *The role of any CMO or partner organization (if any) in the selection process.*

At Legacy College Prep our mission drives the organizational chart and all activities and decisions that the school makes. The Board of Trustees will be granted the charter to open Legacy College Prep and thereby oversee the management of the organization. The Head of School will be hired by, managed, held accountable, and evaluated by the Board.

We intend Summer Schneider to serve as the school's Founding Head of School. Ms. Schneider's background and experiences align with the necessary requirements for the position. The qualifications for the Head of School are included below and featured in the **R-11 Personnel** section.

- Strong commitment to the mission and vision of Legacy College Prep
- Passion for education, mentorship, and youth awareness
- Experience in education, strategic planning, staff development, board relations, financial management, and operations
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Experienced public speaker
- Personal and professional integrity
- Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes
- Strong and proven experience in urban education
- Master level degree preferred

Summer Schneider has years of experience in education, writing curriculum and assessments, coaching and developing teachers, setting strategic goals and leading teams for the schools in which she has worked, and has achieved amazing results as a teacher and leader. Her passion for the mission and vision of Legacy College Prep has driven the work in applying with the founding team to propose and open the school. Currently she is being trained and supported by Building Excellent Schools (BES) as a BES Fellow. She was selected for this program based on her willingness to take feedback and her desire to improve. Through participation in the program she has learned how to identify and onboard a highly effective Board of Trustees, how to financially manage a charter school, how to develop operational, cultural, and academic systems and tiers of leadership for a new and increasingly complex school, and has had hours of practice in public speaking and problem solving. Her determination to achieve high results for students is driven by her passion to provide an excellent education for all children.

BES will continue to support Summer Schneider, the Board, and the school in years 0 (planning year) through year 2 of the school's operation. A former school administrator in New York City, BES

has dedicated Paul Adler[2] as Ms. Schneider's leadership and school coach who will work one-on-one with Ms. Schneider assisting with the following:

- Hiring for all positions
- Developing systems and procedures for daily efficiency, cultural strength, and accountability
- Coaching individuals who manage other staff members
- Developing curriculum aligned to goals and assessment cycles
- Building effective professional development and instructional coaching for teachers

Additional BES support options can be found in **R-05f Programmatic Impact**.

At the time of chartering, the Board will finalize clear expectations for the Head of School, and hire the Head of School. See **R-13 Governance** for more details and an example of the Head of School evaluation tool. The Head of School will manage the day-to-day execution of the school and the management of a majority of the staff members working at the school. We have developed a potential schedule for the Head of School to ensure that all roles and responsibilities fit into sample week. **Figure 10.8** is the detailed schedule for how the Head of School will spend her time during a typical week of the first year[3].

Figure 10.8: Head of School Sample Weekly Schedule[4]

Monday		
5:30am	6:00am	Check Email for Staff Absences; Send all staff daily email
6:00am	6:15am	Arrive at School
6:15am	7:00am	School Walk Through; Available to staff in office
7:00am	7:10am	Facilitate Morning Huddle
7:10am	7:30am	Available to staff members
7:30am	7:45am	Greet Students at the Entrance
7:45am	8:00am	Available for emergency parent meetings and to help Dean of Culture or Dean of Operations
8:00am	8:50am	1st Period – Observe Reading A Class
8:50am	9:40am	2nd Period – Observe Reading B Class
9:40am	9:50am	Monitor hallway station during AM BREAK
9:50am	10:40am	3rd Period – Weekly Finance and Operations Check In with Dean of Operations
10:40am	11:30am	4th Period – Observe Writing A Class

[2] See **R-23b** for Paul Adler's resume.

[3] All Head of School communication with the Board will occur outside of the school hours listed during week nights based on Board member availability. All professional development planning will occur outside of the school hours listed during weeknights and weekends. When other staff members begin to assist with professional development, planning meetings will be scheduled during weekly check-ins.

[4] Observation schedules will change each week based on teacher development needs and lesson schedules.

11:30am	12:00pm	Monitor Lunch Station
12:00pm	12:30pm	Participate in DEAR time with one advisory
12:30pm	1:20pm	5th Period – Observe Writing B Class and walk through Reset Room
1:20pm	2:10pm	6th Period – Debrief Reading/Writing A Class
2:10pm	2:20pm	Monitor hallway station during PM BREAK
2:20pm	3:10pm	7th Period – Debrief Reading/Writing B Class
3:10pm	3:45pm	Float and give feedback on Culture in Advisory
3:45pm	4:00pm	Prepare for Dismissal; Monitor students going to HW Detention
4:00pm	4:15pm	Monitor Dismissal Station outside of school building
4:15pm	5:30pm	Available to staff, students, and parents in office; respond to emails and voicemails

Tuesday		
5:30am	6:00am	Check Email for Staff Absences; Send all staff daily email
6:00am	6:15am	Arrive at School
6:15am	7:00am	School Walk Through; Available to staff in office
7:00am	7:10am	Facilitate Morning Huddle
7:10am	7:30am	Available to staff members
7:30am	7:45am	Greet Students at the Entrance
7:45am	8:00am	Available for emergency parent meetings and to help Dean of Culture or Dean of Operations
8:00am	8:50am	1st Period – Check In with Dean of Culture
8:50am	9:40am	2nd Period – Observe Math B Class
9:40am	9:50am	Monitor hallway station during AM BREAK
9:50am	10:40am	3rd Period – Weekly Check In with Dean of Operations
10:40am	11:30am	4th Period – Observe Math A Class
11:30am	12:00pm	Monitor Lunch Station
12:00pm	12:30pm	Participate in DEAR time with one advisory
12:30pm	1:20pm	5th Period – Observe Social Studies Class and walk through Reset room
1:20pm	2:10pm	6th Period – Debrief Math A Class

2:10pm	2:20pm	Monitor hallway station during PM BREAK
2:20pm	3:10pm	7th Period – Debrief Math B Class
3:10pm	3:45pm	Float and give feedback on Culture in Advisory
3:45pm	4:00pm	Prepare for Dismissal; Monitor students going to HW Detention
4:00pm	4:15pm	Monitor Dismissal Station outside of school building
4:15pm	5:30pm	Available to staff, students, and parents in office

Wednesday		
5:30am	6:00am	Check Email for Staff Absences; Send all staff daily email
6:00am	6:15am	Arrive at School
6:15am	7:00am	School Walk Through; Available to staff in office
7:00am	7:10am	Facilitate Morning Huddle
7:10am	7:30am	Available to staff members
7:30am	7:45am	Greet Students at the Entrance
7:45am	8:00am	Available for emergency parent meetings and to help Dean of Culture or Dean of Operations
8:00am	8:50am	1st Period – Available to Deans, Staff, and Parents
8:50am	9:40am	2nd Period – Debrief Social Studies Class
9:40am	9:50am	Monitor hallway station during AM BREAK
9:50am	10:40am	3rd Period – Observe Science Class
10:40am	11:30am	4th Period – RtI Meeting with Dean of Student Supports and Dean of Culture
11:30am	12:00pm	Monitor Lunch Station
12:00pm	12:30pm	Participate in DEAR time with one advisory
12:30pm	1:20pm	5th Period – Debrief Science Class
1:20pm	2:10pm	6th Period – Observe Computer Science Class
2:10pm	2:20pm	Monitor hallway station during PM BREAK
2:20pm	3:10pm	7th Period – Observe Physical Education Class
3:10pm	3:45pm	Focus: Float and give feedback on Culture in Advisory
3:45pm	4:00pm	Prepare for Dismissal; Monitor students going to HW Detention

4:00pm	4:15pm	Monitor Dismissal Station outside of school building
4:15pm	5:30pm	Available to staff, students, and parents in office

Thursday		
5:30am	6:00am	Check Email for Staff Absences; Send all staff daily email
6:00am	6:15am	Arrive at School
6:15am	7:00am	School Walk Through; Available to staff in office
7:00am	7:10am	Facilitate Morning Huddle
7:10am	7:30am	Available to staff members
7:30am	7:45am	Greet Students at the Entrance
7:45am	8:00am	Available for emergency parent meetings and to help Dean of Culture or Dean of Operations
8:00am	8:50am	1st Period – Debrief Computer Science and Physical Education Classes
8:50am	9:40am	2nd Period – Weekly Financial Meeting (i.e. check-signing)
9:40am	9:50am	Monitor hallway station during AM BREAK
9:50am	10:40am	3rd Period – Weekly Check In with Dean of Student Support
10:40am	11:30am	4th Period – Support Team Meeting
11:30am	12:00pm	Monitor Lunch Station
12:00pm	12:30pm	Participate in DEAR time with one advisory
12:30pm	1:20pm	5th Period – Meeting time for Teachers by Request and Check Reset Room
1:20pm	2:10pm	6th Period – Weekly Check In with Dean of Operations and Back Office Provider
2:10pm	2:20pm	Monitor hallway station during PM BREAK
2:20pm	3:10pm	7th Period – Meeting time for Teachers by Request
3:10pm	3:45pm	FOCUS – Float and give feedback on Culture in Advisory
3:45pm	4:00pm	Prepare for Dismissal; Monitor students going to HW Detention
4:00pm	4:15pm	Monitor Dismissal Station outside of school building
4:15pm	5:30pm	Available to staff, students, and parents in office

Friday

5:30am	6:00am	Check Email for Staff Absences; Send all staff daily email
6:00am	6:15am	Arrive at School
6:15am	7:00am	School Walk Through; Available to staff in office
7:00am	7:10am	Facilitate Morning Huddle
7:10am	7:30am	Available to staff members
7:30am	7:45am	Greet Students at the Entrance
7:45am	8:00am	Available for emergency parent meetings and to help Dean of Culture or Dean of Operations
8:00am	8:50am	1st Period – Available for parent meetings
8:50am	9:40am	2nd Period – Available for parent meetings
9:40am	10:20am	3rd Period – Available for staff meetings
10:20am	11:10am	4th Period – Available for staff meetings
11:10am	11:40am	Monitor Lunch Station
11:40am	12:40pm	Character Education in Advisory – Float through Advisories
12:40pm	1:00pm	Prepare for Dismissal; Monitor students going to HW Detention
1:00pm	1:15pm	Monitor Dismissal Station outside of school building
1:15pm	2:00pm	Meet with Deans to finalize Professional Development Sessions
2:15pm	4:15pm	Facilitate/Co-Facilitate Staff Professional Development

In year one, all Deans and general education teachers will directly report to the Head of School to ensure that the school starts strong and the Legacy College Prep culture is solidly established before adding additional grade levels. Staff will be evaluated twice per year based on the Staff Core Values Rubric, once in November and then again in May. A weighted average of these scores will be used as a factor in bonuses for staff members. See **R-21 Fiscal Soundness** for more information on the bonus structure. Staff members will receive the rubric during professional development over the summer so that expectations are clear and consistent from day one. See **Figure 10.9** for the Staff Core Values Rubric that will be used in evaluations. The designated manager will schedule a 40-minute meeting with each staff member to go over the core value evaluations. At least 24 hours in advance, the designated manager will email each staff member their scores and an agenda for the meeting. Staff members will be able to internalize the scores and come up with questions or concerns prior to their in person meeting. **Figure 10.10** provides an example of the evaluation rubric that teachers will receive and **Figure 10.11** provides an example of the agenda for the meeting.

Figure 10.9: Core Values Evaluation Template

Legacy College Prep Core Values Performance Tool – Teacher and Staff Evaluation Rubric

Results

	Unsatisfactory	Approaching	Proficient	Advanced	Exemplary
Ambitious and Feasible Goals	Unconcerned with goals; puts forth little effort to set goals or track them	Goals are often unreasonable and/or not grounded in data Goals usually lack ambition or are overly ambitious	Goals are usually reasonable and suitable for majority of students – grounded in data Goals are sometimes overly ambitious or not ambitious enough	Goals are reasonable and suitable for majority of students – grounded in data Goals are ambitious and feasible	Goals reasonable and suitable for majority of students – grounded in data Goals exude high expectations, and detailed plans support their feasibility Serves as a model for others
Tracking	Does not post data No evidence of data	Data is tracked and/or posted occasionally Results do not reliably predict student performance	Data is tracked and/or posted on at least bi-weekly intervals Results usually predict future student performance	Data is tracked and posted on at least bi-weekly intervals Results accurately predict future student performance	Data is tracked and posted on at least bi-weekly intervals Results accurately predict future student performance Tracking tools and templates define the standard
Self-reflection	No effort to use data or outputs to self-reflect	Sometimes accurately reflects on outputs	Regularly and accurately reflects on outputs Uses reflection as a tool for improvement, needs guidance at times	Regularly and accurately reflects on outputs Self-initiates reflection as a tool for improvement	Constantly and accurately uses outputs as tools for self-reflection Self-initiates reflection on a continuous basis. Has an insatiable desire to improve outputs that is infections to others

Efficiency					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Time-saving choices aligned to priorities	Decisions and choices do not save time Over-analysis or lack of alignment to priorities causes inefficiencies	Decisions and choices sometimes save time Over-analysis sometimes causes inefficiencies Priorities sometimes aligned to output goals	Decisions and choices often save time Often avoids over-analysis Priorities aligned to output goals	Decisions and choices consistently save time Analysis appropriate for decision-making Priorities consistently aligned to output goals	Decisions and choices consistently save time; develops systems which make others more efficient Analysis appropriate for decision making Priorities consistently aligned to output goals
Multiple	Not solution-	Single-solution	Open to various	Open to various	Open to various

Paths	oriented Not open to hearing about new ideas or solutions for a problem	oriented Rarely considers multiple paths to solution or implications for others before settling on the most efficient and effective solution	solutions for a problem Weighs multiple paths to solution before settling on the most efficient and effective Sometimes considers implications for others	solutions for a problem Weighs multiple paths to solution before settling on the most efficient and effective Seeks out others' feedback on solution paths and consistently considers impact to others	solutions for a problem Thinks of multiple paths to a problem before settling on the most efficient and effective solution Seeks out others' feedback on solution paths Provides others with relevant feedback that assists them in efficiently determining the most effective solution

Follow Through					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Do what we say we'll do **and** **Thoughtful and specific about outcomes**	Does not complete task or tasks Consistently overpromises and under delivers	Usually completes assigned or promised tasks by promised date (no more than 5 misses per semester) Task is always completed, even if late Sometimes overpromises	Regularly completes assigned or promised tasks by promised or due date (no more than 3 misses per semester) Completes all of task Rarely overpromises	Regularly and thoroughly completes assigned or promised task by promised or due date Double checks task for completeness – self-reflects before submission Delivers on promises	Thoroughly completes every task commitment Volunteers new tasks that support others Reviews all outputs before submission, ensures completion, anticipates questions in advance Reliability serves as a model for others
Timeliness	Fails to respond within 2 business days or doesn't meet assigned deadlines more than 5 times per semester Late to meetings/work more than 5 times per semester	Usually responds within 2 business days or within set deadline (no more than 5 misses per semester) Late to meetings/work no more than 5 times per semester	Responds within 2 business days or within set deadline (no more than 3 misses per semester) Sometimes needs to request additional time to meet deadlines	Responds within 2 business days or within set deadline Rarely needs to request additional time	Often responds far before deadlines Rarely needs to request additional time Motivates others to meet deadlines
Own Mistakes	Does not admit to making mistakes	Usually admits mistakes	Admits mistakes Recognizes when	Admits mistakes Recognizes when	Admits mistakes Develops and

	Does not recognize when unable to meet deadline or promise, and does not make an attempt to remedy the situation	Sometimes recognizes when unable to meet deadline or promise and makes attempt to remedy	unable to meet deadline or promise and remedies situation Remedy rarely as good as initially promised outcome	unable to meet deadline or promise and remedies situation Remedy sometimes as good as initially promised outcome	executes new solution to remedy mistake in a timely manner Goes above and beyond to make remedies impactful

Innovation					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Seeks constant improvement	Closed to new ideas Does not seek out opportunities for improvement	Occasionally seeks out opportunities for improvement and feedback	Usually seeks out opportunities for improvement and feedback Attempts to use a variety of resources for improvement	Regularly seeks out opportunities for improvement and feedback Uses a variety of resources for improvement	Regularly seeks out opportunities for improvement and feedback Uses a variety of resources for improvement Serves as a resource for others to improve
Takes Risks, yet demonstrates sensibility	Does not attempt to try new things or Does not show sensibility when planning or executing new ideas	Occasionally tries new things (strategies, techniques, etc.) Innovates without considering all implications, seeks feedback when implications will significantly affect others	Tries new things (strategies, techniques, etc.), innovations often useful Usually anticipates implications of innovation, seeks feedback when implications will significantly affect others	Regularly innovates in an effective manner (strategies, techniques, etc.) Anticipates implications of innovation	Innovations cause others to perform at a higher level Anticipates implications of innovation and communicates thoroughly Assists others in process of sensible innovation
Fails well	Lets "failures" get in the way of success Focuses on the negative instead of looking for ways to improve next time	Sometimes lets "failures" get in the way of success Sometimes focuses on the negative and sometimes learns from mistakes	Rarely lets "failures" get in the way of success Rarely focuses on the negative and usually learns from mistakes Sometimes needs guidance in reflecting on mistakes	Focuses on the positive and learns from mistakes; does not repeat them Self-initiates reflection on mistakes	Learns from mistakes; does not repeat them Self-initiates reflection on mistakes Shares mistakes with others and provides insight

Team Support					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Respect	Shows regular signs of disrespect to team members Does not value	Shows occasional signs of disrespect to team members Sometimes puts	Usually respectful of team members Values others' expertise	Honors others and makes them feel significant Values others'	Honors others and makes them feel significant Values others'

	team members	down the team or does not value others' expertise		expertise Frequently praises work of others	expertise Praises frequently, serves as a model for others Works with others in development of respect for all members of the team
Service	Avoids opportunities to serve team members	Occasionally offers or agrees to assist team members	Usually offers or agrees to assist team members in limited ways	Offers or agrees to assist team members Serves team members in a variety of ways	Offers or agrees to assist team members Serves team members in a variety of ways Facilitates service among other team members
Humility	Does not understand personal limitations Focuses on themselves instead of the greater team; boastful Takes credit whenever possible	Occasionally understands personal limitations Occasionally focuses on themselves instead of the greater team Occasionally takes credit for action that significantly involved other team members	Usually understands personal limitations Usually focuses on the team instead of themselves Quick to give credit to others	Understands personal limitations Focuses on the team instead of themselves	Understands personal limitations Focuses on the team instead of themselves Leads others by example; motivates others to improve their humility
Celebration	Negativity brings others' down	Sometimes celebrates the team Sometimes shows negativity that brings others' down	Usually celebrates the team Rarely shows negativity	Seeks out ways to celebrate the team in an authentic, sincere manner Positivity makes others feel valued and honored	Celebrates the team Positivity makes others feel valued and honored Motivates others to increase their positivity

Communication					
	Unsatisfactory	**Approaching**	**Proficient**	**Advanced**	**Exemplary**
Timeliness	Does not share pertinent information in advance or once known	Occasionally shares pertinent information in advance or once known	Regularly shares pertinent information in advance or once known	Shares pertinent information as soon as possible	Shares pertinent information as soon as possible Causes others to improve their timeliness
Clarity and Specificity	Communication is unclear and	Communication is sometimes	Communication is usually clear,	Communication is clear, and	Communication is clear and

	confusing Communication is not specific or detailed with appropriate or adequate information	unclear and confusing Communication is sometimes not specific or detailed. Does not often allow action to be taken by receiving team member.	anticipating questions in advance Communication is usually specific enough to be actionable.	anticipates relevant questions Communication informs others decisions and actions without further iteration	anticipates relevant questions. Communication informs the actions of others, and serves as a model for others to improve clarity and specificity
Candor and honesty	Communication is dishonest and/or not forthcoming	Communication is honest, but not always forthcoming	Communication is both honest and forthcoming	Communication is both honest and forthcoming, while being self-reflective	Communication is honest and forthcoming Serves as model for others to improve candor and honesty in communication
Audience	Message not appropriately tailored to audience	Message occasionally tailored to audience, but irrelevant info often included.	Message often tailored to audience with relevant information	Message consistently tailored to audience with relevant information Motivates/inspires others to perform	Tailors message to audience with relevant and insightful information Motivates/inspires others to perform Effectively teaches others to use a variety of effective communication techniques

Figure 10.10: Core Values Performance Review Tool[5]

[5] This document was obtained from Chicago Bulls College Prep Charter School, member of The Noble Network of Charter Schools, where Lead Founder and proposed Head of School Summer Schneider served as teacher and leader.

Performance Review [Year]

Staff Member:

Reviewed by:

Core Values Review	R1	R2	Average
Results			
Ambitious and Feasible Goals			
Tracking			
Self Reflection			
Efficiency			
Time Saving choices Algined to Priorities			
Multiple Paths			
Follow Through			
Do What We Say We Will Do			
Timeliness			
Owns Mistakes			
Innovation			
Seeks Constant Improvement			
Takes Risks, yet demonstrates sensibility			
Fails Well			
Team Support			
Respect			
Service			
Humility			
Celebration			
Communication			
Timeliness			
Clarity and Specficity			
Candor and Honesty			
Audience			

Advisory	Teacher	Grade Average	School Average
Attendance			
Detentions (average #)			
Percentage of Students on Track for Promotion			

Tracking/Missed Deadlines

Figure 10.11: Sample Agenda for Core Values Conversations

(2 mins) Manager outlines agenda
(5 mins) Staff member shares strengths and weaknesses
(15 mins) Manager walks through the rubric
(5 mins) Questions from staff member of manager
(10 mins) Staff member and manager create action steps for weaknesses
(3 mins) Close meeting with any final development comments or questions

The evaluation system will be evaluated and revised each year by the Head of School in collaboration with Deans and the Support Team, with approval from the Board of Trustees, based on the effectiveness of the system.

In year two, the Head of School will begin to delegate more responsibilities to an additional Dean positions. The goal is to develop leaders in the year one to begin managing parts of the school so that the Head of School can direct more attention to the growth of the school to effectively serve more grade levels and to grow a robust leadership team to oversee the increasing complexity of the organization. All members of the office staff will directly report to the Dean of Operations because they will be assisting in the logistical and operational side of the school. All special education teachers, ESL teachers, and social workers will directly report to the Dean of Student Supports because they are in additional support positions for students. All teachers and teaching

assistants/substitute teachers will report to either the Head of School or a Dean of Instruction. Teachers will be evaluated based on instructional practices and core values so that the manager should be someone who is observing the teacher often and providing feedback on a frequent basis. All staff members working with student discipline and behavior will report to a Dean of Culture because they will be assisting in monitoring student behavior and strategizing for ways to better support students culturally.

In year four, once the Middle School Director is hired to lead the middle school, all staff members working with grades 6 through 8 only will directly report to the Middle School Director. The Dean of Operations and Dean of Student Supports will continue to report to the Head of School because they will be in a position to support students in grades 6 through 12.

In year six, a High School Director will be appointed to lead the high school. All staff members working solely with grades 9 through 12 will directly report to the High School Director. The College Counselor will be an exception to this, reporting to the Head of School in year six. Preparing for the first class of students to be accepted into college will need a great amount of priority; the High School Director will be given a year of managing the high school prior to taking on college application and acceptance responsibilities. In year seven, the High School Director will manage the College Counselor.

Legacy College Prep believes that leadership development is crucial to retaining teachers and maintaining positive adult culture over a long and sustained period of time. The creation of multiple leadership and management positions will allow the Head of School to delegate tasks and to develop other staff members as leaders to ensure that the school consistently has a strong pipeline for school leadership and is not dependent on one leader. In doing so the Head of School will create what we will call the Support Team to provide support to all staff members and students.

Support Team Meetings

The Support Team will consist of any staff members who manage other staff members. Serving as the leadership or administrative body for the school, all major decisions that do not require Board approval will be discussed during weekly Support Team meetings. The Head of School, then Middle School and High School Directors as hired in Y4 and Y6, respectively, will draft an agenda with all topics to be discussed in the meeting and will send out 24 hours in advance of the meeting. Support Team members will have up until the email is sent out to add their own items to the agenda by emailing the Head of School. During the meeting, the members of the Support Team will be able to offer input and debate major decisions impacting the day-to-day activities of the school. The Head of School will still hold the final decision on any topic, to be replaced by the Middle School and High School Directors as hired in Y4 and Y6, but will use the Support Team members' opinions in making the decision. All Deans will be members of the Support Team. Grade Level Leads, while a leadership position will not manage staff members therefore they will not be members of the Support Team.

Grade Level Leads

To begin building leadership from within the structure of the staff, the Head of School will promote two teachers to grade level leads in year two, one to preside over the 6th grade level and one to preside over the 7th grade level. The two teachers will continue to teach their own classes, but will spend time observing teachers on their team to give cultural feedback in collaboration with the Head of School (replaced by the Middle School Director as hired in Y4) and Deans of Instruction (as hired in Y3). The Grade Level Leads will set cultural priorities for their grade level based on observations and conversations with the Dean of Culture around discipline and behavior data and facilitate monthly grade level team meetings. These teachers will receive an extra stipend in that

year for the additional responsibilities related to the position. In year 3, a Grade Level Lead will be promoted to the 8th grade level.

At the high school level there will also be one Grade Level Lead for grades 9 through 12. This person will be responsible for facilitating monthly meetings between the entire grade level and for working in collaboration with the Dean of Instruction on teacher development, and the Dean of Culture on student culture at their particular grade level. These teachers will receive an additional stipend at the end of the year for the additional work related to the position. The Head of School, replaced by the High School Director in Y6, will hold weekly meetings before school with the Grade Level Leads to give updates around culture at their grade level surrounding specific student behavior and to set cultural priorities for each grade and school.

The Head of School, replaced by the Middle School and High School Directors as hired in Y4 and Y6 respectively, will use these meetings to disseminate information to individual grade level teams through the Grade Level Lead. This position will be used to promote additional leadership opportunities within the school while allowing leaders to continue teaching full time.

Subject Facilitator Meetings

We believe that to develop a cohesive team we must provide our staff members with a voice in major decisions impacting the school, especially in the early stages while Legacy College Prep is expanding and growing. The Head of School will begin to appoint one teacher as the head of each subject with the title Subject Facilitator. For example, there will be an English/Language Arts Subject Facilitator, a Math Subject Facilitator, an Elective Subject Facilitator, and so on. One Friday each month the Head of School, replaced by the Middle School and High School Directors in Y4 and Y6, respectively, will convene a Subject Facilitator meeting similar to the Support Team meeting but with fewer and less impactful decisions. Examples of possible agenda items might include: field trips, spirit days for students and staff, and incentive programs for reading. Subject Facilitators are expected to share the proposed agenda with their subject teams, gathering feedback from their teams to report and use in the Subject Facilitator meeting. The goal is to create an avenue for Subject Facilitators to gain leadership experience and to give all teachers a voice in appropriate levels of decision-making at the school.

School Leader Recruitment

The Board expects to hire Summer Schneider as the school's Founding Head of School. Ms. Schneider brings extensive experience in non-profit operations and management. As a Dean of Instruction at Chicago Bulls College Prep, a campus of the Noble Network of Charter Schools, Ms. Schneider was responsible for many aspects of school management and design. As part of her role she participated in curriculum design, teacher coaching and management, student support and school culture, hiring, and scheduling.

Ms. Schneider is a Fellow with Building Excellent Schools, a nonprofit nationally recognized for its rigorous, year-long training program in charter school management. The Fellowship includes over 500 hours of intense charter school and leadership training. Ms. Schneider has also had direct access to over 30 of the highest performing urban charter schools in the nation and will complete a leadership residency in a high-performing urban charter middle/high school. Part of the Fellowship collecting resources from highly effective schools such as Democracy Prep Charter Schools and South Bronx Classical Charter Schools in NYC, and Excel Academy Charter Schools in Boston, to utilize curriculum resources, professional development strategies, and operational systems and procedures. Ms. Schneider has completed leadership residency at both South Bronx Classical and Democracy Prep and leaders of both schools have directly expressed their desire and willingness to share resources generously with us, and leaders of both schools have written letters of support on

behalf of this application. Ms. Schneider has trained with five instructional leaders from Excel Academy as part of the Building Excellent Schools Fellowship, each of whom serves as a BES Adjunct Instructor, and all of whom have shared and express the strong desire to continue to generously share curricular resources with us. As part of the BES network of schools, Legacy College Prep is grateful for these relationships and looks forward to continuing them into the future. Fellows receive training, coaching and support on Board development during all phases of the design and start-up process, a one-on-one coach to visit the school and assist in leadership development of the Head of School, and additional Follow-on Support during the first three years of the charter term. Please see **R-05f Programmatic Audit** for details of BES Follow-On Support.

11. Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list all staff positions (instructional and non-instructional) in the school during the first five years of operation and include a copy of it here. Provide a narrative that explains the rationale for the staffing structure and numbers.

When developing the staffing plan for Legacy College Prep, we thought critically about how to build the school, delegating leadership positions and responsibilities over time to ensure that the school will be fully sustainable and not resting on the shoulders of one individual school leader. The Head of School plays an essential role in establishing the culture of the school and executing on the mission and vision of the founding team. Beginning in the second trimester of year 1 and increasing year by year in a systematic and structured way, the Head of School will delegate specific responsibilities to other staff members who will at that point be prepared to take shared responsibility for key aspects of the school's mission, vision, and culture.

Year One

The school will be executively managed by the Head of School. The Head of School will devote primary attention to the instructional management aspects of the school. A Dean of Operations will be hired to manage daily operations and logistics and will be overseen by the Head of School. This person will be hired in the spring of the planning year before the school opens to ensure strong onboarding of and training for this position, and to ensure that the school is operating highly effectively on day one. An Office Manager will be hired to assist the Dean of Operations in the front office, overseeing daily operations as a receptionist and a secretary. This position will be managed by the Dean of Operations. We will contract with a back-office financial provider, who will work closely with the Head of school and Dean of Operations.[1]A Dean of Culture will be hired to manage student culture and behavior. This staff member will also teach once elective course twice per day during 6th and 7th periods. The Dean of Student Supports, a licensed special educator, will be hired to manage all specialized supports for students including students with special needs and English Language Learners. An additional special education teacher will be hired to co-teach within specific classes and provide pull-out services for students as required by their IEPs. A certified English as a Second Language instructor will be hired to support our English Language Learner (ELL) population. A Social Worker will be hired in Y1 to provide counseling services to students. The Dean of Student Supports will also provide services in the classroom for students either by co-teaching or providing pull out services. Six full time teachers will be hired to teach the four cohorts of students: two English/Language Arts (ELA) teachers, two math teachers, one science teacher, and one social studies teacher. The ELA and math teachers will teach 60 students each twice per day. The science and social studies teachers will teach 120 students once per day. A Teaching Assistant/Substitute Teacher will be hired to assist with providing coverage for teachers who are out. This person will also teach an elective course twice per day during 6th and 7th periods.

Year Two

The same model for teaching staff will be used each year as we expand through 12th grade. Six new teachers will be hired for the 7th grade including two English/Language Arts, two math, one science, and one social studies teacher. One elective teacher will be hired full-time to teach Physical

[1] We will maintain a back-office financial provider in all years Y1-Y5, and will consider in Y6 whether to maintain this structure or to import these responsibilities to a full-time in-house position.

Education. An additional elective teacher will teach Computer Science part-time while also serving as a substitute teacher. One special education teacher will be added to our staff to provide services to students in the seventh grade. This number may be adjusted depending on how many students require services. One additional Office Manager will be hired to join the operations team, under the management of the Dean of Operations, assisting with reception and running the front office. To begin delegating the coaching and cultural responsibilities of the school to other staff members, the Head of School will promote two teachers to the position of Grade Level Team Leader for sixth and seventh grades. These teachers will receive a stipend for taking on additional responsibilities related to running team meetings and facilitating professional development. The Head of School will also hire a Dean of Instruction for the Middle School.

Year Three

The Head of School, in preparation for expanding to a high school, will hire an additional Dean of Instruction at the middle school, to whom s/he will delegate management and execution of teacher development and observations. Each Dean of Instruction will manage half of the teaching staff, The Head of School will now support these two positions, rather than working directly with multiple teachers. With three grades and over three hundred students, an Assistant Dean of Culture will be hired to assist the Dean of Culture with student culture and behavior. Six new core teachers and one special education teacher will be hired for instruction of the eighth grade class. An additional Social Worker will be hired to serve the larger number of students. This Social Worker will work with students in grades 8 and 9 the following year. Two full-time elective teachers will be on staff to teach Physical Education and Computer Science. A Teaching Assistant/Substitute Teacher will double as a co-teacher, providing individualized student supports, when no coverage is needed. Three Grade Level Team Leader positions will exist, one for each of the three middle school grade levels, and separate from the Dean of Instruction and Assistant Dean of instruction.

Year Four

The expansion to a high school will require that the Head of School become an executive manager of both schools. A Middle School Director will be hired to manage grades 6 through 8 and serve as the principal of the middle school, responsible for a fully grown instructional and cultural leadership team. The Head of School will prioritize developing the high school during year four, hiring a Dean of Culture and Dean of Instruction to support student culture and teacher development at the high school level. The Dean of Culture will teach an elective part time. The high school will use the same teacher model as the middle school with six core teachers: two ELA, two math, one science, and once social studies. Three elective teachers will be hired to teach the Foreign Language elective, Computer Science or Physical Education, and a music or art class. A special education teacher will be hired to support students with disabilities at the high school. If our student population requires it, additional staff members may be hired to support students with special needs. One Teaching Assistant/Substitute Teacher will be hired for the high school who will also serve as a part time teaching assistant when no coverage is needed. One additional Office Manager will be hired to work the front office as a receptionist while the Dean of Operations will preside over both the high school and middle school.

Year Five

Six new teachers will be hired to teach the core classes for the sophomore class. One additional special education teacher will be hired to provide services to students in the 10th grade. One elective teacher will be hired full-time to teach either Computer Science or Physical Education. An additional Social Worker will be hired to provide counseling services to students in 10th, 11th, and 12th grades. An additional Dean of Instruction will be hired and the Deans of Instruction will begin

to split coaching based on subject area. The Deans of Instruction may have a part-time teaching role in this year when the number of teachers they are each coaching is more manageable.

Year Six

To ensure efficient and quality management of both the middle and high school, a High School Director will be hired to manage the high school and all staff members who work with students in grades 9 through 12 only. The Head of School will take a step back from managing the high school and oversee the overall development of the middle and high school, directly managing the Middle School Director and High School Director and delegating responsibility for the day-to-day school management and decisions to these two positions. The Head of School will remain the manager of the Dean of Operations and Dean of Student Supports since these roles exist across both schools. The Middle and High School Directors will manage all Deans and instructors who work solely in one individual school. To accommodate the larger population of students and teachers at the high school, an Assistant Dean of Instruction and an Assistant Dean of Culture will be hired to assist with teacher development and student culture and behavior. The Assistant Dean of Culture will support the Dean of Culture with discipline and behavior. The Assistant Dean of Instruction will support the other Deans of Instruction through coaching all elective teachers while still teaching a partial day. Six new teachers will be hired to teach the core classes for the junior class. One additional special education teacher will be hired to provide services to students in the 10th grade. An additional foreign language teacher will be hired to teach 11th and 12th grade. An additional Teaching Assistant/Substitute Teacher will be hired to work at the high school part time while also teaching an elective course. A College Counselor will be hired at the end of the year to begin helping our students think about to which colleges and universities they are going to apply while also securing items needed for college applications, such as letters of recommendation. In the first year this position will report to the Head of School, and then the High School Director in all years to follow.

Year Seven

The College Counselor will be hired on full-time to teach a college seminar course that all seniors will take. Six new teachers will be hired to teach the core classes for the senior class. One additional special education teacher will be hired to provide services to students in the 12th grade. One elective teacher will be hired to teach a music or art course. The Teacher Assistant/Substitute Teacher positions will both be part-time with the person spending their day as a teaching assistant if no coverage is needed. An Assistant Dean of Operations will be hired to manage the daily operations of the middle school and to work collaboratively with the Dean of Operations who will now be managing the operations of the high school. At the end of the year an Alumni Coordinator will be hired to assist the College Counselor with finalizing student decisions on college enrollment. The following year the Alumni Coordinator will provide recent graduates with support in their first years of college.

Figure 11.1 shows the staffing positions hired for all instructional and non-instructional positions in the first five years of the charter. We propose to co-locate with a district school and if granted will use the district security and custodial services. If we are denied co-location, we have budgeted to contract an outside service for custodial services, and additional staff members for security purposes.

Figure 11.1: Staff Plan Years 1-5

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	6	6-7	6-8	6-9	6-10
	Enrollment	120	240	360	480	600

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	2.0	2.0
Instructional Management	0.0	0.0	0.0	0.0	0.0
Deans, Directors & Coordinators	2.0	3.0	5.0	7.0	8.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	2.0	2.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	5.0	7.0	9.0	13.0	14.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	6.0	12.0	18.0	24.0	30.0
Teachers - SPED	1.0	2.0	3.0	4.0	5.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	1.0	1.0	1.0	2.0	2.0
Specialty Teachers	1.0	2.0	4.0	5.0	7.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	2.0	2.0	3.0
Other	1.0	1.6	2.4	3.3	4.2
TOTAL INSTRUCTIONAL	11.0	19.6	30.4	40.3	51.2

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	16.0	26.6	39.4	53.3	65.2

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Figure 11.2 outlines the qualifications and responsibilities of the Head of School. The Head of School position's responsibilities will change over the course of the growth of the school. Those responsibilities have been separated by responsibilities for Years 0-7, Years 0-1, Years 2-3, Years 4-5, and Years 6-7.

Figure 11.2: Head of School Qualifications and Responsibilities

Position	Qualifications and Responsibilities
Head of School	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Passion for education, mentorship, and youth awareness • Experience in education, strategic planning, staff development, board relations, financial management, and operations • Motivational and energetic leader who is committed to excellence • Solutions-oriented strategic thinker who has overcome complex organizational challenges • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Experienced public speaker • Personal and professional integrity • Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes • Strong background in urban education • Master level degree preferred Responsibilities • Work with the Board of Trustees and its Committees to ensure academic, financial, and organizational success • Work with the Board of Trustees to conduct fundraising and development as needed • Provide timely reports to the Board and all external entities as required • Recruit, hire, supervise, train, and evaluate direct reports[2] • Communicate effectively with all stakeholders • Analyze student achievement data to adjust strategy to achieve goals • Monitor progress of students with special needs and ELL students, evaluating the effectiveness of Special Education and ELL programs through weekly check-ins with the Dean of Student Supports. • Monitor implementation of IEPs and 504 Plans, through weekly check-ins with the Dean of Student Supports • Build and sustain a school culture based on the school's core values • Engage in professional growth opportunities • Evaluate school performance on multiple measures and adjust programs accordingly to maximize achievement • Serve as the school's primary spokesperson • Ensure the school follows all applicable District policies and State and Federal laws

[2] Direct reports for the Head of School range from twelve staff members in Y1, peak in Y2 with the growth of the school's developing leadership bench, and then are at organizational maturity with four staff members in Y7. We anticipate adding a Director of Development, based upon the needs of the Board's fund development work, but have not accounted for the addition of such position at this time. With the likely addition of such role, the number of direct reports to the Head of School would be five in Y7.

	• Oversee facility decisions and renovations, working with the Dean of Operations • Work with the Back Office Provider in collaboration with the Dean of Operations.
Years 0- 1	• Conduct student recruitment and oversee enrollment and implementation of a public lottery, when needed • Lead or support facilitation of professional development for teachers and support staff • Create structures for and oversee meaningful parental involvement • Develop internal and external goals • Provide daily leadership, including all instructional, operational, and financial components over entire school. • Develop and manage the administrative/leadership team ("Support Team") • Hire all staff members for Year 1 and Year 2 • Manage all Dean roles and individual teachers
Years 2 – 3	• Assist the Dean of Operations with student recruitment, enrollment and implementation of a public lottery, when needed • Support facilitation of professional development for teachers and support staff, delegate planning and facilitation to Dean of Instruction, Grade Level Team Leads and other master teachers • Develop internal and external goals with input from other leaders within the school • Develop and manage the administrative/leadership team ("Support Team") • Manage all Dean roles, delegate teacher management and coaching to Dean of Instruction and Assistant Dean of Instruction • Delegate student recruitment and scheduling parental involvement to the Operations team, working with the Social Worker on parent programming • Interview and hire all instructional positions and Dean roles, delegate interviewing to Dean roles for their direct reports but maintain final approval on all hires
Years 4 – 5	• Support facilitation of professional development at the high school for teachers and support staff, delegate planning and facilitation to Deans of Instruction and Assistant Deans of Instruction; delegate all middle school instructional professional development to the Middle School Director • Develop internal and external goals with input from other leaders within the school • Develop and manage the high school administrative/leadership team ("Support Team") while delegating the management at the middle school level to the Middle School Director • Interview and hire all staff members at the high school level, delegate hiring middle school staff members to the Middle School Director
Years 6 – 7	• Support Middle School and High School Directors as needed in the facilitation of professional development for teachers and support staff • Develop internal and external goals with input from other leaders within the school • Manage the Middle School and High School Director, holding weekly check-ins with each individual • Manage the Dean of Operations and Dean of Student Supports, holding weekly check-ins with each individual • Interview and hire positions that work across both schools and the Director positions for both schools; delegate all other interviewing and hiring decisions to the Middle School and High School Directors

Figure 11.3 outlines the employee qualifications and responsibilities for all additional staff members at Legacy College Prep.

