SUNY Charter Schools Institute
The State University of New York

2024 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2024 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information (note: if proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School"	Miss Major Middle Public Charter School		
Education Corporation Name (if different than proposed charter school name):			
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	August 2025	School District of Location (or NYC CSD):	NYC CSD 13

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	5, 6	160
Year 2	5, 6, 7	240
Year 3	5, 6, 7, 8	320
Year 4	5, 6, 7, 8, 9	356
Year 5	5, 6, 7, 8, 9	356

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	N/A
CMO Contact Info (Name, Phone):	N/A
Partner Organization:	N/A
Partner Contact Info (Name, Phone):	N/A

NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Joji Florence				
Applicant is a (check all that apply):	☑ Parent	☐ Teacher	☑ School Administrator	☑ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):	MJR Love, Inc.				
Applicant Mailing Address:	[redacted]				
Phone Number (direct line):	[redacted]	Secondary Phone Number:		Email Address:	[redacted]

Secondary Applicant Name (if applicable):	Jill Glassbrook				
Applicant is a (check all that apply):	☑ Parent	☑ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):	Future Leaders Incubator, Inc.				
Applicant Mailing Address:	[redacted]				
Phone Number (direct line):	[redacted]	Secondary Phone Number:		Email Address:	[redacted]

Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Joji Florence	Phone #:	(929)274-0676	Email:	admin@missmajormiddle.or

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

Our Mission: Miss Major Middle Public Charter School (MMM) empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive, and genderful environment.

Our Vision: MMM creates a space where students are agents of justice, where their identities are affirmed, their voices are heard, and their humanity is celebrated.

The spirit of our school is embodied by our namesake, Miss Major Griffin-Gracy. Miss Major is a Black transgender activist who played a pivotal role in the Stonewall Uprising and has dedicated her life to advocating for the rights and well-being of transgender and gender-nonconforming individuals.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

A 'Genderful' School: MMM lives at the intersection of gender, choice, liberation, joy and creativity. Our 'genderful' students explore their gender, embrace their own identity, and decide how they will authentically walk through the world.

Physical and Emotional Brave Space: MMM creates a shared space where we work toward physical and emotional safety for all students. We prioritize total inclusivity by ensuring that policies and resources are designed with and for trans, gender-nonconforming, queer and ally students and families.

Rigorous Academic Programming: We establish a standards-aligned, justice-oriented, and culturally-responsive curriculum to achieve a high standard of excellence. MMM is committed to delivering a robust problem- and project-based curriculum that marshals the power of discourse and iterative discovery to prepare students for the complexities of life.

Creative and Self Expression: We harness the power of creative and self expression as a tool for community engagement, self-preservation, and academic exploration. We embed arts (performing, visual, tactile, digital) into our daily schedules, community gatherings, social justice focus areas, and academic programming.

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

MMM's Academic Program Model does the following:

Reimagines the Middle Years: We define 'the middle years' as grades 5-9 to intentionally support the developmental arc of adolescence in a holistically compassionate and structured environment. In 5th grade, students navigate the complexity of increased academic and social independence. Many search for safer, more supportive, and affirming educational environments that understand and embrace their evolving identities. More than 50% of LGBTQ+ youth report being verbally harassed at school leading to increased rates of attempted suicide (Trevor Project, 2023). From the outset, we proactively address the unique needs of our students.

MMM extends our "middle years" program to an opt-in 9th grade cohort, recognizing this transitional year as a critical juncture for students in New York City specifically. In 8th grade, NYC students typically apply for high schools, pursue specialized educational interests, and set targeted academic goals; but many need more time to prepare. Our 9th grade cohort provides an opportunity for students to explore their academic pursuits, increase their GPA and test scores and continue social-emotional development in our supportive environment.

Infuses Core-Values into Academic Planning: Our core values align with our mission, bring clarity to our purpose and provide consistency and alignment to our school community.
Our core values are:

Major Work - We try our best. We listen to understand, to learn, to challenge, to reflect.
Major Joy - We laugh, create, dance, and sing. We uplift and celebrate one another.
Major Pride - We are unique, we are brave, we belong. Our dignity is unshakeable.
Major Love - Love is our center. Love is our first response. We show love through service.
Major Light - We are brilliant individuals. We are a vibrant community. We share our light.

Embedding core values into our academic program is essential for our students. Nationally, 83.1% of LGBTQ+ identifying students experienced harassment or were assaulted based on personal characteristics, including sexual orientation, gender expression, gender, religion, and actual or perceived race, ethnicity, and disability. They also reported having lower self-esteem and higher levels of depression as result of the harassment (GLSEN National School Climate Survey, 2022). Our academic philosophy is one of total inclusivity where safer spaces lead to better outcomes for our kids.

Innovates Academic Curriculum: Our curriculum infuses creativity and arts-based instructional elements into core classes and offers electives that directly connect to identity and self-discovery. Instructional and pedagogical approaches include an emphasis on critical thinking through project and problem-based learning and align to Common Core and NYS-standards. Our curriculum incorporates strong literacy practices and significant time for individualized and small group instruction. All students are required to take math, history, STEAAM (Science, Technology, Arts+Activism, Mathematics), English Language Arts, and take Regents exams starting in 8th grade.

Invests in Teacher Development and Fellowship: Our staffing model is built on strong, facilitated connections between veteran teachers, aspiring teacher fellows, and our students. MMM teachers embrace their unique identities, engage in ongoing professional development, and use data-driven practices to positively impact our students and school community.

Proposed Board Members

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

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

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

Name: David O'Connell (he/ him)
Proposed charter school board title: Board Chair
Current job title/position and company/organization: Former VP of Sales and Customer Success at Free Agency
David O'Connell most recently served as the Vice President of Sales and Customer Success at Free Agency, which provides agency representation to top and emerging tech talent, helping them to find, win and succeed at top-of-market roles. David previously spent 5 years working at Compass real estate leading the strategic growth efforts for the NYC and Dallas markets, M&A and partnership efforts for the New Business Team and serving as Chief of Staff to Compass' Founder and CEO through its $7B IPO. During his time practicing law at the global law firm of Skadden, Arps, Slate Meagher & Flom and two other New York City based law firms, he represented Fortune 500 companies and international nonprofit organizations across M&A, corporate governance and reputational matters. He also served as Board Chair of Brooklyn Community Services, one of New York City's oldest and largest not-for-profit, non-sectarian social service providers. David holds a Bachelor's degree in Finance and English from the University of Texas at Austin and a juris doctor degree from the University of Texas School of Law.

Name: Rafa Pérez-Segura (he/ him)
Proposed charter school board title: Board Vice-Chair
Current job title/position and company/organization: Education Director at Mi Casita Preschool and Cultural Center
Short bio: Rafa is the Education Director of Mi Casita Bilingual Preschool in Bed-Stuy, Brooklyn. He was previously a teacher of dual language Kindergarten at Heketi Community Charter school in Mott Haven and a founding second grade learning specialist at KIPP NJ. He received his bachelor's degree from the University of Connecticut and his Masters in Elementary Education from Stanford University. Rafa works with organizations to develop relational cultural practices, especially in the context of education spaces.

Name: Beck Zucker (he/ him)
Proposed charter school board title: Board Secretary
Current job title/position and company/organization: Assistant Law Clerk at the New York Supreme Court Appellate Division, First Department
Short bio: Beck Zucker is an assistant law clerk at the New York State Supreme Court Appellate Division, First Department. He was previously a staff attorney at The Legal Aid Society of New York City. He received his bachelor's degree from The Ohio State University and his juris doctor from The George Washington University Law School. He is also a board member of the National Trans Bar Association.

Name: Leslie Rich (she/ her)
Proposed charter school board title: Board Treasurer
Current job title/position and company/organization: Commercial Controller of North America at Air France
Short bio: Leslie Rich is currently the Commercial Controller for North America at Air France. Leslie holds a Bachelor's degree in Global & International Studies from SUNY Oswego and brings a wealth of expertise to the charter school sector. Most recently Leslie was a Client Manager with EdTec, where she provided executive-level accounting and financial operations support to five New York City charter schools. Leslie's six-year tenure as Controller at Leaders In Our Neighborhood Charter School (LION) highlights her exceptional skills. During the COVID-19 pandemic, Leslie adeptly managed the transition to a fully remote operational environment and the administration of ESSER federal funds. Leslie's previous role as a Financial Manager at Charter School Business Management (CSBM) further underscores her proficiency in offering senior-level accounting support to school leaders. Prior to her work in charter schools, Leslie significantly contributed to the nonprofit sector serving as Assistant Director of Finance at Up2Us Sports, Grant Accountant at Educational Alliance, and Assistant Controller at Community Counseling & Mediation, where she ensured that financial operations effectively supported the missions of these community-oriented organizations.

Proposed Board Members continued

Name: Julie L. Shapiro (she/ her)
Proposed charter school board title: Trustee
Current job title/position and company/organization: Former Senior VP of Strategy, Policy, and External Affairs at TNTP
Julie L. Shapiro is a nonprofit leader working at the intersection of education, youth development, and workforce development. As Senior VP of Strategy, Policy, and External Affairs at TNTP (formerly The New Teacher Project), Julie was responsible for operationalizing the organization's broader vision, strategy and goals connecting education and economic and social mobility. Julie previously served as CEO of The Fund for Public Schools in NYC, where she led public-private partnerships with the philanthropic, business, and nonprofit communities and secured critical investments for the City's *Equity and Excellence for All* agenda, enabling the NYC DOE to pilot innovative projects across the City's 1,800 public schools. Prior to this role, Julie served as Executive Director of The Door, an internationally recognized youth development agency providing integrated services for 11,000 NYC youth annually. Under Julie's leadership, The Door launched Broome Street Academy, NYC's only charter high school that prioritizes foster care and homeless youth, added two supportive housing sites, significantly increased its legal services for immigrant youth, and expanded to the South Bronx with the Bronx Youth Center. Julie received her bachelor's degree from Brown University and a master's degree in public policy from Harvard University's Kennedy School of Government.

Name: Anna Lemmons (she/ her)
Proposed charter school board title: Trustee
Current job title/position and company/organization: Founder and CEO at Asterisk Learning
Short bio: With extensive nationwide experience in Special Education, Anna is a seasoned educator currently serving as a subject matter expert for the New York City Department of Education's Special Education Data Management System. Her previous role as the Special Education Director at Success Academy Charter Schools, showcased her leadership in redesigning the program for inclusivity and reflecting industry trends. She adeptly implemented scalable systems of Response to Intervention and Special Education data management across forty-seven K-12 schools. She is most proud of her contributions to social-emotional learning support structures and mental health initiatives. As a former teacher in both public and charter settings and a founding leader of a charter school, Anna brings firsthand insight into Special Education as both a teacher and an administrator. Anna holds a Master of Science in Special Education from Dominican University and a Bachelor of Science in Advertising from Texas State University. She holds a Professional Educator License in Illinois with advanced credentials as a Learning Behavior Specialist (Type 27 LBS I, Type 28 LBS II). Her board experience includes founding membership in the Teach For America New York PRISM board, dedicated to supporting LGBTQ educators across New York City.

Name: Candace Hurley (she/ her)
Proposed charter school board title: Trustee
Current job title/position and company/organization: Dean of Students at Clara Barton High School
Short Bio: Candace Hurley is a dedicated educator with over 25 years of teaching and leadership experience and a comprehensive career dedicated to empowering students and fostering resilient learning communities. At CBHS For Health Professions in Brooklyn, New York, as the Dean of Students, she improved student behavior, supported teachers, conducted student mediation, and enhanced family engagement. Recognized as an NYC Bernard Cohen High School Teacher/UFT Award recipient, Candace has developed culturally relevant lessons, mentored new teachers, and facilitated a range of educational workshops. Her accolades include the NYC Teacher of the Year Award at Clara Barton High School for Health Professions, where she supported student teachers and led curriculum development. Candace's commitment to justice, equity, and community building, combined with her expertise in curriculum development and student support, makes her an invaluable asset to the educational landscape and a driving force in empowering future generations.

[redacted]

Signature:

By signing this Propos *on contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.*

NOTE: The Institute only accepts valid digital signatures or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions

R-00B - Statistical Overview Form

Not Applicable

R-01AC - Community Need and Proposed School Impact
R-01A - Community Description and Need

> "Given how far reaching gender's implications are for each and every one of us, I like to challenge schools and social institutions with a simple question: why not start big? Why not look at tackling the broader issues that are problematic for all students at a school and in the process of doing so, also address the needs of transgender and GNC students?"[1]
>
> *Alex Myers, author of "Supporting Transgender Students"*

Miss Major Middle - Who We Are

Miss Major Middle Public Charter School (MMM) is a proposed public charter school that empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive, and genderful environment. In Community School District 13 (CSD 13) in Brooklyn, New York, we envision a middle school, grades 5 - 9, where students are agents of justice, where their identities are affirmed, their voices are heard, and their humanity is celebrated. The spirit of our school is embodied by our namesake, Miss Major Griffin-Gracy. Miss Major is a Black transgender activist who played a pivotal role in the Stonewall Uprising and has dedicated her life to advocating for the rights and well-being of transgender and gender-nonconforming individuals.

Our Genderful Community

At the heart of our school community are students and families within CSD 13 deeply connected to our vision of a genderful school. Expanding beyond CSD 13, our community embraces an outer circle of students and families from across New York City. These members, while not residing within the immediate vicinity of the school, are drawn to MMM's mission. They represent a diversity of backgrounds and experiences and share a common commitment to our genderful model.