Figure 11.3: Employee Qualifications and Responsibilities

Position	Qualifications and Responsibilities
Dean of Operations	Qualifications • Commitment to Legacy College Prep's mission and organizational success. • Results-driven business leader with experience in, and commitment to, operational and financial excellence and the use of data and assessments to drive operational and

	financial decisions • Finance/accounting degree and two years of experience in operations and/or finance preferred • Experience in an educational setting preferred • Ambition and desire to grow as a leader • Personal and professional integrity • Entrepreneurial spirit • Excellent technical and persuasive writer • Technological proficiency in Microsoft Office, especially Excel, QuickBooks, and other financial management and HR software Responsibilities • Ensure all human resource tools, practices, and policies are updated and consistent with legal requirements • Work closely with back-office provider through weekly check-ins, in collaboration with the Head of School • Coordinate federal forms, checks, payroll and benefits for Legacy College Prep staff • Maintain an organized, highly detail-oriented account of all invoices, receipts, and transactions • Manage student and financial data for all reporting entities and requirements, including but not limited to: No Child Left Behind; Special Education; the National School Lunch Program • Manage student enrollment and applications including the logistics behind the lottery if necessary • Attend recruitment functions and make recruitment trips to various elementary schools to recruit new students • Ensure compliance with student records related to health and academics and create systems in the front office for organizing • Manage information technology systems to ensure complete and up-to-date data • Develop and maintain relationships with the school's banking partners and vendors • Coordinate food services and health services for the school • Prepare (but not sign) vendor checks • Manage federal programs, including the application, management, and reporting on the use of public funds • Mange all members of the school's operations team including office managers
Office Manager	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • At least 2 years of administrative experience • Strong attention to detail • Ability to work effectively under stressful working conditions • High school diploma required; some college credits preferred • Fluent written and spoke Spanish required • Initiative and strong work ethic Responsibilities • Support the Dean of Operations in maintaining an organized, highly detailed account of all invoices, receipts, and transactions • Maintain non-instructional supplies • Assist the Dean of Operations with student recruitment and enrollment • Create a welcoming front office environment for students and families • Monitor petty cash receipts and documentation • Collect student fees • Coordinate the food services for the school • Monitor the front desk and main school phone line • Manage the student file system and the student health care/medicine file system • Assist the Dean of Operations in maintaining school's student information system • Print weekly newsletters and bi-weekly progress reports and distribute to advisors • Assist with daily homework checks and notifying parents when students have homework detention
Dean of Culture (HS	Qualifications • A bachelor's degree required; master's degree preferred

and MS)	• Strong commitment to the mission and vision of Legacy College Prep • At least three years of urban school experience with a record of high student achievement Responsibilities • Own the school's character development program and work with the Head of School to ensure it builds and reinforces positive self-identity and necessary character strengths • Work closely and effectively with children who have behavior challenges and their families; partner with teachers and other school staff to execute individualized behavior intervention plans • Work with the Dean of Student Supports to create behavioral intervention plans for students, and to ensure that the discipline code of conduct is supporting students with special needs • Accurately monitor and analyze daily student discipline records and homework detentions; create new systems and structures to proactively address school's areas of need • Supervise Friday detentions and maintain culture and behavior during detention • Facilitate staff trainings on discipline procedures and the student code of conduct • Supervise arrival, dismissal, lunch, and break/transition periods, promoting and ensuring a positive school culture • Support teachers in building meaningful relationships with parents and students • Present bi-weekly updates on discipline data at the Support Team meetings • Manage the development and evaluation of the Assistant Dean of Culture
Dean of Student Supports	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Certified in NY as a Special Education teacher • Experienced in education, strategic planning, and staff development • Motivational and energetic leader who is committed to excellence • Unwavering in pursuit of excellence even in the face of difficult opposition and challenges • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Teaching experience in urban areas with marked success, and quantifiable and objective student performance gains that surpass state averages • Proven ability to work collaboratively with a diverse team of teachers • Analytical problem-solver and solutions-oriented strategic thinker who has overcome difficult organizational challenges • Energy and entrepreneurial spirit for a start-up charter school • Professional demeanor, strong work ethic, detail-driven work style with excellent organizational skills • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of urban teaching, with at least 2 years of special education teaching experience and educational leadership experience is preferred • Masters level advanced degree is preferred • Highly Qualified as defined by No Child Left Behind Responsibilities • Ensure compliance with all Federal and District Special Education regulations regarding parent/guardian consent • Create and maintain a system for monitoring compliance with all federal and state rules and policies regarding special education • Work closely with the district CSE to ensure that the appropriate supports are put in place for students with disabilities and that annual IEP meetings are scheduled • Work closely with the CSE on the facilitation of evaluations and reevaluations for specialized services • Serve as the point of contact for all matters involving special education due process • Facilitate professional development sessions for general education and special education teachers on accommodations and modifications for students with IEPs, ELLs, and students with 504 Plans • Coordinate annual or semiannual formative and summative evaluations of the special

	education program • Attend weekly Support Team meetings to gather information to disseminate to all special education teachers and to give input on decisions with the special education program in mind • Assist with interviewing of special education teachers and related service professionals • Serve as the point of contact for all specialized services provided by external professionals • Provide direct student services as needed • Manage the development and evaluation of all special education teachers and social workers
Teacher (Core and Elective; HS and MS)	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success • Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages • Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting • Demonstrated ability to work well in a team, especially with parents and community members • Analytical problem solver • Basic understanding of data analysis • Minimum two years of urban teaching preferred • Certification in the subject area to be taught preferred • Advanced degrees in education or content area preferred • Professional demeanor • Highly Qualified as defined by No Child Left Behind • NY teacher license preferred Responsibilities • Teach at least four classes daily • Plan, implement, and execute engaging and rigorous daily standards-based lessons to ensure that all students master the required content • Assess students frequently through formal and informal measures • Create comprehensive unit assessments aligned to standards and pacing plans • Reinforce school-wide rules and expectations • Complete other tasks as directed by the Head of School and/or Middle School Director and/or High School Director • Identify students who are academically at risk and initiate effective intervention strategies • Communicate frequently with parents, weekly with parents of advisees • Provide supervision before school and after school and during student lunch as assigned in order to maintain student safety. In line with OSHA recommendations, all teachers have a thirty minute duty-free lunch every day that may not occur at the same time as student lunch
Learning Specialist (Special Education Teacher)	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Bachelor's degree required; master's degree preferred • Special education certification in NY • Ability to collaborate effectively with classroom teachers • Ability to stay organized and effective despite a highly variable daily schedule • Track record of supporting students with special needs achieve high levels of growth • Strong communication with parents and staff regarding individual student needs Responsibilities • Creates lessons for small groups of students that meet their IEP goals • Creates and executes engaging lessons that supports all students in charge in meeting their IEP goals • Collaborates with Dean of Student Supports and general education teachers in coordinating schedules, modifications, and accommodations for all students with

	special needs • Assist Dean of Student Supports in facilitating professional development related to modifications and accommodations for students with special needs
ESOL Certified Teacher	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Bachelor's degree required; master's degree preferred • TESOL certified in NY or working towards such certification • Ability to collaborate effectively with classroom teachers • Ability to stay organized and effective despite a highly variable daily schedule • Track record of supporting English Language Learners to achieve high levels of growth • Strong communication with parents and staff regarding individual student needs Responsibilities • Create lessons for small groups of students that support ELLs • Create and execute engaging lessons that supports all students in making progress towards complete immersion • Collaborate with Dean of Student Supports and general education teachers in coordinating schedules, modifications, and accommodations for all ELLs • Assist Dean of Student Supports in facilitating professional development related to supports for ELL students
Social Worker	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Bachelor's degree required; master's degree preferred • Strong belief in that a solid structure, with positive incentives, and high expectations will drive student success • Ability to work with a variety of learning abilities, including those with special needs and low skill level • Demonstrated ability to work well in a team, especially with parents and community members • Analytical problem solver • Basic understanding of data analysis • Minimum two years of work in an urban setting • Licensed Master Social Worker or Licensed Clinical Social Worker • Strong communication and public speaking skills Responsibilities • Providing counseling services for students who have been referred • Analyzing attendance data with the support of the Head of School or Grade Level Leads • Creating strategic plans for how to tackle attendance issues for individual students • Facilitate conversations about poor attendance with students and their families • Develop monthly parent workshops for families on various topics related to helping their students be successful • Work collaboratively with the Dean of Student Supports to ensure that students with special needs and English Language Learners needs are being effectively served by the school programming
Teaching Assistant/Substitute Teacher	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Teaching certificate preferred or working towards achieving certification • Organized and timely • Willingness to step in as lead teacher when absences arise • Ability to work collaboratively and with multiple teachers at once • Ability to take an implement feedback Responsibilities • Steps in for any lead teachers or co-teachers when they are absent • Teaches an elective course at least once a day • Supports teachers in assessing and remediating students • Coordinates and organizes the support of multiple groups of students as well as individuals
Middle School	Qualifications

Director	• Bachelor's Degree required; Master's or advanced degree preferred • Highly Qualified as defined by No Child Left Behind • NY teacher license preferred • Administrative credential favorably considered • Knowledge regarding New York State Standards including Common Core • Experience in education, strategic planning, and staff development • Marked success with quantifiable and objective student performance gains that surpass state and local district averages • Experience having led teachers preferred • Experience having developed and led professional development preferred • Strong commitment to the mission and vision of Legacy College Prep • Professional demeanor Responsibilities • Provide daily school leadership, including all instructional, operational, and financial components at the middle school • Assist the Head of School with recruitment, hiring, supervising, training, and evaluating direct reports • Assist with student recruitment and oversee enrollment and implementation of a public lottery, when needed • Lead or support facilitation of professional development for teachers and support staff at the middle school • Communicate effectively with the Head of School and collaborate on major decisions • Create structures for and oversee meaningful parental involvement • Analyze student achievement data to maximize student achievement • Monitor progress of students with special needs and ELL students, evaluating the effectiveness of Special Education and ELL programs. • Monitor implementation of IEPs and 504 Plans, working closely with the Dean of Student Supports • Build and sustain a school culture based on the middle school's core values • Develop internal and external goals for the middle school • Engage in professional growth opportunities • Evaluate middle school's performance on multiple measures and adjust programs accordingly to maximize achievement
High School Director	Qualifications • Bachelor's Degree required; Master's or advanced degree preferred • Highly Qualified as defined by No Child Left Behind • NY teacher license preferred • Administrative credential favorably considered • Knowledge regarding New York State Standards including Common Core • Experience in education, strategic planning, and staff development • Marked success with quantifiable and objective student performance gains that surpass state and local district averages • Experience having led teachers preferred • Experience having developed and led professional development preferred • Strong commitment to the mission and vision of Legacy College Prep • Professional demeanor Responsibilities • Provide daily school leadership, including all instructional, operational, and financial components at the high school • Assist the Head of School with recruitment, hiring, supervising, training, and evaluating direct reports • Assist with student recruitment and enrollment of new students into the high school • Lead or support facilitation of professional development for teachers and support staff at the high school • Communicate effectively with the Head of School and collaborate on major decisions • Create structures for and oversee meaningful parental involvement • Analyze student achievement data to maximize student achievement • Monitor progress of students with special needs and ELL students, evaluating the effectiveness of Special Education and ELL programs.

	• Monitor implementation of IEPs and 504 Plans, working closely with the Dean of Student Supports • Build and sustain a school culture based on the high school's core values • Develop internal and external goals for the high school • Engage in professional growth opportunities • Evaluate high school's performance on multiple measures and adjust programs accordingly to maximize achievement • Oversee the management of the college application and acceptance process
Dean of Instruction (HS and MS)	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Experienced in education, strategic planning, and staff development • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Bachelor's degree required; Master's degree preferred • NY teacher license preferred • Strong knowledge of curriculum for specific grade level of students • Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of teaching and educational leadership experience is preferred • Highly qualified as defined by No Child Left Behind • Analytical problem solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges Responsibilities • Provide feedback to teachers on lesson plans, unit plans, and classroom execution • Facilitate professional development for teachers with the support of the Head of School and/or Middle School Director if applicable • Deliver feedback via email and in person meetings • Assist teachers in setting goals for growth in instruction execution and planning • Works with the Head of School to revise curriculum scope and sequence and pacing plans • Evaluates teachers on a biannual basis using the core values rubric
Assistant Dean of Instruction (HS and MS)	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Experienced in education, strategic planning, and staff development • Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions • Bachelor's degree required; Master's degree preferred • NY teacher license preferred • Strong knowledge of curriculum for specific grade level of students • Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills • Ability to prioritize, multi-task, delegate, and lead by example • Three to five years of teaching and educational leadership experience is preferred • Highly qualified as defined by No Child Left Behind • Analytical problem solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges Responsibilities • Provide feedback to teachers on lesson plans, unit plans, and classroom execution • Assists the Dean of Instruction in facilitating professional development for teachers with the support of the Head of School and/or Middle/High School Director if applicable • Deliver feedback via email and in person meetings • Assist teachers in setting goals for growth in instruction execution and planning • Works with the Head of School to revise curriculum scope and sequence and pacing plans • Evaluates teachers on a biannual basis using the core values rubric
Assistant Dean of	Qualifications • A bachelor's degree required; master's degree preferred

Culture (HS and MS)	• Strong commitment to the mission and vision of Legacy College Prep • At least three years of urban school experience with a record of high student achievement Responsibilities • Own the school's character development program and work with the Head of School to ensure it builds and reinforces positive self-identity and necessary character strengths. • Work closely and effectively with children who have behavior challenges and their families; partner with teachers and other school staff to execute individualized behavior intervention plans • Work with the Dean of Student Supports to create behavioral intervention plans for students, and to ensure that the discipline code of conduct is supporting students with special needs • Accurately monitor and analyze daily student discipline records and homework detentions; create new systems and structures to proactively address school's areas of need • Supervise Friday detentions and maintain culture and behavior during detention • Facilitate staff trainings on discipline procedures and the student code of conduct • Supervise arrival, dismissal, lunch, and break/transition periods promoting and ensuring a positive school culture • Support teachers in building meaningful relationships with parents and students • Present bi-weekly updates on discipline data at the Support Team meetings • Manage the development and evaluation of the Assistant Dean of Culture
College Counselor/College Seminar Instructor	Qualifications • Strong commitment to the mission and vision of Legacy College Prep • Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success • Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages • Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting • Demonstrated ability to work well in a team, especially with parents and community members • Analytical problem solver • Organized with high capacity for managing multiple tasks at the same time • Basic understanding of data analysis • Minimum two years of urban teaching preferred • Professional demeanor • NY teacher license or counselor license is preferred • Experience with the college application process and counseling students on applying and selecting colleges. • Experience counseling young adults • Connections or ability to form connections with local colleges and universities • Ability to collaborate with general education teachers and advisors on counseling students about college selection process Responsibilities • Teach at least three to four college seminar classes daily • Plan, implement, and execute engaging and rigorous daily lessons to ensure that all students are prepared for the college application process and have the support necessary to enroll in college or explore a different career option after high school • Organize and create a scope and sequence for the college seminar course that includes students researching college options, applying to college, selecting a college, and then learning basic lessons like financial literacy • Reinforce school-wide rules and expectations • Collaborate with the Head of School/High School Director through weekly check-ins on the college enrollment process • Provide counseling to students on selecting the college that is their best fit based on acceptance and support for the student once they are enrolled in the college • Communicate frequently with advisors about college application process

	• Research colleges and universities to identify which schools are the best fit for specific students. Utilize and form relationships with other schools to collaborate on strategies for getting students into college.

c. Staff Recruitment and Retention

Describe how the school will recruit and retain staff, particularly high quality teachers including:

- *The process, policies and procedures to recruit and hire teachers and other staff; and,*
- *The strategies for retaining high quality teachers.*

Hiring

One of the key design elements of Legacy College Prep is the recruitment of high quality teachers. Our staff will ensure that the vision is carried out and because of that we will use multiple, strategic resources to recruit and hire the most qualified candidates to fill the positions. We will utilize online job search tools to recruit nationally for positions. We will partner with local colleges and universities, community work force centers, and teaching programs such as the New York Teaching Fellows and Teach For America, with a focus on its alumni corp. To guarantee that we are hiring high quality candidates we will also partner with graduate schools of education programs such as RELAY Graduate School of Education and Fordham University's School of Education to recruit high quality teachers with master degrees. We will leverage the wide network of Lead Founder and proposed Head of School Summer Schneider and of Building Excellent Schools. All candidates will be screened, formally interviewed, and expected to complete a background check.

The Head of School will conduct all interviews for hiring new staff[3], and work collaboratively with other managers in the building by asking their opinions on potential hires. Jobs will be posted on our school website. Applicants will be able to fill out a short questionnaire and upload a resume. The Head of School will then reach out to qualified applicants for a phone interview. If the applicant is strong then the Head of School will invite the applicant to an in-person interview involving a demo lesson for instructional positions, including a feedback and re-teach session. All applicants will be notified within five business days of the in-person interview of whether or not they will be made an offer.

Retention

We realize that one of the greatest strains on a school's ability to be successful is high teacher turnover. In order to ensure that we retain the majority of staff from year to year, we will implement several strategies related to retention.

During each summer the Head of School, and eventually Grade Level Leads and Deans of Instructions, will work to create curriculum materials for teachers to use, including a scope a sequence for each content, sample unit plans, and unit assessments. Throughout the year all materials for each lesson will be saved in a shared electronic file system to build an archive of curriculum materials for future and incoming teachers. Our plan is to provide teachers with the curriculum support so that their job is to focus on execution making the work load more manageable especially for new staff members.

Another mechanism for teacher retention will be our advisory structure. We will assign each teacher an advisory for a three-year period at the middle school and a four-year period at the high school. The teacher/advisor will follow their advisory through the completion of either middle school or high school, ensuring that each student is given the support necessary to be promoted

[3] Note per job descriptions within this section that the Head of School delegates the responsibility for interviewing and hiring of all middle-school based and high school-based positions to the Middle School Director and High School Director as hired in Y4 and Y6, respectively.

from one grade to the next successfully. The advisor will be responsible for the majority of communication to the families of the students, facilitating much of the character education curriculum during Friday advisory periods, and assisting students in the development of strong habits. The advisor will form a strong bond and relationship with the students in their advisory and with the families of those students, therefore incentivizing staff members to remain at the school long enough to, at minimum, watch their advisory move on to the next phase, college or high school.

A final strategy we have for retention is related to our leadership structure that values the voices and growing leadership of the teachers within the school. The Support Team and Subject Facilitator roles allow for multiple leadership positions within the school for staff members to drive towards if they are interested in developing their skill sets outside of the classroom. We place a heavy emphasis on teachers and staff members having a voice when it comes to larger decisions impacting the growth and longevity of the school and will continue to hold Subject Facilitator meetings to create a space for staff members to express their opinions and bring new ideas to the leadership team.

Each summer the Head of School and the Board of Trustees will evaluate teacher retention from the previous year and formulate new strategies for retention should the current ones not be effective.

11d. Personnel Policies

- *Personnel policies should include not only Act requirements for personnel such as fingerprinting and receipt of the Code of Ethics, but also ensure compliance with applicable state and federal employment laws and regulations.*
- *The hiring procedures described in the personnel policies must include (in addition to other anti-discrimination language that may be required by law) specific reference to the fact that the school will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972, 20 USC § 1641 and 34 CFR § 106.9.*

Hiring Practices

Employment Checks

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

Equal Opportunity Employment

Legacy College Prep is an Equal Employment Opportunity (EEO) employer, and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. In compliance with Title IX of the Education Amendments of 1972, 20 USC §1641 and 34 CFR § 106.9, all employment decisions at Legacy College Prep are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

Employment Classifications

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

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

Employment at Will

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

Criminal Background Checks

As a condition of employment, Legacy College Prep requires all applicants be fingerprinted and pass a criminal background check. Any volunteer or consultant working in the school will be subjects to the same criminal and fingerprint background check, including parent volunteers who spend a significant amount of time in the building around students. In compliance with the New York State Charter School Act and federal and state laws and regulations, no employee will be exempt from criminal background checks or fingerprinting.

Schedules and Compensation

Work Day

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

Pay Schedule

Employees will be paid bi-monthly, with paychecks issued every two week on Friday. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four (24) pay periods every year.

Holidays and Vacation Time

With the exception of personal days, which are described in more detail below, and school holidays, teachers do not receive vacation time. Teachers begin employment on August 1st and end of June 30th. Administrators and staff work year-round, and will receive two weeks of paid vacation during the summer.

In general, Legacy College Prep observes all NYCPS paid holidays during the year, however these dates are subject to approval by the Board of Trustees through approval of the Legacy College Prep Yearly Calendar.

School Closings

Legacy College Prep follows the same school-closing policy as NYCPS. Therefore, if the Department of Education makes an announcement regarding the delay of opening, closing, or early dismissal of students, Legacy College Prep will adhere to those same decisions. Instructional time that is lost as a result may be made up by adding an equal number of days to what was scheduled to the end of the school year. This decision will be made by the Head of School.

Performance Review and Evaluation

We believe that in order to constantly improve as a school, staff member of Legacy College Prep must continuously reflect upon and work to progress their craft. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development.

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

Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during a contract year, one in November and the other in May. Evaluations will be based on both general and specific terms and conditions identified in the actual contract, letter of agreement, or confirmation letter. The Core Values Rubric will be used to evaluate staff members and the average score from both evaluations will be used in consideration for the staff members' bonus. (See **R-10 School Management and Leadership**) for an example of the rubric that will be used for all staff member evaluations). Performance evaluations may be used to determine professional development opportunities, contract renewal, contact 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, the Head of School will also be involved in the preparation of performance evaluations.

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

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

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

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

Benefits

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

Health Insurance

We will provide our staff with a competitive health benefits package. We reserve the right to amend or terminate this program or to increase employer premium contributions.

Dental Insurance

The Head of School may select a dental insurance plan that the School may offer.

Life Insurance

The Head of School may select a life insurance policy that the School may offer.

Disability Insurance

Legacy College Prep carries short-term disability insurance. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file the appropriate reports and forms with the Head of School. The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

Retirement and 401K

Upon determination by the Board of Trustees, Legacy College Prep will develop a matching program for a 401K. The goal of the program is to encourage staff to consider a well-designed financial plan that will provide financial security and ensures that personal financial goals are met. Eligible employee contributions to a 401K will be matched up to 3% per year.

The Dean of Operations will authorize the matching from school funds and is responsible for the administration, interpretation and approval for this program. Employees are eligible for the program if they are an active full-time or part-time employee, and if they agree to participate in the program.

Domestic Partner Policy

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

Workers' Compensation Policy

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

Unemployment Compensation

Legacy College Prep contributes to the Unemployment Compensation Plan administers by the State of New York.

Continued Education Assistance

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

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

Time Away from Work

Every individual employee has been hired in order to positively contribute to Legacy College Prep. We operate a small school, with a small staff, which makes attendance of every staff member every day that much more important. That being said, we recognize that there are times throughout the year when employees must miss work.

Sick/Personal Days

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

Jury Duty

All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Head of School immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 work days) 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 sick/personal days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent, or grandchild.

Military Leave

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

Family Care, Maternity, and Adoption Leaves of Absence

Legacy College Prep complies with the federal Family and Medical Leave Act (FMLA). Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid leave of absence for family care, maternity or adoption. An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be use to care for a newborn or newly adopts child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to ten (10) weeks.

An employee may apply for a maternity leave of absence due to pregnancy or childbirth. A maternity leave of absence may consist of two types of leave: 1) a disability leave of absence, (for the employee's period of actual disability), and 2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to ten (10) weeks. If the employee is disabled due to pregnancy for longer than ten (10) week, the employee may continue to qualify for disability leave. The family care portion of a maternity leave must be concluded within the twelve (12) month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may be authorized for up to ten (10) weeks. The adoption leave of absence must be concluded within twelve (12) months following the date of the adoption or placement.

Returns from Leave

If an employee returns to work at or before the scheduled expiration of a leave of absence and within ten (10) weeks, he or she is entitled 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 connections 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.

Staff Conduct with Students

No staff member, or other adult, should be alone with any student, regardless of age, or gender, behind a closed door or in any other isolated situation. When a situation arises that calls for a staff member to be alone with a student, it is the staff member's responsibility to move to an open location or seat him/herself and the student where they are completely visible to passersby.

No staff member may employ any current students in their home or business in a paid or unpaid capacity. Overnight stays by students in staff homes is strictly prohibited. Staff may not have students visit their home unless they have written permission from the Head of School. Faculty and staff members are not allowed to transport students in their personal vehicles. Students are expected to arrange for their own transportation, unless provided for by the school campus via an authorized transportation vendor or rental car agency. In circumstances where a student is in physical danger, staff should consult the Head of School, Board Chair or the police prior to transporting a student in a personal vehicle.

Staff should not be on-line friends (or the equivalent) with students at the school on social networking sites, such as Facebook until the students have graduated from high school. Staff should also have profiles that are kept private from current students to the extent possible.

Staff should treat all students equally without regard to race, religion, color, gender, national origin, sexual orientation or disability. Staff should not engage in any inappropriate or sustained, physical contact with students. Also a staff member should not initiate any contact with a student – for example, a teacher should not initiate a hug with a student.

Staff members are expected to file an incident report each time an incident occurs. Incidents include, but are not limited to: injuries to students, any incident involving the police or DCFS, and inappropriate behavior by parents.

Violation of these policies regarding conduct with students could result in dismissal.

Workplace Safety and Environment

Email and Internet

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

Telephone Policy

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

Drug and Alcohol Policy

Legacy College Prep prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge.

Use of Tobacco

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

Dress Code

Teachers are expected to maintain the highest degree of professionalism throughout the workday. Business attire is expected for all employees every day. Teachers should follow the student dress code requirements of skirt length being to the knee to maintain professionalism.

Moral and Ethical Expectations

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

Personal Property

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

Equipment and Facility Responsibilities

Staff will be responsible for the cost of lost, stolen, or broken items issued to them including: keys, textbooks and teacher guides, laptops, and any other equipment that may be assigned to them or their classroom as well as the room's general appearance and upkeep. Staff should not leave their rooms unattended when students are present except in an emergency. Storage closets should never be left open. Staff should not allow students near staff desks or computers. Staff may be charged for anything damaged or missing because of their negligence in security matters.

During non-working hours, all facilities will be equipped with a burglar system and a Central Station Monitor. Police are automatically called when the alarm trips. The number of staff members who have access codes for the security system is limited. Staff needing to enter the building during non-school hours should coordinate their arrival/departure with a staff member who can set and disarm the security access code if that person causes false alarms.

Record Retention

All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Head of School or Director of Operations.

Outside Employment

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

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age certain rights with respect to the student's education records. The Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation.

Change of Personal Data

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

Dispute Resolution

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

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

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

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

1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
2) If a resolution has not been reached through the discussion, the employee should present the written material to the Head of School within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
3) The Head of School will respond to both parties within two (2) business days of receiving the complaint.
4) If the complaint cannot be resolved by the Head of School, or if the complaint involves the Head of School, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Trustees are final.
5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.

6) At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

Harassment Policy

Legacy College Prep expressly prohibits any form of unlawful harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state, or local law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes. Sexual harassment is considered to be:

1) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
    - Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
    - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
    - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment,
2) Offensive comments, jokes, innuendoes, and other sexually oriented statements.
3) Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

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

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, should report the incident to their supervisor or to the Head of School. Complaints will be investigated promptly, and will be kept confidential to the extent possible.

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

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

Non-Discrimination Statement

Legacy College Prep admits students of any race, color, gender, religion, disability and national origin. Legacy College Prep does not discriminate on the basis of race, color, gender, religion, disability and national origin in administration of its policies and programs.

Non-Discrimination Policy

Legacy College Prep works relentlessly to empower students of all racial and ethnic backgrounds to achieve their full potential. The adult community of the School will model the best practices and professional behavior of a diverse team.

Any grievance regarding discrimination shall be handled through the 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 Legacy College Prep shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay-off, reduction in workforce, or any other terms of conditions of employment.
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally protected classification.
- A Legacy College Prep employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to another member of the management team.

It is the policy of Legacy College Preparatory Charter School, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, and/or ability to pay.

Immigration Law Compliance

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

Accommodations of Individuals with Disabilities

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

Workplace Searches

To safeguard the safety and property of our employees, students and Legacy College Prep, the School reserves the right to inspect any packages, parcels, purses, handbags, briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at Legacy College Prep to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

Corrective Action

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

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

Conflict of Interest

Is it Legacy College Prep policy that employees and others acting on Legacy College Prep behalf must be free from conflicts of interest that could adversely influence their judgement or objectivity in conducting Legacy College Prep activities and assignments. Board members and all employees are obligated to always act in the best interest of the organization.

Gifts

All employees must act with integrity and good judgement and recognize that accepting personal gifts from vendors/suppliers may cause legitimate concerns about favoritism or could create situations where a conflict may exist between private interests and employment responsibilities. When deciding on the appropriateness of receiving a business gift, employees should consider how the gift compares in value to the usual gift-giving practices of other vendors, the sum of gifts form that entity over time, the suitability of the gift given your position at Legacy College Prep, the impact of the gift on building positive business relations, and how the gift might look to an outsider. Employees should make sure any business gift is nominal in cost, quantity and frequency, is within the bounds of good taste, and that the first can withstand public scrutiny without damaging Legacy College Prep's reputation. Acceptance of modest entertainment such as a meal or refreshments in connection with the donor stewardship process or with attendance at professional meetings and events sponsored by industrial, technical, professional, or educational associations is not considered a gift.

With an understanding of this perspective on gift acceptance, employees may use their own judgement on accepting gifts with a value of $50 or less. The acceptance of any gifts above $50 must be approved by the Head of School. This policy applies to all employees.

Employees should not offer a gift to any visiting elected official that exceeds $50 in total value. Employees are also prohibited from using school funds to purchase tickets for political fund raisers, contribute to political campaigns or political action committees or fund a political message. Legacy College Prep has no party affiliation and is an apolitical organization.

Purchasing and Contracts

Legacy College Prep employees should not make purchasing decisions or negotiate contracts and/or subcontracts where there may be a conflict of interest or an appearance of a conflict of interest. More specifically, employees should refrain from these activities with any organization in which:

- Board members, employees or person related by blood, marriage, members of the same household, including domestic partners or persons with whom employees have a personal relationship, have a significant financial interests, 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

Legacy College Prep permits employment within the Legacy College Prep community of individuals of the same family/household or those who have a romantic relationship. However, a manager employing a family/household member or someone with whom s/he is in a romantic relationship is normally prohibited (e.g. a principal of a campus is not allowed to hire a relative or someone with whom s/he is in a romantic relationship to work at his/her campus). Additionally, to avoid a conflict of interest or an appearance of conflict of interest, no employee may initiate, participate, or have any input into decisions involving hiring, promotion, salary, performance appraisals, work assignments, or other working conditions for those with whom s/he is related by blood or marriage, those who are members of his/her same household (including domestic partners), and/or persons with whom that employee has a romantic relationship. Any employee who is assigned to supervise a family/household member or someone with whom s/he is in a romantic relationship, must discuss the matter on a confidential basis with the Head of School to assess the implications for the workplace and to make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. If it is decided that the supervisorial relationship will continue, Legacy College Prep may take steps to ensure that additional layers of approval are received for employment-related decision including, but not limited: hiring, promotion, transfer or termination.

Individuals who have questions or are uncertain as to the application of this policy should speak in confidence to the Head of School.

Non-Solicitation and Non-Distribution Policy

Because distractions on the job lead to unsafe working conditions, poor work performance and inefficiency, Legacy College Prep has established the following rules:

- During periods of an employee's workday when he/she is engaged in or required to be performing work tasks, the employee may not engage in solicitation of other employees or distribution of literature for any purpose unrelated to Legacy College Prep business.
- During periods in another employee's workday when he/she is engaged in or required to be performing his/her work tasks, an employee may not solicit the other employee or distribute literature to the other employee for any purpose unrelated to Legacy College Prep business.
- Distribution of literature of any kind unrelated to Legacy College Prep business may not be made in public areas of the school, classrooms or other working areas at any time.
- Persons not employed by Legacy College Prep are not permitted to solicit or distribute literature on school premises at any time.

12. Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the charter school.

If the school would provide compensation to the partner(s) for any goods or services (i.e., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services would be at or below fair market value.

Response is not applicable.

12b. Partner Commitment

(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 at or below fair market value.

Response is not applicable.

13. Governance

a. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.*

Should Legacy College Preparatory Charter School ("Legacy College Prep") be granted a charter, the school will be governed by a Board of Trustees. The Board will hold the charter of Legacy College Prep and ensure accountability to its mission, financial viability, and adherence to the terms of the charter. The Founding Board will transition into the Board of Trustees. This Board will be composed of a diverse, talented group of New York City professionals, including community leaders, parents, business leaders, business owners, participants with technical skills in the areas of law, finance, human resources, education, and facilities, and residents of the Greater New York City Area. Such a Board is desirable to provide independent governance for Legacy College Prep by a broad coalition of qualified leaders. Proposed board members were selected after a comprehensive and objective process and were evaluated on the criteria of skills/expertise, teamwork, available time and energy, and philosophical alignment with the mission of Legacy College Prep.

Beginning in May 2015, Ms. Schneider received training from Building Excellent Schools on best practices for Board recruitment, including avoiding conflicts of interest and conducting accountable, annual reviews of the school leader aligned to the terms of the charter and overall strong stewardship by a governing body, and the duties of care, loyalty, and obedience for all Board members. Board recruitment training focused on finding a group with diverse skillsets and professional backgrounds that will support the needs of the school and will establish a strong governing body, mission fit with the proposed school, demonstrable commitment to the South Bronx, and a desire to put the mission of Legacy College Prep above all else. Board prospects were identified through the use of LinkedIn, networking, and word of mouth referrals and a meticulous, objective vetting process. Prior to recruiting members of the Founding Board, Board prospects had no existing relationship with Ms. Schneider, the proposed Head of School.

To ensure all Board candidates had no existing conflicts of interest and were persons of integrity, all Founding Board members met with Ms. Schneider multiple times prior to receiving an invitation to serve on the Founding Board and completed thorough professional screening with either the Founder/CEO Linda Brown or the Director of Board Governance for Building Excellent Schools. Additionally, prior to extending an offer to join the Founding Board, Ms. Schneider completed a thorough online audit of all Board prospects to ensure there was no indication of any inappropriate conduct or affiliations on the part of Board prospects, or any content that was inappropriate for a Board member of a public charter school.

The Founding Board understands that the charter, if awarded, is given to them as a group, and that our most important responsibility is to uphold the mission of Legacy College Prep and to monitor attainment of specific, time-bound, and measurable student achievement goals set forth in our

charter application and to ensure full compliance with all federal, state, and local requirements as a public school. The Board understands that it must provide effective financial oversight to ensure both the short-term viability and long-term sustainability of the school. The Founding Board is wholly aware of its fiduciary responsibility and understands that it has the responsibility to hire the most qualified school leader for the position in alignment with a job description approved by the Board. As a Board, our loyalty is to the school, and not to any one individual, including the proposed Head of School.

If granted a charter, the Board, not Ms. Schneider, will have the responsibility as the governing body to identify and onboard all new members, ensuring strong and impartial oversight of the Head of School.

With support from BES, the Founding Board engaged in a board retreat on February 20 that included focus on the following: school budget and financial oversight, governance best practices; accountability tools; and detailed review of all major school design elements. If granted a charter, BES will facilitate an additional post-authorization retreat focusing on committee action planning to ensure that the Board effectively plans its work for the year leading up to school opening. The goal of this retreat is to plan, committee by committee, all of the Board's activities to ensure that the school opens strong on day one and that the Board provides strong and effective oversight for the school in all key areas, including its financial, academic, and operational health and integrity. In addition, the Governing Board will receive targeted training on all conflict of interest and fiduciary responsibilities.

Selecting the School Leader

We intend Summer Schneider to serve as the school's Founding Head of School. Ms. Schneider's background and experiences align with the necessary requirements for the position. The qualifications for the Head of School are included below and featured in the **R-11 Personnel** section.

- Strong commitment to the mission and vision of Legacy College Prep
- Passion for education, mentorship, and youth awareness
- Experience in education, strategic planning, staff development, board relations, financial management, and operations
- Motivational and energetic leader who is committed to excellence
- Solutions-oriented strategic thinker who has overcome complex organizational challenges
- Unwavering in pursuit of excellence even in the face of difficult opposition and challenges
- Results-driven educational leader with a commitment to standards-based curriculum and the use of data and assessments to drive instructional decisions
- Experienced public speaker
- Personal and professional integrity
- Openness to feedback, willingness to take personal responsibility, and desire to learn from previous mistakes
- Strong background in urban education
- Master level degree preferred

Summer Schneider has years of experience in education, writing curriculum and assessments, coaching and managing teachers, setting strategic goals for the schools in which she has worked,

and has achieved outstanding results as a teacher and a leader. Her passion for the mission and vision of Legacy College Prep has driven the work with the Founding Board in applying to open the school. Currently she is being trained and supported by Building Excellent Schools (BES) as a BES Fellow. She was selected for this program based on her willingness to take feedback and her desire to improve. Through participation in the program she has received extensive training on school design, operational and academic leadership, financial planning and management, organizational development, accountability, and the relationship between and roles of governance and management. Her determination to achieve high results for students is driven by her passion to provide an excellent education for all children.

At the time of chartering, the Board will finalize clear expectations for the Head of School, approve the formal and detailed job description, and hire the Head of School.

Monitoring School Performance

The Board's primary role is to provide oversight, while delegating the day-to-day management of school operations to the Head of School. The Board will ensure that Legacy College Prep successfully executes the school's mission, is fiscally responsible, adheres to the school's charter agreement with the authorizer, and is compliant with all applicable local, state, and federal laws.

This group will meet monthly for two hours (at least 12 times per year), at the school with pre-announced meetings, in accordance with the New York State Open Meetings Law.[1] If the school facility is under construction the Board will meet in a publicly accessible location and announce this location two weeks in advance of the meeting on the school's website. The Board will record minutes of all meetings and will make these publicly available, in addition to any other necessary documents, in accordance with the New York State Law. At these meetings the Board will review Legacy College Prep's operations and receive formal written and oral reports and updates from each Board Committee and a formal written and oral management report from the Head of School, consider and adopt policies and consider requests and concerns from the larger school community. A majority vote of those present at a Board meeting will constitute action by the Board. The Board may not act unless a quorum of the members is present.

In addition to receiving formal written and oral reports from its committees and management each month, the Board will look at monthly dashboards to evaluate the academic, operational, and financial progress and current state of the school. See **Figure 13.3** for sample dashboards. The Board will also conduct formal audits of the school both academically and operationally using a third party, such as Building Excellent Schools, to provide the audit review. See **R-5f Programmatic Audits** for more information on audits and a proposed operations audit schedule. These outside audits will ensure that the Board receives information about the school outside of the monthly reports from the Head of School so that the Board also receives an impartial analysis of the school's success.

School Leader Evaluations

The Board will hire, set compensation for, support, hold accountable, and evaluate the Head of School, and will delegate all day-to-day management decisions to the Head of School. To ensure that the Head of School is effectively implementing the mission of Legacy College Prep, the Board will

[1] Open Meeting Law § 103, §104.

evaluate the Head of School on a yearly basis and provide a written evaluation to be placed in the personnel file of the Head of School. The Head of School will be evaluated on Academic Programs, Business, Operations, and Compliance. **Figure 13.1** is an example of the evaluation form used to evaluate the Head of School.

Figure 13.1: Example Head of School Evaluation[2]

Review Area	Primary Responsibility	Measurement Criteria	Areas of Strength	Areas of Weakness
Academic Programs				
Student Conduct	Oversee development of school culture and student adherence to the Student Code of Conduct	Behavioral and disciplinary systems in place with clear and consistent rewards and consequences to respond effectively to student behavior. Clear decline can be seen over the course of the year in the number of demerits and suspensions accrued by students.		
Staff	Acquire and retain outstanding faculty members.	Start school year 100% staffed. Retain strong teachers for the full school year. Identify staffing needs for FY [Inset next year]. Recruit and hire 90% of staff for [Insert next year] by July 31st of [Insert next year]. Positive feedback obtained from staff survey.		
Professional Development	Provide quality professional development.	All teachers have developed professional goals for each trimester in conjunction with Head of School.[3] Professional Development is thoughtful, responsive, and improves student achievement. Each teacher's classroom performance has been evaluated three times by the Head of School or Dean of Instruction (if applicable).		

[2] Details of the evaluation elements will be updated annually to reflect the growing responsibilities of the role as well as the delegated roles to other positions within the organizational chart.
[3] Ibid.

Core Educational Program	Oversee design and implementation of the core educational component of school design.	Core educational component of school design in place at start of school year.		
Character Education Program	Oversee design and implementation of the character education component of school design.	Character education component of school design in place by start of school year.		
Student Supports	Oversee implementation of data driven tutoring programs.	FOCUS and re-teach blocks are driven by current student data.		
Elective Course Programs	Oversee design and implementation of elective programs.	Electives programs in place as the start of the school year.		
National Testing	All students take the NWEA MAP in the fall, winter, and spring.	Scores exist for all students and are disaggregated on racial/ethnic/language and socioeconomic lines		
State Testing	All students take the New York State Grades 3-8 Common Core English Language Arts and Mathematics Test in the spring.	Average student scores on the New York State Grades 3-8 Common Core English Language Arts and Mathematics Test will surpass city averages in all subjects.		
Business, Operations, Compliance				
Positive Environment for Learning	Provide Legacy College Prep students with a positive environment in which to learn.	School building reflective of school values and standards.		
Long Term Facility Planning	Work with CSSS to locate, secure, finance, renovate/construct, and move into a long-term facility.	Plan in place for financing of long-term facility. Plan in place to occupy a long-term facility by year 5 of operation.		
Enrollment	School has waiting list.	School's waiting list exceeds 10% of school population.		
Attendance	Student attendance rate is high.	Average student attendance is 97% (3% unexcused absences).		
Parents Satisfaction	Oversee implementation of annual parent satisfaction survey.	90% return rate on the parent survey. 80% of parents report that they are "satisfied" or		

	Achieve high parental satisfaction.	"extremely satisfied" with their child's academic and personal development.		
Parents Participation	Achieve high parent participation.	75% of parents attend a school-sponsored event during the course of a year.		
Community Educational Partner	Oversee dissemination of best practices.	Disseminate best practices to other schools and educational organizations.		
Compliance	School complies with all relevant federal, state, and city guidelines.	School receives no citations for federal, state, or city noncompliance.		
Board and Head of School Communication				
Governance Board	Head of School works well with Board.	Head of School attends all board meetings and presents all written and oral reports and other requested information to the board in a timely and professional manner.		

b. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Number of trustees;*
- *Officer positions;*
- *Ex-officio members (voting and non-voting);*
- *Standing committees (if any);*
- *Delegation of authority to any committees, officers, employees or contractors;*
- *Information to be received from the CMO, school leadership, staff or contractors as applicable;*
- *Frequency of board and committee meetings;*
- *Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process; and,*
- *Board/trustee training and development.*

The Board of Trustees at Legacy College Prep will have the final authority over operational and policy decisions. The Board may delegate this authority to Board committees and employees at the

school-level.[4] Legacy College Prep will be governed by a Board of Trustees composed of 7 to 13 members. We will maintain an odd number of members for voting purposes, with elected officers of Chair, Vice Chair, Secretary, and Treasurer. The Board will function according to its Bylaws (including the Conflict of Interest Policy) and will utilize a committee structure that is outlined in the following section. The Head of School will attend all Board meetings and participate as a non-voting, *ex-officio* member of Board. The Board plans to recruit additional members once the school has been approved, through our formal recruitment process.

Board members will represent a variety of backgrounds and experiences, gender, age ranges, and racial and cultural backgrounds. When we find a skill-set lacking on our Board, we will either recruit such an individual to the Board, or seek out an individual to join one of our committees. For example, we might add a CPA to our Finance Committee if we believe such expertise would be beneficial. A stable and dedicated Board is essential for Legacy College Prep's success and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement. All potential candidates will be thoroughly vetted by the Governance Committee, which has as its chair the Board Chair and two other members, and will be selected by the full Board after review and upon a formal vote at a public meeting according to the Board's strategic needs.

The Legacy College Prep Governance Committee will present potential Board members and officers for election by the Board of Trustees, in accordance with our bylaws. Other than the Founding Board of Trustees, who will serve a term of one, two, or three year terms in order to ensure staggered terms for continuity, Trustees will serve a term of three years from the date of their appointments, or until their successors are seated. No Trustee will serve more than two consecutive three-year terms. All qualified board candidates, nominated by the Governance Committee, will be elected through a majority vote of the seated Trustees within a public meeting and in full compliance with the by-laws. A Trustee may resign at any time by filing a written resignation with the Chair of the Board, unless no Trustee would remain. In that case, notice must be provided to the State University of New York Charter School Institute. A Trustee elected to fill a vacant seat will be elected for the unexpired term of his or her predecessor.

In accordance with our bylaws, the Board may remove any Officer or Trustee with or without cause by majority vote of the entire Board of Trustees at any regular or special meeting of the Board, providing that a statement of the reason or reasons has been mailed by registered mail to the Officer or Trustee proposed for removal at least thirty days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Trustee will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. A resolution setting the annual calendar of Board and committee meetings will also be adopted at this meeting. This resolution will specify the dates, times, and locations of every Board meeting for the fiscal calendar year. This meeting, like all others, shall be held at a time, date, and place as noticed by the Board in accordance with the New York Open Meetings Law. The Board shall meet at least twelve times annually. At least seventy-two (72) hours before a regular meeting, the Board or its designee

[4] Education Law § 2853(1) (f).

shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall be posted in a location that is accessible to the public/constituents and on the school's website.

Legacy College Prep will comply with the New York Open Meetings Law. It will hold all meetings in locations accessible to the public; it will post its Board of Trustees' schedule of meetings; it will post notices and agendas of regular meetings at least 72 hours in advance; and it will record and post actions of the Board. Postings will occur by email to those who have requested it and on our website that is publicly available in English and Spanish. Legacy College Prep will maintain for its Board a record book of meeting agendas and minutes. Agendas and minutes will be provided in English and Spanish. For easier access, Legacy College Prep will post the agendas and minutes on the website.

Board development is a critical part of creating and sustaining a high performing school. The Board of Trustees of Legacy College Prep will invest the necessary funds and time to build an effective governing body. This development will include an annual retreat to review in depth the school's and Board's performance and to generate annual strategic plans. In addition, the Board will participate yearly in a self-evaluation that will help the Board better understand its strengths and weaknesses and serve as a useful tool for improvement. **Figure 13.2** is an example of a self-evaluation tool used to evaluate the Board.

Figure 13.2: Example Board Self-Evaluation Tool[5]

Part 1: Rate your performance as a board member in each of the following areas.

	Excellent (4)	Good (3)	Adequate (2)	Poor (1)
1. Attendance at Board meetings				
2. Input in policy development and decision-making.				
3. Attendance at committee meetings.				
4. Fund development.				
5. Strategic relationship building.				
6. Other _____				
Total Score				/20 points
Comments				

Part Two: Answer the following questions.

[5] Example Board Self-Evaluation Tool was provided by Building Excellent Schools and is informed by national best practices.

1. What factors contributed to your performance or lack of performance in the areas above: (please be specific)

2. Here's what I would need from the Board to maintain/increase my level of board commitment:

3. Do you have any other comments of suggestions that will help the Board increase its effectiveness?

As part of Follow-on Support from Building Excellent Schools, we will train the Board in its transition from Founding Board to Governing Board and in good Board practice and policy. As necessary, the Board will secure additional consultants for retreats and resource development and to assist with strategic planning and visioning.

To guide the Board's activities, a Board manual will be created and distributed to all members. The Board manual will include, but not be limited to, the following items:

- Overview information, including the school's mission statement and articulated goals
- By-laws and Article of Incorporation
- Charter contract
- List of current Board members, offices held and terms
- List of committees, including purposes and objectives of each
- Board policies – including conflicts of interest policies and legal requirements
- School information – educational and organizational information pertaining to the school
- Recent reports – financial, administrative, programmatic audit, annual report

The Board manual will be developed in collaboration with the Head of School and the Board and distributed to all Board members. This manual will give Board members a clear description of their roles and responsibilities and outline the distinction between governance and management.

The Board of Trustees' elected officer positions are outlined below.

Chair: The Chair of the Board of Trustees leads the Board. Responsibilities include:

- Presiding over all meetings of the Board and other meetings as required
- Coordinating with the Head of School, other Board officers, and Committee Chairs to develop the agendas for the Board meetings
- Disseminating information to the other members of the Board
- Reviewing organizational efficacy and setting organizational priorities for future development
- Appointing Committee chairs
- Monitoring the effectiveness of the Board's governing processes and addressing deficits of Board operations
- Serving as point of contact for the authorizer

Vice-Chair: The Vice-Chair serves in the capacity of the Chair in the event the Chair is absent.

Treasurer: The Treasurer is entrusted with financial responsibilities of the Board. Responsibilities include:

- Serving as the chair of the Finance Committee.
- Ensuring that Legacy College Prep complies with district, state, federal, and other statutory reporting requirements.
- Working with the Board Chair and the Head of School to ensure financial records are current and accurate.
- Vetting and recommending an external auditor to the Board for the annual financial audit.
- Working with the school's administration to ensure that complete financial records are available if requested by auditors, the district, or other entitled parties.
- Reviewing monthly financial statements prepared by the school's administration.
- Ensuring that required financial reports are prepared accurately and in a timely manner.
- Reporting to the full Board regularly to ensure that the Board fully understands the financial health of the organization.
- Co-signing any purchases exceeding $5,000 for the school.

Secretary: The Secretary is the chief record keeper for the Board. Responsibilities include:

- Certifying and keeping both a hard copy and an electronic copy of up-to-date bylaws.
- Recording official minutes of all meetings; minutes shall record the location, start and end time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceeding thereof
- Keeping copies of agendas and minutes of all meetings and committees and ensuring these documents are available at the school's main office
- Ensuring that all notices are duly given as described in the bylaws or as required by law
- Ensure compliance with the New York Open Meetings Law
- Performing other duties incident to the Office of Secretary

As documented in the proposed by-laws, the Board of Trustees will maintain a standing Governance, Academic Achievement, Finance, and Fund Development Committee. In start-up, the Fund Development Committee will be part of the Finance Committee and will become its own standing committee during the first years of the school's operation and as the Board grows into its fullest size. The Committee purposes and responsibilities are outlined below.

Governance Committee is commissioned by and responsible to the Board to assume the primary responsibility for matter pertaining to Board of Trustees' recruitment, nominations, orientations, training, and evaluation in accordance with the bylaws of the charter school as well as established policies and practices approved by the Board. The Governance Committee is chaired by the Board Chair and includes at least two other members. Responsibilities include:

- Study the current composition of the Board to determine current skills and experience; identify skills and experience needed on the board
- Recruit members to serve as members of the Board and develop a slate of candidates for consideration by the membership at the annual meeting in accordance with

selection/election procedures outlines in the by-laws. Review annually the procedures for Board recruitment
- Develop an orientation and training plan for new Board members and assist in the planning of the annual Board retreat
- Assist in an annual Board self-evaluation
- Annually submit objectives as part of the planning and budgeting process
- Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board

Finance Committee is commissioned by and responsible to the Board. It has the responsibility for: working with the Head of School to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommend to the Board appropriate policies for the management of the charter school's assets. The Finance Committee shall be chaired by the Board Treasurer, include at least one other member, and is assisted by the Head of School and the Dean of Operations. Responsibilities include:

- Prepare an annual budget for the charter school in collaboration with the Head of School
- Develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast in collaboration with the Head of School
- Monitor cash flow and budget to actuals on a monthly basis and report on financial health of the school to the full Board
- Review all grant proposals and when necessary, recommend action by the Board
- Review all non-budgeted expenditures over a set dollar amount to be determined by the Board and recommend action the Board
- Annually submit objectives as part of the planning and budgeting process
- Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board
- Vet candidates to conduct the annual financial audit, recommend the auditor to the Board for approval, arrange for an annual audit, review, submit and summarize financial audit and all findings to the Board, and oversee any responses as needed
- Report to the Board at regular meetings of the Board in a manner determined by the Board.
- Review and recommend for approval by the Board a Fiscal Policy Manual that outlines clear segregation of duties and ensures all necessary fiscal controls are in place and that meet or exceed GAAP standards, and oversee the annual review and updating of this manual for Board consideration and annual approval
- Vet candidates for the role of back-office financial vendor, make recommendation to the Board for review and approval of the recommendation, and work as needed with the Back-Office Provider, Head of School, and Dean of Operations to ensure sound fiscal management and planning

Fund Development Committee is commissioned by and responsible to the Board to assume the primary responsibility for raising non-grant funds to meet the budget of the charter school. In start-up, the work of this committee will be part of the work of the Finance Committee; this will become its own standing committee in the first few years of the school's operation as the Board size becomes more robust. The Board, in consultation with the Funds Development Committee, Finance

Committee, and Head of School[6] will determine the fundraising goals for the Funds Development Committee. Responsibilities include:

- Develop an annual fundraising plan that will generate the funds needed to meet the non-public and non-grant fundraising goal
- Develop the necessary sub-committee systems to successfully carry out the fundraising events and activities that are part of the annual fundraising plan; supervise the functions of the sub-committees; develop a plan for involving board directors in the non-grant resource development activities of the school
- Investigate new resource development projects, activities, and ideas for possible use in the future
- Annually submit objectives as part of the planning and budgeting process
- Annually evaluate its work as a committee and the objectives it has committed itself to and report on same to the Board
- Report to the Board at regular meetings of the Board in a manner determined by the Board

Academic Accountability Committee monitors the school's progress toward all goals as established in the Accountability Plan and ensures sufficient controls, measures, and supports to reach those goals. Responsibilities include:

- Review the adequacy of the organization's internal support, reporting, and accountability structures
- Review the activities, organizational structure, and qualifications of the internal audit function
- Examine the school's educational program and its effectiveness
- Review and analyze standardized test scores and all other student performance data in relationship to all goals and measures as appropriate and report findings and recommendation to the Board

At monthly meetings the Board will hear reports from each Committee and management report from the Head of School related to financial stability, academic progress, and compliance with laws and regulations. The Board will collectively look at a dashboard that is updated monthly to include the most current information. An example of that dashboard can be found in **Figure 13.3**.

[6] While not reflected during the term of this charter, we do anticipate bringing on a Director of Development as based upon the needs and goals of the Fund Development Committee and the school; as such position is hired, that individual will work closely with members of the Fund Development team to execute on all goals and plans.

Figure 13.3: Example of a Monthly Dashboard[7]

I. Current Month Summary Dashboard: Financial & Operational

Student Demographics	Current Month	% of Total	Prior Month	% of Total	Change	Change %
Total enrollment						
Free and Reduced Lunch						
English Language Learners						
Special Education						
Hispanic/Latino						
African American						
White						
Male to Female Ratio						
Student to Teacher Ratio						

Student Enrollment & Attendance	Current Month	Prior Month	PY Monthly Average
Enrollment - Actual			
Enrollment - Budget			
Over/(Under) Budget			
Additions			
Attritions			
Current Attrition Reasons			
Average Daily Attendance			
Tardies			
Suspensions			

Finance Summary - Revenue and Expenses	YTD Actual	YTD Budget	Over/ (Under) Budget	Actual % of Total
Revenue				
State/CPS				
Federal				
Fundraising				
Grants				
Total				
Expenses				
Payroll and Benefits				
Instructional				
Facilities				
Loan Payments				
Other Administrative				
Total				

Personnel	Current Month	Prior Month	PY Monthly Average
Total Headcount			
Hires			
Attrition			
Sick Days Taken			
Vacation Days Taken			

Board	Prior Month	YTD Avg.
Board Size		
Meeting Attendance		

News and Notes
Red Flags
Operational Updates
Highlights/ Shout-outs

Finance Summary - Cash-on-hand	YTD Actual	YTD Budget	Over/ (Under) Budget
Cash			
Cash-on-hand			
Days of Cash-on-hand			

School Calendar
Upcoming Events

II. Historic Data: Operational Dashboard

[7] Example of Monthly Dashboard provided by Building Excellent Schools and informed by national best practice.

Student Demographics													
	Current Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month
Total Enrollment													
Free and Reduced Lunch													
English Language Learners													
Special Education													
Hispanic/Latino													
African American													
White													
Male to Female Ratio													
Student to Teacher Ratio													
Student Enrollment & Attendance													
	Current Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month
Enrollment - Actual													
Enrollment - Budget													
Over/(Under) Budget													
Additions													
Attritions													
Average Daily Attendance													
Tardies													
Suspensions													
Student Attrition Reason													
Date	Reason												

III. Historic Data: Operational & Financial Dashboard

Personnel													
	Current Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month
Total Headcount													
Hires													
Attrition													
Sick Days Taken													
Vacation Days Taken													
Board													
	Prior Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month
Board Size													
Meeting Attendance													
Finance Summary													
	Current Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month	Historic Month
Revenue													
State													
Federal													
Fundraising													
Grants													

IV. Historic Data: Academic Dashboard

ELA Reading & Math

		Diagnostic Test		Interim 1		Interim 2		Interim 3		Historic Yr. Avg.	
	Cut for % Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv
English Language Arts											
6-A											
6-B											
6-C											
6-D											
Math											
6-A											
6-B											
6-C											
6-D											

Core Subjects

		Diagnostic Test		Trimester 1		Trimester 2		End of Course Test		Historic Yr. Avg.	
	Cut for % Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv
English/Language Arts											
6-A											
6-B											
6-C											
6-D											
Math											
6-A											
6-B											
6-C											
6-D											
Science											
6-A											
6-B											
6-C											
6-D											
Social Studies											
6-A											
6-B											
6-C											
6-D											

NWEA MAP Assessment

		Diagnostic Test		Mid-Year Test		End of Year Test		Historic Yr. Avg.	
	Cut for % Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv	% Prof/ Adv
Reading									
6-A									
6-B									
6-C									
6-D									
Language Usage									
6-A									
6-B									
6-C									
6-D									
Mathematics									
6-A									
6-B									
6-C									
6-D									

c. Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

All Board meetings will be open to the public with dates and times posted on the school's website four weeks in advance of the meeting. Parents, school staff members, and members of the public will have the opportunity to make comments and ask questions at the end of every Board meeting. All committees can include members that are not part of the governing Board, and such committee membership can include parents, school staff, and other community members as appropriate to the needs of that committee.

To ensure further stakeholder involvement in the governance of the school, we will establish a School Site Advisory Board. The group will consist of the Head of School, teachers, students, and parents. Half of the Advisory Board will be made up of school staff, the majority of which must be teachers, and half will be made up of parents and students. Members of the Advisory Board will be elected by their constituent group (teachers elect teachers, parents elect parents, and so on). The Advisory Board will meet monthly at the school site to provide suggestions and recommendations to the Board on overall school policies, budgeting, and the general direction of the school. Suggestions will be made to the Head of School on day-to-day operations and issues including, but not limited to, curriculum, community participation, and communication.

The school will conduct, at minimum, annual surveys of the staff and of families and will provide the results of those surveys to the Board for its annual review of the school's strengths and weaknesses.

If a parent, staff member, or community member has a complaint or grievance with the school we will first suggest that the parent, staff member, or community member approach the Head of School and/or other management members to resolve the issue. If the issue cannot be resolved then the parent, staff member, or community member should file a complaint following the complaint policy that is outlined in **R-13f Complaint Policy**. The Board will ensure that all complaints are heard within thirty (30) days of being placed and that investigations into complaints are conducted immediately following the board meeting where the complaint was heard.

13d. By-Laws

Proposed new education corporation

In cases where a new education corporation is being formed to operate the proposed school please provide the by-laws for the proposed education corporation.

Existing Education Corporation

Only provide by-laws as indicated below if there would be changes to the by-laws of the education corporation as a result of being granted authority to operate the additional school(s).

Note that the by-laws must conform to the applicable provisions of the NY Education, General Municipal and Not-For-Profit Corporation Laws. By-laws that have not been reviewed or updated since changes to the Act in 2010 or changes to the Not-For-Profit Corporation Law in 2014 should be reviewed and, if necessary, submitted in full.

Please see below the proposed By-laws for Legacy College Preparatory Charter School.

ARTICLE I

Name, Location, Mission, and Objectives

Section 1: The name of the organization is Legacy College Preparatory Charter School (hereinafter "The Corporation").

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter School (the "Charter School") to ensure academic success for students in grades 6-12 in the South Bronx community. We prepare our students for success in selective colleges and universities.

ARTICLE II

Membership

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

ARTICLE III

Board of Trustees

Section 1: The Board of Trustees shall consist of at least seven (7) Trustees and no more than thirteen (13) Trustees. All Trustees shall have identical rights and responsibilities. The Head of School will be an advisory, non-voting member of the Board (ex-officio).

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

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

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

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

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, 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 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. Shall ensure that all participation in Board work is 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 transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV: PRINCIPAL OFFICE

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

ARTICLE V

Meetings of the Board

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 12 regular 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 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, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

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

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

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

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote by video conference and not by phone 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.
10. All Trustees may participate in the executive session, and the Board may authorize others to be present at well.
11. No public funds may be appropriated during an executive session.
12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
    a. Matters which imperil the public safety if disclosed;
    b. Any matter which may disclose the identity of a law enforcement agent or informer;
    c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
    d. Discussions regarding proposed or pending litigation;
    e. Matters which apply to school employees or collective negotiations that 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;
    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, which will be the school site once the school has opened.

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

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

ARTICLE VI

Committees and Task Forces

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

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons 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 orientation and ongoing governance development 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 of 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 execute 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 Corporations, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspections 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 relations to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

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

ARTICLE 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 disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
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 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 on 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 Officers to the Board for Board review and vote. 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

Self-Dealing Transactions

The Board Members shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE XII

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 instances. 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 resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Head of School, or Treasurer. Such items for amounts of $5,000.00 or greater must be signed by two of these individuals.

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

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

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

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

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

ARTICLE XIII

Amendment

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

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the law 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 not in full force and effect.

_____, Secretary Date: _____

13e. Code of Ethics

Proposed new education corporation

If the proposed education corporation would have the same Code of Ethics as the replicating education corporation, please note that but also include the Code of Ethics with the name of the proposed education corporation. Note that changes in the Not-For-Profit Corporation Law in 2014 may necessitate changes to the Codes of Ethics. See the Guidance Handbook for more information.

Existing Education Corporation

If there are no changes to the Code of Ethics, please state that fact. If any aspect of the Code of Ethics would be different from the replicating school, complete this Response accordingly.

The Code of Ethics must conform to the applicable provisions of the General Municipal Law that have applied to charter schools since 2010 and the 2014 changes to the Not-For-Profit Corporation Law in 2014, which require certain conflicts of interest provisions. Applicants may not incorporate by reference a Code of Ethics that does not fully reflect the applicable General Municipal and Not-For-Profit Corporation Law provisions; rather, they must submit a full, up to date Code of Ethics.

Attach the Code of Ethics of the charter school. The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith in accordance with the Not-For-Profit Corporation Law. The Code of Ethics and conflict of interest policy must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the General Municipal Law.

Legacy College Preparatory Charter School

Code of Ethics

Policy

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

- Trustees, officers, or employees of external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial decisions whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information, including but not limited to:
    - Student records
    - Financial information
    - Personnel records

    - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
    - Theft or inappropriate removal or possession of property
    - Falsification of documents
    - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
    - Use of tobacco or tobacco products on school grounds
    - Insubordination or other disrespectful conduct
    - Violation of safety or health rules

Conflict of Interest Procedures and Definitions

1. Board members shall disclose to the Board their interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board member has an Interest if the Board member or, to the Board member's knowledge, the Board member's family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner or senior position with, any entity or person with which Legacy College Prep is considering a transaction. Unless the Board requests their presences, Board members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board members to disclose close friendships with (a) any person with whom Legacy College Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Legacy College Prep is considering a transaction.

2. Legacy College Prep staff (including, but not limited to, the Head of School or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Head of School if there is any real or presumed conflict of interest. Unless it is determined that there is not conflict of interest, the staff member shall recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by Legacy College Prep below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Legacy College Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Legacy College Prep is considering a transaction.

3. No Board member or staff member shall accept or solicit payments for expense associated with Legacy College Prep-related travel, meals, or other professional activity from actual or potential suppliers of Legacy College Prep. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary values worth $75 or more from actual or potential suppliers of services or good for Legacy College Prep, except (a) gifts presented

to Legacy College Prep where the recipient is representing Legacy College Prep and thereafter presents the gift to Legacy College Prep, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Legacy College Prep duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Legacy College Prep, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Legacy College Prep.

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

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

13e. Code of Ethics

Proposed new education corporation

If the proposed education corporation would have the same Code of Ethics as the replicating education corporation, please note that but also include the Code of Ethics with the name of the proposed education corporation. Note that changes in the Not-For-Profit Corporation Law in 2014 may necessitate changes to the Codes of Ethics. See the Guidance Handbook for more information.

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Legacy College Preparatory Charter School

Code of Ethics

Policy

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- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officer, and employees will exercise the highest degree of care not to disclose confidential information, including but not limited to:
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    - Financial information
    - Personnel records

- Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
  - Theft or inappropriate removal or possession of property
  - Falsification of documents
  - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
  - Use of tobacco or tobacco products on school grounds
  - Insubordination or other disrespectful conduct
  - Violation of safety or health rules

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2. Legacy College Prep staff (including, but not limited to, the Head of School or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Head of School if there is any real or presumed conflict of interest. Unless it is determined that there is not conflict of interest, the staff member shall recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by Legacy College Prep below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Legacy College Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Legacy College Prep is considering a transaction.

3. No Board member or staff member shall accept or solicit payments for expense associated with Legacy College Prep-related travel, meals, or other professional activity from actual or potential suppliers of Legacy College Prep. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary values worth $75 or more from actual or potential suppliers of services or good for Legacy College Prep, except (a) gifts presented

to Legacy College Prep where the recipient is representing Legacy College Prep and thereafter presents the gift to Legacy College Prep, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Legacy College Prep duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Legacy College Prep, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Legacy College Prep.

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

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

13f. Complaint Policy

The complaint policy must include procedures for handling complaints including from staff and parents.

Complaint Policy and Procedures of Legacy College Prep

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, emergency or urgent facilities conditions that pose a threat to the health and safety to pupils or staff, and teacher vacancies or miss assignments. This policy is to comply with applicable state laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate. Legacy College 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 Department of Education, and the mission, charter, and philosophy of Legacy College Prep.

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

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

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

Parent/Guardian, Employee, Individual, or Organization Concerns

Concerns raised by parents/guardians, employees, individuals, or organizations should be resolved as quickly as possible. Therefore, all parties are urged to fill out a complaint form and discuss their concerns directly with the school's leadership team when concerns surface.

Complaint forms are available at the main office and will be forwarded to the Head of School. The Head of School will seek the assistance of other managers, staff, and/or student(s) in identifying specifics in order to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint. To aid in a timely investigation, monitoring, and logging

of complaints, it is important that Legacy College Prep distribute the complaint policy and complaint form to staff via the staff handbook, to parents/guardians via the family handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

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

Procedures

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

Step 1: Filing the Complaint

Complaints are registered on the complaint form by Complainant. Complaints may also be verbally communicated with the Head of School and/or appropriate management 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 management member(s) shall allow the complainant to record their complaint onto a recorder to be transcribed and/or translated and affirmed by the complainant. Complaint forms shall be available in the main office of the school. The complaint should state the date of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as he/she feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one. If the complaint is about the Head of School, the complainant should proceed directly to the Board in filing the complaint.

Step 2: Investigation of the Complaint

Head of School and/or appropriate management member(s) will make all reasonable efforts to investigate complaint/problem within his/her authority. Investigation shall include, but not be limited to: interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint. Should the complaint be about the Head of School, and the complaint brought to the Board, these steps will be conducted by the Board.

Step 3: Response and Final Decision

Head of School and/or appropriate management member(s) shall remedy a valid complaint within a reasonable time period but not to exceed ten (10) working days from the date the complaint was received. The Head of School or appropriate management member, or Board Chair if complaint addresses the Head of School, shall complete a written response/report within fifteen (15) working

days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy of the complaint log in the teacher/student file, if applicable.

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

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

Appeal Process

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

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

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

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

14. District and School Relations

Provide supporting evidence of any explicit support for the proposed school from the school district in which the school intends to be located. Also include:

- *Strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges; and,*
- *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.*

In the initial stages of our community outreach, we have reached out to the superintendents and family coordinators in CSD 7 and CSD 8. We have also made contact with the Community Education Councils for District 7 and 8. **Figure 14.1** details the dated correspondence of contact with the local school districts and provides notes on the responses.

Figure 14.1: Outreach Timeline to NYCDOE

Date Original Letter Sent	Community Member/Stakeholder	Response
10/28/15	CEC 8 – Laurine Berry	Sent letter and followed up with phone call. Spoke at the meeting on 12/16/15 and distributed information.
10/28/15	CEC 7 – John F. Fielder and Almeta Trammel	Sent letter and followed up with phone call. Spoke at the meeting on 12/17/15 and distributed information.
11/8/15	Superintendent Community School District 7 – Elisa Alvarez	Sent letter and called office to request a meeting. Emailed and spoke with the Deputy Superintendent Maurice Lauriano to request a meeting.
11/8/15	Family Support Coordinator Community School District 7 – Melodie Duran	Sent letter and called office to request a meeting.
11/8/15	Family Support Coordinator Community School District 8 – Donna Jean Murphy	Sent letter and called office to request a meeting.
11/8/15	Superintendent Community School District 8 – Karen Ames	Sent letter and called office to request a meeting.
12/7/15	Superintendent Bronx/Queens HS (Districts 7, 10, 12, 24, 25, 26) – Elaine Lindsey	Sent letter and called office to request a meeting.
12/7/15	Superintendent Bronx HS (Districts 8, 9, 11) – Carron Staple	Sent letter and called office to request a meeting.
12/7/15	Family Support Coordinator Bronx/Queens HS (Districts 7, 10, 12, 24, 25, 26) – Rosa Tavarez	Sent letter and called office to request a meeting.
12/7/15	Family Support Coordinator Bronx HS (Districts 8, 9, 11) – Michelle Edwards	Sent letter and called office to request a meeting.

Figure 14.2 is copy of the letter that was sent out in our original correspondence.

Figure 14.2: Copy of Letter Sent to District Representatives

Dear _____,

I hope this email finds you well. Working with a committed founding team, I am leading the process of proposing to open a new independent charter school in Community School District 7 and 8.

Legacy College Preparatory Charter School is a proposed college preparatory school for students in grades 6-12. We plan to open in the fall of 2017 with just 6th grade and then grow the school one grade at a time until we are fully enrolled to 12th grade.

In support of this ambitious work, I am currently a Fellow with the Building Excellent Schools Fellowship and am spending a year having direct access to a wide network of high-performing schools across the nation to learn what it takes to design and lead an award winning, rigorous, public charter school for students who urgently need a quality public school choice. If you would like to learn more about Building Excellent Schools you can watch a video at this link: https://www.youtube.com/user/BESVideoChannel

We are looking to form additional connections within the communities of the South Bronx. Specifically, we hope to gather feedback from community members and families, and to form partnerships with existing schools in the community. I have attached a flyer that includes the mission statement and the tenets of the vision for Legacy College Prep.

Is there someone with whom I could speak, either in person or over the phone, about your thoughts on the needs within the community and to share further our vision for the school and how we plan to partner with the community?

I look forward to hearing from you.

Thank you so much.

Summer Schneider

Our goal in making these connections has been to form partnerships with the local schools in the districts so that should Legacy College Prep be authorized that we are able to share instructional practices and collaborate on community relationships

The district middle schools in CSD 7 and CSD 8 have, on average, lower percentages of students scoring proficient and advanced on the state assessments when compared to the performance of students from across the state. Specifically, New York State has an average of 31.5% of students scoring proficient and advanced in English Language Arts (ELA), and 31.9% of students in grades 6 through 8 scoring proficient and advanced in Mathematics. All non-selective, non-charter middle schools in CSD 7 and CSD 8 have, on average, less than 15% of students scoring proficient or advanced on the state ELA and Mathematics assessments. The average proficiency percentages for CSD 7 are 9.7% in ELA and 10.3% in Mathematics. Average proficiency percentages for CSD 8 are

18.4% in ELA and 15.5% in Mathematics.[1] **Figure 14.2** details the state assessment results from the 2014-2015 school year for grades 6 through 8 in CSD 7 and CSD 8.

Figure 14.2: Assessment Results for Middle Schools in CSD 7 and CSD 8[2]

School Name	Grades Served	Number of Students	District	Address	School Type	Percentage of Students scoring Proficient or higher on ELA Test	Percentage of Students scoring Proficient or higher on Math Test
Academic Leadership Charter School	K-8*	154	7	677 E 141st St.	Charter	30.5%	47.5%
Academy of Applied Mathematics and Technology	6-8	305	7	345 Brook Ave.	Magnet	19%	31%
Academy of Public Relations	6-8	352	7	778 Forest Ave.	Public	9.2%	3.5%
American Dream Charter School	6-8*	75	7	510 E 141st St.	Charter	17.3%	12.8%
Antonia Pantoja Preparatory Academy: A College Board School	6-12	450	8	1980 Lafayette Ave.	Public	16%	7.6%
Archimedes Academy for Math, Science, and	6-12	637	8	456 White Plains Rd.	Magnet	24%	20%
Blueprint Middle School	6-8	306	8	1111 Pugsley Ave.	Public	12%	9.7%
Bronx Lighthouse Charter School	K-12	680	8	1005 Intervale Ave.	Charter	22.4%	29.9%
Bronx Preparatory Charter School	5-12	756	7	3872 Third Ave.	Charter	17%	28.9%
Bronx Studio for Writers and Artists	6-12	565	8	928 Simpson St.	Magnet	13.3%	8.7%
Girls Preparatory Charter School of the Bronx	K-8	559	8	681 Kelly St.	Charter	29.1%	25.2%
Hostos-Lincoln Academy of Science	6-12	544	7	600 St. Ann's Ave.	Public	12.8%	3.5%
Hyde Leadership Charter School	K-8	967	8	730 Bryant Ave.	Charter	17.5%	23.9%
Immaculate Conception School	PK-8	550	7	378 E 151st St.	Private	NA	NA
J.H.S. 123 James M. Kieren	6-8	411	7	1025 Morrison Ave.	Public	6%	5%
J.H.S. 125 Henry Hudson	6-8	397	8	1111 Pugsley Ave.	Public	15.7%	8%
J.H.S. 131 Albert Einstein	6-8	586	8	885 Bolton Ave.	Public	12%	5%
J.H.S. 151 Lou Gehrig	6-8	253	7	250 E 156th St.	Public	7.6%	4.3%
J.H.S. 162 Lola Rodriguez De Tio	6-8	375	7	600 St. Ann's Ave.	Public	4%	3%
Mott Hall Community School	6-8	225	7	650 Hollywood Ave.	Public	15%	12%
MS X101 Edward R. Bryne	6-8	496	8	2750 Lafayette Ave.	Magnet	46%	36%
MS 223 Laboratory School of Finance and Technology	6-9	502	7	360 E 145th St.	Magnet	31%	40%

[1] http://schools.nyc.gov/NR/rdonlyres/C7E210CA-F686-4805-BEA6-EDD91F76E58B/185429/2015MathELAPublicDeck81215_SITE.pdf.
[2] http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults.

MS 301 Paul L Dunbar	6-8	191	8	890 Cauldwell Ave.	Public	3.5%	2.8%
MS 302 Luisa Dessus Cruz	6-8	539	8	681 Kelly St.	Public	12%	12%
P.S./I.S. 224	K-8	362	7	345 Brook Ave.	Public	7.3%	8%
School for Inquiry and Social Justice	6-8	398	8	1025 Morrison Ave.	Magnet	33%	32%
South Bronx Academy for Applied Media	6-8	349	7	778 Forest Ave.	Public	5%	3.5%
South Bronx Preparatory – A College Board	6-8	654	7	360 E 145th St.	Public	11.4%	18.6%
Soundview Academy for Culture and Scholarship	6-8	348	8	885 Bolton Ave.	Public	15%	14%
St. Athanasius School	PK-8	282	8	830 Southern Blvd.	Private	NA	NA
St. Ignatius School	6-8	69	7	740 Manida St.	Private	NA	NA
The Bronx Mathematics Preparatory School	6-8	278	8	456 White Plains Road.	Public	7.8%	2.8%
The Hunts Point School	6-8	353	8	730 Bryant Ave.	Public	7.1%	6%
Urban Assembly Academy of Letters	6-12	591	7	339 Morris Ave	Public	5.3%	7.4%
Urban Assembly Academic Civic Engagement	6-8	166	7	650 Hollywood Ave.	Public	9%	3%
Urban Institute of Mathematics	6-8	290	8	650 Hollywood Ave.	Public	36%	19%

**NA: NA represents a school that does not take the state standardized assessments.

As discussed in **R-01 Community Need**, the public schools currently available to families and students within these communities are not preparing students for high school, and therefore for college. By the time that local students reach high school they are far behind and far below grade level in ELA and Mathematics, making it difficult for them to access more rigorous level courses such as those provided within an Advanced Placement program. In a conversation with staff members in the Superintendent's office, we learned that it is difficult for some schools to offer Advanced Placement courses because they do not have enough students to fill these courses. High school graduation rates in our target community are approximately 45% for non-selective, non-charter schools in CSD 7 and CSD 8, and of the students who are graduating, they are not college ready. **Figure 14.3** details graduation rates for high school students attending schools within CSD 7 and CSD 8.

Figure 14.3: Graduation Rates for High Schools in CSD 7 and CSD 8

School Name	Address	District	Grades	Number of Students	Graduation Rate in 4 Years
Alfred E. Smith Career & Technical High School	333 E 151st St.	7	9-12	375	47%
Antonia Pantoja Preparatory Academy	1980 Lafayette Ave.	8	6-11	450	59%
Archimedes Academy for Math, Science, & Technology Applications	456 White Plains Rd.	8	6-11	637	50%
Banana Kelly High School	965 Longwood Ave.	8	9-12	325	35%
Bronx Arena High School	1440 Story Ave.	8	9-12	207	10%
Bronx Bridges High School	1980 Lafayette Ave.	8	9-11	333	59%
Bronx Community High School	1980 Lafayette Ave.	8	9-12	165	10%

Bronx Compass High School	1980 Lafayette Ave.	8	9-11	332	NA
Bronx Guild High School	1980 Lafayette Ave.	8	9-12	365	53%
Bronx Haven High School	333 E 151st St.	7	9-12	173	14%
Bronx Leadership Academy II High School	730 Concourse Village	7	9-12	495	62%
Bronx River High School	3000 E. Tremont Ave.	8	9-12	204	NA
Bronx Studio School for Writers and Artists	928 Simpson St.	8	6-12	565	58%
Community School for Social Justice	350 Gerard Ave.	7	9-12	324	59%
Crotona Academy High School	639-55 St. Ann's Ave.	7	9-12	104	17%
Felisa Rincon de Gautier Institute for Law & Public Policy	1440 Story Ave.	8	9-12	307	38%
Foreign Language Academy of Global Studies	470 Jackson Ave.	7	9-12	145	41%
H.E.R.O. (Health, Education, and Research Occupations) High School	455 Southern Blvd.	7	9-10	231	NA
Health Opportunities High School	350 Gerard Ave.	7	9-12	554	53%
Herbert H. Lehman High School	3000 E Tremont Ave.	8	9-12	1,535	48%
Holcombe L. Rucker School of Community Research	965 Longwood Ave.	8	9-12	236	44%
Hostos-Lincoln Academy of Science	600 St. Ann's Ave.	7	6-12	544	80%
International Community High School	345 Brook Ave.	7	9-12	463	34%
Jill Chaifetz Transfer High School	778 Forest Ave.	7	9-12	190	23%
Millennium Art Academy	1980 Lafayette Ave.	8	9-12	487	65%
Mott Haven Community High School	455 Southern Blvd.	7	9-11	249	5%
Mott Haven Village Prep High School	701 St. Ann's Ave.	7	9-12	364	49%
New Explorers High School	730 Concourse Village	7	9-12	475	51%
Pablo Neruda Academy for Architecture & World Studies	1980 Lafayette Ave.	8	9-12	315	62%
Pelham Lab School	3000 E. Tremont Ave.	8	9-10	211	NA
Renaissance High School for Musical Theatre and Technology	3000 E Tremont Ave.	8	9-12	444	72%
School for Tourism and Hospitality	900 Tinton Ave.	8	9-12	240	NA
Schuylerville Preparatory High School	3000 E. Tremont Ave.	8	9-12	177	NA
South Bronx Preparatory – A College Board School	360 E 145th St.	7	6-12	654	85%
University Heights Secondary School	701 St. Ann's Ave.	7	9-12	486	91%
Urban Assembly Bronx Academy of Letters	339 Morris Ave.	7	6-12	591	65%
Urban Assembly School for Careers in Sports	730 Concourse Village	7	9-12	587	69%
Westchester Square Academy	3000 E. Tremont Ave.	8	9-11	345	NA
Women's Academy of Excellence	456 White Plains Rd.	8	9-12	345	60%

**NA: Schools marked NA have not had a 12th grade class graduate from the school at this point.

We have learned through many conversations with families and community members that schools are working on the following initiatives to improve the educational system in CSD 7 and CSD 8.