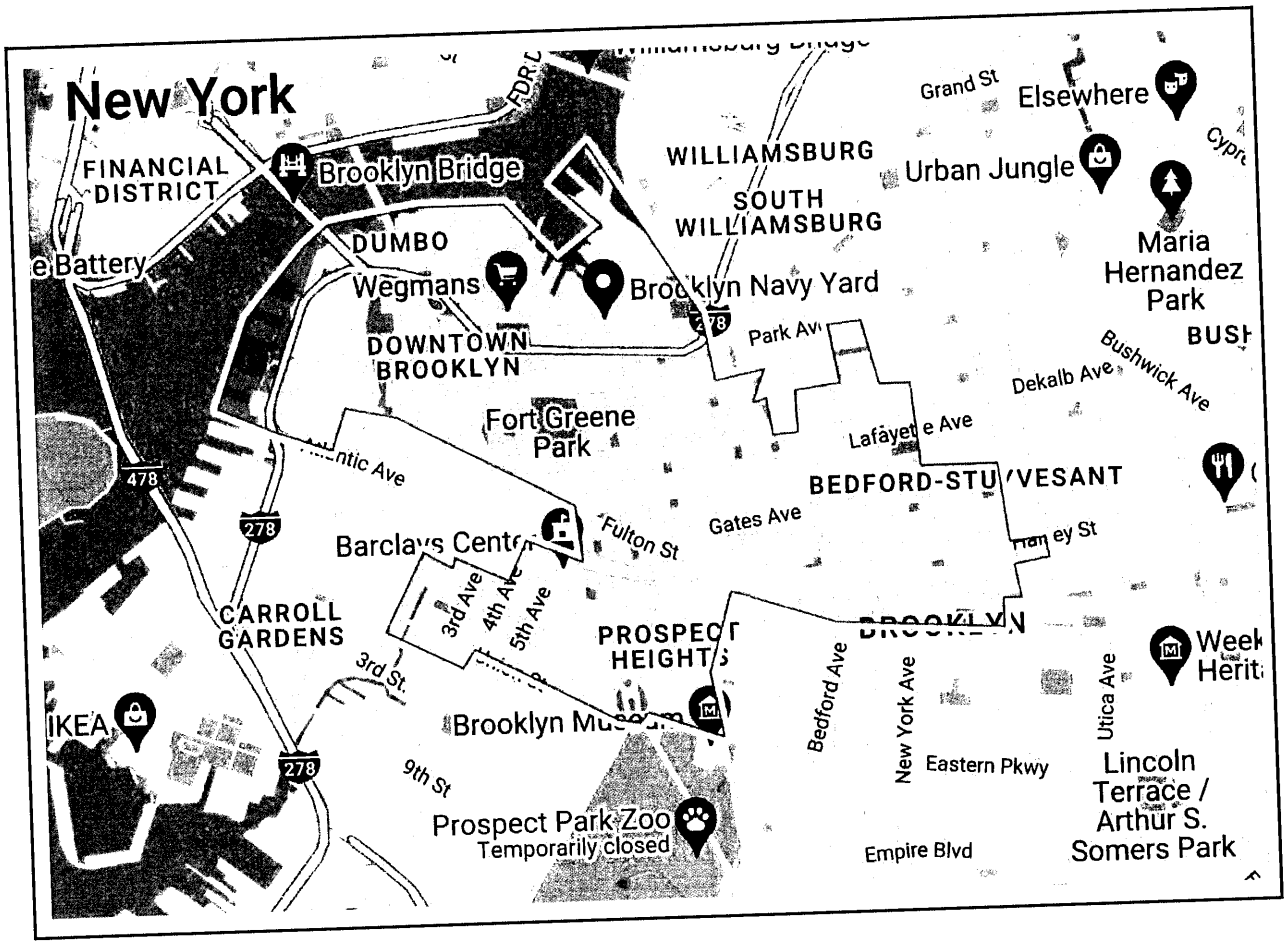
Our circles are our community. We are a neighborhood school, a New York City school, and a genderful school. We put Major Work into our communal efforts and celebrate with Major Joy. We bring Major Light to our awesome community of students, families, and teachers. We take Major Pride in our endeavors. Our actions, reflections, and responses center upon the Major Love we feel for our community.

Overview of CSD 13

Our decision to establish MMM in CSD 13 is rooted in the unique composition and needs of this district. CSD 13 encompasses a range of neighborhoods including parts of downtown Brooklyn, Brooklyn Heights, Fort Greene, Clinton Hill, and Bedford Stuyvesant. The diverse geographical makeup of CSD 13 includes everything from renovated brownstones to new high-rise developments along Flatbush Avenue

[1] Myers, A. (2021). *Supporting Transgender Students: Understanding Gender Identity and Reshaping School Culture*. University of New Orleans Press.

Extension to extensive public housing and homeless shelters[2]. CSD 13 benefits from excellent transit access, facilitating easy travel for families from various parts of Brooklyn and other boroughs. The district also includes several cultural institutions such as the Brooklyn Academy of Music and The Center for Brooklyn History.



Demographics of CSD 13

The demographic breakdown of enrollment reveals a diverse racial and ethnic composition. The largest group consists of Black or African American students at 36% (6,465 students), followed by Asian or Native Hawaiian Pacific Islander students at 24% (4,277 students). White students make up 19% (3,364 students) of the population, and Hispanic or Latino/Latinx students account for 18% (3,221 students). Both multiracial and American Indian or Alaska Native students represent less than 3% of the student body. Gender demographics show that 52% of students are male (9,365 students) and 48% are female (8,728 students), with documentation of only four non-binary students. We strongly believe this last statistic highlights a significant gap in data transparency regarding trans and non-binary students.

Of the 5,305 students in grades 5-9 the district serves, 8% of students are considered homeless and 69% come from economically disadvantaged homes. These figures do not take into account the number of

[2] "InsideSchools: District 13." InsideSchools. Accessed [2024]. https://insideschools.org/districts/13

students without consistent living arrangements, those who temporarily have a place to stay or are staying with a non-family member. In NYC, approximately one in nine (119,320) public school students were considered homeless[3]. This is particularly significant given that LGBTQ+ youth are 120% more likely to face homelessness, with 40% of homeless youth identifying as LGBTQ+[4].

2022-2023 Data for CSD 13 by grades projected to be served by MMM[5]

Grade	Enrollment	% of CSD pop.	% Black or African American	% Latino or Hispanic	% Asian	% American Indian, Native American, Or Alaskan Native	% White	% Multiple or other race, ethnicity, or origin	% Free or Reduced Lunch	% English Language Learners	% Students with Special Needs
5th	894	4%	51%	20%	4%	1%	21%	4%	57%	5%	25%
6th	615	3%	50%	27%	5%	1%	15%	4%	70%	7%	28%
7th	615	3%	56%	20%	3%	2%	15%	4%	65%	6%	28%
8th	630	3%	59%	19%	5%	1%	15%	3%	69%	4%	24%
9th	2903	14%	30%	16%	34%	1%	15%	5%	72%	4%	12%

With 82% of the student population non-white, 70% economically disadvantaged or homeless, 16% having a disability, and 5% English Language Learners, we believe the demographics of CSD 13 demonstrate the critical need for educationally rich, diverse, equitable, and inclusive middle schools.

Performance of Local Schools in CSD 13

According to the New York State Department of Education, CSD 13 had 18,742 K-12 public school students during the 2022-2023 school year. CSD 13 is labeled a target district, one "that struggled to prepare some of their student subgroups on some or all indicators"[6].

As our team investigated data trends within this "target district," we discovered that, as students transition from elementary to middle school, their performance declines, particularly in critical subject areas like English Language Arts (ELA) and Mathematics. On the NY State ELA exam, 55% of fifth graders achieved proficiency whereas only 47% did so among sixth graders. This drop suggests that the pivotal transition from fifth to sixth grade poses a significant challenge for students, potentially due to adjustments in teaching methods, curriculum, or school environment. Interestingly, proficiency rates rebound to 54% by seventh grade, indicating a recovery but also underscoring the lost academic ground during this crucial year. This pattern suggests that extending middle school to include fifth grade, as

[3] Closson, Roy "A Record 119,300 New York City Students Were Homeless Last Year" *The New York Times.* (Nov. 1, 2023)
[4] Covenant House. (n.d.). *LGBTQ Homeless Youth.* Retrieved from https://www.covenanthouse.org/homeless-issues/lgbtq-homeless-youth
[5] https://data.nysed.gov/enrollment.php?instid=800000045563&year=2023&grades%5B%5D=05&grades%5B%5D=06&grades%5B%5D=07&grades%5B%5D=08&grades%5B%5D=09
[6] https://www.nysed.gov/sites/default/files/programs/accountability/accountability-fact-sheet-parents.pdf

MMM has proposed, could serve as a strategic intervention to sustain and build upon the academic momentum observed in fourth grade, where proficiency stands at 61%.

The situation in Mathematics further underscores CSD 13's struggling ability to support students at the middle school level. Across grades five through eight, only 19% of CSD 13 students reach the highest proficiency level (Level 4) on the New York State Mathematics exam, with the majority barely passing. Specifically, during the 2022-23 school year, a mere 34% of students managed to score at Level 3, reflecting just a basic understanding of the subject matter. MMM's commitment to introducing Algebra I in eighth grade and a pre-algebra course in seventh grade aims to better prepare students for the Regents Math exam, anticipating an improvement in the number of students achieving Levels 4 and 5. Similarly, in the sciences, while 68% of students taking the Regents Living Environment exam scored proficient, with the majority at Level 4, there exists an opportunity to elevate these results further. MMM plans to offer preparation for this exam to both eighth and ninth graders, aiming to surpass the district's current 68% proficiency rate. The district's proficiency rate of 47% in the eighth-grade New York State science exam, with only 16% achieving Level 4, further emphasizes the potential impact of MMM's STEA+AM (Science, Technology, Engineering, Arts + Activism, and Mathematics) model.

Complementing the data, our team's community conversations and research, clearly demonstrate that CSD 13 lacks sufficient integrated and high-performing middle schools. *Insideschools*, a "collection of journalists, former teachers, parents and public school advocates providing independent insight into New York City public schools and information," notes that CSD 13 parents often seek out middle schools in neighboring CSD 15[7]. Our team has taken time to speak with dozens of CSD 13 families who are preparing for, going through, or have recently completed, the middle school application process. Universally, these families have expressed their desire for more progressive, integrated, and academically supportive middle schools in the district. Many have informed us that they have applied, or will apply, to middle schools in CSD 15.

Our findings, while discouraging, are not the only story. Over the past five years, CSD 13 has come to recognize and acknowledge its need for better middle schools. In 2020, the district's Community Education Council launched the D13 Diversity Plan, a comprehensive approach to increase middle school diversity and enhance academic outcomes. This plan, grounded in community engagement, and still currently active, takes aim at reflecting the district's varied demographic's values and priorities while offering clear, actionable goals, some of which are: promoting equitable access, enhancing academic excellence across all schools, incorporating culturally responsive curriculum and programming for the entire school community, and establishing evaluation and accountability systems to monitor and ensure progress towards school integration[8].

[7] https://insideschools.org/districts/13
[8] "D13 Diversity Plan," accessed [insert date of access], https://d13diversityplan.com/.

Miss Major Middle seeks to join CSD 13 in its efforts to strengthen academics, decrease discrimination, enrich identity understanding, and increase school connectedness among students and families. It is within this context, paralleling district momentum and with district support, that MMM has found a home. Our goal to create a joyful and genderful middle school in CSD 13 demonstrates a clear value-add: we will be the only middle school in the district, city, and state that centers the LGBTQ+ community in our mission and vision.

We are a necessary school alternative and an innovative addition to the landscape of schools in both CSD 13 and NYC. We have formed from a collective and communal effort, centering our genderful students and teachers, centering CSD 13 community members, and creating a designated space to learn and grow out of this genesis.