- Increasing the technology use in the schools by offering computer science courses.[3]

[3] http://schools.nyc.gov/AboutUs/schools/default.htm.

- Improving attendance and drop-out rates by increasing parent involvement.[4]
- Providing mentorship programs for students in high school to improve graduation rates.[5]

There are several ways that Legacy College Prep can collaborate with schools in the districts to work on some of the above initiatives.

School Technology

We plan to offer students computer courses beginning with an introductory course on typing and general computer use in the sixth grade. Students will begin programming courses in the seventh and eighth grades. During the planning year we will partner with various organizations who have developed curriculum for computer programming, such as C/I, Per Scholas, Doran Jones, and MOUSE. We plan to form relationships with the local district and charter schools to share our connections and course plans. Many schools are already implementing afterschool programs for students to work with technology; courses at Legacy College Prep will allow every student such digital exposure in middle school as part of our extended school day, and the self-selection of more advanced electives at the high school level.

Improving Attendance Rates and Drop-Out Rates

Schools must form partnerships with parents in order for students to be successful. When a student is absent from school the parent needs frequent communication from the school about the absences before they become a concern and absolutely before they become a pattern or chronic; such communication must include specific strategies to immediately address and improve the attendance problem.

To ensure that we can effectively communicate with parents on a frequent basis about the status of their child's attendance rate and behavior progress, we will use PowerSchool to track daily attendance pulling what we will call a Promotion Workbook once a week on all students within the school. The Promotion Workbook will be a detailed excel spreadsheet that includes data on each individual student's number of demerit, detentions, merits, absences, community service hours at the high school, number of F's each student is earning, and the current GPA of each student. This workbook will be used in all weekly conversations in the Support Team meetings with school leaders and in conversations between advisors, students, and families. Related to attendance and absences, advisors will communicate with parents daily when a student is absent. Once a student reaches five or more absences for the year the parent will be invited to conference with the Social Worker, student's advisor, and the Head of School.

We will have a communication plan with parents that involves weekly newsletters sent home, including weekly student progress reports, and bi-weekly check-ins between the student's advisor and the parents via email, text, or phone call, home visits, monthly alternating evening parent workshops or breakfast with the Head of School, Dean of Culture, Dean of Student Supports, and/or Dean of Operations. We plan to share our ideas with members of the Community Education Council and with other school leaders in the district as ways to improve parent involvement and participation.

Once the partnerships with parents have been formed a decision to drop-out of school will no longer be one made solely by the student. We will encourage parents to involve us in the decision so that we can offer support for the student who is feeling discouraged by school and struggling to see the long-term investment benefits from their education.

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[4] Ibid.

[5] Presentation made by Deputy to the Superintendent in CSD 7, Maurice Lauriano.

Mentorship for Students

The district plans to assign mentors to students in middle and high school so as to assist them in the challenges they may face in reaching graduation from high school. Legacy College Prep has designed a similar program through our advisory structure, where a student will have the same advisor for all three years of middle school and then a consistent high school advisor for all four years in grades nine through twelve. The student's advisor will function as the mentor for students within their advisory by guiding students through the challenges they face learning how to be successful after high school.

Middle school and high school are crucial times when students begin making decisions that impact their futures. It is important that students know and experience that they are supported and that someone is a consistent, reliable, and known resource for them when they need assistance with the challenges that come with making such life decisions. We plan to collaborate with the district schools by sharing our plans for advisory and inviting leaders and educators from other schools to visit and observe our advisory structure.

In addition to these specific strategies, we believe that forming a relationship with the district schools and other charter schools in the neighborhood will benefit the community. We would like the opportunity to visit other schools in CSD 7 and CSD 8 during the planning year before the school opens and after we have gotten settled into our first year of operation. Creating an environment where our schools can learn from one another will allows us to share best practices and resources in a way that most benefits the students in the districts.

During the planning year and before Legacy College Prep opens, we will continue to reach out to the principals of all neighboring schools to form and/or further develop relationships with the leaders of district schools and other charter schools.

After Legacy College Prep opens, we will continue to collaborate with schools in the district by reaching out to leaders to plan community events, coordinate to the greatest degree possible opportunities for teachers and staff to share instructional practices, thus creating an open door policy where employees of the district and other schools are welcome to visit our classrooms upon request.

We will continue to use the Community Education Council, Community Board Education Committee meetings, the Community Education Council meetings for CEC 7 and CEC 8, and our connections with other school leaders to foster a sense of collaboration with other schools. We plan to have representation from our Support Team/Leadership Team attend CEC public session meetings in District 7 and District 8 monthly to continue our pursuit of collaboration with other schools in the district. We have connected with members of the CEC in both districts to gather feedback for our own design and development of Legacy College Prep.

While we have yet to form solid relationships with some of the principals in the community, we plan to continue to make attempts at connecting with other school leaders. Our plan is to partner with the schools in the district in order to improve the educational system for the entire community and not only the students who are attending Legacy College Prep.

15. Student Demand, Community Service, Recruitment and Retention

a. General Student Population

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

When selecting a location for Legacy College Preparatory Charter School ("Legacy College Prep") and determining in which Community School District(s) to locate the proposed school, we looked at multiple factors, one of which was the current demand for charter school options as evident in the amount of families who were looking for a charter school option for their children. Based upon that decision, we have engaged in robust and multi-pronged community outreach efforts, all of which continue to demonstrate the community's strong support of and desire for the proposed school.

As outlined in **15.c. Demand**, we have gathered 685 signatures from families and community members in the South Bronx, specifically from 537 families with school-aged children, and 198 families with a child in the 3rd or 4th grade living in CSD 7 or CSD 8. Please see **Section 15.c** and specifically **Figure 15c.1** which provides copies of signed petitions and **Figure 15c.2** which provides typed copy of the specific families who have children in the 3rd and 4th grades, representing students who could potentially be in our first or second class of students, and who reside in our proposed zip codes in CSD 7 and CSD 8.

Wait lists for students and families looking for a quality charter option in the community represent evidence of strong local demand in general for a quality charter option and a strong opportunity to tap into that existing and unmet demand. In **Section 15.c** please see **Figure 15c.3** which provides a list of the local charter schools in CSD 7 and CSD 8 with grade ranges and the number of students on their current waitlist for entry.

We recognize that community stakeholders speak on behalf of the needs and desires of their constituents; as evidenced in Letters of Support from such stakeholders, we have the strong support of all of the following, each of whom represents hundreds upon hundreds of local families in our target community:

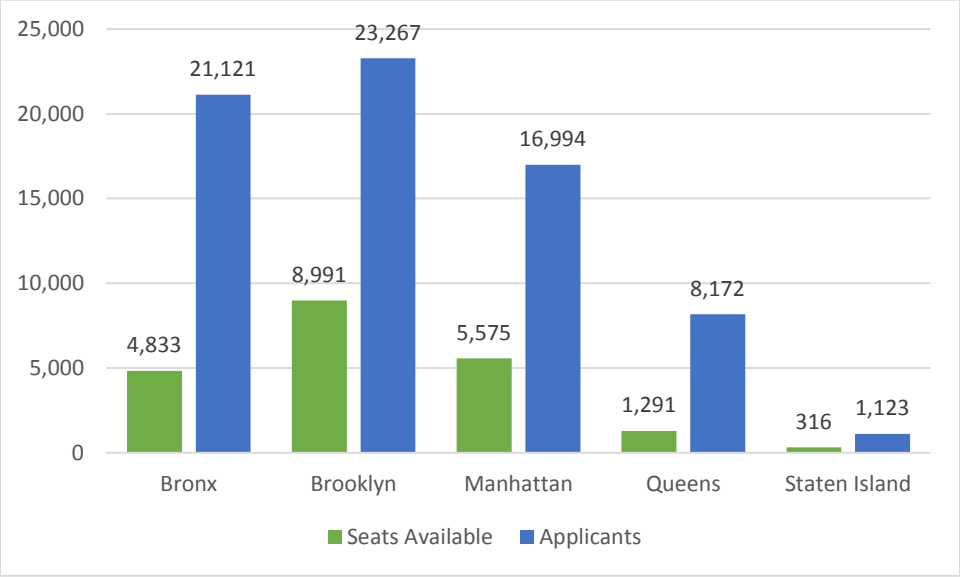
- Community Board 1 Education Committee and Youth Committee
- Community Board 2 Education Committee
- Assemblyman Michael Blake
- Assemblyman Marcos Crespo
- State Senator Jeff Klein
- Assemblywoman Carmen E. Arroyo

We also have the support of Bronx Borough Education Director Monica Majors, who has pledged to assist us in continuing to reach out to families and accessing resources as needed. We have held multiple information sessions at The Point Community Center, which continues to partner with us in getting the word out to local families. We will also work with Families for Excellent Schools (FES Community Organizer is a member of our Founding Board) to inform families of the opportunity to attend Legacy College Prep. Several churches have opened their congregations to us, including Real Life, St. Ann's Episcopal, St. Athanasius, St. Jerome's, and Hunt's Point Seventh Day Adventist. We have established relationships with both library managers at the Hunts Point and Mott Haven Public Libraries and they have opened their afterschool programs to us for recruitment purposes. We have established relationships with St. Mary's, Hunts Point, Mill Brook, Mitchell, and NYCHA Betances VI Recreation and Community Centers and have met with multiple families during their

various community activities. We are in active relationship with local housing complexes, speaking and building relationships with the NYCHA Betances VI Tenant Association and Cheryl Cross, Head of the Tenant Association at Mill Brook Housing Development. We have worked with Community Organizer Glenn Bullock who has assisted us in organizing information sessions for the school at the BronxWorks facilities and we have met with Director Tier'A Berry who has invited us to speak with parents at the Police Athletic League's Parent Workshops. We have met with Singeria's Co-Director of Metropolitan Parent Center Godfrey Rivera, attended their parent workshop, and will continue to work in partnership with them to serve all students, including those with special needs.

Beyond our work in the community, we know that over the last decade, New York City has experienced a large increase in the number of students who attend charter schools. For the 2015-2016 school year 95,000 students are enrolled in 207 charter schools across the five boroughs. In 2015 alone, 64,600 students applied for 22,000 available seats in charter schools, and leaving close to two-thirds (42,600) of families on waiting lists.[1] In the Bronx, the list of families waiting for a seat was approximately 16,300 in the year 2013-2014, the largest number from any borough. In a report from April 2014, completed by the New York City Charter School Center, it was estimated that New York City charter school applicants would far exceed the number of seats available in every borough in the city. **Figure 15.1** details the results from the study.[2]

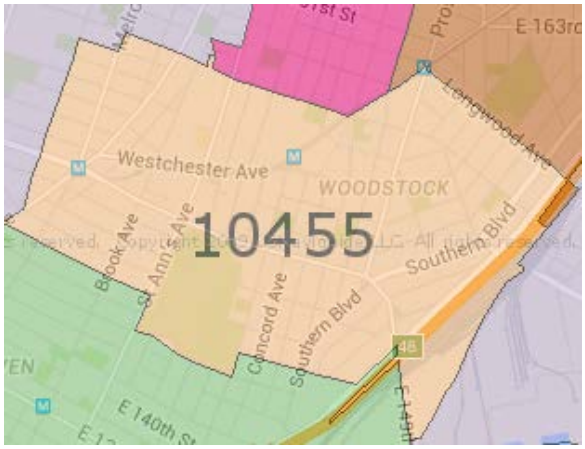
Figure 15.1: NYC Charter School Applicants and Seats, by borough (estimates 2014-15)[3]



Legacy College Prep proposes to open a middle and high school in the South Bronx located in Community School Districts (CSDs) 7 and/or 8 located in the south and southeast corner of the Bronx, specifically in the zip code 10455 between the Bruckner Expressway and Melrose Ave. **Figure 15.2** provides a map of zip code 10455.

[1] http://www.nyccharterschools.org/sites/default/files/resources/NYC-Charter-Facts.pdf.
[2] "New York City Charter Schools: 2014-2015 Enrollment Lottery Estimates." *New York City Charter School Center*. New York City Charter School Center. April 2014. Web. 26 July 2015.
<http://www.nyccharterschools.org/sites/default/files/resources/Lottery2014FinalReport.pdf>.
[3] http://www.nyccharterschools.org/sites/default/files/resources/Lottery2014FinalReport.pdf.

Figure 15.2: Map of Zip Code 10455



We have chosen to propose two CSDs in order to ensure that we attract students from the highest need areas of the Bronx, and that we are not impacting one single district's enrollment with the addition of our school. We also would like to broaden our search for a facility to two CSDs. Students in whichever district we ultimately are located, CSD 7 or CSD 8, will receive preference in our lottery, however, we plan to heavily recruit to enroll students in zip codes 10454, 10455, the south part of 10459, and 10474. Within these zip codes exists one of the lowest high school graduation rates in the state, hovering between 40 and 45% of students graduating high school in four years.

At Legacy College Prep we seek to partner with the district schools and other established charter schools to provide students currently without such access with (a) the knowledge and skills needed to meet and exceed proficiency requirements on state and national assessments, (b) the values-based character needed to build the habits that inform school and life success, and (c) the inspiring vision and school design that allows all students to build a legacy for their families and their communities - and empowering every student to be college ready.

Many families in CSD 7 and CSD 8 attempt to send their children to charter schools but are thwarted by the shortage of available spots in the charter schools in their neighborhoods. **Figure 15.3** shows the specific numbers of applicants and seats available for ten of the school districts in New York City which have the highest need for greater charter school availability.

Figure 15.3: Ranked CSDs by applicants to local charter schools w/seats (estimate, 2014-15)[4]

Rank	CSD (Neighborhood)	Applicants (est.)	Seats (est.)
1	CSD 11 (NE Bronx)	6,104	456
2	CSD 3 (West Harlem/West Side)	4,749	839
3	CSD 5 (Central Harlem)	4,637	1,806
4	CSD 7 (S Bronx)	4,558	1,763
5	CSD 9 (SW Bronx)	4,301	811
6	CSD 30 (NW Queens)	3,564	434
7	CSD 4 (East Harlem)	3,219	1,108
8	CSD 8 (SE Bronx)	3,157	836
9	CSD 18 (Central Brooklyn)	3,026	627

[4] http://www.nyccharterschools.org/sites/default/files/resources/Lottery2014FinalReport.pdf.

10	CSD 29 (SE Queens)	2,919	313

Figure 15.3 demonstrates that CSD 7 and CSD 8 rank fourth and eighth, respectively, for fewest admissions per charter school applicant in New York City. There is a need for more school options in these districts to meet the clear demand for high performing schools and traditional public school alternatives. Most of the charter schools that currently exist in CSD 7 and CSD 8 begin enrollment in kindergarten or ninth grade, which means that when families are unable to gain a seat for their children there is not another option for enrollment until high school.

Each year the New York City Charter School Center releases a study on lottery/waitlist estimates for charter schools in various parts of the city. According to the report from 2014-2015, CSD 7 and CSD 8 are listed in the top ten for community school districts with the highest gap between charter school seats available and number of applicants.[5] In CSD 7, there were 4,558 applicants for 1,763 seats. In CSD 8, there were 3,157 applicants for 836 seats.

During the extensive outreach we have done on behalf of Legacy College Prep, we have spoken with many leaders of charter schools in CSD 7 and CSD 8. Several leaders informed us that the wait list for each of their charter schools was close to or over 1,000 students each year. Most of the charter schools in CSSD 7 and CSD 8 begin in kindergarten, so when families are placed on a waitlist, their chances of enrolling in a later year are slim. Legacy College Prep will open in sixth grade, offering families an option to enroll their children in a charter school that provides a seamless middle and high school education, which is an uncommon opportunity in CSD 7 and CSD 8 currently.

According to recent data from the New York City Charter School Center on charter school lottery estimates, the majority of charter school located in CSD 7 and CSD 8 receive over 400 applications. Many of those families are put on waitlists when there are not enough seats available. **Figure 15.4** provides a map showing the locations of charter schools in CSD 7 and CSD 8. The schools marked in orange have an entry enrollment grade of kindergarten and/or first grade. The schools marked in blue have an entry enrollment grade of ninth grade. Only one school, marked in yellow, has an entry grade of sixth grade. Families in these districts who are placed on waitlists in elementary school have almost no option to enroll their children in a charter school until ninth grade.

Figure 15.4: Map of Local Charter Schools

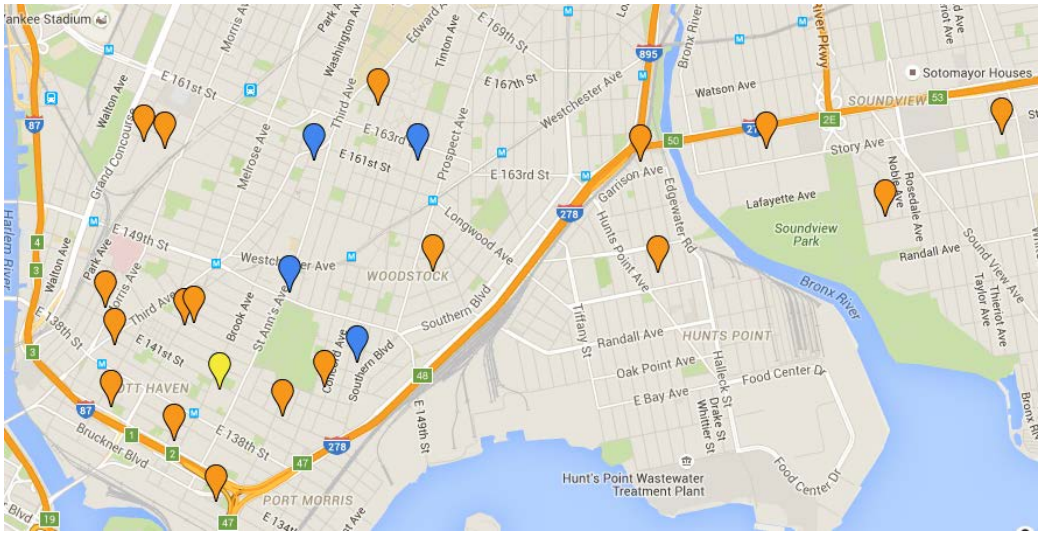


Figure 15.5 provides a list of the charter schools in CSD 7 and CSD 8, with grade ranges and the number of applications they receive each year. The figure also shows the number of single school

[5] http://www.nyccharterschools.org/sites/default/files/resources/Lottery2014FinalReport.pdf.

applicants, meaning that the families opted to only apply to that school. The vast difference between number of applications and number of single school applicants is an example of how families are attempting to enroll their child in *any* charter school within their district by applying to as many as 10 different schools in an effort to ensure that their child is granted a seat in at least one of them.

Figure 15.5: Waitlist Data for Local Charter Schools**

School Name	CSD	Grade Levels	Number of Applications	Number of Single School Applicants	Number of Seats Available	Number of Families on Waitlist
Academic Leadership Charter School	7	K-8	3117	1178	119	1059
American Dream Charter School	**7**	**6-8**	**180**	**38**	**150**	**-112**
Boys Prep Charter School of New York	8	K-8	647	164	93	71
Brilla College Preparatory Charter School	7	K-5	954	186	90	96
Bronx Charter School for Children, The	7	K-5	1641	362	70	292
Bronx Charter School for the Arts	8	K-5	257	44	312	-268
Bronx Global Learning Institute for Girls Charter School	7	K-5	956	237	956	-719
Family Life Academy Charter School II	7	K-8	726	142	98	384
Family Life Academy Charter School III	7	K-8	336	84	52	90
Girls Preparatory Charter School of the Bronx	8	K-8	1450	482	98	384
Heketi Community Charter School	7	K-5	130	19	67	-48
Hyde Leadership Charter School Bronx	8	K-12	2292	615	124	491
Icahn Charter School 7	8	K-8	1149	222	36	186
KIPP Academy Charter School	7	K-12	1368	369	94	275
Mott Haven Academy Charter School	7	K-5	1074	219	46	173
New Visions Charter High School for Advanced Math and Science II	8	9-12	1235	328	170	158
New Visions Charter High School for the Humanities II	7	9-12	1075	284	180	104
New York City Charter High School for Architecture, Engineering and Construction Industries	7	9-12	457	283	200	83
South Bronx Charter School for International Cultures and the Arts	7	K-5	1034	218	150	68
South Bronx Classical Charter School II	7	K-5	769	319	100	219
Success Academy Charter School - Bronx 1	7	K-5	3552	660	96	564

Success Academy Charter School - Bronx 3	8	K-5	3032	570	99	471
Success Academy Charter School - Bronx 4	8	K-5	1930	364	53	311
University Prep Charter High School	7	9-12	374	132	125	7

** This data is from April 1st of 2015 and does not reflect enrollment efforts beyond the April 1st deadline.

In addition to the large application numbers, the type of school available in CSD 7 and CSD 8 also led us to select these districts as the proposed location for Legacy College Prep. Of the schools listed in **Figure 15.4**, eighteen are elementary schools beginning in kindergarten, four are high schools beginning in ninth grade, and only one is a middle school admitting students in sixth grade. If a child is not admitted in kindergarten through the lottery, it is almost impossible for families to find a middle or high school option for their children that is not one of the lower performing schools in the district. Students who complete elementary and middle school in a charter school have few options to attend a charter school for high school. Legacy College Prep will be that option for families that provides students with a high quality middle school and then continues to provide that same support in high school and beyond.

Combining this statistical analysis of the need and demand for a quality 6-12 charter school option in our target community with our months of community outreach and hundreds of conversations with parents, we see and hear consistent demand for Legacy College Prep. We see and hear this demand through the signatures from hundreds upon hundreds of parents, the multiple phone calls we receive daily from parents trying to enroll their children this year – hearing of the school through our extensive community outreach efforts and one of our dozes of community partners, or in the voice of parents frustrated to find out that their child is too old for our target age group.

b. Target Population Enrollment

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. *For further information, refer to the Guidance Handbook.*

Explain how the proposed school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs and FRPL students. The response should:

- *Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/enrollment-retention-targets/.*
- *Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);*
- *Describe any at-risk admissions factors, set-asides or "preferences" the school would offer that would increase the likelihood of enrolling targeted students (understanding that the inclusion of such preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding – please see Appendix A below and accompanying guidance related to Appendix A in Institute's Guidance Handbook for further information); and,*
- *Provide a brief explanation of the efforts, resources, structures or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.*

Enrollment Targets

Legacy College Prep plans to implement several strategies in order to ensure that we have met our enrollment targets. We have used the enrollment calculator established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. **Figure 15.6** shows the targets for Year 1 when we have only enrolled sixth grade.

Figure 15.6: Enrollment Targets for Grade 6

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Community School District 7	93.2%	22.6%	17.9%
Community School District 8	88.3%	12.2%	17.8%
CSD 7 and CSD 8 Average	90.8%	17.4%	17.9%

Figure 15.7 shows the enrollment targets for the five-year term of the charter, serving grades six through ten.

Figure 15.7: Enrollment Target for Grades 6 – 10

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Community School District 7	91%	18%	16.7%
Community School District 8	89%	11.8%	17.7%
CSD 7 and CSD 8 Average	90%	14.9%	17.2%

Figure 15.8 shows enrollment targets for full enrollment in year 7 with grades six through twelve.

Figure 15.8: Enrollment Targets for Grades 6 – 12

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Community School District 7	89.5%	16.4%	14.9%
Community School District 8	88.5%	11.1%	16.4%
CSD 7 and CSD 8 Average	89%	13.8%	15.6%

We are working to partner with several organizations to recruit students and families. A primary partner will be Families for Excellent Schools as we have a Board member who works as a Community Organizer for the advocacy group. We plan to host information sessions at community centers in CSD 7 and CSD 8, advertising these sessions on our website, www.legacycollegeprep.org, putting flyers in residence buildings, and conducting grassroots, door-to-door campaigns, as well as working closely with local churches and other organizations to get the word out about the school.

For Letters of Support from local partners, please see **R-15e Evidence of Support**; for more detail on the extensive community outreach we have conducted throughout the last months, please see **R-03 Proposal History**.

All correspondence will indicate that our school support students with special needs and ELLs. We are also ensuring that all of our communication materials are printed in Spanish and English to provide access to all families. All information sessions will have a Spanish translation and, to conduct community outreach, we have enlisted volunteers who speak Spanish. We will continue to work with organizations like the New York City Charter School Center, advocacy groups like Singeria and Advocates for Children of New York to ensure that our enrollment efforts are reaching the families of students with special needs and families of students who are English Language Learners. Throughout our enrollment period we will evaluate the number of applications we have from specific sub groups and ensure that our proposed students represent the demographics that exist in the communities in CSD 7 and CSD 8.

Retention Targets

Each year we anticipate there will be attrition in our student population due to various factors including families moving out of the community and also families electing to move their children to a different school. While we cannot fully control the mobility factor, we can formulate strategies to ensure that we hit our retention targets from year to year. **Figure 15.9** outlines our retention targets for Year 1 with only sixth grade enrolled.

Figure 15.9: Retention Targets for Grade 6

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Community School District 7	83.1%	76.3%	73.1%
Community School District 8	80.3%	64.9%	68.2%
CSD 7 and CSD 8 Average	81.7%	70.6%	70.7%

Figure 15.10 shows the retention targets for the five-year term of the charter, serving grades six through ten.

Figure 15.10: Retention Target for Grades 6 – 10

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Community School District 7	78.4%	71.8%	65.8%
Community School District 8	76.4%	62.1%	64.3%
CSD 7 and CSD 8 Average	77.4%	67%	65%

Figure 15.11 shows retention targets for full enrollment in year 7 with grades six through twelve.

Figure 15.11: Retention Targets for Grades 6 – 12

	Free and Reduced Price Lunch (FRPL)	Limited English Proficiency (LEP)	Students with Disabilities (SWD)
Community School District 7	79.6%	71.9%	66.9%
Community School District 8	77.1%	62.4%	64.9%
CSD 7 and CSD 8 Average	78.4%	67.2%	65.9%

In order to retain as many students as possible from year to year, we will form strong partnerships with families. Parent partnerships are a key design element for Legacy College Prep and we plan to begin forming these partnerships immediately after securing our enrollment list. The Head of School and Dean of Operations will conduct home visits with all families during April, May, and June. Many of the families with whom we have spoken during our outreach have mentioned a desire for greater communication with their children's school. The home visits will be the beginning of a partnership that will include weekly communication between the school and families in the form of advisors contacting families to let them know the progress that students are making and in written form through progress reports and newsletters sent home on a weekly basis. Advisors will remain with their advisory group throughout the three years of middle school (grades 6-8), building close relationships with families, and then again throughout the four years of high school (grades 9-12), again, maintaining close relationships with students and their families during this new stage of education and these pivotal years that bring a student to high school graduation and college readiness. We have hired a staff that includes a Social Worker, who will work closely with families to ensure that they have access to additional supports should they need and thus be as preventative as possible in limiting attrition due to factors outside of the school. Parents will be welcome into the school for monthly morning meetings with the Head of School and other school leaders to voice concerns and offer feedback and suggestions. Ensuring clear and frequent communication with families will keep satisfaction levels high, making it a greater likelihood for families to keep their students at Legacy College Prep all the way through to the twelfth grade.

For families who request to transfer their students, we will ensure multiple contacts with staff members prior to the transfer occurring, beginning with a conversation with the advisor, the Dean of Culture, and finally the Head of School. Throughout the year we will monitor the number of students transferring out of the school and also survey parents at the end of each year on satisfaction with the school. Specifically, the Head of School, Dean of Student Supports, Dean of Operations, and Dean of Culture will look at sub-groups of students who have transferred out to determine whether or not appropriate support systems were in place for those students. This information will be used to formulate new strategies if what is currently in place is not successful.

d. Community Support

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

We have conducted extensive amounts of community outreach on behalf of Legacy College Prep. We began by reaching out to local elected officials, community boards, community school districts, local community centers, and non-profit organizations. In all meetings we were met with support from

the organizations with whom we spoke. **Figure 15d.1** lists the meetings we have held, with dated correspondence, and the response and level of support from the organization.

Figure 15d.1: Correspondence with Stakeholders and Community Organizations

Date(s)	Community Member/Stakeholder	Response
11/9/15 11/18/15 12/7/15 12/16/15 1/21/16 1/27/16	Community Board 2 District Manager – Rafael Salamanca	Asked us to speak at the Education Committee meeting. Invited to then speak at a full board meeting. Continued to attend Education Committee Meetings and Full Board Meetings after securing the letter of support.
9/24/15 10/29/15 11/5/15 11/19/15 12/3/15 12/17/15 1/14/16	Community Board 1 District Manager – Cedric Loftin	Asked us to speak at the Education and Youth Committee meeting. Invited us to give an update at the following Education and Youth Committee meeting. Approved writing a letter of support for Legacy College Prep at the meeting. Continued to attend Education and Youth Committee Meetings and Full Board Meetings after securing the letter of support.
12/17/15 1/8/16	Assemblyman Michael Blake	Met with Chief of Staff Aaron Carr and spoke with Assemblyman Blake over the phone. Secured letter of support.
12/4/15	Assemblyman Marcos Crespo	Met with Assemblyman Crespo and secured letter of support.
12/3/15	State Senator Jeff Klein	Met with Education Policy Staff and secured letter of support.
1/15/16	Assemblywoman Carmen E. Arroyo	Met with Education Policy Staff and secured a letter of support.
12/2/15 1/4/16	State Senator Jose E. Serrano	Spoke with Community Relations Manager Farhana Hassan. Followed up via email requesting letter of support.
10/28/15 11/8/15 12/17/15 1/4/16	City Councilwoman Melissa Mark-Viverito	Emailed the Councilwoman. Spoke with Chief of Staff.
12/17/15 1/6/15 1/15/16	U.S. Congressman Jose M. Serrano	Exchanged emails with Executive Secretary/Scheduler Clara Wagner-Anderson. We were unable to get a meeting with the Congressman.
12/18/15 1/4/16 1/19/16	State Senator Ruben Diaz Sr.	Met with State Senator Diaz.
12/2/15	Bronx Borough President Ruben Diaz Jr.	Spoke with Education Director, Monica Majors. Pledged to assist us in future endeavors.
10/28/15	Families for Excellent Schools	Community Organizer, Yvonne Guillen joined our Founding Team and we partner with Families for Excellent Schools throughout our enrollment efforts.

10/27/15 12/8/15 1/11/16	The Point Community Center	Met with Executive Managing Director Danny Peralta. We held two information sessions at their facility on 12/8/15. We set up a table to speak with families at their afterschool program on 1/11/16. We will continue to partner through community service opportunities once the school is open.
11/5/15 12/3/15 2/4/15	Community Board 1 District Manager – Cedric Loftin	Presented at two Education Committee meetings and on the agenda to present an update at the Education Committee in February. The Committee has given our team a lot of feedback and we are looking forward to continuing to update the Community Board on the progress we are making implementing their feedback into the design.
10/25/15 11/8/15 12/19/15 1/10/16	Real Life Church – Pastor Reggie Stutzman	Attended several church services and met the Pastor, his wife, and other church members from the community. The church conducts a lot of outreach and service in the community and we look forward to connecting with them in the future for possible service opportunities for our students.
10/28/15 11/18/15 1/4/16 1/12/16	Hunts Point Public Library	Met with Library Manager Liana Acevedo and she agreed to put flyers in the library for information sessions and future enrollment efforts. She invited us to hand out flyers to parents at their after school program.
11/5/15 12/3/15 1/12/16	Mott Haven Public Library	Met with Library Manager Jeanine Cross and she agreed to put flyers in the library for information sessions and future enrollment efforts. She invited us to speak with parents picking up students at their after school program.
11/6/15 12/9/15	St. Mary's Recreation Center	Met with Deputy Center Manager Victor Campbell. He agreed to put flyers up in the rec center for information sessions and future enrollment efforts. We hosted an information session at the center on 12/9/15. We were invited to pass out flyers on Saturday mornings when they have several activities for children and community members.
11/18/15 12/2/15	Hunts Point Recreation Center	Met with Center Manager Fernando Rosa. We set up a table and passed out flyers to families on 12/2/15. He agreed to put flyers up in the rec center for information sessions and future enrollment efforts.
11/13/15 12/1/15 1/13/16	BronxWorks, Inc.	Met with the Executive Director Eileen Torres who connected us with directors who work in Mott Haven. Community Organizer Glenn

1/14/16		Bullock assisted in organizing two information sessions for the school on 1/13/15 and 1/14/15 at the BronxWorks facilities. We will continue to partner with BronxWorks to reach out to families throughout our enrollment efforts.
11/6/15 1/4/16	St. Ann's Episcopal Church	Met with Afterschool and Warden Director Wendy Canas. She agreed to allow us to pass out flyers to families of students who attend their elementary school. We look forward to returning to their summer program to speak with additional families about enrolling in Legacy College Prep.
11/4/15	Cheryl Cross – Head of the Tenant Association at Mill Brook Housing Development	Spoke with Ms. Cross about setting up a time to speak with parents in the housing development about the school and to recruit students. Ms. Cross is working to connect us with other Tenant Associations in the zip codes we are targeting to assist in our enrollment efforts.
11/4/15 1/7/16	Mill Brook Community Center	Met with Program Coordinator Terrel Newton who agreed to let us pass out flyers to families during their after school program. We attended a parent meeting on 1/7/16 to speak with families about the school and will continue to partner with the community center throughout our enrollment efforts.
11/3/15	WorkForce1	Met with Community Partner Dinorah Bobet and Business Service Manager Corwin Spivey. We plan to form a partnership with their organization for recruiting purposes to ensure we are recruiting staff and teachers from the community where the school will be located.
1/14/16	Project Hope	Met with Miguel Calderon. We plan to form a partnership with their organization for recruiting purposes to ensure we are recruiting staff and teacher from the community where the school will be located.
11/6/15	Mott Haven Community Center	Met with Director of Social Services Dorcas Colon. Our goal is to form a partnership with the Head Start program for recruitment and enrollment purposes, gaining access to families who may have older children in need of a middle school.
11/6/15	St. Ann's Episcopal Church	Met with the Afterschool and Warden Director Ms. Wendy Canas and passed out flyers to parents of students in the elementary school program. Spoke with parents of children looking for a middle school and plan to return in spring and summer to present more

		information about enrollment to families during their summer program.
11/6/15	Singeria	Met with Co-Director of Metropolitan Parent Center Godfrey Rivera. We attended a parent workshop in January and look forward to continue to partner with Singeria to ensure that we are providing appropriate supports for our students and educating our parents on the supports we are providing for students with special needs.
11/3/15 1/19/16	Police Athletic League	Met with Director Tier'A Berry and she invited us to speak with parents at their Parent Workshops in the spring and pass out flyers on behalf of Legacy College Prep. We also hosted an information session at the PAL. We will continue this partnership throughout our enrollment efforts.
11/3/15	Hunts Point Alliance for Children (HPAC)	Met with Executive Director Jill Roche. She agreed to provide support with enrollment efforts if we are located within Hunts Point (zip code 10474). We look forward to partnering through community events if we are not located in the Hunts Point peninsula.
11/2/15	Mitchel Community Center	Met with Administrative Director of Community Center Programs Althea Stevens. She agreed to allow us to pass out flyers to families who were picking their children up from after school programs. We will continue this partnership throughout our enrollment efforts. The center also provides social service support to local schools so we will explore a future partnership with the center once we are open.
10/25/15 1/3/16	St. Athanasius Church	Spoke with Church Secretary Innocenia Ortega who agreed to let us pass out flyers to members of the church and share information with parents in the community. We will continue this partnership throughout our enrollment efforts.
12/6/15 1/10/16	St. Jerome's Church	Spoke with Community Organizer Maria Garcia who agreed to let us pass out flyers to members of the church and share information with parents in the community. We will continue this partnership throughout our enrollment efforts.
10/31/15 1/9/16	Hunts Point Seventh-Day Adventist Church	Met with Pastor-at-Large Gordon Jones who agreed to let us pass out flyers to members of the church and share information with parents in the community. We will continue this

		partnership throughout our enrollment efforts.
11/12/15	Advocates for Children of New York	Spoke with Supervising Staff Attorney Paulina Davis. We look forward to partnering with the organization and inviting them to facilitate training sessions with our teachers, staff, and parents.
11/9/15 11/19/15 1/13/16	NYCHA Betances VI Community Center	Met with Site Director Suzette Walker-Camara. She invited us to pass out flyers to families after school and we hosted an information session at the center on 1/13/15. We will continue this partnership throughout our enrollment efforts.
1/13/16	NYCHA Betances VI Tenant Association	Met with Starr DeVoe, a member of the Tenant Association and she invited us to speak at their next meeting on 1/27/16.
11/30/15	Majora Carter Advisory Board – Hunts Point	Spoke at a meeting on 11/30/15 to community members gathering feedback for the design of Legacy College Prep. Will continue to attend meetings to gather additional feedback and information on the community in zip code 10474.
1/14/16	Casita Maria	Met with the Director of Educational Programming Margarita Lozada. We spoke about a partnership to provide students with an arts or music enrichment on Fridays once the school opens.

During the months that we conducted community outreach we were able to gain more substantial support from organizations, stakeholders, and community members. Those organizations, stakeholders, and community members have written letters in support of Legacy College Prep. **Figure 15d.2** shows a list of those letters, and copies of the letters are in **R-15e Evidence of Support**.

Figure 15d.2: Letters of Support

African Advisory Council
Assemblyman Marcos Crespo
Assemblyman Michael Blake
Assemblywoman Carmen Arroyo
Building Excellent Schools
Bronx Community Board 1
Bronx Community Board 2
BronxWorks
C/I
Chicago Bulls College Preparatory Charter School
Democracy Prep Endurance Middle School
Hometown Securities Laboratories/Majora Carter Group
Metropolitan Lighthouse Charter Schools

Noble Network of Charter Schools
Real Life Church
RELAY Graduate School of Education
SoBro
South Bronx Classical Charter Schools
State Senator Jeff Klein
The Knowledge House
The Point Community Center
WorkForce 1
Youth Action Youth Build

15c. Evidence of Demand

Include evidence of student demand (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school).

Important Note: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any evidence of community support also explicitly or implicitly demonstrates student demand.

In preparing our application, the founding team for Legacy College Prep spent a significant amount of time canvassing the proposed zip codes 10454, 10455, 10459, and 10474. The purpose of canvassing was to let families and community members know about Legacy College Prep and our vision for the proposed school, while also gathering feedback to implement into the school's design.

During that time we also gathered signatures in support for the school. We were able to gather 685 signatures from families and community members in the South Bronx, specifically 537 families with school-aged children, and 198 families with a child in the 3rd or 4th grade living in Community School District (CSD) 7 or CSD 8. **Figure 15c.1** provides copies of the signed petitions we gathered. **Figure 15c.2** is a typed copy of the specific families who have children in the 3rd and 4th grades, representing students who could potentially be in our first or second class of students, and who reside in our proposed zip codes in CSD 7 and CSD 8.

In addition to our support through community petitions, we have also gathered data on the waitlist numbers of local charter schools in CSD 7 and CSD 8. During the planning year before Legacy College Prep opens, we plan to continue our efforts to inform the community about our school to reach many of the families who but might be on one of the waitlists at the charter schools within the districts we propose. Found after all signatures and community petition lists, **Figure 15c.3** provides a list of the local charter schools in CSD 7 and CSD 8 with grade ranges and the number of students on their current waitlist for entry.