Projected Demographics of Miss Major Middle

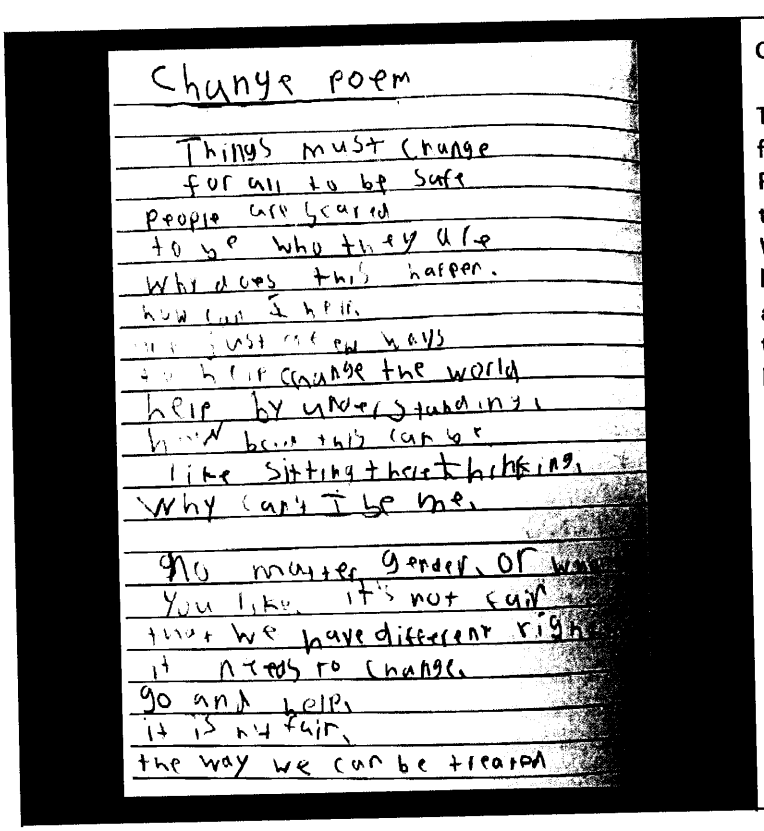
Year	Enrollment	Grade Levels Served	% of CSD pop.	% Black or African American	% Latino or Hispanic	% Asian	% American Indian, Native American, Or Alaskan Native	% White	% Multiple or other race, ethnicity, or origin	% Free or Reduced Lunch	% English Language Learners	% Students with Special Needs
NA	80	5th	51%	20%	4%	NA*	1%	21%	4%	57%	5%	25%
2025-26	160	5th - 6th	50%	23%	4%	NA*	1%	18%	4%	63%	6%	26%
2026-27	240	5th - 7th	52%	22%	4%	NA*	1%	17%	4%	63%	6%	27%
2027-28	320	5th - 8th	54%	21%	4%	NA*	1%	16%	3%	65%	5%	26%
2028-29	356	5th - 9th	41%	18%	20%	NA*	1%	16%	4%	68%	5%	19%
2029-30	356	5th - 9th	41%	18%	20%	NA*	1%	16%	4%	68%	5%	19%

NYC combines AAPI groups together under "Asian"

Founding Team Connections to the CSD 13 Community

Our selection of CSD 13 reflects our founding group's strong connections to the local LGBTQ+ and local education communities and the intersections of these communities. Proposed Head of School, Joji Florence (they/them), is an active, nonbinary parent and professional living in CSD 13. They have taught, consulted, and volunteered in several K-12 schools within the district. Proposed Executive Director, Jill Glassbrook, was a founding team member at Brooklyn Laboratory Charter School in CSD 13, serving as the Director of Fellowship where she successfully recruited, developed, and supported 55 Fellows of which 90% identified as people of color, and resulting in an 80+% retention and matriculation into the Teacher Residency. Founding team member Chris Means and Board member Candace Hurley both live in

CSD 13 and currently work in schools either within the district or in neighboring CSD 17. Board members Julie Shapiro and Rafa Pérez-Segura live in CSD 13 and Board Secretary, Beck Zucker, lives just two blocks from the edge of the district. Our intrinsic connections provide us with an intimate understanding of the community's aspirations and challenges, particularly in the realm of education. Our rationale for selecting CSD 13 is, therefore, twofold: it represents both an accessible, physical space rich in potential students who would benefit from our innovative educational model, and it is a community where our foundational principles of inclusivity, equity, and celebration of diversity are already deeply valued and lived experiences.



Change Poem - [redacted]

Things must change
for all to be safe
People are scared
to be who they are
Why does this happen,
how can I help,
are just a few ways
to help change the world
help by understanding,
how bad this can be
like sitting there thinking,
Why can't I be me.

no matter gender, or who
you like. it's not fair
that we have different rights
it needs to change.
go and help,
it is not fair,
the way we can be treated

Rationale for Supporting a Genderful Community

New York City has the largest population of LGBTQ+ individuals in the United States, with 29 percent of this population residing in Brooklyn[9]. Our city has demonstrated a desire to better support our genderful students in schools. However, student reports exemplify that, despite 97% of schools having policies in place for LGBTQ+ students, these students still report significant victimization and harassment[10]. MMM's goal is to reach these students sooner and to support these students better.

[9] New York City Comptroller, "Results of a Survey of LGBTQ," 2017, https://comptroller.nyc.gov/wp-content/uploads/documents/Results_of_a_Survey_of_LGBTQ.pdf.

[10] The Center, "The NYS LGBT Health and Human Services Needs Assessment," 2021, https://gaycenter.org/wp-content/uploads/2023/07/The-NYS-LGBT-Needs-Assessment.pdf.

Evidence suggests that LGBTQ+ youth represent a growing population. Nationally, the population of individuals identifying as LGBTQ+ has doubled since 2012, with nearly 20 percent of Generation Z identifying as LGBTQ+[11]. Younger generations are identifying as nonbinary at higher rates, with researchers pointing to greater visibility and social acceptance of gender diversity as the reason why. One study found that nearly one-quarter of adolescents identifying as LGBTQ+ self-identified as nonbinary[12][13]. As more youth identify as LGBTQ+, more research and public attention has been given to the unique struggles faced by this population, as well as the need for more affirmative spaces tailored to their needs.

The 2021 New York State LGBTQ+ Health and Human Services Needs Assessment identified that LGBTQ+ youth respondents ages 13–24 reported the lowest levels of inclusion and support in their schools[14]. Youth of diverse sexual orientation and/or gender identity and expression are negatively affected by common school policies that sanction and promote discrimination based on sexual orientation and gender identity. Evidence suggests that this is at least partially responsible for the increased risk of suicide and depression reported by LGBTQ+ youth. Although stigma and discrimination can lead to behavioral health concerns, poor behavioral health is not inherent to sexual and gender minorities. Additionally, exposure to school-based bullying and exclusion based on sexual and gender-diverse prejudice has an adverse impact on the behavioral health of school-aged youth[15].

Due to concerns specific to LGBTQ+ youth, researchers have universally recommended implementation of LGBTQ+ supportive policies and practices in schools which are correlated with improved health outcomes for all students. Creating a safe and supportive school environment, where LGBTQ+ youth feel connected and cared for, is a proven way to promote their health and well-being and decrease adverse outcomes not just in middle school, but for a lifetime- this is what MMM is all about. More than 340 research reports conclude similar findings and outline the concerns that are specific to LGBTQ+ youth, and that are addressed through our school design and model. The primary concerns are summarized below[16]:

1. **Mental Health Concerns:** LGBTQ+ youth report higher rates of poor mental health than their peers. For instance, in 2021, 69% of queer youth reported feeling persistently sad and hopeless, compared to 35% of their peers.

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[11] Gallup, "LGBT Identification Steady in U.S.," 2023, https://news.gallup.com/poll/470708/lgbt-identification-steady.aspx.
[12] Substance Abuse and Mental Health Services Administration (SAMHSA): "Moving Beyond Change Efforts": Evidence and Action to Support and Affirm LGBTQI+ Youth. SAMHSA Publication No. PEP22 03-12-001. Rockville, MD: Center for Substance Abuse Prevention. Substance Abuse and Mental Health Services Administration, 2023. Pg. 38.
[13] *Of note, some people who describe themselves as nonbinary or another gender consider themselves transgender, while others do not.*
[14] Guidry JA, Hou EP, Lopez M, Hatch M, Otting J, "New York State LGBTQ+ Health and Human Services Needs Assessment: 2021 Community Survey," New York: The New York State Network for LGBTQ Health and Human Services, 2022.Pg. 74
[15] Substance Abuse and Mental Health Services Administration (SAMHSA): "Moving Beyond Change Efforts": Evidence and Action to Support and Affirm LGBTQI+ Youth. SAMHSA Publication No. PEP22 03-12-001. Rockville, MD: Center for Substance Abuse Prevention. Substance Abuse and Mental Health Services Administration, 2023. Pg. 67, 70.
[16] A few resources include: Centers for Disease Control and Prevention (CDC). (2021). "Youth Risk Behavior Surveillance — United States, 2021." MMWR Surveillance Summaries, 71(No. SS-4), 1–132. & The Human Rights Campaign (HRC). (2020). "The 2020 State of LGBTQ Youth Report." This report offers an overview of the challenges faced by LGBTQ+ youth, including mental health issues, experiences of violence, and the need for inclusive policies and support in schools. Explore the report on HRC's website.

2. **Suicidal Behaviors:** During the pandemic, LGBTQ+ high school students were approximately four times more likely to attempt suicide than their counterparts. These disparities, worsened by the pandemic, have been persistent over time, indicating a long-standing issue that requires continuous attention and support.

3. **Experiences with Violence:** LGBTQ+ students experience more violence than their peers, including higher rates of bullying, being threatened or injured with a weapon, and dating violence. During the pandemic, 20% of LGBTQ+ students reported being physically abused by a parent or other adult in their home, compared to 10% of other students.

4. **Attendance Issues:** LGBTQ+ students are more likely to miss school, often due to safety concerns. Recent studies and reports from reputable organizations like GLSEN and the Human Rights Campaign (HRC) reveal a complex and often challenging school climate for LGBTQ+ students, which directly impacts their attendance and overall well-being. According to GLSEN's 2021 National School Climate Survey, nearly one-third (32.2%) of LGBTQ+ students missed at least one day of school in the last month due to feeling unsafe[17].

5. **Hostile Attitudes towards LGBTQ+ Students:** Examples of hostile school climate include discrimination, lack of supportive school resources like GSAs (Gay-Straight Alliances),lack of inclusive curriculum materials, and limited access to supportive school personnel. Unfortunately, each of these indicators have also seen a decline in availability, corresponding to a notable increase in absenteeism, lower self-esteem and higher levels of depression among LGBTQ+ students[18].

Unlike other schools that can adjust their practices to support LGBTQ+ youth, MMM is unique in that our design is genderful. Access to gender affirmation* alleviates and improves levels of distress.[19] Findings emphasize the need for schools like MMM, which has been designed from conception to implement comprehensive anti-bullying policies, inclusive curricula, and supportive measures to ensure LGBTQ+ students feel safe and welcome. Creating a more inclusive and affirming educational environment is crucial for improving the attendance rates and academic success of LGBTQ+ youth, suggesting a pathway forward for educators and policymakers aiming to support this vulnerable student population.

A Needed Alternative for the Community

Research on the impact of affirming environments for LGBTQ+ youth consistently highlights the positive effects of validation and support on their mental and emotional well-being. These findings emphasize the critical role that MMM will play for our students and their families. Research is clear that students who feel a sense of belonging have reduced risk factors, leading to fewer adverse outcomes.

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[17] GLSEN. (2021). *The 2021 National School Climate Survey*. [Electronic resource]. Available at: GLSEN website

[18] Human Rights Campaign. (2023). *2023 Youth Report*. [Electronic resource]. Available at: Human Rights Campaign website

[19] Substance Abuse and Mental Health Services Administration (SAMHSA): "Moving Beyond Change Efforts": Evidence and Action to Support and Affirm LGBTQI+ Youth. SAMHSA Publication No. PEP22 03-12-001. Rockville, MD: Center for Substance Abuse Prevention. Substance Abuse and Mental Health Services Administration, 2023. Pg. 37.

**Gender affirmation refers to processes by which an individual is recognized and affirmed in the gender with which they identify*

Miss Major Middle will provide a needed alternative for the community in the following ways:

1. **Reduce Mental Health Risks:** Affirming environments, where LGBTQ+ identities are validated and supported, are linked to lower levels of anxiety, depression, and suicidal ideation among LGBTQ+ youth. Mental health outcomes between students in affirming versus non-affirming environments underscores the protective effect of validation[20]. From inception, MMM is designed to affirm and validate students and their experiences.

2. **Increase LGBTQ+ Student Well-being:** The presence of supportive staff and inclusive policies within schools is associated with increased feelings of safety, lower levels of bullying, and higher academic achievement among LGBTQ+ students. When schools actively promote inclusivity and provide resources such as Gender and Sexuality Alliances (GSAs), students report better school experiences and mental health outcomes[21]. MMM has multiple tiers of support in place to support student well-being.

3. **Provide Inclusive Curriculum:** Research indicates that an inclusive curriculum that reflects LGBTQ+ themes and histories contributes significantly to creating affirming environments. Such measures enhance students' sense of belonging, decrease experiences of victimization, and support academic success[22]. Our curriculum has been intentionally designed to support our academic program model, which has been designed to support our mission and vision.

4. **Cultivate Family and Community Support**: Beyond the school environment, the support of families and communities plays a vital role in the well-being of LGBTQ+ youth. Affirmation from these external sources further bolsters self-esteem, reduces risk behaviors, and enhances overall mental health[23], which supports our program model that invites families to engage deeply with students through family conferences, celebrations, and activities.

5. **Address Intersectional Identities**: Acknowledging and addressing the intersectional identities of LGBTQ+ youth, including race, ethnicity, and socioeconomic status, is crucial in affirming environments. Research demonstrates that LGBTQ+ students of color may face compounded challenges; thus, affirming environments must be responsive to these diverse experiences to effectively support all students[24]. Understanding that our enrollment plan must encompass

[20] Kosciw, J. G., Greytak, E. A., Zongrone, A. D., Clark, C. M., & Truong, N. L. (2018). *The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. GLSEN.
[21] Russell, S. T., Kosciw, J., Horn, S., & Saewyc, E. (2010). Safe schools policy for LGBTQ students. *Social Policy Report*, 24(4), 3-17.
[22] Toomey, R. B., Ryan, C., Diaz, R. M., & Russell, S. T. (2012). High school gay-straight alliances (GSAs) and young adult well-being: An examination of GSA presence, participation, and perceived effectiveness. *Applied Developmental Science*, 16(4), 209-220.
[23] Ryan, C., Russell, S. T., Huebner, D., Diaz, R., & Sanchez, J. (2010). Family acceptance in adolescence and the health of LGBT young adults. Journal of Child and Adolescent Psychiatric Nursing, 23(4), 205-213.
[24] Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. Stanford Law Review, 43(6), 1241-1299.

programming, recruitment and retention strategies for all target populations is crucial to meeting our mission.