10/31/15

Legacy College Prep Charter School

Why Support Legacy College Preparatory

-Culture of EXCELLENCE Focused on College Preparation

-Positive Environment Focused on Joy of Learning and Critical Thinking Skills

-Tuition-Free & Enrollment by Lottery

-Extend School Day and Year

-Parents are Partners

-Structured and Supportive Environment

-Character Education Focused on Forming Successful Habits

-Individualized Supports for Students Daily

-Committed Teachers Driving Student Success

-Elective Focus on Physical Education and Computer Science

-Enrichment Opportunities

Our Mission: *Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals,* ***Legacy College Preparatory Charter School*** *ensures all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.*

As a member of the South Bronx community in which Legacy College Preparatory intends to operate, I am signing this petition to affirm that I have read Legacy College Prep's mission; there is a need for this school in our community; and I would like to see Legacy College Prep open as a free, public charter school in the fall of 2017.

	Name (Please Print)	Street Address (w/ Zip)	Phone	Email	Signature
1	Janessa Melendez	[redacted]			
2	SOFIA CASTILLO				
3	Nikki Brown				
4	Kayla Caravello				

Response 15c - 2

Figure 15c.1: Signed Petitions

	Name (Please Print)	Street Address (w/ Zip)	Phone	Email	Signature
1	Gianna Dellolio	[redacted]			
2	Jennifer Lopez				
3	Taquacia Sapp				
4	Monique McMillon				
5	Rosemarie Meadow				
6	Lillian Gonzalez				
7	Jane Camacho				
8	Cynthia Gomez				
9	Yuri Nuñez				
10	Shaquia Hunter				
11	Jemimah Watkins				
12	Lisa Hall				
13	Monique Brown				
14	Judge Anderson				
15	Jasmine Weddington				
16	~~Lette~~ Tonte				
17	Tiffany Howell				
18	Tiffany Rascoe				

Response 15c - 3

	Name (Please Print)	Street Address (w/ Zip)	Phone	Email	Signature
1	Sakran Gaiant	[redacted]			
2	Gisele Mills				
3	Amanda Whitley				
4	Alex Hill				
5	Cheryl Small				
6	Quiana Vick				
7	Mifosho washington				
8	Smaily Tupete				
9	Chalice Watson				
10	Maria Gonzalez				
11	Marisol Gonzales				
12	Joanne Brown				
13	Rosa Nieto				
14	Sonaitha Villalobos				
15	Cassandra Limardo				
16	Alexis Gonzalez				
17	Zully Equilin				
18	Jeanne Calderon				

Response 15c - 4

	Name (Please Print)	Street Address (w/ Zip)	Phone	Email	Signature
1	Wanda Potts	[redacted]			Wanda Potts
2	Mildred Lapaix				Mildred Lapaix
3	Keila O'Neal				Keila O'Neal
4	Susan Church				Susan Church
5	Antoine Smith				Antoine Smith
6	Shimika Lewis				Shimika Lewis
7	Dorothy Arzu				Dorothy Arzu
8	Kelly Davis				Kelly Davis
9	Elisa Figueroa				Elisa Figueroa
10	Shatyse Dawson				Shatyse Dawson
11	Yahaira Gomez				Yahaira Gomez
12	Angeli Chiroo				Angeli Chiroo
13	~~Ana~~ Aura Cruz				Aura Cruz
14	Colasa Noesis				Colasa Noesis
15	Tiffany Malone				Tiffany Malone
16	LaTasha Malone				LaTasha Malone
17	Kathleen Toner				Kathleen Toner
18	Diana. Leiva				D. Leiva

Response 15c - 5

Legacy College Prep Charter School

Why Support Legacy College Preparatory

-Culture of EXCELLENCE Focused on College Preparation

-Positive Environment Focused on Joy of Learning and Critical Thinking Skills

-Tuition-Free & Enrollment by Lottery

-Extend School Day and Year

-Parents are Partners

-Structured and Supportive Environment

-Character Education Focused on Forming Successful Habits

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	Name (Please Print)	Child's Current Grade	Zip Code	Phone	Email	Signature
1	JOE BANKOLE	2	10455	[redacted]		
2	Katherine Solomon	5	10455			
3	Kujogie Fisiu	1st, 6, 4th, 2nd	10455			
4	Ikeoluwa Issaka	4	10455			

Response 15c - 6

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Isabel Ureña	2grado	10455	[redacted]		Isabel Ureña
2	Maria Garcia	3grado	10455			
3	Lavon Smith	4grade	10455			L Smith
4	Jolissa Medina	1grade	10455			Jolissa Me
5	Jolissa Medina	7grade	10455			Jolissa Me
6	Jay Rodriguez	3rd	10454			
7	Joanne Sherrill	3rd	10454			J Sherrill
8	maria Hernandez	2nd	10454			
9	Jazmine Hernandez	2 and	10455			E. Jazmine
10	Clarisa Sostre	4th	10455			C Sostre
11	Brisa Sedeño	2 grade	10472			Brisa
12	Monica Briscoe	7 grade	10456			M Briscoe
13	Chyral Harris	1st 10th K	10454			CH
14	Lauren Carreras	1st	10454			Lauren Ca
15	Annette Carcamo	6th & 4th	10454			
16	Wilberto Rivera	2nd	10455			W
17						
18						

Response 15c - 7

	Name (Please Print)	Street Address (w/ Zip)	Phone	Email	Signature
1	Linda Gaines	[redacted]			L. W. Gaines
2	Alice Simmons				A. Simmons
3	Brenda Rodriguez				B. Rod
4	Michelle Alberto				Michelle A.
5	Evangelina Paz				
6	Esther Almonte				il.com
7	Brian Lyons.				
8	Natividad Mendez				
9	Lijia Dyer				
10	Blanca Jimenez				Blanca J.
11	Ebony McDaniel				
12					Ebony McDaniel
13					
14					
15					
16					
17					
18					

Response 15c - 8

Legacy College Prep Charter School

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	Name (Please Print)	Child's Current Grade	Zip Code	Phone	Email	Signature
1	Shameca Wright	Pre K	10459	[redacted]		
2	Flor Rivera		10459			
3	Nyasia Moore	4	10435			Nyasia Moore
4	Gabriela Perez	RK 1st	10474			

Response 15c - 9

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Sharell Castillo	5	10454	[redacted]	[redacted]	Sharell Castillo
2	Jasmine Abreu	6	10474	[redacted]	[redacted]	Jasmine Abreu
3	Norma Rosario	2	10457	[redacted]	[redacted]	Norma Rosario
4	NANCY MIRANDA	2	10462	[redacted]	[redacted]	Nancy Miranda
5	K McLaurin		10456	[redacted]	[redacted]	K McLaurin
6	DIANA FELIZ	6	10474	[redacted]	[redacted]	Diana Feliz
7	Dallas Simmons	5	10459	[redacted]	[redacted]	Dallas Simmons
8	Yvette Alexander	5	10459	[redacted]	[redacted]	Yvette Alexander
9	Simone Dalmida	4	10473	[redacted]	[redacted]	Simone Dalmida
10	Siquavia Jones		10473	[redacted]	[redacted]	Siquavia Jones
11	Shirema Soares		10474	[redacted]	[redacted]	Shirema Soares
12	Araceli Nieves	3	10459	[redacted]	[redacted]	Araceli Nieves
13	Jessica CARTAGENA		10473	[redacted]	[redacted]	Jessica Cartagena
14	Luz Cintron	7	10474	[redacted]	[redacted]	Luz Cintron
15	Zulma Echevarria	7	10474	[redacted]	[redacted]	Zulma Echevarria
16	Wanda Carrasquillo	2	10459	[redacted]	[redacted]	Wanda Carrasquillo
17	Karen Davis	8	10474	[redacted]	[redacted]	Karen Davis
18	Erica Jones		10474	[redacted]	[redacted]	Erica Jones

Response 15c - 10

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	[illegible]		11236	[redacted]	[redacted]	[redacted]
2	Catherine Vega	5th	10473			
3	Schomberg Colin	8th	10474			
4	Jazmin Winfree	6th	07631			
5	Lissette Nunez	6th, 5th, 4th	10474			
6	Sade' Keith	1st	10473			
7	Carla Luna	Prek	10459			
8	Carolyn Diaz		10459			
9	Yudelkis Peña	Prek	10457			
10	Humberto Colon		10459			
11	George Lang	K 3 410	10473			
12	Nikeca Coles	2nd	10460			
13	Margarita Merino	1st	10459			
14	Rondelle Adams		10459			
15	Nilda Vila	7, 9,	10467			
16	Alicia Denten	Pre-K, 4	10459			
17	Tyrone Cousart	3 - 10	10460			
18	Sonia [illegible]	2	10474			

Response 15c - 11

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	[illegible]	1 grade [illegible]	10459	[redacted]		[illegible]
2	Jason Tossas	Kgrade	10452			
3	Nita Peña	6-3grade	10473			
4	[illegible]	4 yrs	10459			
5						
6						
7						
8						
9						
10						
11						
12						
13						
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15						
16						
17						
18						

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Jeanve Leon	5	10474	[redacted]	[redacted]	
2	Eduardo Gomez		10474			
3	Celso Lopez	6 - 9	10474			
4	Martha Wiggins	3rd K	10474			
5	Jasmine Morales	2/K	10474			
6	Edith Arriola	2	10459			
7	Kashana Amos	2	10474			
8	Jenny Vasquez	2	10474			
9	Marquay Chesterfield	1-2	10459			
10	Joanny Ortiz	3	10474			
11	Victoria Hester.	PreK/3/2	10459			
12	Ivelisse Cruz	1st	10455			
13	Jennifer Glover	1st	10470			
14	Daily Kiernon	1st	10464			
15	Desiree Thomas	5 grade	10456			
16	Natasha Ceasar		10451			
17	William Lindsey	5 grad	11236			
18	Yuri Rivas		10453			

Response 15c - 13

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Caeheke Theodore	toddler	10454	[redacted]	[redacted]	
2	FATOU Kendjsic		10456			
3	Delia Bond	toddler	10457			
4	Josefina Morales	5th	10454			
5	Leyisha Clark	~~Pre K~~ ~~Toddler~~	10469			
6	Graduna Griffith	—	10455			
7	Alicia Polanco	~~Pre~~ Kinder	10454			
8	Barbara Curtis	—	10454			
9	TARANJA FORD	PRE-K 3H H-2	10454			
10	michael Gamez	5th	10454			
11	Audrien Pacheco	toddler	10454			
12	Miguel Cortes	5th	10454			
13						
14						
15						
16						
17						
18						

Response 15c - 14

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	BEBE CISSE	2 nd Boy	10474	[redacted]		CISSE
2	Qiyana Baker	5TH	10459			
3	Virginia Hernandez	4	10474			
4	Rocío Vazquez	2	10452			
5	Mayra Campos	4	10472			
6	Lamont Goings	4 & 1st	10474			
7	Australia Feliz	1	10459			
8	Alexis Howard	3	10459			
9	Arielle Dozier	9th	10459			
10	Asianette	7th	10459			
11	CHRISTIANA ZAPATA	5th	10455			
12	Gisele Rodriguez	12th	10455			
13	EDUARDO BORIA	8TH	10455			
14	BASHIR MAMUN	2nd/7th	10472			
15	Sofia Aguilar	4 grade	10459			
16	Teodora Aguila	5th grade	10454			
17	Rosa GARCIA		10459			
18	ANALIS	10	10459			

Response 15c - 15

Legacy College Prep Charter School

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	Name (Please Print)	Child's * Current Grade	Zip Code *	Phone	Email	* Signature
1	Kira Lockery	Prek	10473			K Lockery
2	Jose Acosta	3rd Grade	10458-59			
3	Justin Rivas	Prek	10473	[redacted]		Justin Rivas
4	Robert Solomon	1Grand	10473			R. S

Response 15c - 16

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	S James	1st	10459	[redacted]		
2	SARAH Diomar	1st + 4th	10459			
3	Cheyenne Galarza	5th	10459			
4	Rosie Perez	2	10459			
5	Ilsa Rodriguez	1st / 4	10472			
6	Anita ESPINOZA	3, 2, 7, 8	10460			
7	[illegible]	4	10460			
8	Iyin Omotosho	Kinder	10459			
9	Michelle Andujar	6, 3, 1	10458			
10	Jacqueline Rodriguez	1	10459			
11	Idamine Nunez	3	10459			
12	Janet Selah	9	10459			
13	M. Bermudez	4	10459			
14	H. Hena	4	10459			
15	Genice Jackson	4	10459			
16	Ashley Thomas	4, 12	10473			
17	Raquel Figueroa	5	10459			
18	Ysabel Urena	3 12	10472			

Response 15c - 17

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Nefitia Jones	2nd	10473	[redacted]		Nefitia Jones
2	Soledad Miranda	4	10459			
3	SHakira RamiRez	5	10460			SR
4	[illegible]	4	10459			
5	Olivia Ruiz	3	10459			
6	Araseli Leyva	3, 6, 9	10459			
7	JIANG XING XIN	1, 3	11354			
8	TERESA L WILLIAMS	PRE K (1)	10459			
9	Gladys Macray	6,	10459			
10	Mashia Alexander	3, 6	10474			
11	Schneile Thomas	4	10475			
12	Yasine Norman	1st & 3rd	10475			
13	John Richardson	9th	10456			
14	Chantelle Valino	7th 8th 3rd	10459			Chantelle V.
15	Brenda Salazar	4th 1K	10459			Brenda Salazar
16	David Velazquez	4	10474			
17	Nancy Ortega	10th	10474			
18						

Response 15c - 18

Legacy College Prep Charter School

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Caroll G.L		10474	[redacted]		Caroll G.L
2	Yasmin Santiago	8th.	10459			Yasmin Santiago
3	Daniel B. M		10459			Daniel B. M
4	Karen Morales	6th / 9th	10801			
5	Alba Richards	9th /	10459			Alba Richards
6	Ba	Pre-K	10474			Ba
7	Leticia Parto	pre-K / 6th/8th	10459			com. Leticia Parto

Response 15c - 19

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Gabriela Sandoval	3	10456	[redacted]	[redacted]	Gabriela
2	CLAUDIA VARELA	3,4	10455	[redacted]	[redacted]	[redacted]
3	Nilonnie Cardona	2,9,4	10459	[redacted]	[redacted]	[redacted]
4	Maggie Aguilar	8	10456	[redacted]	[redacted]	[redacted]
5	arelis araujo	8	10455	[redacted]	[redacted]	[redacted]
6	Elena Rodriguez	2	10456	[redacted]	[redacted]	[redacted]
7	Marcos Martinez	2,1,K	10456	[redacted]	[redacted]	[redacted]
8	Le'Shauna Phinezee	6	10455	[redacted]	[redacted]	[redacted]
9	Bridgetteloveallen	5	10455	[redacted]	[redacted]	
10	Eunice Reyes	K	10474	[redacted]	[redacted]	[redacted]
11	Agustin Pacheco	6,	10459	[redacted]	[redacted]	[redacted]
12	[redacted]	K. 5. 6. 8	10451	[redacted]	[redacted]	[redacted]
13	Yulisa Rodriguez	3	10451	[redacted]	[redacted]	[redacted]
14	Aimee Mercado	2	10459	[redacted]	[redacted]	[redacted]
15	Sarah N. Kidd	K, 1st	10455	[redacted]	[redacted]	[redacted]
16	Alvaro Kidd	K, 1st	10455	[redacted]	[redacted]	[redacted]
17	Mercedes Henderson	Pre-K	10455	[redacted]	[redacted]	[redacted]
18	Aryanna Diaz	K	10159	[redacted]	[redacted]	[redacted]

Response 15c - 20

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Julie Velazquez	4th	10474	[redacted]	[redacted]	
2	Aaron Scott	4th + 5th	10467			
3	Alex Cannon	5th	10474			
4	Alan Deleon	1st	10459			
5		2	10454			
6		4th	10474			
7	Carla Britton	4th-K	10455			
8	Brisa Federio	6th, 2th	10472			
9	Ana Velez	12 grade	10459			
10	Jessenia Vegyn	K	10454			
11	Fausto Toussaint	7th	10455			
12	Fausmilly Toussaint	7th	10466			
13	Gregory Rendon	7th	10466			
14	Milagros Tineo	7th	10455			
15	Yosandra Gomez	7th	10474			
16	Lucila Villaguiran	-	10465			
17	Felicia LARA		10455			
18	Emilie Vazquez	8th	10459			

Response 15c - 21

Legacy College Prep Charter School

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Aleesnattawad	Kinder	10474	[redacted]		
2	Lisa Mascall	5th Grad	10459			
3	Stephanie Vargas	2nd grad	10456			SV
4	Melinda Lench	3rd	10473			
5	Ashley Brown	2nd	10459			AB
6	Shyreema Ebanks	3yrs	10467			
7	Entisar	4	104-14			Entisar

Response 15c - 22

Legacy College Prep Charter School

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Rosa Cruz	3	10455			Rosa Cruz
2	Mikely A. Mosonta	5 & 10	10459			[illegible]
3	Sonia Gayle	9th Grade	10459			[illegible]
4	Nora Vasquez	3rd & 1st	10459			[illegible]
5	Charles Tarson	8th + 1st	10456			[illegible]
6	Brenda Cruz	3 years	10459			[illegible]
7	Kwadwo GYAMFI	4th Grade	10459			[illegible]

Response 15c - 23

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Erika Delgado	1	10456	[redacted]		
2	Brigette Brantley	6th 11th & 8th	10459			
3	Porficia Sedeño	1 / PRK	10459			
4	Amelica Flores	1 / 2nd	10459			
5	Kaneisha Smith	5 yr old	10455			
6	Kevin Crandle	K & 3rd	10473			
7	Nancy Carlin	5rd	10459			
8	Pimpa Nicole	6th/1st	10459	[redacted]		
9	Daniella Lopez	3/K1	10455			
10						
11						
12						
13						
14						
15						
16						
17						
18						

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Shaun Barfield	5	10454	[redacted]		
2	Gerardo Cruz	Kinder	10451			
3	Jaycean Mcduffie	Kinder	10454			
4	Nadine Morales	4	10451			
5	Zenaydo Flores	3	10454			
6	Michael Bullock	1	10454			
7	Olga Velasquez	K	10462			
8	Arielle DAVIS	1	10454			
9	Eimy Baez	K	10454			
10	Latoya Judge	5	10029			
11	Samantha Frances	2	10454			
12	Adriana Serrato	K	10459			
13	Krystle Kennedy	3	10470			
14	Melissa Sanchez	2	10454			
15	Rosmery Pablo	K	10454			
16	Luna Calcano	4	10451			
17	Toussaint Gbessi	1	10454			
18	Shaquetta Green	K	10454			

Response 15c - 25

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Ignacia Santos	10	10459	[redacted]	[redacted]	Ignacia Santos
2	Tyrone Nash	5th & 1st	10459			
3	Eugene Lorick	3rd - 10th	10459			
4	Gloria Pyrant	K2	10455			
5	Sha-Nacca Sheridan	3rd	10454			
6	Juliana Rica	K & 1	10459			
7	Natividad Gutierrez	2nd & 5th	10454			
8	Liliana Ordonez	2nd	10451			
9	Reina Ordonez	2nd	10454			
10	Fanny Bautecbo	4th. 1st	10454			
11	[illegible]	1	10454			
12	Sherie Beaver	2	10454			
13	REGINALD GOUSBY	4	10451			
14	Luisa Rosa	3,4,5	10454			
15	Wally Fowler	2	10451			
16	Tori Stern	K	10454			
17	Joseph Lisuo	2	10434			
18	Elka Rodriguez	3	10454			

Response 15c - 26

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Ada Gonzalez		10455	[redacted]		
2	Betzaida Sanchez		10455			
3	Emily Caban	5	10454			
4	Jismely Martinez Alaina Garcia	2	10454			
5	Reyna Ibea	2	154			
6	Shevanna Davis	K	10454			
7	Lucia Avila	4	10462			
8	Shamar Statum	5	10451			
9	Niasia Figueroa	1st	10454			
10	Esteve Rosa	1 + 3	10457			
11	Viviana Garcia	3rd	10454			
12	Christine Green	4th	10473			
13	Leticia Barrios	3	10454			
14	K. Davis	3	1045			
15	Kevin Avila	2	10465			
16	Rolando Matias	3	10456			
17	Rogelio Santos	3	10454			
18						

Response 15c - 27

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Elena Nieves	3rd	10455	[redacted]		
2	Jose Cruz	4th	10455			
3	Leslie Garcia	2nd	10454			
4	Yenif Cruz	grado 1ro	10473			
5	Debra Gagea	4th grade	10472			
6	Ashlee Moreno	2nd grade	10454			
7	Luis E Rosario	4	10454			
8	Kevin Small	2nd	10454			
9	Monique Bula	4th and 5th	10454			Monique
10	Princesa Acosta		10454			
11	Julia Lindsey	1st	10454			
12	KISMET BARKSDALE	4	10454			
13	Gina Hodges		10454			
14	Angela Marrero	K	10454			
15	Lynette Jackson	5	10454			
16	Alex Gomez		10459			
17			10456			
18						

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	CHERYL HAWKINS	First	10454		[redacted]	
2	Darlene Elliott	4th	10458			
3	D. Stewart	2th	10451			
4	T. James	KG	10451			
5	Shakeen Sanchez	1st	10455			
6	Umarte Keiknic Lopez	2 5th	10454			
7	Jeremy Lopez	Same				
8	Alex Bonilla	2 Grade	10451			
9	Jun Lin	2 Grade	10461			
10	Saundeya Jackson	2 1 grade	10454			
11	Jessica Arce	4th	10454			
12	Tamara Satterthwaite	5th	10454			
13	Yvette Agosto	College	10454			
14	Luz E Senecion	2 - 5	10454	[redacted]		
15	Thais Dolall	3 Grade	10454			
16	Shaqueya Nance	KG	10454			
17	Stephanie Gonzalez	2nd.	10451			
18	Cassandra Rios	6th	10459			

Response 15c - 29

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Zonia Jimenez		10459			
2	Daisy Marcella		10459			Marcella
3	Luis Rodriguez		10455			Luis Rodriguez
4	Felicitas Scarabia	5	10454			Felicitas Scarabia
5	Wagner Vasquez		10456			Wagner Vasquez
6	Delmarie Quiñones	1st	10460			
7	Gilberto Baez	2nd	10455			
8	Zoila de la cruz	4	10458			Zoila de la cr
9	Janya James	1st	10454			Janya James
10	Rachel Grey R.	K	10454			GMAIL.COM
11	Raudales Alejandra	5	10454			Alejandra Raudales
12	Linda coke	1	10454			L. coke
13	William HANLEY	5	10454			
14	Yolanda Santana	2	10454			Yolanda Santana
15	Jacqueline Agosto	3	10454			Agosto
16	JASON CAMBIE	K	10454			
17	Elloris Francis	K	10455			mail.com
18	Rosa meza	3	10454			Rosa Meza

[redacted]

Response 15c - 30

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Jazmin Morales	K	10455	[redacted]	[redacted]	
2	Sonia Otero		10455			
3	LOVE Betancourt		10455			
4	Bryant Rizz		10456			
5	JACQUE SARCO		10456			
6	Edith Vazquez	4 Y 5	10456			
7	ARSHAD MAJID		10455			
8	JenniferRodilla		10456			
9	Rosa Hernandez		10456			
10	Raquel Rodriguez	toddler	10455			
11	Adriana Diaz	2	10456			
12	Yaritza Nuñez	K	10455			
13	Rosa Idalia Brito	2				
14	Jonathan Sanchez	1	10455			
15	Crystal Givens	3	10455			
16	Christine Howe	1-2-7	10457			
17	Nancy Dominguez	P-K-3rd G	10455			
18	Tesla Daniel	1 4 7 K	10456			

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Ian Brazier	1 4 7	10456	[redacted]		Ian Brazier
2	Edgar Solano	5	10455			
3	Joi VanPutten	PreK	10452			
4	Rahseen Mitchell	5	10452			
5	Audrey Harry	PreK	10453			
6	Valerie Mitchell	Prek 1	10453			
7	Daysi Lunez	7 Grade	10453			
8	Nilsa Reyes	8 Grade	10459			
9	Jonathan Sanchez	2	10456			
10	Desire Mu	1st - 4th	10455			
11	CARLOS GARCIA	4	10455	[redacted]		
12	Julia Guzman	4	10740			
13	Iselda Reyes	4	10455			
14	Iselda Reyes	4	10455			
15	Gabriel Vivanco	5	10455			
16	maria aguilar	3	10455			maria aguilar
17	Julissa Ramos	Pre-K 2	10455		[redacted]	Julissa Ramos
18	maria Reyes	4	10455			

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Yajaira López	5th	10456	[redacted]		Y. López
2	[illegible] Graham	1 st	10454			
3	Jorge Rodriguez	5 grade	10455			
4	Jean Yarde Rodriguez	K.	10455			
5	Karen Sandoval	K	10454			
6	Guadalupe Tapia	4	10454			
7	Jay Devoe		10455			Jay Dev
8	Leticia Soriano	5	10454			
9	Carmen A Matos	1	10456			
10	Hector Cuadrado		10453			
11	Frank Gonzalez		10473			
12	Maria Mora	1.4	10462			
13	Jovanna Angeles	2, 4	10455			
14	Claudia Delgado	3	10451			
15	Anastasia Cazares	3 7	10455			
16	alejandro	1	10032			alejandro
17	Angelo Bonilla		10455			
18	[redacted]	4	10455			

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Carolina Tigse	3	10456	[redacted]		Carolina Tigse
2	Yoana Ureña	2	10455			Yoana Ureña
3	Audrey Hewey		10456			
4	Donia Chavez	5	10459			
5	Felecia Judge	Pre school	10456			
6	[illegible]	2	10456			
7	Miguel Paulino	K, 6, 7	10455			
8	[illegible]	K 2, 3	10701			
9	Marisol Tellez	2	10455			Marisol T.
10	Elena CRUZ	K	10455			ELENA CRUZ
11	Zunilda Gil	4	10456			Zunilda Gil
12	marbel Cuevas	4	10454			
13	Cristian Allegue		10460			
14	Zaniya Hunter		10460			
15	Lia Ward	K 6	10461			Lia Ward
16	Yoana Santana	2nd	10455			Yoana Santana
17	Edid Flores	3	10457			
18	Angelina Miguel	3	10455			

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Maribel Lopez	8	10455	[redacted]		Maribel
2	Maria Gomez	8	10455			Maria Gomez
3	Josefina Gonzalez	2	10455			Josefina Gonzalez
4	Maribel Molina	2	10466			Maribel Molina
5	Claudia Campos	1, 4	10456			Claudia
6	Carmen Ramirez	3	1055			
7	Lalisha	7, 1, 4	10455			
8	Jewel Stephens	K	10455			Jewel
9	Suay Felipe	1	10455			
10	Marlen Herrera	5	10455			
11	Sandra Ruiz	1, 1,	10456			
12	Antonio Benitez	1	10454			
13	Blanca	K. 3	10455			
14	Katherine Melendez	5th	10455			
15	Ana Ruiz	5th, 2	10459			Ana Ruiz
16	Idalia Villanueva	6, 1	10458			Idalia Villanueva
17	[illegible]	6	10456			
18	Juana Garcia	5	10454			Juana Garcia

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Caty Jacayo	Kg	10458	[redacted]		Caty Jacayo
2	Rosaria Romero	3	10455			
3	Ivan Colon	2	10455			
4	Evelyn Rivera	Prek 6-3-7-3	10453			
5	Arthina Acosta		10455			
6	Anika Cuenka	6	10456			
7	Adjanatou Kaba	7	10457			
8	Yasmine Wright	Pre K	10455			
9	Tabitha Diaz		10009			
10	Gustavo Rosado	pre k	10455			
11	Laura Lara	5th	10451			
12	Joy Perez Brooks	Prek-3rd	10456			
13	Deavon Williams	8th 10th 4th	10466			
14	Josephine Chambers	3rd, 1st, PK	11212			
15						
16						
17						
18						

Response 15c - 36

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Luis C.	2°	10456	[redacted]		
2	Yolanda Miranda	7°	10459			
3	Wandalis Rivera	8th	10455			
4	Maeva Stendiser	2	10455			
5	Jessica Reynoso		10462			
6	Marisa Mitchell	3rd	10456			
7	Norma Cordova	11 / Pre K	10456			
8	Khadija Ahmad	1st	10455			
9	Ashley Bros	2nd	10455			
10	Hani Nasanis	4	10456			
11	Debra Hargrove	Pre K	10455			
12	J PACHECO	Pre K	10455			
13	Rafael Ca	4.	10468			
14	Wanda Gonzalez	2	10455			
15	Teresa Rosario	3rd	10456			
16	CARLOS, LYDIA	5	10459			
17	Jose Velez	1 9				
18						

Response 15c - 37

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Abraham Garcia	7th	10455	[redacted]		
2	Zulay Pagan	3rd	10455			
3	Rosa Mauricio	3	10472			
4	Inés Nieves	3	10472			
5	Edgar Ayabarreno	Pre-K	10456			
6	Tania Lopez	PM-K	10455			
7	Barbara Benitez	3	10472			
8	Juliangs Nater	2	10472			
9		6	10455			
10	Giselle Salvatierra	4	10455			
11	Fernanda Vuelto	4	10457			
12	Michelle Rodriguez	7	10457			
13	Yanivis Peralta	3	10455			
14	Diana Diaz		10456			
15	Veronica Santiago	K	10457			
16	Jeanne Cintron	4ft, 8th	10477		[redacted]	
17	Elena Felicciano	K 2	10451			
18	Mirna Jerome	3	10459			

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Ashley Pacheco	6	10454	[redacted]	[redacted]	
2	Obdulia Castellan	6	10454			
3		2	10454			
4		2	10472			
5	Cynthia M Diaz	2	10454			Cynthia M. Diaz
6	Maribel Hernandez	K 2.	10455			
7	Liliana Rojas	1 grade	10454			
8		1	10454			
9	Elizabeth Hutchinson	1	10456			yahoo.
10		3	10456			
11		2	10454			
12	Susana Medina	2	10455			Susana Medina
13	Daniel Drucker	5 6	10454			
14	Reyna Arenas	K, 2	10454			Reyna Arenas
15	Julie Selby	12	10454			
16	Allura Waldman		10454	?		
17						
18						

Response 15c - 39

Legacy College Prep Charter School

Why Support Legacy College Preparatory

-Culture of EXCELLENCE Focused on College Preparation

-Positive Environment Focused on Joy of Learning and Critical Thinking Skills

-Tuition-Free & Enrollment by Lottery

-Extend School Day and Year

-Parents are Partners

-Character Education Focused on Forming Successful Habits

-Individualized Supports for Students Daily

-Committed Teachers Driving Student Success

-Elective Focus on Physical Education and Computer Science

-Enrichment Opportunities

Our Mission: *Through rigorous academic instruction, values-based character development, and the pursuit of ambitious goals,* ***Legacy College Preparatory Charter School*** *ensures all students in grades six through twelve are prepared to graduate from college, access professional opportunities, and build a positive legacy for future generations.*

As a member of the South Bronx community in which Legacy College Preparatory intends to operate, I am signing this petition to affirm that I have read Legacy College Prep's mission; there is a need for this school in our community; and I would like to see Legacy College Prep open as a free, public charter school in the fall of 2017.

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	VIVIAN COWARD	4th	10455	[redacted]	[redacted]	V. Coward
2	PERNELL DINGLE	6th	10455	[redacted]	[redacted]	[redacted]
3	Gisela DeJesus	5th	10455	[redacted]	[redacted]	[redacted]
4	Jaclyn Padilla	1st	10454	[redacted]	[redacted]	[redacted]
5	LUISA DELAROSA	5th	10455	[redacted]	[redacted]	[redacted]
6	Roxana Nunez		10456	[redacted]	[redacted]	[redacted]
7	Bisella SAVIN		10455	[redacted]	[redacted]	[redacted]

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Angelia Gonzalez.	5.2.	10474.	[redacted]		Amelia Gonzalez
2	[illegible] Morales	3	10472			[illegible]
3	Julie Velazquez	4	10474			[illegible]
4	Shaundell Williams	5	10459			[illegible]
5			10474			[illegible]
6	Xiomary Beltre	8th	10459			[illegible]
7	Jasmine Perez	4th & 2nd	10474			[illegible]
8	[illegible] Watt	8	10459			[illegible]
9	Mariam Gory	2nd	10474			
10	Houleymatou Gory	Kg	10474			[illegible]
11	Wonda I Balzres	3rd/9th	10454	[redacted]		[illegible]
12	Wanda Ivette Balzres	3rd	10454			[illegible]
13	Dolores Vasquez	1st	10452.			[illegible]
14	Briceida Guzman	4 grado	10454			Briceida
15	Alexandra ortiz	3	10454			[illegible]
16	[illegible]	4	10454			[illegible]
17	Adrian Enriquez		10461			[illegible]
18	Angela Jesselli		10465			[illegible]

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Misia Walker		10474	[redacted]	[redacted]	[redacted]
2	Jasmin Lopez	2-2	10474			
3	Alicia Clarke		10462			
4	[illegible]	4	10466			
5	EUFrocina Garcia	3	10459			
6	Andrew [illegible]	1 RH	11212			
7	Diana Franco	3-K	10459			
8	Arcelia A Ortiz	4	10454			
9	Isaac Cortez	4	10455			
10	Nilza Castillo	2	10454		None	
11	Reinaldo Galindo	3	10455			
12	Nathali Perez	2-4	10454			
13	Darlene Daniels	3	10455			
14	Natalie Carrasquillo	2	10463			
15	D. Dudley		10462			
16						
17						
18						

Response 15c - 42

Legacy College Prep Charter School

Why Support Legacy College Preparatory

-Culture of EXCELLENCE Focused on College Preparation

-Positive Environment Focused on Joy of Learning and Critical Thinking Skills

-Tuition-Free & Enrollment by Lottery

-Extend School Day and Year

-Parents are Partners

-Character Education Focused on Forming Successful Habits

-Individualized Supports for Students Daily

-Committed Teachers Driving Student Success

-Elective Focus on Physical Education and Computer Science

-Enrichment Opportunities

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As a member of the South Bronx community in which Legacy College Preparatory intends to operate, I am signing this petition to affirm that I have read Legacy College Prep's mission; there is a need for this school in our community; and I would like to see Legacy College Prep open as a free, public charter school in the fall of 2017.

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Yokusta Garcia		10454	[redacted]		Yokusta G.
2	Luz Cabrera	8	10454			
3	Janis Thomas		10455			
4	Dawn Hathaway		10455			
5	Dawn Hathaway	7	10473			
6	Starr L. DeVoe	K	10455			Starr L. DeVoe
7	Glenny Bennett	4th & 5th	10454			G. Bennett

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Kimberly Gabriel	1st + 3rd	10473			
2	Ely de la Rosa	1st + 5	10472			
3	Christine Marayh	6th	10472			
4	Antonia Valoy	3th & 6th	10473			
5	Maria Jimenez	K y 4	10473			
6	Martha DeLos Santos	2nd - 5th	10472			
7	Luz Narvaez	3rd	10473			
8	Shadonna Stewart	4th	10473			
9	Jaimechoque	4th	10473			
10	Edith Choque	2th	10473			
11	Takisa Joseph	Prek	10460			
12	Maylei Cade	3rd	10473			
13	Simone Tournes	3rd	10473			
14	Jaquan Curry	3rd	10473			
15	Dana Arnold	3rd	10473			
16						
17	Kimberly Garcia	8th/5th	10473			
18	Abigail Rivera	3rd/1st	10473			

[redacted]

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Alison Cromwell	4	10473	[redacted]	[redacted]	[redacted]
2	Lissbeth Resto	3	10473			
3	Ericka Chapman	5	10473			
4	Michelle Stewart	2	10472			
5	JESSICA Rivera	1	10461			
6	John Rivera	1	10461			
7	~~Hec~~ Felix Hernandez	5	10473			
8	Paola Ruiz	7, 3, 1-	10472			
9	Florine Brown	College	10473			
10	Zulma Melendez	1	10472			
11	Tomika Wallace	3	10473			
12	Sophia Thompson	3	10473			
13	Odessa Lamazon	3	10473			
14	Maria Perez	4 / 2	10473			
15	Jolette Cruz	7th	10473			
16	Gloria Green	1st (2)	10473			
17	ALFRED DEAS	~~2~~	10473			
18	Maryam Sylla	4	10473			

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	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Wanda Pimentel	1ro	10472	[redacted]		
2	Doris Ellington	1st, 5th	10472			
3		2	10455			
4	Matilde Gonzalez	2	10455			
5	Melissa Marrero	3rd	10455			
6	Leroy White	5	10458			
7	Samfia Toro	3	10455			
8	Doreen Suarez	4th & 2nd	10455			
9	Tiyana Linn	4th	10451			
10	Gaina Irizarry	2nd	10459			
11	Steve Patterson	4th	10460			
12	Melissa Sanchez	Pre-K	10455			
13	Tanisha Rudley	3rd	10455			
14	Yakayra Espinal	1st	10455			
15	Venus Batista	KK, + 4th	10462			
16	Celestine Ramirez	7+5	10454			
17	Analys Costa	3rd	10455			
18	Esteven Ramos	3	10455			

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	Name (Please Print) ~~Nombre (Por favor imprimir)~~ Myo, Glar	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	~~347 985 6555~~	4	10455	[redacted]		
2	Noel Rivera	1	10455			
3	Daniri Reyes	5th	10451			
4	Dana Brisgermosen	7to	10434			
5	Norma Germosen	6to	10455			
6	Norma Germosen	3er	10455			
7	Yiomaira Polanco	5	10455			
8	Pablo Vazquez	5	10455			
9	Afua Gyamfuah	3rd	10459			
10	Jennifer Ayala	4th	10455			
11	Minerva Sanchez	6th	10455			
12						
13						
14						
15						
16						
17						
18						

	Name (Please Print) Nombre (Por favor imprimir)	Child's Current Grade Grado actual de su hijo	Zip Code Codigo Postal	Phone Telefono	Email Correo Electronico	Signature Firma
1	Yesenia Santana	4to 3ro	10455	[redacted]	[redacted]	Yesenia Santana
2	Jana Shields	3ra	10473			
3	Daniela De Leon	3ero/6to	10455			Daniela
4	DANIER + GERMOSEN	5to/7mo	10474			
5	Nathan Williams	5th	10452			
6	Lourdes Acosta	2nd	10451			
7	Johanna Julian	5th	10473			
8	Kaileen Harding	5th 5th	10451			
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

As noted at the start of this section, **Figure 15c.2** provides a typed copy of the specific families who have children in the 3rd and 4th grades, representing students who could potentially be in our first or second class of students, and who reside in our proposed zip codes in CSD 7 and CSD 8.