Our Findings

As it relates to our school's target geography and population, our findings are as follows:

1. **CSD 13 and NYC need a genderful school.**

MMM creates and provides a space that is safer, brave, and genderful. Our key design elements of a genderful school, physical and emotional brave space, rigorous academic programming, and creative self-expression, ensure that LGBTQ+ youth and their allies receive support in all elements of their lives. Based on an overwhelming amount of data, there is an urgent need for a school centering LGBTQ+ youth and their intersectional identities. After years of in depth community engagement, we believe the moment is now for MMM to uplift our genderful students and families.

2. **NYC benefits from an additional middle school option in CSD 13.**

Community School District 13 is a centrally-located, highly accessible, diverse, and motivated district. Families in CSD 13 overwhelmingly want more and better middle schools that are stronger and safer. LGBTQ+ students, family members, and allies in the district want a genderful school and, those outside the district, will come here to get one. New York City will celebrate our history with Major Pride and look towards our future with Major Light. Miss Major will be the Middle School for our children, bringing Major Joy, supporting Major Work, and radiating out our Major Love.

R-01AC - Community Need and Proposed School Impact
R-01B - Programmatic Impact

> "MMM presents a potential lifeline for many young individuals seeking to understand themselves and their place in the world and its visionary approach to genderful education, choice, liberation, joy, and creativity, resonates deeply with us."
>
> *Zachary* & *Katherine* *CSD 13* parents

Assessment of Educational Options:
Community School District 13 (CSD 13) offers 39 different schools serving 19,887 students in grades K–12. These schools, varying grade configurations cater to a diverse student body. A table listing the existing educational options (including all district, charter, and private schools in CSD 13), the grades served, and open enrollment options is included below in this section.

MMM's analysis of CSD 13's current educational landscape reveals that compared to other community school districts in NYC, even that of NYC charter schools, CSD 13 boasts a high level of academic proficiency. In the 2021-22 school year, 81% of students were proficient in math and 86% in reading, and the graduation rate was 88%. For the 2022-23 school year, NYC charter schools had a proficiency rate of 63% in math and 59% in ELA, which was higher compared overall NYC DOE schools' proficiency rates of 50% in math and 52% in ELA. These data sets indicate that by locating in an already well-performing district, MMM will not only be able to meet, but surpass academic benchmarks for all target populations, and specifically bring an option for a high-performing "middle years" program that will be a beacon for affirmation and SEL supports[25].

Demographic Data for CSD13:
Data from the New York City Charter School Center also indicates that there is a substantial performance gap between students in charter schools and those in DOE public schools, particularly for Black and Hispanic students. For instance, in ELA, Black and Hispanic charter school students outperformed their district counterparts by 19 and 16 percentage points, respectively. In math, the outperformance was by 27 and 25 percentage points, respectively. These data suggest that MMM is well-positioned to serve students with intersecting identities to achieve at high levels within our unique school model.

Region 13 DOE Schools 2022-2023 Sub-groups

[25] List of resources used when completing this section: httPS://www.nysed.gov/charter-schools/actions-taken-board-regents
httPS://www.silive.com/parents/2023/11/nyc-charter-schools-application-deadline-for-2024-lottery-information-and-more.html
httPS://www.ibo.nyc.ny.us/iboreports/how-has-public-school-enrollment-changed-two-years-into-the-covid-19-pandemic-nycbtn-july2022.html
httPS://nyccharterschools.org/press-releases/new-nyc-charter-school-applicant-numbers-hit-another-all-time-high/
httPS://www.nytimes.com/2022/11/21/nyregion/nyc-charter-schools.html
httPS://data.cityofnewyork.us/Education/2017-18-2021-22-Demographic-SnaPShot/c7ru-d68s
httPS://data.cityofnewyork.us/Education/2021-Fall-Admission-LL1486/naa7-pasa
httPS://www.niche.com/k12/d/new-york-city-geographic-district-no-13-ny/

Sub-Groups	Enrollment
Black Students in Grades 5-9	2079
Hispanic or Latinx Students in Grades 5-9	1021
Homeless Students in Grades 5-9	444
Students in Foster Care in Grades 5-9	26

2022-2023 Demographics for CSD 13

% Black or African American	% Latino or Hispanic	% Asian*	% Native Hawaiian or Pacific Islander	% American Indian, Native American, Or Alaskan Native	% White	% Multiple or other race, ethnicity, or origin	% Free or Reduced Lunch	% English Language Learners	% Students with Special Needs
37%	18%	23%	NA*	1%	17%	4%	63%	5%	15%

**NYC combines AAPI groups together under "Asian"*

Based on the current enrollment and demographic information for CSD 13, we have projected anticipated enrollment for target populations. These projections can be seen in section R-01A - Community Need and Proposed School Impact.

Grades Served:

Among schools in CSD 13, MMM will serve as a standout institution as the only school with a mission explicitly supporting LGBTQ+ youth and allies, and the only school serving the unique grade configuration of 5-9th grade. There are several (six) charter schools in the district that either serve as 5-8th grade schools or academies within a K-8 or K-12 program. We view this as further rationale for the success of a middle years program that extends to 10-year-olds, expanding the period of additional support to when puberty begins for most youth, and also providing an additional year of academic preparation for the rigors of high school.

Grade Configuration of public school students in CSD 13 Schools

Grade Configuration	Number of Schools
K-5th	18
K-8th	0
6-8th	9
6-12th	1
9-12th	11

Expanding the Definition of the Middle Years:

We do not see the expansion to 5th grade as a hindrance to the local public schools because of our relatively small footprint as well as the commonality of this model amongst other high performing charter schools located in the district. In some ways, we see this as a carrot for parents wanting to keep their children in CSD 13, and looking to do so "ahead of the game," by looking for new options starting in 5th grade. MMM anticipates enrolling just 80 fifth graders each year.

While no other schools offer our unique opt-in 9th grade cohort, we believe that this innovation will have similar benefits for the ~35% of students from MMM that need an additional year of inclusion-focused, small-group, affirming and rigorous schooling. Our unique positioning as both an LBGTQ+-affirming school from design and also as an expanded middle years program is particularly significant given the lack of such specific offerings in the district. Specifically, of the 39 schools in the district, just eight (20%) are specifically designed to meet the unique needs of "Middle School" or "Junior High School" students.

Impact of MMM's Enrollment Plan:
MMM's enrollment plan includes an innovative approach to grade configuration by incorporating 5th and 9th grades. This strategy acknowledges developmental needs and provides additional support during critical transition periods. With an anticipated enrollment of 72 5th graders and an optional 9th-grade cohort of 24 students, MMM's impact on the district's resources is projected to be minimal. Additionally, MMM will be a significant addition to the district, providing a much-needed safe and supportive environment for LGBTQ+ students – a demographic that currently lacks specialized support within CSD 13's school offerings.

In summary, MMM's programmatic impact is characterized by its minimal disruption to the district's existing educational framework and its significant contribution to addressing the needs of an underserved student population. This specialized focus on LGBTQ+ inclusivity and support, coupled with MMM's small enrollment size, positions it to enhance the educational landscape of CSD 13 without detracting from the viability of existing schools.

Enrollment, by grade, of public school students in CSD 13

Year	Total CSD 13 Enrollment	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
18-19	20,036	1,024	707	695	685	2,904
19-20	19,994	1,060	700	674	682	3,015
20-21	19,488	950	684	658	669	2,846
21-22	18,742	894	615	615	630	2,903
22-23	18,097	903	585	569	587	2,661

This trend is further exemplified by looking at enrollment across the past 5 years in the district. Although all grade level configurations have seen attrition, the gap is significantly larger for the "middle school" (6th-8th) grade population than that of traditional elementary school models. From SY2018-19, the following trend can be observed:

- Between 5th and 6th grade, CSD 13 saw a decrease in enrollment from school year '19 and school year '23 of 12% (121 students left CSD 13 at this critical transition point)
    - This is a potential indicator that students are leaving the district to go to "middle schools" outside of CSD 13.

- During what is traditionally defined as middle school (during a students' 6-8th grade years), CSD 13 saw a decrease in enrollment of 17% (346 students left CSD 13 during these grade levels.
    - This is an indicator that families that remain in CSD 13 during their child's middle school years (grades 6-8) are not retaining their children in the district, despite CSD 13's relatively positive results.

- In high school (starting with grade 9), in SY22-23, CSD 13 saw an increase in enrollment from 8th grade (587 enrolled) to 9th grade (2,661 enrolled) of 78%.
    - This indicates that families in NYC see the high school options in CSD 13 as desirable, and are either bringing their children back to the district for high school years and likely that parents are willing to send their children out of their local community school to send their children to CSD 13 because of the high performing high schools in the area.

Each of these data points suggests the needs for a school that is focused on rigorous academic programming, and the demand that families have, and willingness of families to ensure that students are able to access these options

Enrollment Process and "Backfilling" Seats

As detailed in Response R-04 – Enrollment, MMM will serve all students whose names are drawn through a public lottery, beginning with those residing in CSD 13. We will backfill enrollment in all grade levels with the exception of 9th grade. We believe this will enhance our school community and culture, and provide crucial space to students compelled by our mission and model in need of a mid-year school change. This will require our team to develop and implement a clear on-boarding process to support those who join our school community mid-year. After the initial annual lottery for admission into MMM has been completed, we will keep an open waiting list throughout the year for any seat that might become available; see section R-15f – Admissions Policy for more details.

Table - Existing Education Options Serving Grades 5-9 in CSD 13:

As referred to at the beginning of this section, below outlines the options, grade configuration, type, and admissions method for all schools serving the same grade levels as MMM located in CSD 13.

School Name	Grade Configuration	Type/ Affiliation	Admissions Method	Specialization

Achievement First Endeavor Charter School	K-8	Charter School	Open Enrollment (Lottery/ Waitlist)	College Prep
Brooklyn Ascend Charter School 6	K-5	Charter School	Open Enrollment (Lottery/ Waitlist)	College Prep
Brooklyn East Collegiate Charter School	7-8	Charter School	Open Enrollment (Lottery/ Waitlist)	College Prep
Brooklyn Laboratory Charter School	5-12	Charter School	Open Enrollment (Lottery/ Waitlist)	General
Brooklyn Prospect Charter School - CSD 13	K-12	Charter School	Open Enrollment (Lottery/ Waitlist)	IB/College Prep
Community Partnership Charter School	K-8	Charter School	Open Enrollment (Lottery/ Waitlist)	General
Compass Charter School	K-8	Charter School	Open Enrollment (Lottery/ Waitlist)	Arts & Sustainability
Edmund W Gordon Brooklyn Laboratory Charter School	9-12	Charter School	Open Enrollment (Lottery/ Waitlist)	General
International Charter School Of New York	Other	Charter School	Open Enrollment (Lottery/ Waitlist)	IB/College Prep
Leadership Preparatory Bedford Stuyvesant Charter School	K-12	Charter School	Open Enrollment (Lottery/ Waitlist)	College Prep
Unity Preparatory Charter School Of Brooklyn	6-12	Charter School	Open Enrollment (Lottery/ Waitlist)	Liberal Arts & Sciences
Bethel Elementary School	PK-8	Non-Public School	Not Open Enrollment (Application/Tuition)	Religious - Seventh-day Adventist
Luria Academy Of Brooklyn	PK-12	Non-Public School	Not Open Enrollment (Application/Tuition)	Liberal Arts + Jewish Education
Park Slope Christian Academy	PK-8	Non-Public School	Not Open Enrollment (Application/Tuition)	Religious - Christian
Talmud Torah D'nitra	K-12	Non-Public School	Not Open Enrollment (Application/Tuition)	Religious - Jewish Education- All Boys

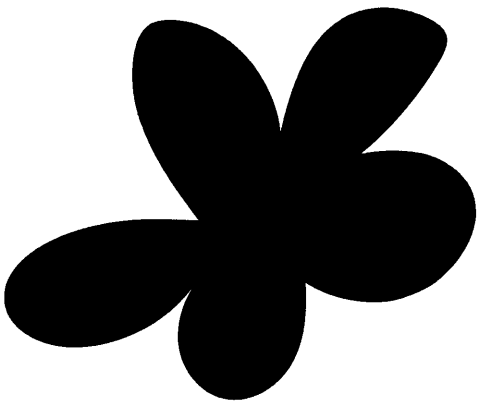
Yeshiva Of Kasho	5-12	Non-Public School	Not Open Enrollment (Application/Tuition)	Religious - Jewish Orthodox
Altschool	PK-8	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Liberal Arts
Berkeley-Carroll School	PK-12	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Liberal Arts
Brooklyn Autism Center Academy	K-12	Non-Public Schools	Not Open Enrollment (Application/Tuition/Specialized Population)	Special Needs - Autism
Brooklyn Free School	K-12 School	Non-Public Schools	Not Open Enrollment (Application/Tuition - Sliding Scale)	Liberal Arts
Brooklyn Friends School	PK-12 School	Non-Public Schools	Not Open Enrollment (Application/Tuition)	College Prep/Quaker/IB
Brooklyn Waldorf School	PK-8	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Liberal Arts
Clara Muhammad School Of Masjid Khalifah	PK-8	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Religious - Muslim
Fusion Academy Brooklyn	6-12	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Liberal Arts
Greene Hill School	PK-8	Non-Public Schools	Not Open Enrollment (Application/Tuition - Sliding Scale)	Liberal Arts
Hanson Place Sda Elementary School	K-8	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Religious - Seventh-day Adventist
Mt Pleasant Christian Academy	PK-12	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Religious - Christian
Saint Ann's School	PK-12	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Liberal Arts
Science, Language And Arts International School	PK-5	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Liberal Arts