Figure 15c.2: Family Support

Name	Child's Grade	Zip Code
Alexandra Ortiz	3	10454
Alexis Howard	3	10459
Angelina Miguel	3	10455
Aracelis Nieves	3	10459
Barbara Benitez	3	10472
Bridgette Louallen	3	10455
Carmen Ramirez	3	10455
Carolina Tigee	3	10456
Claudia Delgado	3	10451
Crystal Givens	3	10455
Danielly Lopez	3	10455
Darlene Daniels	3	10455
Edid Flores	3	10455
Elena Nieves	3	10455
Elka Rodriguez	3	10454
Felicitas Sarabia	3	10454
Gabriela Sandual	3	10456
Ines Nieves	3	10472
Jacqueline Agosto	3	10454
Jaquan Carnegie	3	10472
Jasmine Nieves	3	10459
Joanne Sherill	3	10454
Joanny Ortiz	3	10474
Joe Acosta	3	10458-59
K. Shali	3	10454
Krystle Kennedy	3	10470
Leticia Barrimah	3	10454
Lissbeth Resto	3	10472
Luz Narvaez	3	10473

Maria Aguilar	3	10455
Maria Garcia	3	10455
Maria Hernandez	3	10454
Marisa Mitchell	3	10456
Maylei Cade	3	10473
Melisa Rodriguez	3	10451
Mirna Jeronia	3	10459
Natalie Carrajillo	3	10463
Nona Acevedo	3	10473
Odessa Lamazon	3	10473
Olivia Ruiz	3	10459
Raul Morales	3	10472
Regina Munoz	3	10456
Rogelio Santz	3	10454
Rolando Matias	3	10456
Romualdo Galinda	3	10455
Rosa Maurizouzs	3	10472
Rosa Meza	3	10454
Rosaria Romero	3	10455
Rost Cruz	3	10455
Sha-necca Sheridaur	3	10454
Simone Townes	3	10473
Sophia Thompson	3	10473
Teresa Rosario	3	10456
Thais Deolall	3	10454
Tomika Wallace	3	10473
Viviana Garcia	3	10454
Wanda Ivette Balines	3	10454
Yaniris Peralta	3	10455
Zenaydo Flores	3	10454
Zulay Pagan	3	10455
Melissa Marrero	3	10455
Samila Toro	3	10455
Tania Railey	3	10455
Audry Costa	3	10455

Esteven Ramos	3	10455
Afua Gyamfuah	3	10459
Janae Shields	3	10473
Alison Cromel	4	10473
Arcelia Ortiz	4	10454
Balvana	4	10468
Briceida Guzman	4	10454
Carlos Garcia	4	10455
Carol Meade	4	10474
Christine Green	4	10473
Clarisa Sostre	4	10455
Darlene Elliot	4	10458
David Velasquez	4	10474
Debra Gager	4	10472
Dilado Cacery	4	10458
Edith Choque	4	10473
Entisay	4	10474
Fernanda Vuelto	4	10457
Genice Jackson	4	10459
Gisella Salvatierno	4	10455
Guadalupe Tapia	4	10454
H. Henra	4	10459
Hani Naboalgi	4	10456
Isaac Cortez	4	10455
Iselda Reyes	4	10455
Jessica Arce	4	10454
Jose Cruz	4	10455
Joseph Bryant	4	10455
Julia Guzma	4	10740
Julie Velasquez	4	10474
Julie Velazquez	4	10474
Kismet Barksoale	4	10454
Koniko Issaka	4	10455
Kucalwo Eyamti	4	10459
Lavon Smith	4	10455

Lucia Avilo	4	10462
Luiz Rosario	4	10454
M Berncerky	4	10459
Mario Reyes	4	10455
Marisol Garcia	4	10454
Martin	4	10454
Mayra Campos	4	10472
Nadine Norales	4	10451
Nyasia Moore	4	10435
Reginald Gousby	4	10451
Reyna Calcano	4	10451
Rosie Lexus	4	10460
Sbonatic Sofia	4	10459
Schnelle Thomas	4	10475
Shadonna Stewart	4	10473
Simone Damida	4	10473
Sofia Aguler	4	10459
Soledad Mirande	4	10459
Taryam Sylla	4	10473
Virginia Hernandez	4	10474
Vivian Coward	4	10455
Vivian Coward	4	10455
Zunilda Gil	4	10456
Tiyanna Liam	4	10451
Steve Patterson	4	10460
Jennifer Ayala	4	10455
Kijagie Fisiru	1,2,4,6	10455
Abigail Rivera	1,3	10473
Jiang Xinqin	1,3	11354
Kimberly Garcia	1,3	10473
Maria Urquizo	1,3	10459
Tasire Noman	1,3	10475
Michelle Andyar	1,3,6	10458
Paola Ruiz	1,3,7	10472
Claudia Campos	1,4	10456

Fanny Baltodano	1,4	10454
Jhonny Rodriguez	1,4	10472
Lakisha Smith	1,4	10455
Lamont Goings	1,4	10474
Maria Mora	1,4	10462
Sarah Diomar	1,4	10459
Mya Ular	1,4	10455
Denise Thomas	1,4,6	10455
Ian Brazier	1,4,7	10456
Jasmine Perez	2,4	10474
Maria Perez	2,4	10473
Nathali Perez	2,4	10454
Doreen Suarez	2,4	10455
Eugene Lorich	3,10	10459
Tyrone Cousart	3,10	10460
Ysabel Urena	3,12	10472
Anita Espinoza	3,2,7,8	10460
Claudia Varela	3,4	10455
Yesenia Santana	3,4	10455
Luisa Rosa	3,4,5	10454
Melinda Lench	3,5	10473
Antonia Valoy	3,6	10473
Mashia Alexander	3,6	10474
Milita Pena	3,6	10473
Norma Germosen	3,6	10455
Dania Deleona	3,6	10455
Araseli Layva	3,6,9	10459
Anastasia Cazarres	3,7	10455
Chentille Valino	3,7,8	10459
Wanda Balines	3,9	10454
Ashley Thomas	4,12	10473
Cassandra Hair	4,5	10454
Edith Vazquez	4,5	10456
Glenny Bennett	4,5	10454
Laron Scott	4,5	14067

Monique Bula	4,5	10454
Aaron Scott	4,5	10467
Cassette Asenus	4,5,6	10474
Annette Cascanoza	4,6	10454
Rachel Erkal	4,6,8	10474
Jeanne Cintron	4,8	10472
Deavon Williams	4,8,10	10466
Nilonnie Cardona	4,9	10459
Andrea Jones	K,1,4	11212
Itesha Daniel	K,1,4,7	10456
Gustan D	K,2,3	10701
Blanca	K,3	10455
Diana Franco	K,3	10459
Jasmine Morales	K,3	10474
Kevin Crandle	K,3	10473
Maritza Wiggins	K,3	10474
George Lang	K,3,4,10	10473
Brenda Salaza	K,4	10459
Carta Brittan	K,4	10455
Judiana Rico	K,4	10459
Maria Jimanz	K,4	10473
Venus Batista	K,K,4	10462
Josephine Chambers	Pre-K,1,3	11212
Victoria Hester	Pre-K,2,3	10454
Evelyn Rivera	Pre-K,2,3,6,7	10453
Joy Perez Brooks	Pre-K,3	10456
Alicia Denten	Pre-K,4	10459
Nony Dominguez	Pre-K,K,3	10455

As noted at the start of this section, **Figure 15c.3** provides a list of the local charter schools in CSD 7 and CSD 8 with grade ranges and the number of students on their current waitlist for entry.

Figure 15c.3: Waitlist Data from Local Charter Schools

School Name	CSD	Grade Levels	Number of Applications	Number of Single School Applicants	Number of Seats Available	Number of Families on Waitlist
Academic Leadership Charter School	7	K-8	3117	1178	119	1059

American Dream Charter School	**7**	**6-8**	**180**	**38**	**150**	**-112**
Boys Prep Charter School of New York	8	K-8	647	164	93	71
Brilla College Preparatory Charter School	7	K-5	954	186	90	96
Bronx Charter School for Children, The	7	K-5	1641	362	70	292
Bronx Charter School for the Arts	8	K-5	257	44	312	-268
Bronx Global Learning Institute for Girls Charter School	7	K-5	956	237	956	-719
Family Life Academy Charter School II	7	K-8	726	142	98	384
Family Life Academy Charter School III	7	K-8	336	84	52	90
Girls Preparatory Charter School of the Bronx	8	K-8	1450	482	98	384
Heketi Community Charter School	7	K-5	130	19	67	-48
Hyde Leadership Charter School Bronx	8	K-12	2292	615	124	491
Icahn Charter School 7	8	K-8	1149	222	36	186
KIPP Academy Charter School	7	K-12	1368	369	94	275
Mott Haven Academy Charter School	7	K-5	1074	219	46	173
New Visions Charter High School for Advanced Math and Science II	8	9-12	1235	328	170	158
New Visions Charter High School for the Humanities II	7	9-12	1075	284	180	104
New York City Charter High School for Architecture, Engineering and Construction Industries	7	9-12	457	283	200	83
South Bronx Charter School for International Cultures and the Arts	7	K-5	1034	218	150	68
South Bronx Classical Charter School II	7	K-5	769	319	100	219
Success Academy Charter School - Bronx 1	7	K-5	3552	660	96	564
Success Academy Charter School - Bronx 3	8	K-5	3032	570	99	471
Success Academy Charter School - Bronx 4	8	K-5	1930	364	53	311
University Prep Charter High School	7	9-12	374	132	125	7

15e. Evidence of Support

Submit examples, documents, etc. that provide evidence of support.

As itemized in **Figure 15e.1** and as attached within this section, please see Letters of Support from education, business, non-profit, and community leaders and organizations, as well as from local elected officials.

Figure 15e.1: Letters of Support

African Advisory Council
Assemblyman Marcos Crespo
Assemblyman Michael Blake
Assemblywoman Carmen Arroyo
Building Excellent Schools
Bronx Community Board 1
Bronx Community Board 2
BronxWorks
Code/Interactive (C/I)
Chicago Bulls College Preparatory Charter School
Democracy Prep Endurance Middle School
Hometown Securities Laboratories/Majora Carter Group
Metropolitan Lighthouse Charter School
Noble Network of Charter Schools
Real Life Church
RELAY Graduate School of Education
SoBro
Classical Charter Schools
State Senator Jeffrey D. Klein
The Knowledge House
The Point Community Development Corporation
WorkForce 1
Youth Action Youth Build

African Advisory Council

Office of Bronx Borough President
Ruben Diaz Jr.

"One Africa, One Bronx, One Vision"

January 6, 2016

Dear State University of New York Charter School Institute,

The mission of Legacy College Preparatory Charter School, to educate all students in grade 6 through 12 to have access to a college education is one that I endorse. For too long, many of our students in Community School District 8 have struggled to exit our high schools and compete at local, state, and national universities. Legacy College Prep takes an unapologetic approach to giving every student what he or she needs while remaining accountable for the outcomes they produce. I write to you today in support of their charter proposal.

The African Advisory Council of The Bronx encourages continental Africans, including people of African descent, to actively participate in the economic, social and cultural developmental aspects of the Bronx and at the same time cultivates relationships and enhances communication and interaction between the borough's African community and the larger Bronx community. Since 1990, the African population in the Bronx has increased nearly fivefold and it is crucial to have another college preparatory school that can serve the many first generation African students of The Bronx.

In meeting with Summer Schneider, Lead Founder of the school, and reviewing their materials, I am pleased by many of the practices being implemented by Legacy College Prep. Strategies such as extending the school day and year, placing an emphasis on literacy and mathematics instruction, recruiting high quality teachers and staff from the community, and the creation of a strong culture that is centered on the goal of college graduation.

I believe that approving Legacy College Prep is a smart choice that must be made in order to continue moving forward in the direction that ensures our students have a bright future of opportunity.

I appreciate your consideration of the Legacy College Prep charter proposal. I view the school and its leader as a future asset to our community, and more importantly, a necessary option for families who currently face limited choices.

Sincerely,

Charles Cooper Jr.

Chairman, AAC

MARCOS A. CRESPO
Assemblyman 85th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Puerto Rican/Hispanic Task Force
Task Force on Demographic Research and Reapportionment

COMMITTEES
Alcoholism and Drug Abuse
Cities
Energy
Environmental Conservation
Insurance
Transportation

MEMBER
Black, Puerto Rican, Hispanic and Asian Legislative Caucus

December 9, 2015

State University of New York Charter School Institute
41 State Street
Albany, NY 12207

I'm writing today to express my support for Legacy College Preparatory Charter School. Legacy College Preparatory Charter School will provide an excellent educational option to families in the South Bronx in Community School Districts 7 and 8. With a high school graduation rate in our districts that hovers around the 45% mark, it's imperative that high-quality schools like Legacy College Prep are embraced by the South Bronx Community.

I have met with lead founder, Summer Schneider, and witnessed her passionate dedication to education. Legacy College Prep will offer middle and high school students concrete advantages in order to put students on track to attend and persist in college. These include a longer school day and year, and more effective use of school time; three hours a day of literacy instruction; ample observation, feedback, and support for teachers; and an ongoing and productive partnership with the families of Legacy College Prep.

There is no question that their goal of educating every student for a college degree is ambitious and lofty. With that being said I am encouraged to see a school that places students on a path to academic success in college. The South Bronx needs more high performing schools, not fewer.

Our schools are the heart of our communities, where all of us can come to together on behalf of our children. In today's globally competitive economy, we have to provide our children with the best education possible. Therefore I wholeheartedly support Legacy College Preparatory Charter School's application before the State University of New York's Charter School Institute board.

Sincerely,

Marcos A. Crespo
Member of Assembly
85th District

ALBANY OFFICE: Room 454, Legislative Office Building, Albany, New York 12248 • 518-455-5514, FAX: 518-455-5827
DISTRICT OFFICE: 1163 Manor Avenue, Bronx, New York 10472 • 718-893-0202, FAX: 718-842-8731

MICHAEL A. BLAKE
Assemblymember
79th District – The Bronx

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Banks
Correction
Election Law
Governmental Operations
Housing
Veterans' Affairs

SUB-COMMITTEES
Chair, Mitchell-Lama

TASK FORCE
Puerto Rican/Hispanic

Black, Puerto Rican, Hispanic and Asian Legislative Caucus
Co-Chair, Criminal Justice Task Force

WORKING GROUPS
Member, Majority Working Group on Rules, Operations, Government Transparency & Public Participation

Dear State University of New York Charter School Institute,

My name is Michael Alexander Blake and I am the Assemblymember of the 79th District in The Bronx, NY. It is a district of more than 139,000 residents with 91 schools. Our office's 3,2,1 Vision of Economic Development, Education and Equality for All to make our district the urban metropolis of the world is starting to take shape thanks to our residents and remarkable partners, including traditional district schools and charter schools. Education is the great equalizer for our young people to succeed and that is why I support Legacy College Preparatory Charter School's charter proposal.

The mission of Legacy College Preparatory Charter School, to educate all students in grade 6 through 12 to have access to a college education is one that I endorse. For too long, many of our students in Community School Districts 7 and 8 have struggled to exit our high schools and compete at local, state, and national universities. This is especially true for our young men of color. As an Advisory Council member of President Obama's My Brother's Keeper Alliance, it is important that schools such as Legacy College Prep are able to establish themselves in our communities to help reduce and eliminate any achievement gaps regardless of geography, income, gender, or race. It is also crucial that students receive a career-oriented education that prepares them for the jobs of the present and future. Legacy College Prep takes an unapologetic approach to giving every student what he or she needs while remaining accountable for the outcomes they produce.

In meeting with Summer Schneider, Lead Founder of the school, and reviewing their materials, I am pleased by many of the practices being implemented by Legacy College Prep. Strategies such as extending the school day and year, placing an emphasis on literacy and mathematics instruction, recruiting high-quality teachers and staff from the community, and the creation of a strong culture that is centered on the goal of college graduation.

I believe that approving Legacy College Prep is a smart choice that must be made in order to continue moving forward in the direction that ensures our students have a bright future of opportunity. It would not only benefit the constituents of the 79th district, but also the larger South Bronx community which are both in high need for more excellent schools.

I appreciate your consideration of the Legacy College Prep charter proposal. I view the school and its leader as a future asset to our community, and more importantly, a necessary option for families who currently face limited choices.

Sincerely,

Michael A. Blake

ALBANY OFFICE: Room 919, Legislative Office Building, Albany, New York 12248 • 518-455-5272, FAX: 518-455-5925
DISTRICT OFFICE: 780 Concourse Village West, Bronx, New York 10451 • 718-538-3829, FAX: 718-588-0159
EMAIL: blakem@assembly.state.ny.us

CARMEN E. ARROYO
Assemblywoman 84th District
Bronx County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Sub-Committee on Bilingual Education

CHAIR
Sub-Committee on Effective Treatment for Alcohol and Drug Abuse

CHAIR
Office of State-Federal Relations

COMMITTEES
Aging
Alcoholism and Drug Abuse
Children and Families
Education

MEMBER
Black, Puerto Rican, Hispanic and Asian Legislative Caucus
Puerto Rican/Hispanic Task Force
Women's Caucus

January 21, 2016

Dear State University of New York Charter School Institute,

The mission of Legacy College Preparatory Charter School, to educate all students in grade 6 through 12 to have access to a college education is one that I endorse. For too long, many of our students in Community School District 7 have struggled to exit our high schools and compete at local, state, and national universities. Legacy College Prep takes an unapologetic approach to giving every student what he or she needs while remaining accountable for the outcomes they produce. I write to you today in support of their charter proposal.

In meeting with Summer Schneider, Lead Founder of the school, and reviewing their materials, I am pleased by many of the practices being implemented by Legacy College Prep. Strategies such as extending the school day and year, placing an emphasis on literacy and mathematics instruction, recruiting high quality teachers and staff from the community, and the creation of a strong culture that is centered on the goal of college graduation.

I believe that approving Legacy College Prep is a smart choice that must be made in order to continue moving forward in the direction that ensures our students have a bright future of opportunity.

I appreciate your consideration of the Legacy College Prep charter proposal. I view the school and its leader as a future asset to our community, and more importantly, a necessary option for families who currently face limited choices.

Sincerely,

Carmen E. Arroyo

Carmen E. Arroyo, NYS Assembly Member

❑ ALBANY OFFICE: Room 734, Legislative Office Building, Albany, New York 12248 • 518-455-5402
❑ DISTRICT OFFICE: 384 East 149th Street, Suite 301, Bronx, New York 10455 • 718-292-2901



January 14, 2016

To Whom It May Concern:

Building Excellent Schools ("BES") is proud to support the charter application for Legacy College Preparatory Charter School ("Legacy College Prep") and the leadership of Summer Schneider as Lead Founder and Proposed Executive Director.

Building Excellent Schools (BES) is a highly selective, nationally recognized non-profit whose flagship program, the BES Fellowship, prepares outstanding candidates for urban charter school leadership. We are confident that Summer has the capacity and the competencies that are indispensable to the creation and leadership of a high achieving charter school. Summer came to the BES Fellowship with strong experience at the Noble Network of Schools and a deep commitment to quality urban education staring in middle school, and she has developed into a leader that has both the professional experiences and unabashed determination to be a strong school leader. In her visits to high performing schools, her methodical nature shines through, as does her keen mind to break down how and why schools function at the high level that they do. We have full confidence that Summer will lead a high quality, high performing 6-12 charter school for the families and students of the South Bronx.

Summer continues to expand her school leadership through completion of extended leadership residencies, first at South Bronx Classical Charter School, a BES school and a high quality, high achieving K-8 charter middle school in the South Bronx. Summer began working with the school' Executive Director, Lester Long, in the fall of 2015 as BES Fellow and will continue to leverage leadership residencies at other BES schools, including Excel Academy in Boston, MA and Liberty Collegiate Academy in Nashville TN – both among the highest performing schools in their respective states and both nationally recognized models of quality public education. These schools and their leadership, along with others across the BES network, will provide continuing resources to Summer and her team.

Lastly, Summer will benefit from the depth of support which BES provides its BES Fellows. Through BES Follow-on Support, BES will help the leadership team at Legacy College Prep operationalize the lessons of the BES Fellowship - lessons in leadership, culture and rigor –through high-touch coaching from a BES Director of Leadership Development. Moreover, as members of the BES portfolio of schools, the founding team has full access to a trusted partner of BES, Charter School Support Services, which has helped find facilities – and secure the requisite financing of those facilities – for the vast majority of BES schools to recently come out of the BES Fellowship.

We are honored to work with Summer and have strong confidence that her school leadership and the well-researched components of the public charter school design for Legacy College Prep will lead to strong student achievement for the children of the South Bronx.

Respectfully,

Linda Brown

Linda Brown
Founder and Chief Executive Officer

Susan L. Walsh

Susan L. Walsh
Senior Director, Fellowship and Leadership Development

BRONX COMMUNITY BOARD #1

3024 THIRD AVENUE
BRONX, NEW YORK 10455
(718) 585-7117 • Fax (718) 292-0558 • E-mail: brxcb1@optonline.net

SERVING PORT MORRIS • MOTT HAVEN • MELROSE

RUBEN DIAZ, JR.
BOROUGH PRESIDENT

GEORGE L. RODRIQUEZ
CHAIRPERSON

CEDRIC L. LOFTIN
DISTRICT MANAGER

January 15, 2016

Dear State University of New York Charter School Institute:

We write to you today in enthusiastic support of Legacy College Preparatory Charter School (LCPCS) which will serve the South Bronx in Community Districts 7 and 8. Traditional schools will always have a purpose in education, however in the 21st century so do Charter Schools. The South Bronx communities must embrace high-quality schools like Legacy College Prep that provide students with greater opportunities.

The Education Committee of Bronx Community Board One of the City of New York has met with lead founder, Summer Schneider, and witnessed her passionate dedication to education. Legacy College Prep will offer middle and high school student's concrete advantages in order to put students on track to attend and persist in college. These include a longer school day and year, and more effective use of school time; and an ongoing and productive partnership with families of Legacy College Prep. There is no question that their goal of educating every student for a college degree is ambitious and lofty. With a high school graduation rate in our districts that hovers around the 45% mark, we are encouraged to see a school that places students on a path to academic success in college.

We believe that approving Legacy College Prep is a smart choice that must be made in order to continue moving in the direction that ensures our students have a bright future of opportunity. Legacy College Prep will offer families in the South Bronx an outstanding educational choice. I strongly urge the State University of New York's Charter School Institute to approve and assist Legacy College Prep. With the school's addition, many more families will have a strong educational option for their children.

Therefore Bronx Community Board One fully supports the concept and endeavors of the LCPCS to advance educational excellence in our District and Community School Districts 7 and 8.

Very truly yours

George Rodriguez
Chairman

Justino Rodriguez
Education & Youth Committee Chairman

Cedric L. Loftin
District Manager

Bronx Community Board #2

Borough President Ruben Diaz, Jr.
1029 East 163rd St.
Bronx, NY 10459
718-328-9125 • 718-991-4974 Fax
E-mail: brxcb2@optonline.net

Dr. Ian Amritt
Chairperson

Rafael Salamanca, Jr.
District Manager

November 30, 2015

Dear State University of New York Charter School Institute,

Please be advised that Bronx Community Board #2 voted on Wednesday, November 18, 2015 to grant this letter of support for Legacy College Preparatory Charter School, which will serve the South Bronx in Community School Districts 7 and 8. The South Bronx communities must embrace high-quality schools like Legacy College Prep that provide students with greater opportunities.

BxCB2 has met with lead founder, Summer Schneider, and witnessed her passionate dedication to education. Legacy College Prep will offer middle and high school students concrete advantages in order to put students on track to attend and persist in college. These include a longer school day and year, and more effective use of school time; three hours a days of literacy instruction; ample observation, feedback, and support for teachers; and an ongoing and productive partnership with families of Legacy College Prep. There is no question that their goal of educating every student for a college degree is ambitious and lofty. With a high school graduation rate in our districts that hovers around the 45% mark, I am encouraged to see a school that places students on a path to academic success in college.

BxCB2 believes that approving Legacy College Prep is a clever choice that must be made in order to continue moving in the direction that ensures our students have a bright future of opportunity. Legacy College Prep will offer families in the South Bronx an outstanding educational choice. We strongly urge the State University of New York's Charter School Institute to approve and assist Legacy College Prep. With the school's addition, many more families will have a strong educational option for their children.

Should you have any questions or need further information, please feel free to contact me at [redacted] or email [redacted]

Sincerely,

Rafael Salamanca, Jr.
District Manager

Bronxworks
Lifting Lives Building Futures

60 East Tremont, Bronx, NY 10453
Tel: (646) 393-4000
Fax: (718) 365-0697
www.bronxworks.org

January 6, 2016

Dear State University of New York Charter School Institute,

I am writing to offer my enthusiastic support for the Legacy College Preparatory Charter School application.

Originally founded in 1972 as the Citizens Advice Bureau (CAB), BronxWorks is a Bronx-based settlement house with over 700 employees and approximately 34 different locations. BronxWorks provides eviction prevention services; children and youth services; workforce development; services for seniors; individuals with HIV; individuals with a chronic illness; and the homeless. BronxWorks helps individuals and families improve their economic and social well-being. From toddlers to seniors, we feed, shelter, teach, and support our neighbors to build a stronger community.

Many of the families and community members we serve are looking for educational programs that can help their children succeed. I am convinced that the Legacy College Preparatory School can help children in the South Bronx to thrive.

When I first met Summer Schneider, I was impressed be her passion and commitment to our children. Summer has spent months reaching out to families in the community, holding public meetings and talking with people in the South Bronx nonprofits, churches, and community organizations. She understands the unique challenges faced by students in the South Bronx and will create an educational program designed to reach them. She is modeling Legacy College Prep on several successful charter schools in New York City and across the country.

I believe that Legacy College Preparatory Charter School would offer many families in the South Bronx a new alternative that can help our children prepare for college.

Sincerely,

Eileen Torres
Executive Director

DIVERSITY IN TECH
www.weare.ci

INFO@WEARE.CI
P. 718.708.4852 • F. 914.462.3559
2865 UNIVERSITY AVE. NO. E3, BRONX, NY 10468

January 20, 2016

Reference: Letter of support for the Legacy College Preparatory Charter School

As the executive director of Code/Interactive (C/I), I am pleased to write this letter of support for the Legacy College Preparatory Charter School. My organization is dedicated to teaching underserved students skills in computing, leadership, and product design that they can take with them to college and into the workplace; we currently are both headquartered and operate largely within the Bronx and share a common interest in ensuring that the students of the South Bronx have access to an incredible education.

To share some additional insight about the work of Code/Interactive, we currently have partnerships with 20 New York City public schools, which include charter schools. Some examples of these high schools include Bronx Academy of Software Engineering, Bronx Engineering and Technology Academy, Democracy Prep Charter High School, Democracy Prep Harlem High School, and Urban Assembly School for Global Commerce. In the 2015-2016 school year, partner schools have a total enrollment of 8000 students in grades 9-12 that is comprised of 45% females, 55% males, 58% Hispanic, 35% African American, and 7% Asian students. Some of examples of the tech companies with whom we are affiliated are Google, Microsoft, Buzzfeed, Blackrock, and Twitter.

Having met with Lead Founder, Summer Schneider, I feel that the mission Ms. Schneider is bringing to the South Bronx supports the work we do at C/I and is a very valuable choice for families looking for middle schools that will provide a path to high quality education. I fully support Summer and believe in her ability to lead this school to success.

We are very pleased to provide our unwavering support to Summer Schneider and are confident in her ability to open and lead the upcoming Legacy College Preparatory Charter School. We look forward to working with her team on this and other endeavors. Should there be the need for any additional information regarding this letter of my commitment to this project, please contact me at [redacted]

Sincerely,



Michael Denton
Executive Director, Code/Interactive

CHICAGO BULLS COLLEGE PREP
A CAMPUS OF NOBLE STREET CHARTER SCHOOL

To Whom it May Concern:

My name is Wendy Erskine and I am the Principal at Chicago Bulls College Prep, a campus of the Noble Street Charter School Network. Here at CBCP, our ambitious goal is that 100% of our students are accepted to a four-year college or university. In order to ensure college persistence, we have significantly changed our instructional model. We noticed that over our first three years, we had plateaued with our results because our classrooms where much more teacher centered. The Discussion Model is a proprietary instructional model developed at CBCP. It has some foundations in the Exeter/Harkness style of discussion but relies heavily on also building a strong classroom culture. CBCP also focuses on strong discipline and culture to ensure that students have a safe and calm environment to learn. Four years ago at CBCP, I had the privilege of meeting Summer Schneider.

I am writing this letter in strong support of Legacy College Prep Charter School. Summer was a Grade Level Dean, Summer School Principal and a top-performing Mathematics teacher at Noble. She has the strongest work ethic of any individual I know. She will be completely dedicated to her students and staff. She is quick learner and is always ready to jump in. Summer is an exceptional servant leader that will lead her campus with humility, grace and incredible dedication. Summer is a strong leader, has assembled a high-quality team, and will lead an excellent school that will add substantial value to the school system in the South Bronx.

Legacy College Prep plans to adopt many elements of the academic program that I believe have contributed to the success of Chicago Bulls College Prep, including an emphasis on strong math and literacy instruction, interim assessment and data analysis, targeted interventions for students, professional development and thorough teacher evaluations, and deep, personal parent engagement. I have great optimism that this school will make a meaningful impact for students, families, and community members.

Chicago Bulls College Prep is deeply committed to the success of Legacy College Prep Charter School, and intends to collaborate closely with Legacy College Prep on issues of leadership training and curriculum. Legacy College Prep Charter School has a very strong application and an explicit college-preparatory focus, critically needed in low-income communities. I strongly urge you to accept this application and bring an outstanding middle and high school model to the South Bronx.

Sincerely,

Wendy Erskine

Wendy Erskine
Principal
Chicago Bulls College Prep: A Campus of Noble Street Charter Schools

chicagobullscollegeprep.org

DEMOCRACY PREP
ENDURANCE MIDDLE
Work Hard. Go to College. Change the World!

To Whom It May Concern:

I am writing this letter to express my support for Legacy College Prep Charter School. I have had the opportunity to meet the school's founder, Summer Schneider, on several occasions, and I have been consistently impressed with her passion about and commitment to the school. She is currently a fellow with Building Excellent Schools, a nationally recognized leadership training organization that trains budding charter school leaders. I have also had the opportunity to meet several members of Legacy College Prep's Board of Directors, and I have been equally impressed. I am confident that, with Ms. Schneider's leadership and the cumulative experience of the Board, Legacy will be in very good hands.

Ms. Schneider has visited Democracy Prep Endurance on several occasions, and plans to model Legacy after our school in many aspects, including our rigorous college prep curriculum, joyous student culture, data-driven decision making, and emphasis on teacher development. The relationship between Legacy and Democracy Prep Endurance will not end with Legacy's founding. On the contrary, we intend to work closely with one another, share resources, and push one another to continuously improve.

My experience leading a school in New York City has shown me how desperately families want excellent schools for their children. I am confident that Summer Schneider and Legacy College Prep Charter School will provide this option for families of the Bronx. I strongly encourage you to accept this application and allow her to do so.

Sincerely,

Sincerely,
Katherine Williamson
Campus Director, Democracy Prep Endurance Middle School

January 10, 2016

Dear State University of New York Charter School Institute,

Hometown Security Laboratories (The Lab) would like to submit this letter of recommendation for the Legacy College Preparatory Charter School.

The Lab's mission is to create project-based solutions to support local economic development, and sustainably built environmental transformation. The mission of the Legacy College Preparatory Charter School, to educate all students in grade 6 through 12 to have access to a college education is one that we endorse.

For too long, many of our students in Community School District 8 have struggled to exit our high schools and compete at local, state, and national universities.

Legacy College Prep takes an unapologetic approach to giving every student what he or she needs while remaining accountable for the outcomes they produce. I write to you today in support of their charter proposal.

In meeting with Summer Schneider, Lead Founder of the school, and reviewing their materials, I am pleased by many of the practices being implemented by Legacy College Prep. Strategies such as extending the school day and year, placing an emphasis on literacy and mathematics instruction, recruiting high quality teachers and staff from the community, and the creation of a strong culture that is centered on the goal of college graduation.

I believe that approving Legacy College Prep is a smart choice that must be made in order to continue moving forward in the direction that ensures our students have a bright future of opportunity. I appreciate your consideration of the Legacy College Prep charter proposal. I view the school and its leader as a future asset to our community, and more importantly, a necessary option for families who currently face limited choices.

Please let me know if you have any questions. I can be reached at [redacted] or r[redacted]

Sincerely,

Majora Carter
CEO

901 Hunts Point Avenue, Suite 201 • The Bronx, NY 10474 • p: 718 874 7313 • f: 718 701 4952 • www.hometownsecuritylabs.org

Metropolitan Lighthouse Charter School

January 5, 2016

Dear State University of New York Charter School Institute,

My name is Courtney Russell and I am the Founding Principal of Metropolitan Lighthouse Charter School (MetLCS), a K – 7 (we will eventually serve scholars in grades K – 12) public charter school in the Highbridge community of the South Bronx. I have served as the Principal of MetLCS since the Fall of 2010 when we opened with grades K – 2 and 138 scholars, and am so proud to have seen our school grow into its current state, serving approximately 430 scholars.

I am writing in strong support of Legacy College Prep. This year I had the opportunity to meet in person with Lead Founder, Summer Schneider, and I am very familiar with her experience and training through the Building Excellent Schools Fellowship, a nationally recognized training program for charter school founders. I am confident Ms. Schneider will lead an excellent school that will add substantial value to the South Bronx.

Legacy College Prep's mission admirably ensures a quality education for all scholars as it provides a foundation rooted in research and data driven academic instruction, a culture focused on teaching and learning, targeted intervention and support, and a purposeful partnership with families.

Metropolitan Lighthouse Charter School acknowledges the need and desire for Legacy College Prep and is deeply committed to its' success. We encourage you to support this worthy and necessary endeavor.

Please do not hesitate to contact me with any questions or concerns. Thank you so much for your time.

Sincerely,

Courtney Russell
Founding Principal
[redacted]

NOBLE

1 North State St.
Floor 7-L
Chicago, IL 60602
p: 773.278.6895
f: 312.348.1899

To Whom It May Concern,

My name is Tyson Kane, and I'm currently the Head of Schools for the Noble Network, an organization operating 17 high and middle public school campuses in Chicago, IL. Prior to this, I was the founding Principal at Chicago Bulls College Prep (CBCP), a high-performing campus operating within the Noble Network. Since its inception, 100% of CBCP graduates have been accepted to four year universities, and CBCP students have always ranked in the top 5 in the city of Chicago with regard to ACT score growth from freshman to junior year. As Principal, I had the pleasure of employing Summer Schneider as both a math teacher and 10th Grade Dean at our school. Summer was one of the key reasons for our school's consistently high performance.

Summer is a strong education professional and one of the best with which I've had the pleasure of working. She's a results-oriented performer who inspires others to achieve at a high level. She has a tireless work ethic, and she delivers innovative and effective results grounded in data. As a math teacher, Summer consistently posted some of the most ambitious growth results in our Network. To accomplish this, she authored her own curriculum and assessments based on the ACT College Readiness standards for both the 10th and 11th grades. In light of her performance, she was invited by our Network to be part of the central team who authors our interim assessments, which are institutionally used as formative data tools across our Network of schools.

In her capacity as a Dean, Summer successfully oversaw the performance of our 10th grade academic results (as measured by ACT score growth) by supervising and leading over 14 instructors across all core academic subjects for two years. As Dean, she had primary responsibility for the academic and cultural performance of the grade level, and she managed the team through vision setting, strategic planning, instructional coaching, data analysis, and iterative execution. Summer was very effective and demonstrated the ability to learn and grow throughout her tenure; her team delivered some of the consistently highest performing grade level growth results in our Network.

Summer is currently leading the work of founding Legacy College Prep, a 6-12 public college preparatory school. The school is focused on rigorous curriculum, high expectations, character development, and college success. A school led by Summer with these philosophies is a winning formula. She brings a demonstrated ability to deliver results for students and families. She knows that a strong school requires great culture, high expectations, and a high-performing team. Legacy College Prep seeks to bring these tenets together through great leadership and stakeholder support.

I support both Summer the establishment of Legacy College Prep as a tremendous educational option for students of the Bronx.

Sincerely,

Tyson Kane
Head of Schools



January 21, 2016

Dear State University of New York Charter School Institute,

I am writing to offer my enthusiastic support for the Legacy College Preparatory Charter School application.

Real Life Church is located in the Hunts Point section of the South Bronx. Over the last 5 years of our existence, we have hosted several community outreaches. From our Annual Thanksgiving Day feeding we have served over 5,000 meals, we've hosted a Medical Outreach when over 400 people received free eye exams and free eye glasses as well as various medical tests, virtually 1,000's of free backpacks and school supplies throughout the years and summer outreaches to the children in Hunts Point. These are just a few of the things Real Life Church has accomplished.

I can assure you that many of the families and community members we serve are looking for educational programs that can help their children succeed. I am convinced that the Legacy College Preparatory School can help children in the South Bronx to thrive.

When I first met Summer Schneider, I was impressed be her passion and commitment to our children. Summer has spent months reaching out to families in the community, holding public meetings and talking with people in the South Bronx nonprofits, churches, and community organizations. She understands the unique challenges faced by students in the South Bronx and will create an educational program designed to reach them. She is modeling Legacy College Prep on several successful charter schools in New York City and across the country.

I believe that Legacy College Preparatory Charter School would offer many families in the South Bronx a new alternative that can help our children prepare for college.

Sincerely,

Rev. Reggie Stutzman
Senior Pastor

1231 Lafayette Ave., 2nd Floor
Bronx, NY 10474
www.RealLifeChurchnyc.com

RELAY/GSE
CHICAGO, ILLINOIS

December 4, 2015

To Whom it May Concern,

At Relay Graduate School of Education, Chicago we greatly value the impact that teachers have on outcomes for the children they serve. As such we immerse ourselves in the work of being the best trainers of teachers in urban schools across the country. We know that teaching is a complex craft that is grown through careful reflection, and thoughtfully planned and aligned professional development for teachers that is driven by data. I am writing in strong support of Legacy College Prep whose mission puts rigorous academic instruction at the forefront for the students and families it will serve.

I had the opportunity to work closely with Legacy College Prep founder, Summer Schneider, when she served as s a math adjunct instructor for Relay, Chicago during the 14-15 school year. It was clear from this work that Ms. Schneider is well-versed in impactful instructional practice and how to coach and provide feedback to teachers to support them to high levels of achievement. Ms. Schneider has proven that she can teach students to high levels of achievement and also teach and coach adults to improve their practice and resulting impact on the students they teach. Ms. Schneider is incredibly driven and goal oriented and settles for nothing but the best from herself and those around her.

Legacy College Prep stands to be a school that will provide a unique opportunity for students to have a focused, rigorous, and supportive schooling experience that will set them up for college and life success. Great teaching will be a key factor in fulfilling the school's mission. Noone is better positioned to make this happen than Summer Schneider.

Please do not hesitate to reach out if you have any questions.

Best Regards,



Mindy Sjoblom
Dean, Relay Chicago

Relay Chicago / c/o Noble, 1 North State Street, Floor 7L / chicago@relay.edu / relay.edu

South Bronx Overall Economic
Development Corporation
555 Bergen Avenue, Bronx NY 10455
www.sobro.org

January 21, 2016

To the State University of New York Charter School Institute:

I am writing to offer my enthusiastic support for the Legacy College Preparatory Charter School application.

SoBRO's mission is to enhance the quality of life in the South Bronx by strengthening businesses and creating and implementing innovative economic, housing, educational, and career development programs for youth and adults. SoBRO was established in 1972 to reverse the flight of businesses and jobs from the South Bronx. Recognizing that rebuilding a community had to be a multifaceted effort – which required replacing vacant lots with businesses and housing, addressing poverty by creating jobs and training people for those jobs, and insuring a brighter future for the community's young people – SoBRO's programming has expanded over the years to meet the growing needs of this Bronx community. SoBRO's menu of services includes:

- Programs for youth that combine academic skills and work readiness training with leadership development activities while exposing them to new ideas and possibilities;
- Job training, basic education, and placement services that prepare low-income, unemployed and underemployed individuals for the workforce and provide additional services like financial literacy training to help them become self-sufficient;
- Creation of high quality, attractive affordable housing for low and moderate income families and supportive housing for individuals with special needs;
- Assisting small/minority-owned businesses to grow and prosper, fostering the creation of job opportunities and increasing investment in the community;
- Commercial revitalization that helps to attract business to commercial corridors and encourages businesses to relocate to or remain in the Bronx; and
- Urban planning and sustainability initiatives that address environmental and health concerns of the 21st Century.

Many of the families and community members we serve are looking for educational programs that can help their children succeed. I am convinced that the Legacy College Preparatory School can help children in the South Bronx to thrive.

When I first met Summer Schneider, I was impressed by her passion and commitment to our children. Summer has spent months reaching out to families in the community, holding public meetings and talking with people in the South Bronx nonprofits, churches, and community organizations. She understands the unique challenges faced by students in the South Bronx and will create an educational program designed to reach them. She is modeling Legacy College Prep on several successful charter schools in New York City and across the country.

I believe that Legacy College Preparatory Charter School would offer many families in the South Bronx a new alternative that can help our children prepare for college. Thank you for your consideration of their application.

Sincerely,

Johanna DeJesus
Senior Vice President
Education & Career Development, SoBRO

CLASSICAL
CHARTER SCHOOLS

LEADERSHIP

LESTER LONG
FOUNDER & EXECUTIVE DIRECTOR
SCHOOL DIRECTOR, SBCCS

LEENA GYFTOPOULOS
SCHOOL DIRECTOR, SBCCS II

REBECCA GEARY
SCHOOL DIRECTOR, SBCCS III

BOARD OF TRUSTEES

C. STEPHEN BALDWIN, CHAIR

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INGRID BATEMAN

LOUISA CHILDS

WILLIAM F. HIGGINS

LAURENCE HIRSCH

JAMES MAHER, JR.

December 9, 2015

To Whom it May Concern:

I am writing in strong support of Legacy College Prep Charter School. Upon meeting the Lead Founder, Summer Schneider, I was impressed by her training, experience and expertise. Summer is completing the Building Excellent Schools Fellowship, a nationally recognized training program for charter school founders and has visited South Bronx Classical Charter Schools on several occasions. Summer is a strong leader, has assembled a high-quality team, and will lead an excellent school that will add substantial value to the school system in the South Bronx.