The Co-Op School	PK-8	Non-Public Schools	Not Open Enrollment (Application/Tuition)	Liberal Arts
Community Roots Charter School	K-8	Charter School	Open Enrollment (Lottery/ Waitlist)	General
MS 113 Ronald Edmonds Learning Academy	6-8	Public School	Open Enrollment (Unzoned)	Performing and Fine Arts
MS 266 Park Place Community Middle School	6-8	Public School	Open Enrollment (Zoned + District 13 Priority)	Digital + Arts Focus
MS 301 Restoration Academy Magnet School Of Global Exploration And Innovation	6-8	Public School	Open Enrollment (Unzoned)	General
MS 313 Dock Street School	6-8	Public School	Open Enrollment (District 13 Priority, Group Interview)	STEAM
MS 351 Urban Assembly Unison School (The)	6-8	Public School	Open Enrollment (Unzoned)	General
MS 691 Fort Greene Preparatory Academy	6-8	Public School	Open Enrollment (Unzoned)	Projects + Field Trip Based
MSHS 265 Dr Susan S Mckinney Secondary School Of The Arts	6-12	Public School	Open Enrollment (Audition)	Arts
PS 11 Purvis J Behan	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 133 William A Butler	PK-5	Public School	Open Enrollment (Unzoned)	General
PS 20 Clinton Hill	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 256 Benjamin Banneker Magnet School Of Architecture And Engineering	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General

PS 270 Johann Dekalb	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 282 The Park Slope School	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General with Gifted Program
PS 287 Bailey K Ashford	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 3 Bedford Village (The)	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 307 Daniel Hale Williams	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 44 Marcus Garvey	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 46 Edward C Blum	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 54 Samuel C Barnes	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 56 Lewis H Latimer	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General + Gifted
PS 67 Charles A Dorsey	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
PS 8 Emily Warren Roebling School	K-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General + 1 ICT Classroom per grade
PS 9 Sarah Smith Garnet School	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General

PS 93 William H Prescott/ The Magnet School Of Steam	PK-5	Public School	Open Enrollment (Zoned + Neighborhood School)	General
Urban Assembly Institute Of Math And Science For Young Women	6-12	Public School	Open Enrollment (Special Population)	All Girls STEM
PS 428 Albee Square Montessori	K-5	Public School (Opens Fall 2024)	Open Enrollment (Zoned + 45% FRPL Priority)	Montessori

MMM's unique focus on LGBTQIA+ inclusivity and support can fill a gap in the current educational offerings. The district, while diverse and academically strong, does not have schools with a specific focus on the needs and challenges of LGBTQIA+ youth, particularly transgender and nonbinary students. MMM will have negligible impact on the current school district's enrollment, and will potentially bring more interest for middle school students to remain in-district through the middle years. Our school is small enough that financially, we will not draw resources away from the district's DOE offerings. We will be able to provide perspective, support, and partnership opportunities to other schools seeking to better serve the vibrant and complex LGBTQ+ learning community. We believe that MMM will complement the existing schools by providing a specialized and much-needed educational environment.

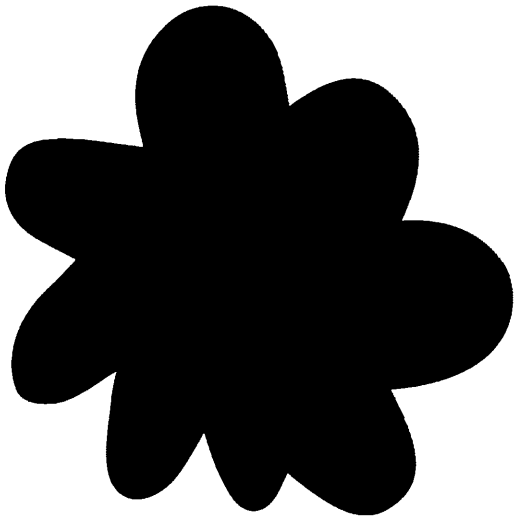


R-01AC - Community Need and Proposed School Impact
R-01C - Fiscal Impact

Miss Major Middle Public Charter School (MMM) will have a minimal fiscal impact on NYC public schools. MMM will enroll 160 students in the fall of 2025, resulting in $2,904,765 in per-pupil aid and $1,018,810 (total) in other district revenue. The overall financial impact on the NYCDOE will be $3,923,575 or 0.009% of the total NYCDOE budget. As MMM grows to 356 students over 4 years to meet the full scale, the financial impact remains minimal, with the total impact being $10,421,737 or 0.025% of the total NYCDOE budget. There is no substantial burden to the school district.

SUNY financial template – Fiscal Impact of MMM

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A Operational	B Enrollment	C Per Pupil	D Per Pupil Aid	E Other District	F Total Funding to	G * Total General Fund	H Projected
Year 1 (2025-26)	160	18,155	2,904,765	1,018,810	3,923,575	41,360,000,000	0.009%
Year 2 (2026-27)	240	18,699	4,487,862	2,134,294	6,622,156	41,360,000,000	0.016%
Year 3 (2027-28)	320	19,260	6,163,330	2,926,765	9,090,095	41,360,000,000	0.022%
Year 4 (2028-29)	356	19,838	7,062,406	3,354,331	10,416,737	41,360,000,000	0.025%
Year 5 (2029-30)	356	19,838	7,062,406	3,359,331	10,421,737	41,360,000,000	0.025%



R-02AB - Addressing the Need

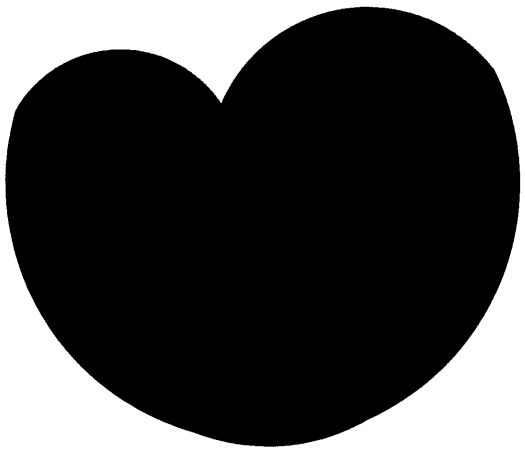
R-02A - Mission

"As someone deeply embedded in the fight for equality and understanding, particularly within the LGBTQ community, I have seen what it looks like to offer queer youth and their parents the opportunity to be a part of a learning environment that is inclusive, affirming, and transformative... I have witnessed the profound impact that a school like MMM can have on the life of not only the student but the community in which that student grows and learns. To paraphrase a popular slogan, none of us are free until all of us are free. And MMM promises to be a place of freedom for all, offering an academically rich and 'genderful' environment that nurtures joy, inclusivity, and personal growth."

Celeste Lecesne - Co-founder of The Trevor Project

Our Mission:

Miss Major Middle (MMM) empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive, and genderful environment.



R-02AB - Addressing the Need
R-02B - Key Design Elements

"One of the most important things that schools can do is to provide a sense of what's called school connectedness, the belief that adults in your school care about you, care about your well-being, are interested in your success, want you to succeed... in our research we found that young people who identify as lesbian, gay, or bisexual, or say they're questioning their sexual orientation, and students who experience racism are the two groups of students who are least likely to say they feel connected to others at school[1]."

Dr. Kathleen Ethier, Director of the Division of Adolescent and School Health, CDC

Miss Major Middle (MMM) is a genderful school. We champion bravery, inclusivity, and safety, ensuring these values extend to every aspect of school life. Academic rigor and high standards are foundational, and creativity and self-expression are integral to our students' daily experiences.

MMM is founded upon four key design elements:

1. **A Genderful School:** MMM lives at the intersection of gender, choice, liberation, joy, and creativity. Our genderful students explore their gender, embrace their own identity, and decide how they will authentically walk through the world.

MMM's educational environment is such that gender is celebrated in its full spectrum and diversity. Students are encouraged to embrace their unique identities and our curriculum and school culture are carefully designed to support this exploration. The Journal of LGBT Youth shows that transgender and nonbinary youth thrive in settings that affirm their gender identity, leading to higher self-esteem and reduced mental health issues[2].

Our genderful approach empowers students to make choices that reflect their true selves. Classroom discussions, activities, and projects encourage reflection and expression. Student empowerment is not limited to the classroom; it extends to all aspects of school life, including extracurricular activities, social events, and the physical environment. Our approach to genderful design not only aids academic learning but also contributes to personal growth, empathy, and societal understanding[3].

Our core values (Major Work, Major Joy, Major Pride, Major Love, and Major Light) provide the framework for a school environment that defines, embodies, and emboldens being genderful. We try our

[1] Ford, Vanessa MAT, King, Rebecca, (2024) "The Advocate Educator's Handbook; Creating Schools Where Transgender and Non-binary Students Thrive." John Wiley and Sons, Inc. pg 9
[2] Grossman, A. H., Frank, J. A., et al. (2011). Transgender youth: Invisible and vulnerable. Journal of LGBT Youth.
[3] Toomey, R. B., Ryan, C., et al. (2018). Gender-Nonconforming Youth: School-Based Approaches to Support and Affirm Diversity. Journal of Youth and Adolescence.

best to listen, to understand, to learn, to challenge, and to reflect. This is the Major Work of a genderful school. We laugh, create, dance, sing, uplift, and celebrate one another with Major Pride. We act with Major Love, for ourselves, and one another, and to have a deeper understanding. By acting in love and service, students at MMM shine their Major Light well beyond the school community.

To effectively evaluate our success as a genderful school, MMM will implement a continuous reflection and assessment process. This will include regular surveys and focus groups with students that will gauge their sense of belonging and freedom in expressing their gender identities. One measure of success will include high levels of student satisfaction and comfort with their gender expression within the school. Data will be complemented by ongoing reflective practices, involving staff and student feedback, to ensure that our approaches remain relevant and responsive to the evolving needs and experiences of our students. By regularly revisiting and refining our strategies, we aim to sustain and enhance our commitment to being a truly inclusive and genderful educational environment.

2. **Physical and Emotional Brave Space:** MMM creates a shared space where we work toward physical and emotional safety for all students. We prioritize total inclusivity by ensuring that policies and resources are designed with and for trans, gender-nonconforming, queer, and ally students and families.

At MMM, we create an environment that respects and honors the physical autonomy and needs of all students. Implementing policies and practices supportive of LGBTQ+ students leads to safer and more inclusive environments for all students by reducing bullying and harassment, leading to a more positive school climate overall[4]. We take a proactive approach to anti-bullying, ensuring that every student feels secure and protected from any form of physical intimidation or harm. In moments of conflict, we utilize restorative practices to recover and grow together as a school community. Our approach aligns with myriad research emphasizing the importance of safe and inclusive school environments as a contributing factor leading to positive educational outcomes, a sense of safety, and the overall well-being of the school community[5][6].

At MMM, a brave space isn't just about safety, it's about courage; the courage to express, to question, and to explore. Brave spaces benefit all students, particularly in educational settings for LGBTQ+ youth, as researched by Arao and Clemens, who have shown that the facilitation of difficult dialogues in classrooms promotes personal growth and development[7]. Brave conversations cultivate resilience and coping strategies for youth, underscoring the importance of such environments for individuals facing adversity[8]. MMM's brave space is a tangible, lived experience.

[4] Kosciw, J. G., et al. (2018). "The 2017 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools." GLSEN.
[5] American Psychological Association. (2012). "Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients."
[6] Meyer, 2016, "The Role of Personal Experience in Fostering Inclusive Classrooms"
[7] Arao & Clemens, 2013, "From Safe Spaces to Brave Spaces," in The Art of Effective Facilitation
[8] Singh & McKleroy, 2011, "'Just Getting Out of Bed Is a Revolutionary Act': The Resilience of Transgender People of Color Who Have Survived Traumatic Life Events"

Our policies and resources are not just brave by design, they are actively co-constructed to be inclusive, with input from the diverse voices within our broader community. MMM's culture is built intentionally through a lens of understanding, which is proven to be essential for supportive and inclusive schools[9]. Social and emotional learning programs significantly improve student attitudes, behaviors, and academic performance for all students[10], and MMM embeds Social Emotional Learning (SEL) into our daily school lives.

Beyond the classroom, MMM extends the ethos of emotional safety through various support systems, including counseling services, peer support groups, and family engagement programs. We recognize that emotional bravery is nurtured through community support, and we are committed to providing a network of care that surrounds each student. Our collaborative approach with students, families, and community members is backed by Epstein's research demonstrating that these partnerships positively impact student learning and development[11]. We have secured a strong working relationship with PFLAG NYC, whose Safe Schools initiative aims to make schools safer and more inclusive for LGBTQ+ students by providing education, resources, and support to students, educators, and parents.

To evaluate our effectiveness in providing a physical and emotional safe space, we will evaluate our progress through student and staff surveys, measuring perceptions of safety and emotional well-being. We will also monitor incident reports for bullying and harassment, aiming for consistent reductions. Regular check-ins with our counseling services via our robust social work team will provide insights into the emotional health of our student body.

3. **Rigorous Academic Programming:** We establish a standards-aligned, justice-oriented, and culturally responsive curriculum to achieve a high standard of excellence. MMM is committed to delivering a robust, problem- and project-based curriculum that marshals the power of discourse and iterative discovery to prepare students for the complexities of life.

At MMM, we foster a culture of academic excellence through a curriculum that is not only rigorous and standards-aligned but also deeply embedded in principles of social justice and cultural responsiveness. We challenge and engage students with an approach that is proven to benefit students by way of higher levels of engagement and achievement[12]. By integrating themes of self-discovery and diversity into our rigorous curriculum, we align with findings from the American Psychological Association, which stress the importance of creating school environments that acknowledge and respect diverse social identities[13].

Our focus on rigorous academic programming in core content classes expands well beyond literacy and numeracy. We provide a diverse range of academic opportunities, including STEA+AM (Science, Technology, Engineering, Arts+Activism, and Mathematics), advanced courses (Regents Preparation), and

[9] Renn, 2010, "LGBT and Queer Research in Higher Education: The State and Status of the Field"
[10] Durlak, J. A., et al. (2011). "The Impact of Enhancing Students' Social and Emotional Learning." Child Development.
[11] Epstein, J. L. (2011). "School, Family, and Community Partnerships: Preparing Educators and Improving Schools."
[12] Ladson-Billings, G. (1995). "Toward a Theory of Culturally Relevant Pedagogy." Journal of Teacher Education.
[13] American Psychological Association. (2012). "Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients."

enrichment programs to meet the varied needs and aspirations of our students. Our goal is to ensure that each student leaves MMM not only academically proficient but also equipped with the skills, knowledge, and confidence to navigate a rigorous high school experience. At MMM, we are not just educating students; we are empowering future leaders, thinkers, and agents of justice.

MMM's school day has been designed to incorporate time for problem- and project-based learning, which have been proven to enhance student effectiveness in understanding and applying academic concepts in real-world contexts[14]. Our approach encourages students to become active learners and critical thinkers, enhancing academic achievement, social skills, and social cohesion. Inclusive, dialogue-driven, and interactive learning spaces benefit all students, including those from marginalized communities[15]. Our model provides targeted time for discourse and iterative discovery, which encourages students to engage in thoughtful discussions, debates, and collaborative exploration. This dialogic approach not only enhances critical thinking skills but also empowers students to voice their perspectives and ideas. Research has shown that students in such environments are more likely to question stereotypes and develop more nuanced understandings of social issues[16].

Social justice, equity, and inclusivity are embedded topics in each course. Through reading, writing, and computation, students develop a deeper understanding of their roles in a diverse and ever-changing society. Our approach not only supports LGBTQ+ students but also enriches the learning experience for all students by exposing them to diverse perspectives[17] and cultivating a deep understanding of social roles in an ever-changing society, consistent with research showing the benefits of inclusive curricula[18].

To evaluate our effectiveness in providing rigorous academic programming, academic progress will be tracked through standardized test scores, classroom assessments, and project evaluations to ensure alignment with grade-level standards. We will also assess the integration of social justice themes in our curriculum and evaluate student engagement and critical thinking skills through class discussions and project outcomes, rubrics, grading policies, and regular progress monitoring, as further detailed in R-06B - Assessment System and R-06D - Course or Subject Overview.

4. **Creative and Self-Expression:** We harness the power of creative and self-expression as a tool for community engagement, self-preservation, and academic exploration. We embed arts (performing, visual, tactile, digital) into our daily schedules, community gatherings, social justice focus areas, and academic programming.

At MMM, we integrate performing, visual, tactile, and digital arts throughout our curriculum, allowing students to explore various mediums and methods of expression. Engagement in the arts significantly

[14]Bell, S. (2010). "Project-Based Learning for the 21st Century: Skills for the Future." Science Education.
[15]Roldan, Marauri, Aubert, & Flecha, 2021, Frontiers in Psychology: Educational Psychology.
[16]Banks, J. A. (2004). "Multicultural Education: Historical Development, Dimensions, and Practice." Journal of Education.
[17]Toomey, R. B., et al. (2012). "Gender-nonconforming lesbian, gay, bisexual, and transgender youth: School victimization and young adult psychosocial adjustment." Journal of Youth and Adolescence.
[18]Greytak, E. A., et al. (2013). "The Impact of School Climate on LGBTQ Youth: A Review." Journal of School Health.

contributes to students' cognitive, emotional, and social growth[19]. Studies show that involvement in the arts fosters critical thinking and complex problem-solving abilities[20]. Through artistic forms such as performances, installations, and digital media projects, students have the opportunity to reflect on pressing societal themes, express personal understandings and beliefs, and experience the world through multiple perspectives. These activities raise awareness and encourage empathy, solidarity, and action within our school community. Our collaborative approach is backed by research indicating that cooperative learning in the arts enhances students' social skills and emotional intelligence[21].

Creativity and self-expression at MMM empower students to find their voice, tell their stories, and engage with the world around them in meaningful and transformative ways. Personal storytelling and narrative are essential tools for self-discovery, preservation, and resilience, especially for students dealing with complex issues like gender and cultural identity[22]. Through our arts programming, students gain the confidence and tools to express themselves authentically and utilize their creativity as a force for positive change in their communities. It is through these artistic journeys that our students learn to embrace their individuality while also understanding and appreciating the diversity of human experience, an approach that aligns with findings by Greene et al., who argue for the transformative power of arts in education[23].

The impact of creativity and self-expression will be evaluated in several ways. We will review student portfolios, performances, and exhibitions using rubrics, and utilize data from student and family surveys to gauge impact. Feedback from students, teachers, and community partners will provide qualitative data on the effectiveness of these programs in fostering personal and artistic growth.

Additional progress monitoring: Across all key design elements, input from families and community stakeholders will ensure our practices align with the needs and expectations of our diverse and constantly changing community. This feedback will be collected through town hall meetings, surveys, and collaborative committees.

In addition to these specific measures, we will conduct an annual comprehensive review that includes all stakeholders, including the SUNY Charter Schools Institute through submission of our APPR. This review will involve analyzing academic data, survey results, and anecdotal evidence to assess our overall alignment with the school's mission and the effectiveness of our key design elements. Adjustments and improvements will be made based on this review to ensure continuous growth and alignment with our mission of creating an inclusive, empowering, and rigorous educational environment. MMM is committed to not just executing its key design elements, but continuously refining them to ensure they serve the best interests of our students and align with our overarching mission.

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[19]Winner, E., et al. (2013). "The benefits of arts education: Academic, social, and emotional outcomes." Journal of Educational Psychology.
[20]Hetland, L., & Winner, E. (2001). "The arts and academic achievement: What the evidence shows." Journal of Aesthetic Education.
[21]Dawes, N. P., & Larson, R. W. (2011). "How youth get engaged: Grounded-theory research on motivational development in organized youth programs." Group Dynamics: Theory, Research, and Practice.
[22]McAdams, D. P., & McLean, K. C. (2013). "Narrative identity." Psychological Review.
[23]Greene, M., et al. (2014). "Arts Integration and the Success of Disadvantaged Students: A Research Evaluation." Educational Researcher.

R-03AD - Proposal History
R-03A - Applicant Information

Joji Florence - Head of School

"I just want to be there. And also then, reciprocally, have the chance to listen, and absorb, and hear from young people what resonates with them, what matters to them. And that helps me think more thoughtfully about my responsibility and my possibility of solidarity with trans young people in this moment.[1]"

Jules Gil Peterson, Associate Professor of Transgender History, Johns Hopkins University

Joji Florence is an accomplished educator, agent of justice, and the co-founder and proposed Head of School for Miss Major Middle School. Joji brings a wealth of experience in educational leadership, organizational development, nonprofit management, and advocacy for the trans, nonbinary, queer, and ally communities. Joji holds a Bachelor of Arts from Dartmouth College, a Master of Education from both Bank Street College and the University of Phoenix, and their School Buildings Leader Certification from the State of New York.

Residing in Community School District 13 (CSD 13), where MMM plans to be located, Joji is deeply rooted in the community and has a strong understanding of the local educational landscape. A proud nonbinary parent of three children, ages 1, 3, and 5 years old, they have a personal stake in the community's educational future. Their [redacted] further connecting Joji to the district's educational environment and its needs.

Joji has a long-standing commitment to LGBTQ+ advocacy within the educational sphere, dating back to their high school years in the 1990s when they fought for the establishment of their school's first Gay-Straight Alliance (GSA), named "SHARE" (Students for Homosexual Awareness, Respect, and Equality). This early dedication laid the groundwork for a career-long pursuit of creating safer and more inclusive school environments. Throughout their tenure at various independent middle schools in NYC, Joji collaborated with organizations like The Ackerman Institute and the Gay Lesbian and Straight Education Network (GLSEN) to fortify student GSAs, ensuring they were spaces of support and empowerment. At Luria Academy, they were instrumental in helping students establish their first GSA, marking a significant step towards inclusivity within the school community. Joji has been a guide for professional leadership initiatives, conducting numerous talks and professional development workshops aimed at educating teachers and administrators about trans-inclusive policies and procedures. Their unwavering dedication to LGBTQ+ inclusivity in schools has not only transformed individual institutions but also contributed to a broader movement toward understanding and respect in education.

[1] "The Kids and the State w/ Lexi McMenamin," *The Death Panel*, April 13, 2023, https://www.stitcher.com/show/the-death-panel/episode/the-kids-and-the-state-w-lexi-mcmenamin-04-13-23-301969044.

With over 20 years of teaching experience, Joji has fostered inclusive and supportive environments across various educational settings, demonstrating a profound commitment to student success and equity. Their diverse teaching experience, ranging from Math Specialist at Poly Prep Country Day School to math leadership roles at The Co-op School, Greene Hill School, and Luria Academy, demonstrates their proficiency in crafting innovative math curricula, including special needs adaptations and extracurricular math clubs, highlighting their commitment to inclusive and engaging math education for students at multiple grade levels.

In deliberate pursuit of mentoring and learning from progressive middle school leaders, Joji has sought out opportunities to prepare for the opening of MMM. In 2019, when Joji joined The Co-op School, it had recently expanded to include a middle school. Joji actively sought out mentorship and insight, shadowing and consulting with the heads of the school. This opportunity allowed Joji to be intimately involved in the school's slow growth model, contributing to the successful graduation of its first 8th-grade class. In 2022, furthering their commitment to progressive education, Joji dedicated six months to consulting with and shadowing the founding co-heads of Brooklyn Independent, a school known for its sliding-scale tuition and equity-driven approach, which provided Joji with invaluable experience in innovative, inclusive educational models.

As Co-founder and Executive Director of Transformative Schools (TfS), an organization that centers on trans joy and social justice, Joji successfully spearheaded a pioneering nonprofit initiative to support trans and gender-nonconforming youth, showcasing Joji's ability in capacity building, nonprofit management, and fundraising. Joji's proven track record in securing resources and developing impactful programs exemplifies their readiness to lead and innovate in the educational sector, particularly in settings that prioritize inclusivity and equity.

Joji's unique blend of educational leadership, community engagement, and practical experience makes them exceptionally suited to lead the establishment and success of Miss Major Middle. Their dedication to creating a more inclusive and equitable education system is evident in every aspect of their work and vision.

Jill Glassbrook - Executive Director

Non-LGBTQ+-identifying people are needed to bring MMM's mission into reality:
"It is unfair to ask a [transgender student] to organize the work that will make a school welcoming to them. That is too much of a burden; it is the proverbial pulling oneself up by one's bootstraps, which the laws of physics tell us is utterly impossible."[2]

Alex Myers, author of *Supporting Transgender Students*

[2] Myers, A. (2021). *Supporting Transgender Students: Understanding Gender Identity and Reshaping School Culture*. University of New Orleans Press.

Jill Glassbrook is a teacher, school leader, network leader, the founder and Executive Director of an inclusion-focused education organization (Future Leaders Incubator), and MMM's proposed Executive Director.

Jill began her educational journey as a preschool teacher where she developed a passion for education. She then served as a Site Supervisor for an AmeriCorps mentoring program in Indiana's Juvenile Department of Corrections Facilities. Working with incarcerated youth solidified her passion to positively impact educational reform. In 2005, Jill was accepted into the Teach for America Corps, where she served as a special education teacher with a focus on behavior disorders. Jill went on to become the founding Director of Special Services and then Dean of Students at Achievement First Bushwick Middle School. She played a pivotal role in the development of inclusive special education programming for the Achievement First network.

Jill brings experience in school leadership, organizational and strategic planning, founding-team experience, development of Diversity, Equity, and Inclusion Programming, as well as teacher development expertise to the founding team. In addition to her extensive education roles, Jill has also become adept at supporting schools in their founding years. Among her roles as founder, Jill was a founding Director of Special Education at Achievement First Public Charter Schools and was the founding Principal of PAVE Academy Charter Middle School, later becoming the founding Chief Curriculum Officer as the school expanded to a network. She developed the Teacher Residency Program as the Founding Director of Fellowship at Brooklyn Laboratory Charter School and is currently the Executive Director of Future Leaders Incubator (FLI), where she founded the organization with a focus on an Aspiring Teacher Fellowship for underrepresented educators. FLI currently partners with more than 17 charter schools and CMO's in NYC, and has more than 300 Fellows placed and working in schools. Since inception, 100% of FLI's Fellows identify as people that were underrepresented in their own education, 95% as BIPOC (Black, Indigenous, or People of Color), 45% identify as male, 70% pursue a career in special education, and 80% persist past their 3rd year in teaching.