Legacy College Prep will adopt many elements of the academic program that contributed to the success of South Bronx Classical Charter Schools, including an emphasis on math and literacy instruction, interim assessment and data analysis, targeted interventions for students, professional development and thorough teacher evaluations, and deep, personal parent engagement. I have great optimism that this school will make a meaningful impact for the students, families, and community members of the South Bronx.

South Bronx Classical Charter Schools is deeply committed to the success of Legacy College Prep Charter School. I completed the same training program as Summer and we approach school leadership in a similar manner. Legacy College Prep Charter School has a very strong application and an explicit college-preparatory focus, critically needed in low-income communities. I strongly urge you to accept this application and bring an outstanding middle and high school model into our community.

Sincerely,



Lester Long
Founder & Executive Director

LOCATIONS

SOUTH BRONX CLASSICAL
977 FOX STREET
BRONX, NY 10459
718.860.4340

SOUTH BRONX CLASSICAL II
333 E. 135TH STREET
BRONX, NY 10454
718.292.9526

SOUTH BRONX CLASSICAL III
3490 THIRD AVENUE
BRONX, NY 10456
929.285.3025

CLASSICALCHARTERSCHOOLS.ORG

LEGISLATIVE OFFICE BUILDING 913
ALBANY, NEW YORK 12247
(518) 455-3959
FAX (518) 426-6887

HTTP://KLEIN.NYSENATE.GOV/

THE SENATE
STATE OF NEW YORK

JEFFREY D. KLEIN
NEW YORK STATE SENATOR
34TH DISTRICT

1250 WATERS PLACE, SUITE 1202
BRONX, NEW YORK 10461
(718) 822-2049
FAX (718) 822-2321

JDKLEIN@NYSENATE.GOV

December 18, 2015

Charter School Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

Dear State University of New York Charter School Institute:

I write to you today in enthusiastic support of Legacy College Preparatory Charter School, which will serve the South Bronx in Community School Districts 7 and 8. These are two community school districts in my constituency that lack access to high performing schools. And as a firm believer in parental choice, I want to ensure my constituents can choose a high performing college preparatory program for their children. The South Bronx communities must embrace high-quality schools like Legacy College Prep that provide students with greater opportunities.

I have met with lead founder, Summer Schneider, and witnessed her passionate dedication to education. Legacy College Prep will offer middle and high school students concrete advantages in order to put students on track to attend and persist in college. These include a longer school day and year, and more effective use of school time; three hours a days of literacy instruction; ample observation, feedback, and support for teachers; and an ongoing and productive partnership with families of Legacy College Prep. There is no question that their goal of educating every student for a college degree is ambitious and lofty. With a high school graduation rate in our districts that hovers around the 45% mark, I am encouraged to see a school that places students on a path to academic success in college.

I believe that approving Legacy College Prep is a smart choice that must be made in order to continue moving in the direction that ensures our students have a bright future of opportunity. Legacy College Prep will offer families in the South Bronx an outstanding educational choice. I strongly urge the State University of New York's Charter School Institute to approve and assist Legacy College Prep. With the school's addition, many more families will have a strong educational option for their children.

Sincerely,

Jeff K

Senator Jeffrey D. Klein
Independent Democratic Conference Leader
Senate Coalition Leader



The Knowledge House
BXL Bronx Business Incubator
1231 Lafayette Avenue, 2nd Floor
Bronx, NY 10474
TheKnowledgeHouse.org

Dear State University of New York Charter School Institute,

The mission of Legacy College Preparatory Charter School, to educate all students in grade 6 through 12 to have access to a college education is one that I endorse. For too long, many of our students in Community School District 8 have struggled to exit our high schools and compete at local, state, and national universities. Legacy College Prep takes an unapologetic approach to giving every student what he or she needs while remaining accountable for the outcomes they produce. I write to you today in support of their charter proposal.

36% of young people in the South Bronx are unemployed and disconnected from school. Although the tech sector is growing rapidly, the South Bronx and other impoverished neighborhoods are lacking opportunities for diverse talent to develop professionally and engage in the tech and innovation economy. The Knowledge House fuels a technology pipeline of leaders from underserved neighborhoods by empowering them with the 21st century skills required to launch tech careers or ventures which have meaningful, uplifting impact on their communities.

In meeting with Summer Schneider, Lead Founder of the school, and reviewing their materials, I am pleased by many of the practices being implemented by Legacy College Prep. Strategies such as extending the school day and year, placing an emphasis on literacy and mathematics instruction, recruiting high quality teachers and staff from the community, and the creation of a strong culture that is centered on the goal of college graduation.

I believe that approving Legacy College Prep is a smart choice that must be made in order to continue moving forward in the direction that ensures our students have a bright future of opportunity.

I appreciate your consideration of the Legacy College Prep charter proposal. I view the school and its leader as a future asset to our community, and more importantly, a necessary option for families who currently face limited choices.

Sincerely,

Jerelyn Rodriguez, Co-Founder and CEO

12/30/2015

THE POINT
WHERE COMMUNITY AND CREATIVITY CONNECT.

January 2016,

Dear State University of New York Charter School Institute,

I am writing to offer my enthusiastic support for the Legacy College Preparatory Charter School application.

THE POINT Community Development Corporation is a 501(c)(3) organization based in the Hunts Point community of the South Bronx dedicated to the revitalization of the community. Our overall mission is to use arts and culture, youth and community development, and social and environmental justice to bring about changes for the community by its members. We believe the greatest assets needed to achieve this transformation are the people themselves, and serve hundreds of families per year via programming and outreach events, giving them the tools to recreate their neighborhoods. Education and literacy are always at the forefront of these conversations, and are infused in everything we do throughout the year.

Many of the families and community members we serve are looking for educational programs that can help their children succeed. I am convinced that the Legacy College Preparatory School can help children in the South Bronx to thrive.

When I first met Summer Schneider, I was impressed by her passion and commitment to our children. Summer has spent months reaching out to families in the community, holding public meetings and talking with people in the South Bronx nonprofits, churches, and community organizations. She understands the unique challenges faced by students in the South Bronx and will create an educational program designed to reach them. She is modeling Legacy College Prep on several successful charter schools in New York City and across the country.

I believe that Legacy College Preparatory Charter School would offer many families in the South Bronx a new alternative that can help our children prepare for college.

Sincerely,

Danny R Peralta

Executive Managing Director

The Point Community Development Corporation / 940 Garrison Avenue / Bronx, NY 10474
ph 718.542.4139 / fax 718.542.4988 / www.thepoint.org
Board of Directors: Michael Glazebrook, Chair / Barbara Berliner, Secretary / R. Edward Lee, CSW / Sarah C. Lee / Karen Vanterpool / Leighton Wynter / Jose J. Virella

WORKFORCE 1

Hunts Point Career Center
1029 East 163 Street, 3rd Floor
Bronx, New York 10459

W nyc.gov/workforce1

January 22, 2016

To whom it may concern,

Good Day my name is Tiara Williams and I am the Center Director for the Hunts Point Workforce 1 Career Center. Workforce1 is a service provided by the NYC Department of Small Business Services that prepares and connects qualified candidates to job opportunities in New York City. We make strong matches for both candidates and employers by using a unique combination of recruitment expertise, industry knowledge, and skill-building workshops to strengthen candidates' employment prospects.

The Hunts Point Workforce 1 Career Center has partnered with several employers, education institutions and community partners to provide both training and employment services to the community. We hope to collaborate with Legacy College Prep to recruit, refer and staff their location. We look forward to partnering with Legacy College Prep and developing a relationship that will bring both employment and education opportunities to the community.

Should you have any questions or concerns feel free to contact me at [redacted] and or by phone at [redacted]

Sincerely,

Tiara Williams
Center Director
Hunts Point Career Center
[redacted]
Bronx, New York 10459
[redacted]
W: nyc.gov/workforce1

NYC Small Business Services

A proud member of the Workforce New York network



January 15, 2016

Dear State University of New York Charter School Institute,

For nearly 40 years, Youth Action Programs and Homes' (aka Youth Action YouthBuild-YAYB) primary focus has been to provide education, training, and leadership opportunities to low-income, out-of work, and out-of-school young adults while engaging them in the creation of affordable housing. As the founding organization of the nationally known YouthBuild program, YAPH's Youth Action YouthBuild AmeriCorps Program gives "disconnected" youth, ages 17-24, hands-on skills in the construction trades coupled with academic training that will lead to a High School Equivalency diploma. Our comprehensive program also includes counseling, peer support groups, community service, extracurricular activities, job readiness and placement assistance, and graduate services and support. Another central element of our work is the building of youth leadership skills through civic engagement, program decision making, and involvement in community issues. In addition, we provide incentives for our young people to continue on to post secondary education. As part-time AmeriCorps Volunteers. YAYB trainees have the opportunity to earn valuable Educational Awards for college or trade school.

Youth Action YouthBuild wishes to support Legacy College Preparatory Charter School. We have met with Lead Founder, Summer Schneider, and feel that the mission Ms. Schneider is bringing to the South Bronx supports the work we do at Youth Action YouthBuild and is a very valuable choice for families looking for middle schools that will provide a path to high quality education.

Thank you for your time and consideration of Legacy College Prep's charter proposal. Youth Action YouthBuild would like to see a 6-12 grade school, with the focus on preparing for college, be an option for families in the South Bronx. Legacy College Prep demonstrates just the type of leadership our community needs and I enthusiastically support the vision and dedication of its leaders.

Sincerely,

Robert Taylor, Executive Director
Youth Action Programs and Homes, Inc aka Youth Action YouthBuild
206 East 118th Street
New York, NY 10035

15f. Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. Please note that the inclusion of at-risk "preferences" or set-asides may make the school ineligible for federal CSP grant funding. The Institute anticipates that one additional weight in lotteries may be permissible for CSP recipients by the time applicant schools open; therefore, such weightings can be included in the admissions policy on a contingent basis.

As required by state law, participation in Legacy College Preparatory Charter School ("Legacy College Prep") will be based on parental choice. Our school is a completely open enrollment charter school. If the number of applications received by the April 1, 2017 deadline exceeds the number of spots in sixth grade, a random public lottery will be used to determine who will receive a seat.

All students of eligible age (finished with fifth grade in spring of 2017) and who have submitted a complete application by the April 1, 2017 deadline will be eligible for the public lottery. This process will be managed through an Excel spreadsheet to track submission, lottery results, notifications, parent decision, and completion of the enrollment packet, overseen by the Head of School during the planning year and by the Dean of Operations in Year 1 and all future years.

The enrollment lottery will be held publicly at the facility or another advertised public space if the facility is under construction. The location will be fully accessible to the public. Enrollment and the lottery will be widely publicized through press releases, flyers in the community, and our website. Names for the lottery will be drawn by a disinterested third party, and a family is not required to attend to earn a seat in the lottery.

Legacy College Preparatory Charter School does not discriminate against any applicant or their family on the basis of race, ethnicity, sex, color, national origin, disability, genetic information, religion, sexual orientation, gender identify, socioeconomic status, parent's or guardian's marital status, political affiliation, or any other protected status.

Priority Enrollment

Depending upon the CSD in which our facility is ultimately secured and located, either students who are residing in CSD 7 or those residing in CSD 8 will receive preference in enrollment. Specifically, if the facility is located in CSD 7, students residing in CSD 7 will receive preference; if the facility is located in CSD 8, students residing in CSD 8 will receive preference. We will separate the applicants into two groups, those students living in the preferred CSD, either CSD 7 or CSD 8, and students not living in that district. We will accept students in CSD where the school is located first, and if we have more applicants than seats, we will hold a lottery for only students in that CSD, seating all students and creating a waiting list as needed. We will then draw the names for all remaining applicants to either continue the wait list or if no wait list exists to create the wait list for our school. If we have less applications from the CSD where the school is located than we have seats available, then we will automatically accept all students from that CSD then hold a separate lottery for all remaining applicants who are residing outside of our proposed community school district.

Particular groups of students will not participate in the enrollment lottery but will be granted priority enrollment due to their particular circumstances.

Siblings of Currently Enrolled Students

Siblings are defined as children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled in the program. This is defined as guardian(s) who have custody of children at least 50% of the time and include half-siblings, step-siblings, adopted siblings, or other family members such as cousins, nieces, or nephews being cared for as primary dependents. If a child is drawn for an enrollment spot at Legacy College Prep, their siblings will be automatically granted enrollment if there is space available in their grade-level. Siblings of currently enrolled students will be exempt from future lotteries and will be automatically granted space if space at their grade level is available.

Children of Founders

Children of the founding school leaders and founding Board members will be automatically given a seat and will be given preference in the lottery. These are individuals listed on the charter application submitted to the State University of New York Charter School Institute on January 22, 2016.

Children of School Employees

Children of school employees will be exempt from the lottery provided that the parent employed at Legacy College Prep has full or joint custody of the child. Employees include anyone who works at least half-time for Legacy College Prep and who started work on or before the first day of school of the year in which they are submitting their application. This includes all staff members, including teachers, administrators, custodial staff, office staff, classroom assistants, etc.

The number of children of founders and employees given priority enrollment shall not exceed 20% of the total enrollment. Should the number applying exceed 20%, preference will be given in order of number of years of service to the school. Founding and employee children not given priority enrollment will be included in the general enrollment lottery.

16. Facilities

a. *Facility Needs*

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- *The desired location of the school facility;*
- *The number of general education classrooms required each year;*
- *Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;*
- *Space requirements for administrative functions, food services 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, restroom, food service and other facility related needs unique to the residence program proposed.*

Legacy College Preparatory Charter School ("Legacy College Prep") is actively pursuing a variety of facility solutions. We have not yet finalized a site for the school but we plan to locate in CSD 7 or CSD 8, specifically in the zip code of 10455.

To ensure that the facility has enough space to meet the needs of the school, including the number and type of classrooms, administrative offices, and any program-specific space (science labs, music rooms, etc.), we are looking at private facility space while also applying for co-location in a New York City District building in CSD 7 or CSD 8.

In searching for facility space, our philosophy is to ensure that our building aligns with Legacy College Prep's staged-growth model. Because we are committed to building our school over time, one grade per year, we recognize that our need for space will grow over time, as will our budget for facilities. Our aim is to find space that both suits the needs of our initial student cohort, and also allows us the financial and logistical flexibility to grow that space as our student base grows.

Legacy Charter School will open with 120 students in 2017, adding 120 students each year. **Figure 16.1** details the number of students and space needed each year for the charter term.

Figure 16.1: Space Requirements

Year	Sq. Ft.	Students
Year 1	14,369	120
Year 2	22,292	240
Year 3	30,723	360
Year 4	32,023	480
Year 5	50,954	600

Figure 16.2 details specific room requirements in year 1, year 5, and at full enrollment in year 7 with notes on the rationale for the space requirements.

Figure 16.2: Specific Room Requirements

Room or Space Requirement	Number Needed in Year One	Number Needed in Year Five	Number Needed at Full Capacity	Notes
No. of standard or general education classrooms	4	22	30	We will need four standard or general education classrooms for each grade level as we will split our students into four advisories of 30 students each, staffed by two staff members. We will add four classrooms each year until we expand to the high school. In order to offer more elective options in grades 9 through 12 we will add space for one elective classroom each year.
No. of science labs	0	2	4	We will put one science lab in the middle school for 8th grade science in Year 3. In Year 5 we will have two science labs for Physical Science and Biology. In Year 7 we will consider the need for additional lab space for other science courses.
No. of computer labs	1	2	2	We will have one computer lab in Year 1 for the computer typing course. In Year 5 we will have a computer lab at the middle school and one in the high school. (We will augment an official computer lab with laptops, mobile laptop carts, and chrome books.)
No. of art studios	0	1	2	We will have one art classroom for the middle school when we expand to eighth grade in Year 3. We will add another art classroom in Year 6 at the high school.
All-Purpose Room	1	2	2	The All-Purpose Room will serve as the auditorium, the Physical Education classroom, and the cafeteria. We will designate one room for the middle school and one room for the high school. This will be the case whether the two schools are in the same building or two separate buildings.
Auditorium	0	0	0	The All-Purpose Room will serve as the auditorium, the Physical Education classroom, and the cafeteria.
No. of music rooms	0	1	1	There will be a music room in the high school for Band.
Library	0	0	0	There will be small libraries in each classroom.
Gymnasium	0	0	0	The All-Purpose Room will serve as the auditorium, the Physical Education classroom, and the cafeteria.
Lockers	0	240	445	We anticipate having 120 students per grade with a 10% attrition in the 11th and 12th grades when we stop backfilling the seats of students who transfer. Students in middle school will not have lockers; students will begin using lockers in the high school.
Cafeteria	0	0	0	The All-Purpose Room will serve as the auditorium, the Physical Education classroom, and the cafeteria.
No. of administrative offices	4	6	7	In Year 1 we will have an office for the Dean of Operations, the Dean of Culture, the Head of School, and the Dean of Student Supports. In Year 5 we will

				have additional offices for the Middle School Director, the Dean of Culture at the High School Level, and the High School Director in Year 7.
Teachers' work room	1	2	3	We will have one teacher work room at the middle school and two at the high school, one for 9th and 10th grade teachers and the other for 11th and 12th grade teachers.
Nurse's office or health clinic	0	0	0	All of the resources for health will be kept in the main office with the operations staff.
Special Ed resource room	1	3	4	We will increase the amount of special education resource rooms to match the percentage of our population needing special education services.
Student Restrooms	2	6	8	We plan to have two sets of boys and girls restrooms at the middle school and two sets at the high school. We will ensure that the facility follows the New York State Uniform Fire Prevention and Building Code 900.2h.1referrring to the number of student restrooms per student.
Adult Restrooms	2	4	4	We will have a male and female restroom for adults at the middle school and one set at the high school.
Social Worker's Office	1	2	2	We will have one office for a social worker at the middle school and one office at the high school.
Small Group Classroom	1	2	2	We will have two small group classrooms at the middle school level for teachers to use for remediation and small group instruction.
IT Room	1	1	1	We will have one room to house the server and all additional technology equipment.
Storage and Copy Rooms	2	4	4	We will have a storage room and one copy room in Year 1. When we expand to the high school we will have one storage room and one copy room at the high school.

b. Facility Selection

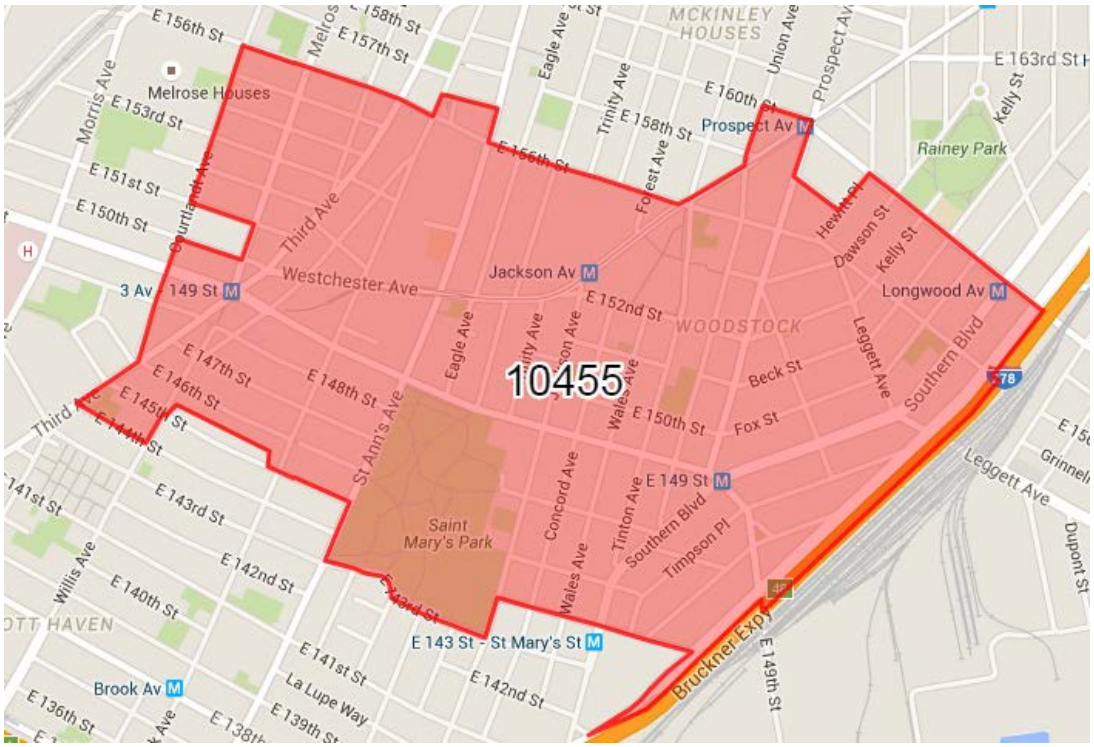
Describe the efforts to date to secure a facility for the school including:

- *If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;*
- *How the proposed facility will be able to meet NYSED, or New York City Department of Buildings and state sanitary specifications by when the school would commence instruction;*
- *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 respond to this request as if a facility has not been located unless all necessary governmental approvals for the facility have been obtained;*
- *If co-located space is the primary option and the budget template has been completed under that assumption but the applicant would also investigate other options for space including private space, discuss those alternative plans in 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.*

Building Excellent Schools has retained Charter School Support Services (CSSS) to assist Legacy College Prep, Lead Founder Summer Schneider, and the Founding Team in the location, securement, and development of a facility for opening in August 2017. CSSS is a national nonprofit that has developed three charter school facilities in New York City and for multiple charter schools outside of the state for Building Excellent Schools. CSSS provides facility financing, construction management and other support services. CSSS has also assisted charter schools in New York City in their application for colocation space within district buildings.

Legacy College Prep proposes to locate in zip code 10455 in the South Bronx, along or east of Third Avenue, south of 156th Street, and west of the Bruckner Expressway. **Figure 16.3** is a map of zip code 10455, the proposed area for location of the school. This location was selected based on close proximity to several public transportation options along 149th Street and Westchester Avenue and because of the central location between CSD 7 and CSD 8 and the zip codes that are we are targeting for enrollment. Students living in Community School Districts 7 and 8 will be given an admissions preference. Community outreach will be conducted specifically in the zip codes of 10454, 10455, 10459, and 10474, or the neighborhoods of Mott Haven, Hunts Point, Port Morris, Longwood, and Woodstock. The proposed zip code for the school is 10455.

Figure 16.3: Map of Zip Code 10455



Enrollment assumes 15.7% of the student population will be identified as Students with Disabilities (14.9% CSD 7 and 16.4% CSD 8) and 13.8% as ELL students (16.4% CSD 7 and 11.1% CSD 8), using the SUNY Enrollment Targets Calculator. The facility will meet all ADA and life safety requirements.

Legacy College Prep will apply for colocation space to NYC Department of Education. An initial contact with NYCDOE Office of District Planning in the Division of Operations has been made. **Figure 16.4** is the letter that was sent to the NYC DOE to request co-location space.

Figure 16.4: Letter to Request Co-Location

December 29th, 2015

Office of the Chancellor

Tweed Courthouse

52 Chambers Street

New York, NY 10007

RE: **Written Request for Co-Location in a Public School Building**

Pursuant to Section 2853(3)(e) of the Education Law

Dear Sir/Madam:

Legacy College Preparatory Charter School hereby submits its written request for co-location in a public school building pursuant to Section 2853(3)(e) of the Education Law, as of the data set forth above.

Legacy College Preparatory Charter School is currently in the process of applying for authorization with the State University of New York Charter Schools Institute for the school years 2017-2022 to provide grades 6 through 12 in CSD 7 and CSD 8.

Legacy College Prep intends to serve 120 students in each grade beginning with sixth grade in 2017. At the end of the five year charter our enrollment will be 600 students. Following the next Charter renewal which is scheduled for 2022, the 11th and 12th grades will be added in the co-located space with a maximum enrollment of 840 students. Legacy College Preparatory Charter School specifically requests at this time that its co-location be located in CSD 7 or CSD 8; specifically in the zip codes 10454, 10455, 10459, or 10474.

Please contact the following individual for further information or assistance:

Summer Schneider

Proposed Head of School and Lead Founder

Legacy College Preparatory Charter School

Cell 347.746.1558

sschneider@buildingexcellentschools.org

Thank you,

Legacy College Preparatory Charter School

Should colocation space not be available, Legacy College Prep will seek to lease private space. CSSS has developed a five-year space plan to guide the search. General facility requirements are as follows:

- Classrooms are 900 square feet
    - Year 1 - 4 classrooms
    - Year 2 - 8 classrooms
    - Year 3 - 12 classrooms
    - Year 4 - 17 classrooms
    - Year 5 - 22 classrooms

- A multiple purpose room with 1,800 square feet
- Two Offices of 600 square feet
- Two Adult restrooms in year one and two additional restrooms in years 3-5
- Two Student restrooms in year one and additional restrooms in years 3-5
- Additional classrooms for arts, computer science, special education classrooms, and ELL classrooms

CSSS will work with Charter School Facilities, a New York City-based commercial real estate brokerage firm with extensive charter school experience, to locate private space options. Legacy College Prep will seek a five-year lease with options to renew. The budget assumes a rental rate of $30/square foot on a triple net basis. The budget also assumes $47,840, in year one, for the purchase of furniture, fixtures, and equipment (FFE) and $50/student for cleaning, repairs and maintenance. The leased premises will be fully ADA accessible and meet all life safety requirements. Construction on the school would begin no later than the early spring of 2017, allowing ample time to make renovations before the school is opened. CSSS is contracted to assist with all renovation and construction needs and will work with the Board of Trustees to make sure the building is ready prior to the first day of school. We have built into our budget a contingency plan for staffing should we have unanticipated higher costs for the facility.

c. Facility Related Conflicts of Interest

If the charter school education corporation or its partners 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.

No one on staff for Legacy College Prep or serving on the Board of Trustees will have a conflict of interest in the selection of a facility. Legacy College Prep will establish a policy for dealing with possible future conflict of interests. If any potential conflict of interests present themselves, the Board of Trustees will report the issue to the SUNY Charter Schools Institute. In the case of a potential conflict of interest the board member or employee of the school would need to recuse themselves of any decision-making processes related to the acquisition of space for the school.

16d. Facilities Documents

Additional Facility Information

Provide Information such as blue prints, 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.

Important Note: If a facility has already been identified, include certification from an architect that confirms that the proposed facility will be able to meet NYSED or NYC specifications, as applicable, by the date that the school would commence instruction and the cost of bringing the facility into compliance with the specifications, which must be accounted for in the proposed budget.

Legacy College Prep and Charter School Support Services (CSSS) have identified several prospective commercial sites which are currently being evaluated. Once we have received notification from the NYCDOE about co-location we will secure one of the private spaces currently being evaluated.

17. Food Services

Describe the plans for food services the charter school will provide.

The food services will depend on the facility location of the school. If we are granted a co-location facility location within district space, we will use the food services offered in the NYCDOE building.

If Legacy College Prep is not granted co-location within district space, we will secure a private facility. In this case we intend to create an "invitation to bid" for meal services, with the requirement that all meal preparation, service, and documentation meet or exceed the guidelines of the national school breakfast and lunch programs. If our facility has a space to prepare meals, we will ensure that our facility plan is in compliance and that our kitchen facilities be built out to meet any federal requirements for food warming or preparation. Because we are unsure whether our facility will have space to prepare meals, we will request that all local food providers submit bids that include in the total price transportation to and from the school, serving utensils, and packaging.

All students will have access to the meal program. We have included food service fees in our budget, as well as reimbursement for free and reduced lunch based on federal guidelines. Students who cannot pay or forget their lunch will be provided a meal at no cost, and we have included this cost in our budget to ensure that all students will have access to a meal.

The free and reduced price lunch forms will be a component of the enrollment process. Every family will receive a Free and Reduced Lunch form with their enrollment packet at our annual family orientation. We will strongly encourage every family to complete this form, whether or not they believe they will qualify, and we will incentivize 100% completion of these forms early in the year to ensure that the maximum number of students have access to our meal program. Our Dean of Operations and the Office Manager will be in charge of recording all forms collected by advisors and notifying parents who have yet to turn in their forms via phone calls, text, and email.

18. Health Services

Describe the plans for health services the charter school will provide.

Legacy College Preparatory Charter School ("Legacy College Prep") plans to apply for co-location with a New York City district school. If granted space in a district school building we expect to share the school's health services. If we are unable to co-locate within a district building, we will ensure compliance with §2853(4)(a) and §912 of the Education Law. We will implement a comprehensive set of health, safety, and risk management policies reviewed annually with the staff, students, parents, and governing Board of Trustees. These will also be reviewed and discussed with the school's insurance carriers and include, at minimum, the following items:

- Policies and procedures for response to natural disasters and emergencies, including fires and tornadoes.
- Policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- Policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. Child abuse will be reported immediately by the individual discovering or being informed of the alleged child abuse/neglect. In accordance with the requirements of the New York State Social Services Law § 413 and § 421, annual reporter training will be provided within the first six weeks of school or the first six weeks of that person's employment, and proof of that training will be provided to the chair of the school's governing board.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.).

The Office Manager will be responsible for record keeping, including maintaining emergency contacts, immunization records, medication records, and student health files. All records will be kept in a locked file with access limited to the Office Manager, Head of School, and Dean of Operations. The Office Manager will oversee disbursements of any medication during school hours. A student must have a letter from the doctor with a parent authorization form on file in order to receive any medications while at school. The Dean of Operations and the Office Manager will collaborate with the district to schedule all required vision and health screenings for our students from the Department of Health and Mental Hygiene.[1]

In accordance with Public Health Law 2164, we will make sure that all students have a certificate of immunization at the time of registration or by the end of the enrollment period. Required immunizations include: Polio (IPV, OPV: 3 doses); Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose), Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses).

As required by §917 of the Education Law, Legacy College 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.

[1] All efforts to gain additional information on contracting health services if our school is located in private space have been unfruitful. Once authorized we will continue to research options for health services and will make an amendment to include additional services as needed.

19. Transportation

Describe the transportation arrangements for students including arrangements made for students who would not qualify for public school transportation under Education Law § 3635, and 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.

Legacy College Preparatory Charter School ("Legacy College Prep") intends to locate in a facility near several public transportation options in the zip code 10455.

In accordance with Education Law § 3635, we will provide students with transportation services who are not living within a two mile radius for grades six through eight and within a three mile radius for grades 9 through 12. Parents must submit transportation requests in accordance with the district timeline of April 1st, prior to the following school year.

Serving students in grades 6 through 12, we will rely on public transportation arrangements for students to get to and from school instead of providing supplemental transportation services for students living within a two or three mile radius of the school depending on grade level. Students will be able to purchase from the school the student discounted metro cards for use Monday through Friday. We have included in our budget additional funds to use for families who cannot afford the student metro cards. The Dean of Operations and Office Manager(s) will be responsible for managing the record keeping, distribution, and payment of all public transportation related items.

For any Saturday school or activity with necessary transportation, we will work with families to offer discounted metro cards for students to use on the weekends when their student cards are not active. We have included in our budget additional funds to support transportation.

We plan to take students on field trips throughout the school year. We have included in our budget money to pay for the trips and for transportation via a private bus or public transportation.

For students with special needs who require specific transportation support to and from school, we will work with the district CSE to ensure that the appropriate services are contracted out before the school year begins. We have included in our budget additional funds for special education support services to use for the purpose of transportation for students that require it.

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).

Please see **Figure 20.1** for the letter that outlines our proposed insurance coverage, as issued by FFB Insurance. Legacy College Preparatory Charter School and insurance provider assure that they will notify the Department of Education of any cancellation policy within ten (10) days.

Figure 20.1: Proposed Insurance Coverage

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTICE: This statement is intended to provide the insurance coverages and the associated estimated premium for budget purposing only

Actual premium will be determined at time of coverage placement and will depend on exposures, carrier rate changes, and limts and deductibles selected

COVERAGE	LIMITS OF LIABILITY		RETENTION	COVERAGE COMMENTS	ESTIMATED PREMIUM
Workers' Comp & Employers Liability	**WC:**		NIL	Final premium will be computed upon audit.	$8,500
	Statutory			Based on payroll of $2,500,000	
	Employer's Liability:				
	BI Per Accident	$1,000,000			
	BI Each Employee Disease	$1,000,000			
	BI Policy Limit Disease	$1,000,000			
General Liability	**Liability:**		**Liability:**		
	Each Occurrence	$1,000,000	Nil except:	Based on estimated 120 Students	$15,000
	Personal and Advertising Injury	$1,000,000	$1,000 Employee Benefits Liability		
	General Aggregate	$3,000,000			
	Fire Legal Liability	$100,000			
	Medical Payments, per person	$5,000			
	Hired and Non Owned Liability	$1,000,000			
	Employee Benefits Liability	$1,000,000			
	Abuse & Molestation Limit	$1,000,000			
	Abuse & Molestation Agg. Limit	$2,000,000			
	Products Agg Limit	$3,000,000			
Educators Legal Liabilit	Educators Legal Liability	$1,000,000	$2,500 Educators Legal Liability	Includes "Wrongful Act"/D&O	$3,500
	Educators Legal Liability Aggregate	$1,000,000	$5,000 EPL		
Property	**Property:**		**Property:**		
	Contents	$250,000	$2,500		
	EDP	$250,000			
	Business Income / Extra Expense	ALS			Included with GL
	Cause of Loss Form	Specia			
Excess Liability	Each Occurrence	$10,000,000	$10,000 SIR if no underlyer	Includes GL, Auto, EBL, ELL	Included with GL
	Aggregate	$10,000,000			
Crime	Employee Theft	$1,000,000	$25,000		$2,000
	Depositors Forgery or Alteration	$1,000,000			
	Theft, Disappearance & Destruction - Money, Securities, and Other Property	$1,000,000			
	Computer and Funds Transfer Fraud	$1,000,000			
Accident Insurance	AD&D:	$250,000	Nil		$975
Special Risk	Accident Medical Expense:	$250,000			
Cyber Liability	Aggregate Limit	$1,000,000	$2,500		$1,000
Special Risk	Ransom	$1,000,000	Nil		$1,500
Side A D&O	Limit	$1,000,000			$2,500
Fiduciary Liability	Limit	$2,000,000	$10,000		$1,250
	Aggregate	$2,000,000			

21. Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, "preferences" or set-asides in their admissions policies may not be eligible for federal CSP grant funding.

Legacy College Preparatory Charter School ("Legacy College Prep") takes a balanced approach in ensuring it can provide its proposed model with fidelity, at the same time with a finite amount of resources. In developing these required financial plans, Legacy College Prep has focused on not only meeting the basic goals of positive operating income and positive cash flow, but goals that also reinforce sustainability (cost scale over time), solvency (cash needs beyond Year 1), and conservatism (ability to meet unforeseen circumstances and contingencies).

Legacy College Prep approached the financial planning exercise in the context of 7 operational years. While the attached budget file and narrative covers the startup year and subsequent 5 operational years, Legacy College Prep evaluated its plans against whether it would be sustainable through final scale, or Year 7. This was important particularly in the course of evaluating the staffing plan implications.

Figure 21.1 is evidence of this by the high level snapshot below through Year 7.

Figure 21.1: Budget Projections Year 1 through Year 7[1]

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Total Revenue	460,000	2,766,445	4,784,773	7,006,930	9,328,223	11,649,520	13,738,758	15,616,112
Total Expenses	216,399	2,652,816	4,488,240	6,591,708	8,934,235	11,206,507	13,704,474	15,466,508
Operating Income (EBIDA)	243,602	113,629	296,533	415,222	393,989	443,014	34,285	149,604
Beginning Fund Balance	-	243,602	357,230	653,764	1,068,986	1,462,974	1,905,988	1,940,272
Ending Fund Balance	243,602	357,230	653,764	1,068,986	1,462,974	1,905,988	1,940,272	2,089,877
Operating Income as % of Total Revenues	53%	4%	6%	6%	4%	4%	0%	1%
Fund Balance as % of Total	53%	13%	14%	15%	16%	16%	14%	13%

[1] The budget projections include a 2.5% cost of living increase over time for new personnel positions. For example, as we add additional Deans and Directors in later years, we no longer assume a starting salary of such position as provided within the first hire of a Dean and Director in previous years, and instead have built out an annual cost of living differential between the assumption of the original salary and the new year as ultimately hired. This increase is not represented in the SUNY template and may cause some discrepancy between this figure and the SUNY budget template.

Revenues								
Total Revenue Per Student	$0	$23,054	$19,937	$19,464	$19,434	$19,416	$19,405	$19,399
Total Spending Per Student	$0	$22,107	$18,701	$18,310	$18,613	$18,678	$19,357	$19,213

Operating income is positive in each year, with the school's fund balance anticipated to hit 21% by Year 5, putting it on par and in some cases ahead of currently operating charter schools. The smaller operating incomes during Year 0 and Year 1 are associated with the heavier financial lift that charter schools have when they are first getting started. By Year 2, Legacy College Prep is anticipating a flattening of its operating income around a $540K average each year. This suggests that as the school is growing, it is generating enough recurring financial resources to sustain normal operations. Operating income and reserves are anticipated to drop off in Years 6 and 7, but this is strictly a function of having otherwise assumed a flat revenue environment juxtaposed to an escalating cost of running Legacy College Prep year over year.

Revenue Planning

Revenue planning has been done in a conservative manner. Understanding that the number of students enrolled will drive most funding sources, Legacy College Prep has hedged revenue projections by basing it upon 2% less than the targeted enrollment each year and has determined it can still sustain normal operations. In Years 6 and 7, not included in the budget attachment, we have also assumed approximately10% attrition year over year.

Aside from an anticipated Walton Family Foundation (WFF) Grant of $325,000, committed through our partnership with Building Excellent Schools (see WFF Commitment Letter in **R-21f Letters of Commitment**) and a prospective Charter School Program Grant of $500,000, there is no other reliance on any non-public and non-recurring grant revenues. Moreover, Legacy College Prep has aligned its financial plan to coincide with the one-time and tentative nature of these funding sources, so that should one or both not materialize, it can reduce or eliminate spending as needed.

Across all recurring public revenue sources, such as the Per Pupil and Per Pupil enhancements for special education services and facility reimbursement, Legacy College Prep has used the most recent funding assumptions available to charter applicants from NYCDOE and NYSED, in most cases the published assumption for schools operating during FY 2016. For the per pupil special education student funding enhancements, Legacy College Prep assumed that only about half of its special education students will actually receive services that trigger the 20-60% and greater than 60% enhancements. The facility reimbursement has been assumed at 20% of the Per Pupil amount, and we understand this is otherwise not received if we receive a co-location assignment. Legacy College Prep anticipates that to be a consequence that otherwise is budget neutral or a budget improvement, since most market leases will likely exceed the per pupil facilities reimbursement.

In addition, Legacy College Prep assumed no participation in any exotic or uncommon federal, state, and local categorical programs and validated this against both other applications and existing charter schools. Title I and Title II allocations have been assumed based on the local free and reduced lunch profiles of schools in the target area, as well as the programmatic spending requirements that come with both. A pass through of IDEA funding for students with IEPs has been included as well. Legacy College Prep has assumed access to NYSTL, NYSSL, and NYSLIB allocations, but those are understood to be really in-kind allocations through FAMIS with specific

spending limitations that have been reflected in the budget. We do anticipate access to a one-time DYCD allocation in Year 1 to support initial furniture and equipment purchasing. We are also anticipating at least a 70% reimbursement of telecommunication services through the E-Rate program. For budgeting purposes, Legacy College Prep has included both the assumed revenues and exceeding costs (10% excess) of implementing the National School Lunch Program to account for the net financial impact of participating in the NYCDOE food service program. In practice, we know charters participating in the NYCDOE NSLP program pay the unreimbursed differential, and this is the best way to account for the budget impact.

Above all, Legacy College Prep did not did not assume any sort of increase year over year to funding sources – funding levels are assumed to be flat in perpetuity, in spite of upward adjustments to the per pupil aid in recent years or the anticipated increase in Title I funding pursuant to the passage of ESSA. The Founding Board of Legacy College Prep has committed to fundraising $35,000 during the planning year 2016-2017. See **R21f – Letters of Commitment** for a copy of the Board commitment letter. To remain conservative, this same amount has been factored into all years subsequent without an increase even though we anticipate raising the fundraising goal each year.