Throughout her myriad roles in education, Jill's participation in educational fellowships and extended leadership development opportunities include the following cohorts:

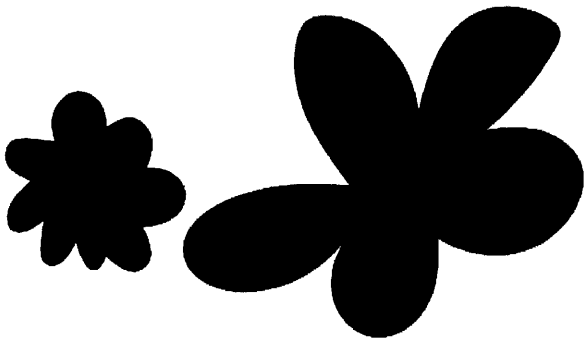
- High Tech High Project-Based Learning Leadership Academy
- NYC Charter School Center's Right Start Program for Founding Charter Schools
- KIPP's Leadership Design Fellowship
- NewSchool Venture Fund's Diverse Leaders Cohort
- NewSchool Venture Fund's Innovative Schools Cohort
- School Empowerment Network's New School Development Fellowship
- Big Picture Learning School Leadership Fellowship
- Relay Graduate School of Education's Principal Supervisor's Academy
- 4.0 Schools Tiny Fellowship Grad
- 4.0 Essentials Fellowship Grad

- 4.0 Meet the Moment Grad
- Arbor Rising Workforce Design and Development Cohort
- Leaders for Educational Equity Public Leaders Fellowship

Through these experiences and her extensive work in NYC Charter schools, Jill has participated in intensive career-long training programs to equip educational leaders with the skills necessary to effectively design, found, and lead high-performing schools. This includes studying the implementation and execution of best practices for instruction, operational systems, student and adult culture, as well as external relationships in high-performing public charter schools. In her current role, Jill works with and has visited more than 50 schools, supporting their school-based teams on initiatives encouraging the development of more inclusive school designs and systems.

Jill's deep connection to the NYC educational landscape, combined with her personal experiences as a parent, provides her with valuable insights into the needs and aspirations of the community where MMM will be located. Jill's experience in curriculum development and special education, and her advocacy for inclusive education align with MMM's vision of creating a genderful and diverse educational environment. Jill holds degrees in English and Gender Studies from Indiana University – Bloomington, and a Master's in Education – Curriculum Design and Technology from Seton Hall University.

Joji Florence and Jill Glassbrook are prepared to undergo the necessary fingerprinting and criminal background checks as part of the application review process for MMM.



R-03AD - Proposal History
R-03B - Proposal History

> **"As someone deeply embedded in the fight for equality and understanding, particularly within the LGBTQ community, I recognize the profound impact that a school like MMM can have. Every day, I witness the struggles and triumphs of individuals exploring their identity, seeking spaces where they are not just safe but celebrated."**
>
> *Teyo R. | Coordinator of Transgender Services, The Ali Forney Center*

The Early Years

The genesis of Miss Major Middle (MMM) occurred in the fall of 2016. An 8th-grade student at Joji Florence's current school bravely came out as non-binary. Joji noticed how several teachers and administrators sought explanation and clarity directly from this student, revealing a gap in the school's readiness to support transgender, nonbinary, and gender-nonconforming (TGNC) students. To support this student, the school provided a 1.5-hour professional development session by the Ackerman Institute. Although the training was overall positive, it highlighted the limitations of relying solely on professional development to create a truly inclusive environment. Joji realized a more foundational change was necessary — a school established from its very inception with the needs and voices of trans, nonbinary, queer, and allied teachers, parents, and students at its core.

During this same period of time, Jill Glassbrook was serving as the Chief Curriculum Officer (CCO) role at PAVE Schools, where she had previously been the Founding Middle School Principal. As the CCO, Jill supported teachers and school leaders with more inclusive practices, consistent and equitable curriculum implementation, and alignment with standards and grade level expectations. She had focused her career on developing more inclusive spaces for all students, and was leading the charge to ensure all students in Pre-K through 8th grade were getting an excellent education. As she developed professional development sessions for teachers and leaders, she found that she was continually seeking more information, resources, and opportunities to embed diversity, equity, and inclusion principles into the framework. She relied on her experience as a special education teacher and director to embed inclusive teaching strategies, concepts and pedagogy into her practices, and into those of the school.

Over the next five years, Joji researched and refined the idea of founding a school open to all, but fundamentally rooted in a gender-expansive community. Joji sought mentorships from school founders and leaders at The Co-op School, Poly Prep, and Luria Academy, and in the spring of 2021, they entered the Bank Street Progressive Leadership Program. Joji's decision was driven by a desire to explore public school options, gain the necessary credentials as a School Building Leader, and prepare for submitting an application to make the hypothetical school a reality. Just a mile away in Brooklyn, Jill refined her mission to ensure that all students had teachers that represented them; teachers that were committed to inclusion. Seeking to combat systems of inequity, Jill sought to open an inclusion-based charter school.

She assembled a founding team and authored the application for Envision Preparatory Charter School, whose mission was to "challenge students in kindergarten through 8th grade to think critically, engage productively in rigorous academic and social interactions, and demonstrate the academic competencies necessary to succeed in high school, college, and life." The proposal posited that all students will be more successful in a truly inclusive space, and included a set-aside for up to 50% of students to have IEPs (that is, to have disabilities that require Individualized Education Plans). During this same time, Jill founded Future Leaders Incubator (FLI) and their first initiative, the Educator Project Fellowship. This Fellowship was created for aspiring teachers from underrepresented backgrounds in NYC. This was meant to be the impetus for a Teacher Fellowship model that would be utilized to provide additional support to students attending Envision Prep. In 2018, the charter cap was met in NYC, and the application to open Envision Prep never came to fruition, but FLI persisted and flourished.

Bank Street Connections

It was in the Bank Street Leadership Program that Joji met fellow teacher leader and MMM founding team member Candace Hurley. Remarkably, they discovered they lived just five blocks apart in the same neighborhood within Community School District 13 (CSD 13). Engaging in Bank Street evening Zoom classes together three times a week, their bond deepened as they juggled their respective teaching roles — Candace at Clara Barton High School and Joji at Luria Academy. Candace, who identifies as a "Freedom Fighter Leader" and a conductor on the modern underground railroad, brought her passion for social-emotional learning and her experience as a driven Dean of Students to their discussions. United by a shared commitment to equity-driven, anti-racist, and anti-bias educational movements, Candace and Joji found common ground in their aspirations to address and understand the intersections of race and LGBTQ+ issues within schools.

As visions for the school became more clear in the winter of 2022, Joji and Candace started to actively engage with teachers and families in their local community and the broader queer community, they met Wendy Cole. Wendy is a parent of two trans children, a seasoned community organizer, and the former head of Maple Street School, a play-based, cooperative preschool in Prospect Lefferts Gardens, Brooklyn. Her experience and insights were invaluable as she helped organize a "Transfamily Potluck." This event served as an initial platform to engage potential families for a future, genderful middle school. While Wendy is not officially a founding team member of MMM, her contributions were pivotal in the school's development.

Charter Potential

In early 2023, Joji engaged in conversations with Andrew Kile and Tanya Lewis-Jones from the SUNY Charter Institute, who encouraged Joji to begin the charter application process. After careful deliberation with Candace, Joji concluded that pursuing a charter school was not only feasible but the ideal pathway to bring their vision to life. The team envisioned a school that could open its doors by fall 2025, offering an innovative, tuition-free, and supportive environment for the community members of CSD 13 and beyond.

In the spring of 2023, Joji and Jill finally met one another. They were introduced through a common connection who recognized that Joji's efforts to open a charter school would benefit from a seasoned veteran in charter school leadership and community empowerment. Jill and Joji share a vision for an LGBTQ+-affirming school that emphasizes strong teaching and teacher fellowship programs to foster greater equity and diversity. Jill immediately connected to the MMM mission as it resonates with her undergraduate BA in Gender Studies and her lived experiences as the parent of three of her own children. Both parents and educators, Jill and Joji found immediate synergy and passion to advocate for genderful spaces where all children can thrive. Jill's extensive background in establishing and leading successful charter schools made her an invaluable asset to this endeavor. Jill took on the role of proposed Executive Director, complementing Joji's proposed position as Head of School.

Recognizing the importance of a diverse and dynamic teaching staff that blends the wisdom of seasoned educators with the fresh perspectives of developing, younger teachers, Jill proposed inviting Chris Means to join the MMM team. As the Director of Teaching Initiatives at Future Leaders Incubator (and a FLI Fellowship Alumnus), Chris's passion for empowering urban youth has driven him to pursue an Ed.D. in Executive Leadership at St. John Fisher University, focusing his research on Youth Leadership Organizations: The Cultural Impact on Black Male Youth Thriving as Adults. Chris is resolute in his commitment to creating a learning environment where students from all backgrounds, especially those from marginalized communities, feel seen, heard, and valued. His role at MMM is not just as an educator but as a mentor and role model, helping to ensure that the school's leadership reflects the racial identities of its students.

Miss Major Griffin-Gracy

As Joji, Candace, Jill, and Chris dreamed together about opening a middle school that centers gender expansive, queer, and trans youth, they thought intentionally about the school's name. Ultimately, they landed on Miss Major Middle, named after the powerful and legendary Miss Major Griffin-Gracy, a long-time organizer, advocate, mentor, and activist for trans and gender-expansive people. In 2023, the team contacted Miss Major to let her know they hoped to honor her legacy by naming the school after her. Miss Major gave her heartfelt blessing and support for the initiative.

Magic City Mentorship

In early September, a pivotal connection was established when the team was introduced to Dr. Michael Wilson, the founding principal of Magic City Charter Acceptance Academy (MCAA) in Birmingham, Alabama. MCAA, known for being the first "brave, LGBTQ-affirming" charter school serving grades 6-12 in the country, represented the kind of innovative and inclusive educational environment that the MMM team aspired to create. Dr. Wilson offered his expertise and mentorship to guide their journey.

Eager to learn and collaborate, Joji, Jill, Chris, and Candace made the journey to Birmingham to tour MCAA and engage in a comprehensive workshop with Dr. Wilson. This face-to-face collaboration was instrumental in shaping the foundational aspects of Miss Major Middle. It was within the walls of MCAA,

surrounded by the palpable energy of a school that embodied their aspirations, that the MMM team began to refine the language and concepts that would define their mission and vision.

During this intensive founding team workshop, the members proposed and deliberated on language that would succinctly capture the essence of the school they envisioned. Terms like genderful, agents of justice, and total inclusivity emerged as central to their narrative, each chosen for its ability to convey the depth and breadth of the school's commitment to creating a truly inclusive, empowering, and justice-oriented learning environment.

The Trans+/Queer Advisory Council

Complementing the in-person collaboration with Jill, Chris, and Candace, Joji dedicated substantial effort to online communications and meetings, building out a robust network of Trans+[3] and Queer educators, professionals, and students. To involve as many diverse, queer, and trans voices as possible, this initiative culminated in the formation of the Trans+/Queer Advisory Council (T+/QAC), a ten-person collective designed to ensure that the language, policies, procedures, and culture of Miss Major Middle authentically emerged from the voices of the community members it aimed to serve.

The involvement of all members of the T+/QAC has been continuous and multifaceted, with individuals providing ongoing support and insights into various aspects of the application process. This deep and continued engagement reflects the foundational commitment of MMM to be a school truly built by and for the community it seeks to serve, ensuring that every decision and detail resonates with the needs, aspirations, and values of its future students and families.

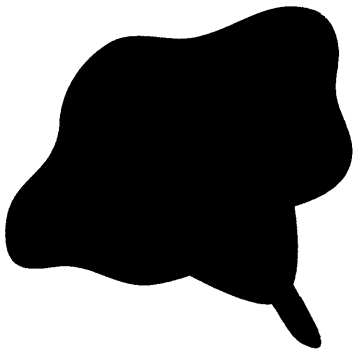
Our Board

A final and vital group to the founding team of MMM is our Board of Directors, each member playing an integral role in shaping the future of the school. Their involvement has extended beyond traditional governance; they have actively participated in determining our budget, written and consulted on major parts of our application, and provided guidance and support for further community engagement. Notably, after the Magic City trip, Candace Hurley agreed to serve as a founding MMM Board member. The MMM board has been deeply integrated into our application process, contributing significantly to the creation of drafts, editing content, and challenging our other team members to more clearly articulate our mission, vision, planning, and strategies for implementation.

Their collective expertise and commitment have been indispensable in ensuring that every aspect of the school's planning and proposed operations meets the highest standards of excellence and feasibility. The board's rigorous engagement and insightful feedback have not only strengthened this application but have also reinforced the school's foundation, ensuring that MMM is well-positioned to fulfill its ambitious goals and become a beacon of inclusive and transformative education. Their continued

[3] *Trans+*, as specified by TransHarvard, allows us to include nonbinary, gender nonconforming, intersex, Two-Spirit, and other folks who may not identify as Trans, but are affected by many of the same policies and issues as Trans people.

involvement is a testament to the collaborative and dedicated spirit that defines the entire MMM founding team.



R-03AD - Proposal History
R-03C - Founding Team Members

"People cling to these firm ideas [about gender] because it makes people feel safe. But if we could just celebrate all the wonderful complexities of people, the world would be such a better place."