Expense Planning

Staffing and benefits represent approximately 47% of anticipated spending in a given year for Legacy College Prep, or about an average of $9,000 in spending per student per year. The financial plan maps to the proposed personnel plan and the phase in of those positions over time. For salaries and compensation assumption for roles, we relied on other charter school budgets and other competitive market data. For example, teacher salaries are estimated at an average of $56,375, but in New York City, the starting teacher salary is $45,530 per the 2015-16 NYCDOE salary schedule. Personnel plans include assumptions for administrative roles beyond the school leader, instructional roles beyond core classroom teachers like special education, English Language Learners support and elective teachers, and support staff for both clerical needs, operations, and student well-being. We plan to start out with approximately 16 staff in Year 1 and culminate with 65 staff in Year 5, with a majority of staff serving in instructional roles.

Beyond budgeting for these positions, Legacy College Prep understands it needs to be competitive and has included provisions for (1) supplemental pay for fringe duties such as Friday enrichment, (2) a 7% average bonus pool ties to academic results, evaluation, and promotion, and (3) a 2.5% year over year increase on all compensation to ensure that compensation can adjust to meet cost of living increases, as well as additional performance-based adjustments.

We are accounting for all employee benefits as well. In addition to assuming standard participation in employer taxes such as SSI, Medicare, and State Unemployment, we have also budgeted for a 3% employer contribution to a 401(k) or 403(b) plan on behalf of each employee. Legacy College Prep has also budgeted for an average employer contribution, starting at $6,500 per employee, towards health coverage, with a 5% increase year over year; it has validated this against current benefit practices with operating charter schools.

The robustness of the staffing plan from inception is otherwise made possible by the assumed presence of soft monies like the Walton Family Foundation Start-Up Grant and the CSP grant. The working assumption is that with those funding sources in place, it otherwise reduces what Legacy College Prep would have to spend out of its Per Pupil funding towards a number of startup expenses, which in turn means we can fund full-time positions like a Dean of School Culture or a Social Worker much earlier than a school of its size might otherwise be able. Without these soft monies, we would have to look for ways to leverage contracted services to reduce costs, so that we would use our Per Pupil funding to meet startup spending requirements. The lack of the Walton Family Foundation Grant during startup would likely mean a reduction of the staffing plan and

increased pressure on the Board to engage in fundraising. While Legacy College Prep believes the soft monies will help the school expedite its trajectory, the Board is fully aware and ready to engage in fundraising activities as needed.

Other expenses across contracted services and school operations have been budgeted based on either quotes from vendors or consultation with other existing charter schools. These expenses include everything from consultants, legal advice, audit services, back office services, as well as assessment costs, instructional materials, textbooks, and so forth. Legacy College Prep is anticipating approximately a quarter of its total spending going towards these two areas in Year 1, but it anticipates that to drop down closer to one-fifth of spending by Year 5. Part of this is due to pressure coming from personnel spending in future years, and part of this is due to Legacy College Prep growing into costs as it scales up. Over time, we expect to spend an average $4,400 per student across these two areas each year.

As Legacy College Prep has not yet secured a facility, financial planning is estimated. Using industry standard assumptions for square footage needs (100 square feet per student) and standard local costs on a per square foot basis, we feel confident we have developed a financial plan for facilities that gives us flexibility to address a variety of facility opportunities as they present themselves. A rental expense of $30 per square foot has been assumed, along with a $10 per square foot assumption for tenant improvements given most spaces will not be move-in ready for a school and most landlords will require some sort of tenant contribution; this will likely be amortized into the school's ongoing lease payments Janitorial services have been budgeted at $5 per square foot based on different quotes from janitorial services, and utilities have been also budgeted at $5 per square foot, with lack of consideration of whether it might be included in the lease or not.

We ensure sound cash flow month to month, managing resources against expenses pragmatically and prudently, and ensuring consistent short-term fiscal health at all times.

Overall, expenses have been aligned with and prioritized using the mission and the vision of the school. Our budget was created to match our priorities throughout the planning year and year one. Legacy College Prep is committed to a college preparatory offering for its students. This begins in the staffing plan choices that have been made to offer students college preparatory coursework offerings and meet college entrance requirements – core teachers and several elective teachers. This is also evident in a purposefully larger administrative staffing plan as well. We believe a successful school requires each team member to focus on their specific expertise. We want teachers to be able to focus on preparing students for college.

Legacy College Prep understands that a college preparatory focus means not just ensuring academic success, but also personal success. Incorporating roles like the social workers and college counseling staff contribute to the students' well-being and position them to be more successful.

We are committed to our students having a very rich academic experience, and we have earmarked substantial spending on supplies and classroom technology as well.

b. Financial Planning

Explain the process the school will use to develop its annual budget including:

- *Who will be involved;*
- *How needs will be identified and weighed;*
- *The timeline for creating and approving budgets; and,*
- *Procedures for monitoring and modifying budgets and on what interval.*

The annual budget for the school will be developed by the Legacy College Prep's Head of School and Dean of Operations, in conjunction with the school's contracted back-office provider. The Head of School and Dean of Operations will engage school staff, parents, and other stakeholders to gather input and emerging needs and proposed plans. The back-office provider will provide both historical analysis, as well as broader context and expertise around charter school funding, spending trends, and benchmarks.

The process will start in mid-winter each year (January or February), with a working draft developed and then brought to the Finance Committee of the Board of Trustees for their review in March. The Finance Committee will then review the budget draft and make recommended changes, set additional goals and benchmarks, and provide a recommendation to the broader Board of Trustees for approval in April or May, with the budget approved at a publically noticed Board meeting. This is to ensure submission to SUNY by the set deadline of June 30th of the prior fiscal year.

Throughout the course of the budget development process, staff, consultants, the back office provider and Board members will evaluate the budget in the context of meeting our charter goals and advancing student outcomes and gains. Industry standards around a balanced budget and well-defined and validated assumptions will be minimal requirements, as Legacy will always evaluate budget decisions with student needs prioritized, as well as any programmatic or funding compliance requirements.

As part of monthly Board meetings and Finance Committee meetings, the Head of School and the Board of Trustees will review a suite of financial documents prepared by the back office provider, including but not limited to, budget versus actuals report, chart of accounts, annual budget to date, as well as a set of three-month projections updated monthly. As variances become material between the approved budget and actuals and the projections suggest a new set of circumstances or needs, the staff, Finance Committee and Board of Trustees will revisit the approved budget and determine if the budget should be amended or if corrective action is required to align activity back within the approved budget.

For at least its first few years of operations, Legacy College Prep plans to contract with an experienced back-office provider for charters and leverage their expertise in budgeting, forecasting, and ongoing budget developments. This will also allow our team to develop its own internal expertise. We will rely on an experienced back-office provider to not only guide us with the budget development, but also ongoing financial reporting, compliance, payroll, accounting, accounts payable, financial policy and procedure development, and so forth. This support will also include ongoing reporting support for SUNY-related items and the annual audit.

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.

Any application that proposes adding a school to an existing education corporation must provide specific procedures for conducting independent audits of consolidated financial statements for the education corporation and all of its schools.

Legacy College Prep will annually engage a state-approved audit firm with demonstrated experience auditing charter schools in New York and will have an annual independent fiscal audit conducted by a certified public accountant or certified public accounting firm licensed in New York

State. The Board of Trustees, through its Finance Committee and together with the Head of School and Dean of Operations, will solicit proposals for the audit and ultimately the Board will select the audit firm, which will report directly to the School's Board of Trustees. The audit conducted will meet all federal, state, and local auditing requirements and standards, including those required by public charter schools in New York State, in addition to any conditions required by the SUNY Charter School Institute. In addition, we will engage the audit firm for any other required reporting, including but not limited to, CSP agreed upon procedures reporting, A-133 audit, and the filing of its annual 990 with IRS. The expense for the audit and these other supplemental reporting needs is included in Legacy College Prep's financial plan for each year based on quotes from current audit firms working with charter schools in New York.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow in the event of the closure and dissolution in addition to the SUNY Closure Plan. Please note that specific assurances as to dissolution are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In the event of closure or dissolution of the School, the Board shall delegate to the Head of School the responsibility to manage the dissolution process in accordance with Education Law §2851(2)(t). This process shall include notification to parents of children enrolled at Legacy College Prep. Additionally, an enrollment roster will be sent to NYCDOE, with Legacy College Prep transferring student records to NYCDOE and notifying parents and/or legal guardians. Any remaining assets of Legacy College Prep, after satisfaction of outstanding debts pursuant to §220 of the Education Law, shall be transferred to another charter school within the school district or directly to NYCDOE.

Legacy College Prep has budgeted $25,000 each year, Years 1 through 3, to be set aside and maintained in an escrow fund to total $75,000, specifically for any dissolution of the charter. These funds will be set aside in perpetuity, and they will only be used in the event of dissolution or closure, specifically to pay for all legal and audit expenses associated with dissolution, along with any debts or unmet financial obligations.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	6	6-7	6-8	6-9	6-10
	Enrollment	120	240	360	480	600

***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					Description of Assumptions
Executive Management	1.0	1.0	1.0	2.0	2.0	Head of School in all years; addition of formal Middle School Director in Y4 once school reaches high school grades to differentiate leadership responsibilities; addition of formal High School Director in Y6
Instructional Management	0.0	0.0	0.0	0.0	0.0	
Deans, Directors & Coordinators	2.0	3.0	5.0	7.0	8.0	Dean of School Culture & Dean of Student Supports in Y1; addition of Dean of Instruction in Y2; addition of Asst. Dean of School Culture and another Dean of Instruction in Y3; addition of Dean of Instruction and 2nd Dean of School Culture with start of high school in Y4; addition of 2nd Dean of Instruction in Y5 to accommodate high school growth; addition of Asst. Dean of Instruction in Y6 to accommodate growth
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	Assumes back office provider rather than internal position
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	Dean of Operations in all years
Administrative Staff	1.0	2.0	2.0	3.0	3.0	Office Manager in Y1; additional support in Y2 and Y4 added
TOTAL ADMINISTRATIVE STAFF	5.0	7.0	9.0	13.0	14.0	

INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	6.0	12.0	18.0	24.0	30.0	Each grade has 2 Math, 2 ELA, 1 Social Science, and 1 Science teachers
Teachers - SPED	1.0	2.0	3.0	4.0	5.0	1 added per new grade level
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	Teaching Assistant (below) address substitute needs
Teaching Assistants	1.0	1.0	1.0	2.0	2.0	Instructional support/substitute; additional support in high school Y4
Specialty Teachers	1.0	2.0	4.0	5.0	7.0	ESL Teacher(s); Additional part-time Arts/Music, PE, French, Comp Sci
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	1.0	1.0	2.0	2.0	3.0	Social Worker; 2nd Social Worker Y3 and 3rd Y5; College Counselor Y6
Other	1.0	1.6	2.4	3.3	4.2	Not an actual employee; used to populate calculation
TOTAL INSTRUCTIONAL	11.0	19.6	30.4	40.3	51.2	

NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	

TOTAL PERSONNEL SERVICE FTE	16.0	26.6	39.4	53.3	65.2	Ranges from 15 to 48 staff across 5 years; additional FTE due to impact of

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	6	6-7	6-8	6-9	6-10
	Enrollment	120.00	240.00	360.00	480.00	600.00

***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.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	2.50%	2.50%	2.50%	2.50%	
Executive Management	$ 117,875	$ 117,875	$ 120,822	$ 123,842	$ 244,813	$ 250,934	Based on similarly sized charter schools and school leadership comp
Instructional Management	$ -	$ -	$ -	$ -	$ -	$ -	
Deans, Directors & Coordinators	$ 71,750	$ 143,500	$ 218,838	$ 367,808	$ 520,504	$ 605,266	Based on other charter schools
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 82,000	$ 82,000	$ 84,050	$ 86,151	$ 88,305	$ 90,513	Based on other charter schools
Administrative Staff	$ 46,125	$ 46,125	$ 93,403	$ 95,738	$ 144,257	$ 147,863	Based on other charter schools
TOTAL ADMINISTRATIVE STAFF		$ 389,500	$ 517,113	$ 673,540	$ 997,879	$ 1,094,576	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 56,375	$ 338,250	$ 684,956	$ 1,040,330	$ 1,404,588	$ 1,777,953	Represents average with anticipated new and experienced teachers; starting teacher salary in NYCDOE is $45K
Teachers - SPED	$ 56,375	$ 56,375	$ 114,159	$ 173,388	$ 234,098	$ 296,326	Based on similar schools
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 46,125	$ 46,125	$ 47,278	$ 48,460	$ 95,797	$ 98,191	Baed on novice teacher or credential in progress
Specialty Teachers	$ 56,375	$ 56,375	$ 114,159	$ 229,763	$ 291,882	$ 411,930	Based on similar schools for elective and ELL teachers
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 61,500	$ 61,500	$ 63,038	$ 126,113	$ 129,266	$ 193,998	Based on other charter schools
Other	$ 76,369	$ 76,369	$ 123,697	$ 187,549	$ 261,756	$ 337,887	$10K per grade level in enrichment stipends; 7% bonus each year across all staff for results tied to NWEA/MAP results, evaluation, and promotion of students (bonus range of 4% to 10%)
TOTAL INSTRUCTIONAL		$ 634,994	$ 1,147,288	$ 1,805,604	$ 2,417,388	$ 3,116,285	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 1,024,494	$ 1,664,400	$ 2,479,145	$ 3,415,267	$ 4,210,860	

21f. Letters of Commitment

Attach letters of commitment for any funding sources from private contributions, grant funds or other philanthropic funds in the school budget detailing the amounts and anticipated uses for the funding.

BUILDING EXCELLENT SCHOOLS

March 22, 2016

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

RE: Commitment of Start-Up Funds for Legacy College Preparatory Charter School

To Whom It May Concern,

This letter serves as an update to the letter of January 14, 2016 written on behalf of Building Excellent Schools and the Walton Family Foundation Charter School Start-Up Grant for Legacy College Preparatory Charter School.

Since that date, the Walton Family Foundation (WFF) has increased its financial support for charter school start-ups, including for schools founded through the Building Excellent Schools Fellowship.

Therefore, through the partnership between Building Excellent Schools and the Walton Family Foundation, and due to WFF's increased financial support, we are pleased to confirm that Legacy College Preparatory Charter School now will have access to $325,000 in funds to support its start-up needs, and that such funds are contingent upon authorization of Legacy College Preparatory Charter School.

Respectfully,

Sue Walsh
Senior Director
Building Excellent Schools

LEGACY
COLLEGE PREP

March 28, 2016

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

Dear Ms. Barker,

The Legacy College Preparatory Charter School Founding Board of Trustees recognizes that fundraising requires the efforts of the entire Board. Fundraising from the private sector- including foundations, corporations, and individuals – requires careful planning and ongoing board involvement. While much of the day-to-day effort may be delegated to a Fund Development Committee, each member of the Founding Board recognizes the importance of ongoing fundraising efforts for the school. As such, each Founding Board Member has committed to a personal contribution and individual and collective fundraising efforts.

Our Founding Board of Trustees has together pledged $35,000 in personal contributions and collective fundraising efforts during the 2016-2017 planning year. This amount is exclusive of grants and corporate donations we will seek.

On behalf of the entire Legacy College Prep Founding Board,

Kathryn Hurley

Chair, Legacy College Preparatory Charter School Founding Board

21g. Non-SUNY Financials

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

- *IRS Form 990s;*
- *Audited financial statements; and,*
- *Management of Advisory Letters from the independent auditor (if applicable).*

Note that this request seeks school level information about individual schools. Applicants seeking to replicate a under a larger network should submit a business plan completed by the network in conjunction with the proposal.

Request is not applicable.

22. Action Plan

Provide an action plan that outlines the steps that the founding group will undertake to ensure a successful start-up. 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.*

Legacy College Prep Action Plan P=Primary; S=Secondary; C=Consultant Task/Planning Area/Timeline	Head of School	Board	Dean of Operations	February 2016	March 2016	April 2016	May 2016	June 2016	July 2016	August 2016	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017	June 2017	July 2017	August 2017	September 2017
Student Recruitment and Admission																							
Marketing Flyer																							
Design informational packet/flyer	P	C																					
Post flyers in communities	P	S																					
Post flyer and enrollment information on website	P	S																					
Identify community organizations to help with generating awareness	S	P																					
Work with community organizations to generate awareness and interest	P	S																					
Initiate broader recruiting and marketing campaign via advertisements in local stores, newspapers, etc. - (additional marketing to community)	P	S																					
Secure translator for marketing flyers.	P	S																					
Secure invitations to Middle School fairs	P	S																					
Identify local schools as potential partners in recruitment	S	P																					
Enrollment Form																							
Design student enrollment form	P	S																					
Secure translator for enrollment form	P	S																					
Make enrollment form available to community	P	S																					
Post enrollment form on website	P	S																					
Information Sessions																							
Secure locations for information sessions (community centers, recreation centers, libraries)	P	S																					
Secure translator for information sessions	P	S																					
Mobilize volunteers for Community Canvassing	P	S																					
Host information sessions	P	S																					

Legacy College Prep Action Plan P=Primary; S=Secondary; C=Consultant Task/Planning Area/Timeline	Head of School	Board	Dean of Operations	February 2016	March 2016	April 2016	May 2016	June 2016	July 2016	August 2016	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017	June 2017	July 2017	August 2017	September 2017
Student Recruitment and Admission																							
Admissions Lottery and Enrollment																							
Collect enrollment forms	S	P																					
Final day enrollment form submission (4.1)	P	S																					
Secure lottery location if needed	S	P																					
Secure lottery announcer if needed	S	P																					
Post lottery date on website	P	S																					
Post lottery date on flyers in community centers and in local papers	P	S																					
Practice lottery protocol	P	S																					
Conduct admission lottery	P	S																					
Notify families of status	P	S																					
Establish wait list (or repeat lottery)	P	S																					
Send NYC DOE enrollment report	P	S																					
Confirm acceptances - home visits	P	S																					
Request student records - (send NYC DOE w/d information for students)	P	S																					
Receive student records	P																						
Put together student welcome pack and orientation information	P																						
Create documents to go into student welcome pack and orientation information	P	S																					
Facilities																							
Send letter applying to NYC DOE requesting co-location space	P	S																					
Receive approval or denial for NYC DOE co-location space	P	S																					
If co location space is not approved review options developed for private space	P	S																					
Get third party real estate expert to view and evaluate site	P	S																					
Negotiate lease	S	P																					
Lease to be reviewed by legal counsel	P	S																					
Lease approved by Board	S	P																					
Sign lease																							
Secure Certificate of Occupancy from landlord	P	S																					
Renovations to be completed by landlord	P	S																					
Obtain property insurance required by lease	P	S																					
Pass final inspection and receive occupancy certificate	P	S																					
Procurement																							
Purchase supplies and materials for program	P		S																				
Secure janitorial services	P	S																					

Legacy College Prep Action Plan P=Primary; S=Secondary; C=Consultant Task/Planning Area/Timeline	Head of School	Board	Dean of Operations	February 2016	March 2016	April 2016	May 2016	June 2016	July 2016	August 2016	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017	June 2017	July 2017	August 2017	September 2017
Governance																							
Board Expansion and Transition to Board of Trustees																							
Recruit and nominate Board members	P	S																					
Develop and ratify by-laws	P	S																					
Develop Governance Strategy																							
Define role of Board members	S	P																					
Define relationship of Board and Head of School	P	S																					
Define communication methods	P	S																					
Define decision-making processes	S	P																					
Arrange Board liability	S	P																					
Draft Policies	S	P																					
Plan to move from Founding Board to Governing Authority	P	S																					
Develop and file articles of incorporation	P	S																					
Apply for tax-exemption, 501C3	P	S																					
Develop Board Calendar	S	P																					
Board Structure																							
Finalize by-laws. Ensure entire board has copy and that critical issues have been discussed and agree upon by board.	S	P																					
Create job descriptions for each committee chair and each committee. (Prior to 1.16). Adopt as policy	S	P																					
Create job descriptions for full board. Adopt as policy	S	P																					
Create job description for each of the officers (Prior to 1.16). Adopt as policy. Elect officers. (4.16)	S	P																					
Create written document that defines relationship between school leader and board. (Created prior to 1.16. Adopted in 4.16)	S	P																					
Create standards of conduct for board members (Created prior to 1.16. Adopted in 4.16)	S	P																					
Create Board members handbook. Approve handbook.	S	P																					
Send Trustee information to the DOE for each trustee - trustee financial disclosures, trustee information form, and resume.	P	S																					

Legacy College Prep Action Plan P=Primary; S=Secondary; C=Consultant Task/Planning Area/Timeline	Head of School	Board	Dean of Operations	February 2016	March 2016	April 2016	May 2016	June 2016	July 2016	August 2016	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017	June 2017	July 2017	August 2017	September 2017
Governance																							
Board Meetings																							
Pick set day and time to consistently hold meetings. Print schedule. Follow postings for New York Open Meeting Law.	P	S																					
Develop agenda format	P	S																					
Develop consistent format for board meeting packets that are disbursed two weeks prior to board meetings	P	S																					
Make meetings formal as good practice for meetings with lots of public attendance	P	S																					
Have observers attend meetings to give feedback about process, facilitators, etc.	P	S																					
Develop checklist that board member could use to evaluate each board meeting. Conduct quick debrief using checklist at end of each meeting.	P	S																					
Create formal meeting minutes. Minutes are legally binding - have outside party review compliance and accuracy	P	S																					
Create mechanism to keep track of attendance at all committee meetings and board meetings	P	S																					
Develop board calendar and start to list critical tasks that need to happen at each board meeting.	P	S																					
Develop and file articles of incorporation	P																						
Create mechanism (binder) for keeping track of all official policies	P	S																					
Create comprehensive list of all policies that need to be created before school opening.	P																						
School Leader																							
Create a job description for the Head of School	S	P																					
Determine performance benchmarks/measures for school leader	S	P																					
Create a clear process for evaluating the school leader	S	P																					
Set a salary range based on industry standards	S	P																					
Hire school leader		P																					
Board Development																							
Create a board development plan to include orientation of new members, retreats, workshops, etc.	P	S																					
Host Board Retreat	P	S																					

Legacy College Prep Action Plan P=Primary; S=Secondary; C=Consultant Task/Planning Area/Timeline	Head of School	Board	Dean of Operations	February 2016	March 2016	April 2016	May 2016	June 2016	July 2016	August 2016	September 2016	October 2016	November 2016	December 2016	January 2017	February 2017	March 2017	April 2017	May 2017	June 2017	July 2017	August 2017	September 2017
Fund Development/Fund Raising																							
Establish 501c3	S	P																					
Identify potential individual donors	S	P																					
Develop strategy	S	P																					
Secure public/private grant money																							
Write need statement	S	P																					
Write and disseminate proposals to national and local government sources	S	P																					
Write and disseminate proposals to local and national foundations	S	P																					
Secure donations from individuals																							
Identify prospects for cultivation	S	P																					
Develop Board cultivation guidelines and strategies for targeting high net worth individuals	S	P																					
Plan and host series of events for securing donations	S	P																					
Cultivate and solicit potential donors	S	P																					
Administrative																							
Data Management																							
Create temporary filing system	P																						
Revise filing system to reflect Dean of Operations input	P		S																				
Develop database for student reporting (e.g. bi-weekly progress reports)	P		S																				
Develop student attendance reporting system	P		S																				
Develop dashboard system for viewing data on attendance, discipline, academics, and assessments	P		S																				
Family Outreach																							
Write family letter for Parent Orientation	P																						
Translate family letter for Parent Orientaion	P																						
Mail family letter for Parent Orientation	P																						
Call all families for Parent Orientation	P																						
Prepare pre-opening Parent Orientation protocol and materials	P																						
Hold pre-opening Parent Orientation	P																						

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Instructional Program																							
Curriculum Development																							
Identify preliminary curriculum models for core subjects	P																						
Site visits and analyses of "best practice" charter/public schools models	P																						
Attend national and local educational conferences	P																						
Create and finalize curriculum plans and timelines	P																						
Create benchmarks aligned with state standards and curriculum frameworks	P																						
Create scope and sequence for each department	P																						
Create vertical alignment document for each subject	P																						
Create organizational system for curriculum unit plans and lesson plans	P																						
Develop curriculum	P																						
Scope and sequence for math and reading	P																						
Standards/goals for subjects	P																						
Scope and sequence for all other subjects	P																						
Preliminary in-house benchmarks - all subjects	P																						
Deadlines for in-house benchmark production	P																						
Purchase materials, etc.	P																						
Create unit plan exemplars for each subject and sample lesson plans for Unit 1	P																						
Procurement																							
Purchase materials and textbooks	P																						
Purchase standardized testing materials including Achievment Network, NWEA MAP, etc.	P																						
Assessment																							
Finalize assessment strategy and timeline	P																						
Create end of year pre and post assessments and dashboard to use for data analysis	P																						
Create and /or purchase diagnostic testing to use at Testing Session	P																						
Give diagnostic tests to students at Testing Session	P		S																				
Enter data from diagnostic tests	P		S																				
Create Trimester Exams - English/Language Arts and Math	P																						
Create Trimester Exams - Social Studies and Science	P																						
Develop class configuration - classroom model	P																						
Organize tutoring workshops and after school tutoring schedule	P																						

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Special Education																							
Reach out and form relationship with CSE	P																						
Recruit Dean of Student Supports	P																						
Identify and secure specific texts and materials	S																						
Consult with the district administrator in charge of Special Education Services	P																						
Identify population of students with disabilities	P																						
Acquire student records - CAP records	P																						
Collaborate with CSE on IEP review schedules	S																						
Define service requirements for all SPED students	S																						
Create training session for teachers on special education modifications and accommodations	S																						
School Culture and Climate																							
Finalize daily schedule	P																						
Finalize school calendar	P																						
Finalize discipline policy	P																						
Establish rituals and routines	P																						
Establish PD pre-student enrollment	P																						
Financial Management																							
Codify the fiscal controls and financial policies the school will employ to track daily operational finances	P	S																					
Identify who signs checks	P	S																					
Identify who writes checks	P	S																					
Finalize signature policies	P	S																					
Develop financial reporting templates (budget vs. actual) and policy	P	S																					
Design process forms (purchase orders, expense forms) & policy	P	S																					
Appoint Treasurer	P	S																					
Develop segregation of funds policy (public/private)	P	S																					
Establish payroll	P	S																					
Develop schedule of Board financial reviews	P	S																					
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	P	S																					
Set up bank accounts	P	S																					
Define investment/savings strategy (where will excess funds be placed)	P	S																					
Finalize cash flow plan	P	S																					

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Personnel																							
Finalize org chart and job descriptions	P																						
Advertise job descriptions through partner organizations and on website	P	S																					
Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission	P																						
Create flyers, and ads to display job descriptions.	P																						
Design the interview process from other successful models.	P																						
Design a filing/documentation process for hiring and interviewing.	P																						
Identify potential recruitment opportunities	P	S																					
Advertise in community newspapers and use database of New York City local colleges and universities to set up interviews and post opportunities on websites.	P	S																					
Block out days for interviews on a calendar	P	S																					
Create various "form letters" including 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4. Salary/benefits information sheet	P	S																					
Coordinate benefit enrollment	P																						
Recruit and hire Dean of Culture	P																						
Recruit and hire Dean of Operations	P																						
Recruit and hire teacher (place ads, etc.)	P																						
Recruit and hire Learning Specialist	P																						
Recruit and hire ELL certified teacher	P																						
Negotiate and sign agreements for contracted services	P																						
Finalize policies and procedures for evaluation of staff	P																						
Develop professional development plans	P																						
Perform background checks on employees	P	S																					
Fill out forms to enroll teachers in payroll and benefits	P																						
Plan and hold staff orientation	P																						
Have new staff fill out Employee Information forms (i.e. emergency contact)	P																						
Staff Handbook																							
Draft content	P	C																					
Edit handbook(s)	P	S																					
Translate handbook(s)	P																						
Secure legal review of handbook(s)	S	P																					
Board approval of handbook (s)	S	P																					
Secure a printer	P	S																					
Submit edited copy to printer	P	S																					
Distribute final copies to Staff members	P		S																				

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Transportation																							
Determine transportation needs	P	S																					
Create system for students purchasing metro cards from the school	P		S																				
Secure metro cards for students to purchse during the school year and for the week of student orientation prior to the school year beginning.	P		S																				
Sell metro cards to families for the first week of school and the school year.	S		P																				
Food Service																							
Issue RFP if NYC DOE service is not available.	P	S																					
Define requirement (# of students-any religious/individual req)	P																						
Identify free/reduced lunch students - contact DOE	P																						
Determine food service arrangement	P	C																					
Select vendor and draft contract	P																						
Sign contract	P																						
Develop food service plan (menu, delivery time, logistics, etc.)	P	C																					
Complete FRL forms	P		S																				
Health and Safety																							
Complete all state reporting requirements																							
Identify doctor/nurse resources	P		S																				
Identify first aid resources	P		S																				
Develop a system for record-keeping	P		S																				
Develop policy for non-compliance by parents	P		S																				
Acquire medical forms - from parents (included in application)	P		S																				
Check for completeness	P		S																				
Staff first aid training	P		S																				
Purchase first aid resources	P		S																				
Contact policy and fire departments	P		S																				
Undergo fire inspection	P		S																				
Undergo building inspection	P		S																				
Contact Board of Health	P		S																				
Develop fire drill policy, schedule, route	P		S																				
Develop School Safety Plan as required by state regulations	P		S																				
Community Partnerships																							
Identify community partnership opportunities (continuous)	S	P																					
Meet with potential partner organizations - off site music and arts	P	S																					
Devise performance measures for each strategic alliance (continuous)	S	P																					
Meet with potential curriculum partners for computer science courses	P	S																					

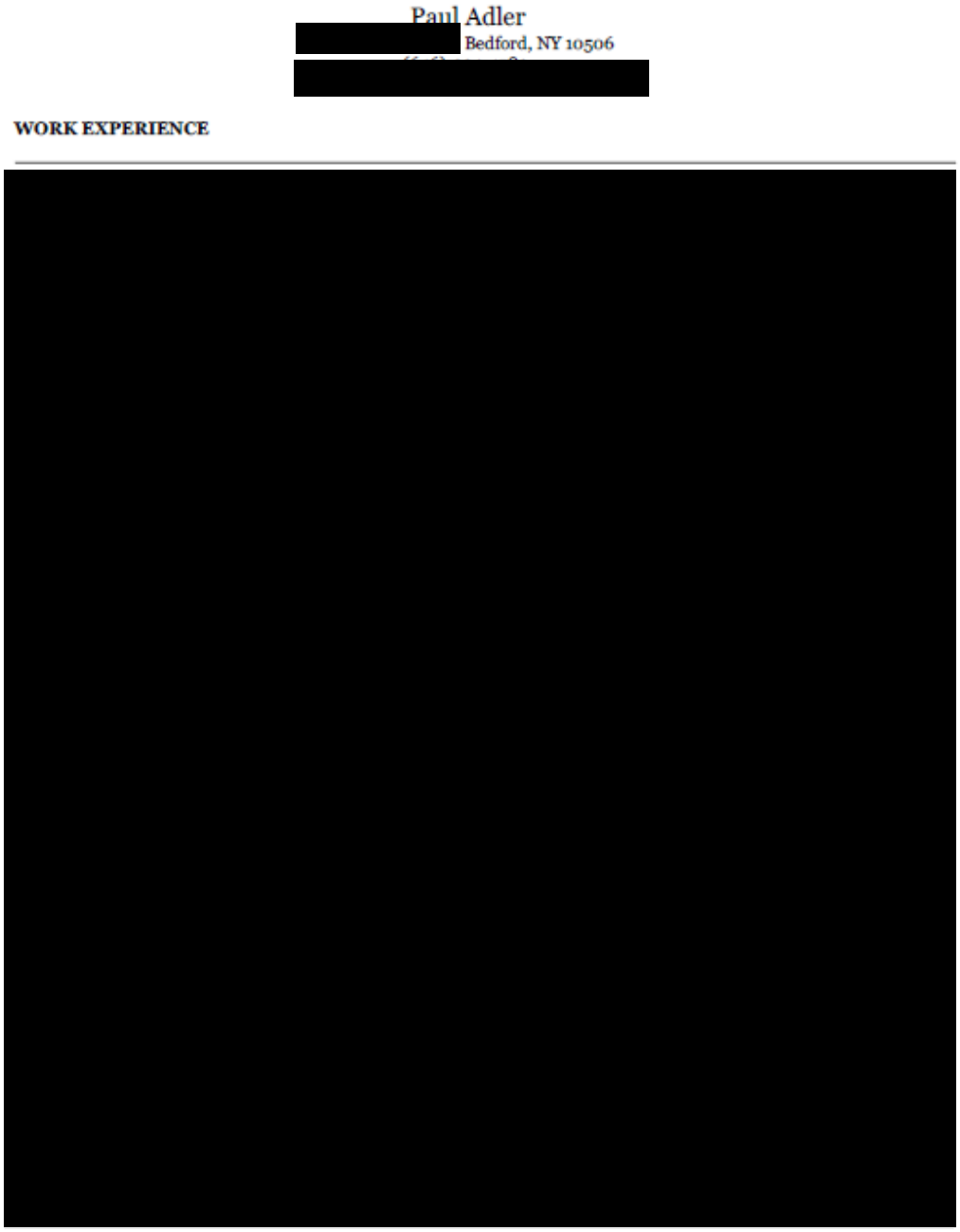
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Parents and Community																							
Parent/Student Handbook(s)																							
Get and study models of schools doing it well	P																						
Draft content	P																						
Edit handbook(s)	P	C	S																				
Translate handbook(s)	P		S																				
Secure legal review of handbook(s)	P	S																					
Board approval of handbook (s)	S	P																					
Secure a printer	P		S																				
Submit edited copy to printer	P		S																				
Distribute final copies to parents/students at Parent Orientation	P		S																				
Communication																							
Finalize design for school logo (School logo was created prior to 1.16)	P	S																					
Work with a graphic designer to update website for approved school	P	S																					
Set up nonprofit mailing status with Post Office	P	S																					
Develop filing system to store student academic, disciplinary & health records	P	S																					
Define how information will flow within school (i.e. who's called when kid is sick, who's contacted about discipline infractions)	P	S																					
Define procedure for visitors entering building	P	S																					
Develop forms necessary to track and monitor visitors	P	S																					
Select provider for Internet access (DSL, cable)	P	S																					
Set up Intranet (so all computers are linked)	P	S																					
Define how staff will communicate (email, walkie talkie, phones)	P	S																					
Set up phone systems and answering services	P	S																					
Purchasing																							
Create a comprehensive list of all items that need to be purchased through December of first year (in case you have $ from startup grant that will be lost if not spent)	P	S																					
Issue RFPs for classroom FFE	S	P																					
Purchase classroom equipment and furniture	P	S																					
Purchase office equipment and furniture	P	S																					
Lease postage meter	P	S																					
Purchase cleaning products	P	S																					
Purchase restroom supplies	P	S																					
Purchase science class materials	P	S																					
Purchase classroom library materials	P	S																					
Purchase office supplies	P	S																					
Purchase classroom supplies	P	S																					
Purchase signage for building interior as needed.	P	S																					
Purchase PE equipment	P	S																					
Purchase cleaning products and equipment	P	S																					
Purchase medical supplies and furniture	P	S																					

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Contract Personnel																							
Hire janitorial services	P	S																					
Line up electrician, plumber, and handyman	P	S																					
Line up counselor, speech pathologist, et al.	P																						
Technology																							
Issue RFP for technology	S	P																					
Finalize plans for purchasing technology	P	C																					
Computer for students (60 Chromebook)	P	C																					
Computers for teachers	P	C																					
Cell phones for Leadership Team	P	C																					
Uniform																							
Contract student uniforms	P	C	S																				
Contract student PE uniforms	P	C	S																				

23b. Supplemental Attachments

Submit attachments, documents, etc. discussed in the Response 23(a) – Supplemental Information narrative. If no supplemental documents are necessary, please indicate so in response to this Request

The figure below is the resume of Paul Adler, the Building Excellent Schools' staff member who will coach Lead Founder and proposed Head of School Summer Schneider.





EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY New York, NY **2006-2007**
Masters in Educational Leadership, Summer Principals' Academy

- GPA: 4.0
- School Building Leader Certification for State of New York
- Served as an administrative intern at school site; duties included formally observing humanities instruction, shadowing district principals, implementing curricular initiatives, conducting action research, and codifying systems and policies
- Performed 450 hours of educational research

HARVARD UNIVERSITY, Cambridge, MA **2003-2004**
M.A.T. in Mathematics Education

- GPA: 3.7
- Researched urban educational issues at Edwards Middle School in Boston, Massachusetts

TUFTS UNIVERSITY **1996-2000**
Bachelor of Arts in Quantitative Economics

- Cum Laude; GPA of 3.58/3.7 in major
- Dean's List, 1997-2000

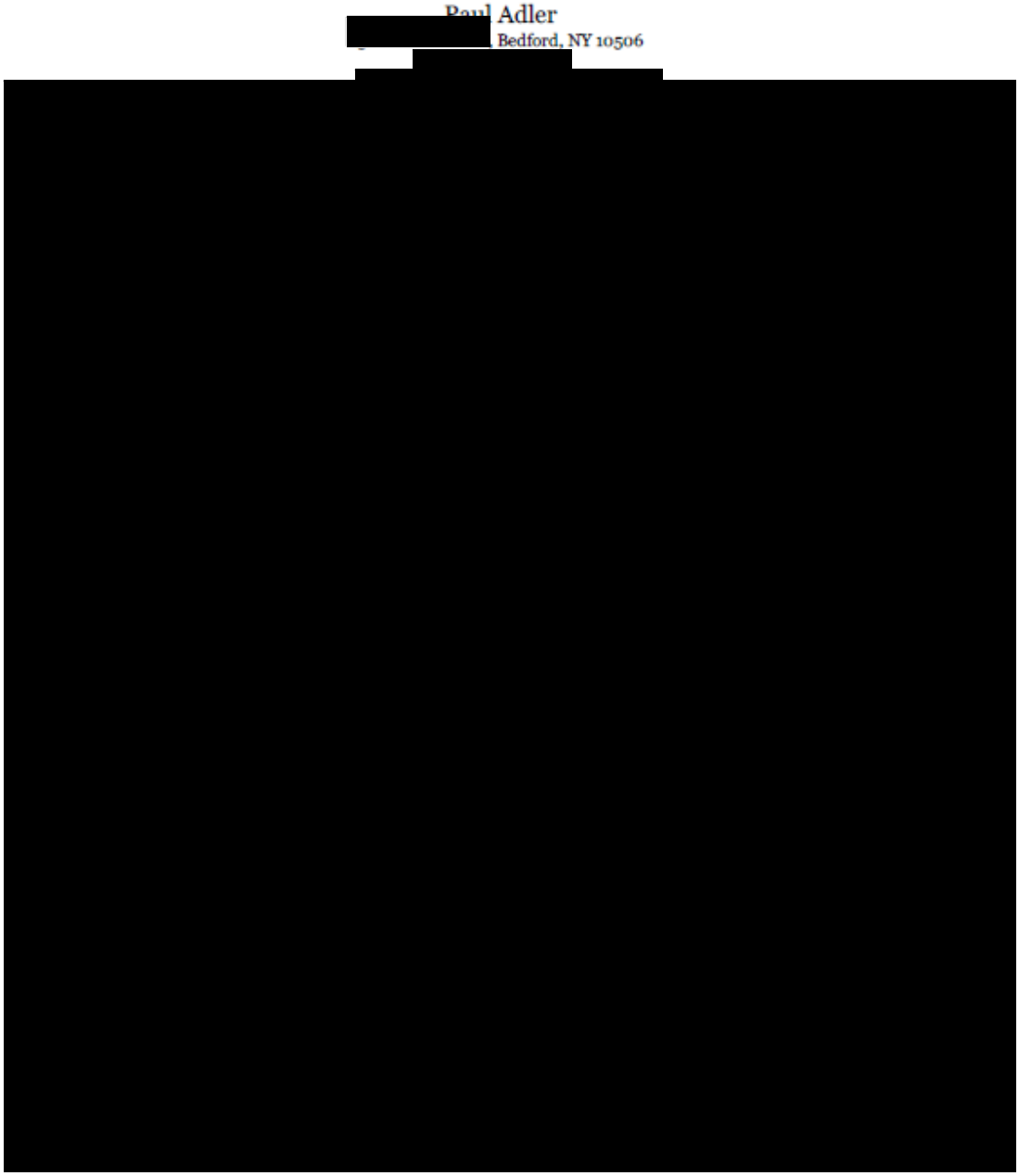
OTHER AWARDS, SKILLS & INTERESTS

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- Men's basketball coach, Brooklyn Preparatory High School, 2004- 2006

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