Elliott Page

Our Founding Team includes the Applicant Group, our Proposed Board Members, and our Trans+/Queer Advisory Council. The applicant group is: Joji Florence - proposed Head of School, Jill Glassbrook - proposed Executive Director, and Chris Means - Lead Instructional Design. Our Proposed Founding Board information can be found as part of Request 14 - Governance. The Trans+/Queer Advisory Council (T+/QAC) is a ten person collective of transgender and queer professionals committed to guiding the formation and operation of Miss Major Middle (MMM). This council has been pivotal in advising the school's Founding Team throughout the charter application process and assisting in the creation of language, policies, procedures, and curriculum inclusive and supportive of LGBTQ+ students and staff.

The MMM Founding Team adopted a uniquely collaborative and community-driven approach to the development and authorship of our application. Notably, this process was undertaken without the engagement of paid consultants or external assistance. Instead, each section of the application, including the 'Intent to Apply,' was a collective effort, often spearheaded by a primary author (sometimes a Board member) who worked closely in consultation with other team members, Board members, and at least one representative from the T+/QAC. Throughout the writing stages, the MMM team also reached out to our expansive network of parent volunteers and leaders within the LGBTQ+ community. These consultations were integral, providing us with the opportunity to ask pertinent questions and solicit valuable feedback, ensuring that the application resonated with the needs, aspirations, and values of the community we aim to serve.

MMM Applicant Group		
Name	**MMM Role**	**Application Role**
Joji Florence	Head of School	Lead Applicant + Primary Author
Jill Glassbrook	Executive Director	Lead Applicant + Primary Author
Chris Means	Instructional Design	Author

MMM Trans+/Queer Advisory Council		
Name	**MMM Role**	**Application Role**
Andre	T+/QAC Member	Contributor
Jo	T+/QAC Member	Contributor
Clark	T+/QAC Member	Contributor
Anna	T+/QAC Member	Contributor
Atlas	T+/QAC Member	Contributor
Laine	T+/QAC Member	Contributor
Jay	T+/QAC Member	Contributor
Matt	T+/QAC Member	Contributor
Lennix	T+/QAC Member	Contributor
[redacted]	T+/QAC Member	Student Contributor

Applicant Group - Brief Biographies	
Joji Florence	Joji Florence (they/them) is an educator with over 20 years of teaching and leadership experience, spanning multiple educational settings and grade levels. Joji's teaching career includes roles such as Math Specialist at Poly Prep Country Day School and Head Math Teacher at Greene Hill School, The Co-op School, and Luria Academy. In their role as CEO and co-founder of Transformative Schools, Joji's work was pivotal in supporting the Trans and Gender Non-Conforming (TGNC) community. Joji holds a Bachelor of Arts from Dartmouth College, a Master of Education from both Bank Street College and the University of Phoenix, and their School Buildings Leader Certification from the State of New York. Now, as co-founder of Miss Major Middle, a proposed joyful and genderful tuition-free, public charter school, Joji continues to work towards a more inclusive and equitable education system in New York City.
Jill Glassbrook	Jill Glassbrook (she/her) is the founder and Executive Director of Future Leaders Incubator (FLI). Her 18 years of experience as an educator includes transformative roles such as self-contained classroom teacher, founding Director of Special Education, Dean, and Academic Coach. Jill assisted in the

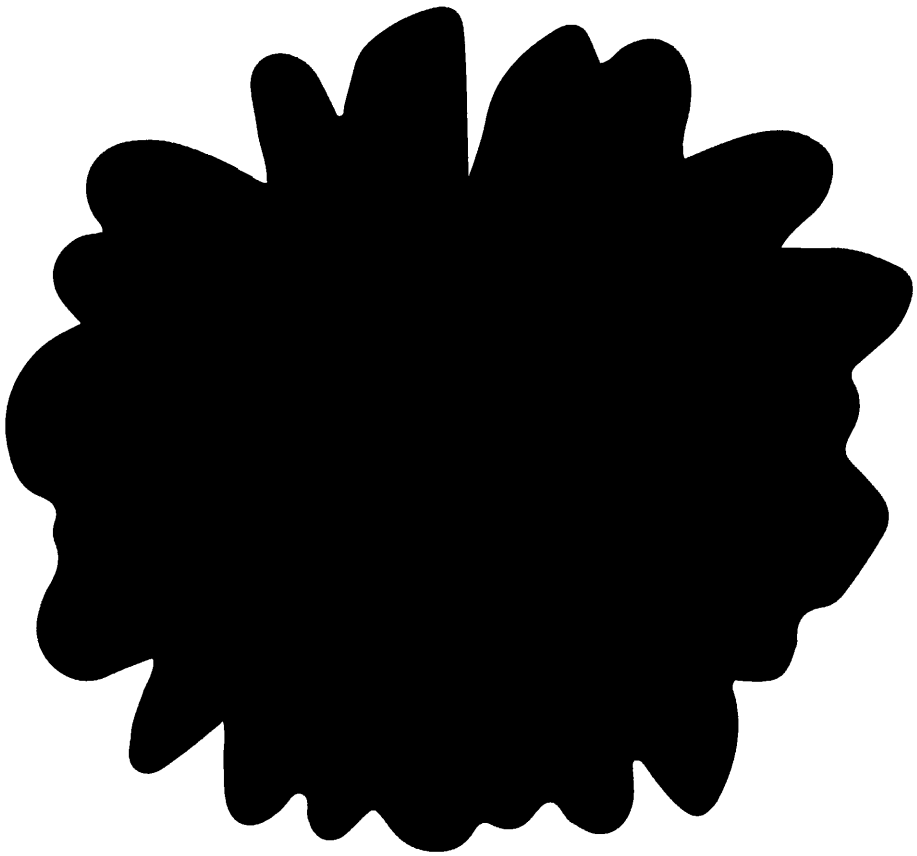
	development of inclusive special education programming and curriculum at Achievement First. As the Founding Middle School Principal at PAVE Academy Charter School and subsequent Founding Chief Curriculum Officer, Jill excelled in creating learning environments that empower diverse student identities. Her commitment to educational equity is further evidenced in her tenure as Interim Head of School at Broome Street Academy, focusing on supporting homeless and LGBTQ+ youth. Through her work with FLI, Jill has established an aspiring teaching Fellowship that supports 250+ teachers of Color throughout the boroughs of NYC, develops and facilitates Diversity, Equity, and Inclusion Professional Development workshops, and coaches and supports school leaders. Equipped with degrees from Indiana University and Seton Hall University, Jill's expertise in curriculum design and dedication to making education accessible to all, especially historically marginalized communities, continues to inspire her work to develop sustainable and inclusive school environments.
Chris Means	Christopher Means (he/him) is an experienced educator and former leader in the fine-dining restaurant industry in New York City. With over 25 years of expertise, he has developed his operational and management skills while building and leading effective teams. Christopher's passion for empowering urban youth has led him to pursue an Ed.D. in Executive Leadership at St. John Fisher University. His research is centered around youth leadership organizations, mainly focusing on the asset framing of adolescent Black males thriving as adults. Through his research, he aims to positively contribute to education by emphasizing and building upon their assets. Christopher holds a Master of Arts in Education and Teaching from NYU's Steinhardt School of Culture, Education, and Human Development. He has also earned a Master's Certificate in Hospitality Management and Hotel Revenue Management from Cornell University's School of Hotel Administration. Additionally, he has a Bachelor of Arts degree from Indiana University-Bloomington. Christopher is dedicated to making a significant difference in the lives of young individuals. His mission is to equip them with the necessary skills and guidance to succeed in their personal and professional journeys. Christopher strongly believes in the essential role of BIPOC educators and mentors who consistently support the growth of young people by nurturing their talents, recognizing their strengths, and providing constructive feedback for their self-improvement.

Trans+/Queer Advisory Council - Brief Biographies	
Andre	Andre (he/them) is a national award-winning thought leader in education. Andre is passionate about innovation and systems that provide students with an equitable, liberatory education. They are a curriculum designer, instructional coach, team leader, and education entrepreneur who has worked within the school system for a decade. He has experience sharing their ideas through several panels and writing platforms and is highly skilled in teacher/student mentorships, curriculum and pedagogical practices, and leadership in education. Finally, they are dreaming of a new world and universe for LGBTQ+ youth of color.
Jo	Jo (they/them) studies K-12 education policy in the U.S., with an emphasis on how exclusionary discipline policies may impact equitable outcomes for marginalized groups in schools and how schools manage student behavior, whether through suspension, special education classification, or police in schools. They are framed by the economics of education and sociology literature and use rigorous quantitative methods to understand causal relationships between policy and student outcomes. Currently, Jo's research focuses on inequities in school discipline practices, how broader environmental contexts impact exclusionary discipline, as well as unintended consequences of school discipline reform.
Clark	Clark (he/him) works on implementing and expanding LGBTQ+ education and support in New York City schools for teachers, administrators, students, and families.
Anna	Anna (all pronouns) seeks to join and build communities that empower individuals to attain an excellent, culturally responsive, and enriching education in New York City and across the United States. Anna is committed to advancing racial equity for all students through quality instruction and policy adaptation. Anna believes that evidence of change should be grounded in measurable, empirical data, and have the skills and experience to examine best practices through a research lens.
Atlas	Atlas (they/them) is a non binary BIPOC multi disciplinary artist and filmmaker who creates art that speaks to and of the many identities, people's, and places they come from. With an educational background in history you can see their love of lineage and storytelling. Having been a nanny when they first moved to New York they are excited to be on the MMM board and once again positively influence the minds, education and lives of young people in the city.
Laine	Laine (they/them) is a non-binary and queer educator, writer/artist, and college student. While they have been working with young people since their very first job, Laine's experiences as a teen LGBTQ+ advocate sparked

	their passion for supporting LGBTQ+ youth.
Jay [redacted]	Jay (they/she) is a digital consultant and transformative justice facilitator who combines their skills and passions to support organizations and movements that work toward equity, inclusion, and liberation. With over ten years of experience in marketing and communications, she has developed and implemented effective strategies across various digital platforms and channels, reaching and engaging diverse audiences and stakeholders.
Matt	Dr. Matt (he/him) is an experienced educational leader and researcher with a profound commitment to creating equitable learning environments for Two-Spirit, trans, non-binary, and gender-diverse individuals. With a dissertation focusing on the experiences of these communities in K–12 education, Matt is dedicated to continuing research that advocates for equitable inclusion and protections for LGBTQ+ individuals. Leveraging over 17 years of classroom experience in secondary education, Matt seeks to combine classroom teaching and research skills to provide empirical evidence for facilitating inclusive classroom cultures.
Lennix	Lennix (they/them) is a School Counselor, Youth Advocate, and Educational Consultant with an anti-racist, LGBTQ+ affirming approach. Over the past 15 years, they have dedicated themself to supporting youth and families in the postsecondary planning process. Beyond their professional life, they are also a theater and music artist and soon-to-be first-time parent.
[redacted]	[redacted] (he/they) is an 8th-grade student and social justice activist. He loves music, and playing guitar, and is in the process of writing his first novel. [redacted] believes this school will be an amazing step toward helping and protecting transgender youth.

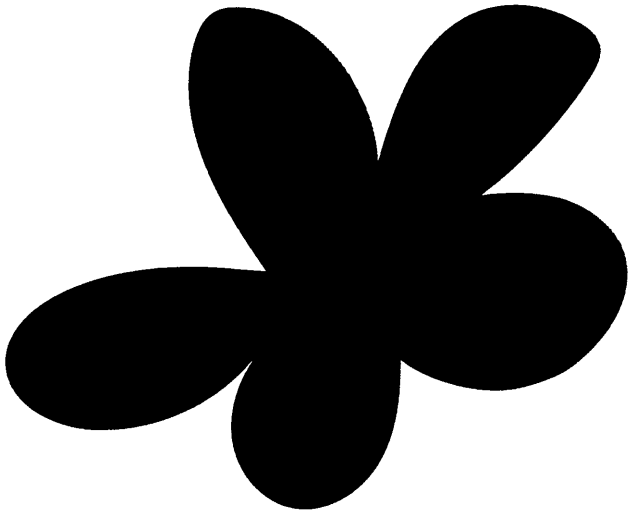
R-03AD - Proposal History
R-03D - Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

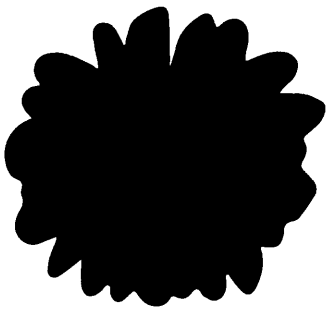
Not Applicable



R-03E - Letters of Justification for Previously Denied Applications

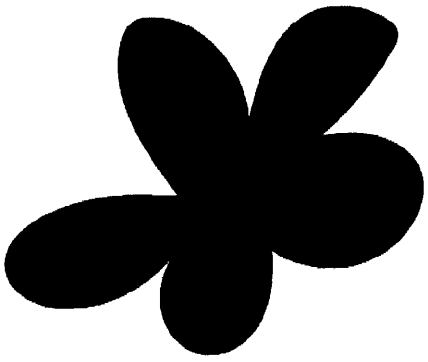
Not Applicable





R-03F - Founding Team Resumes

Resumes for Miss Major Middle School's Applicant Group can be seen on the following pages. For more information about the contributions of our Trans+/Queer Advisory Council, see Response 03C - Founding Team Members.



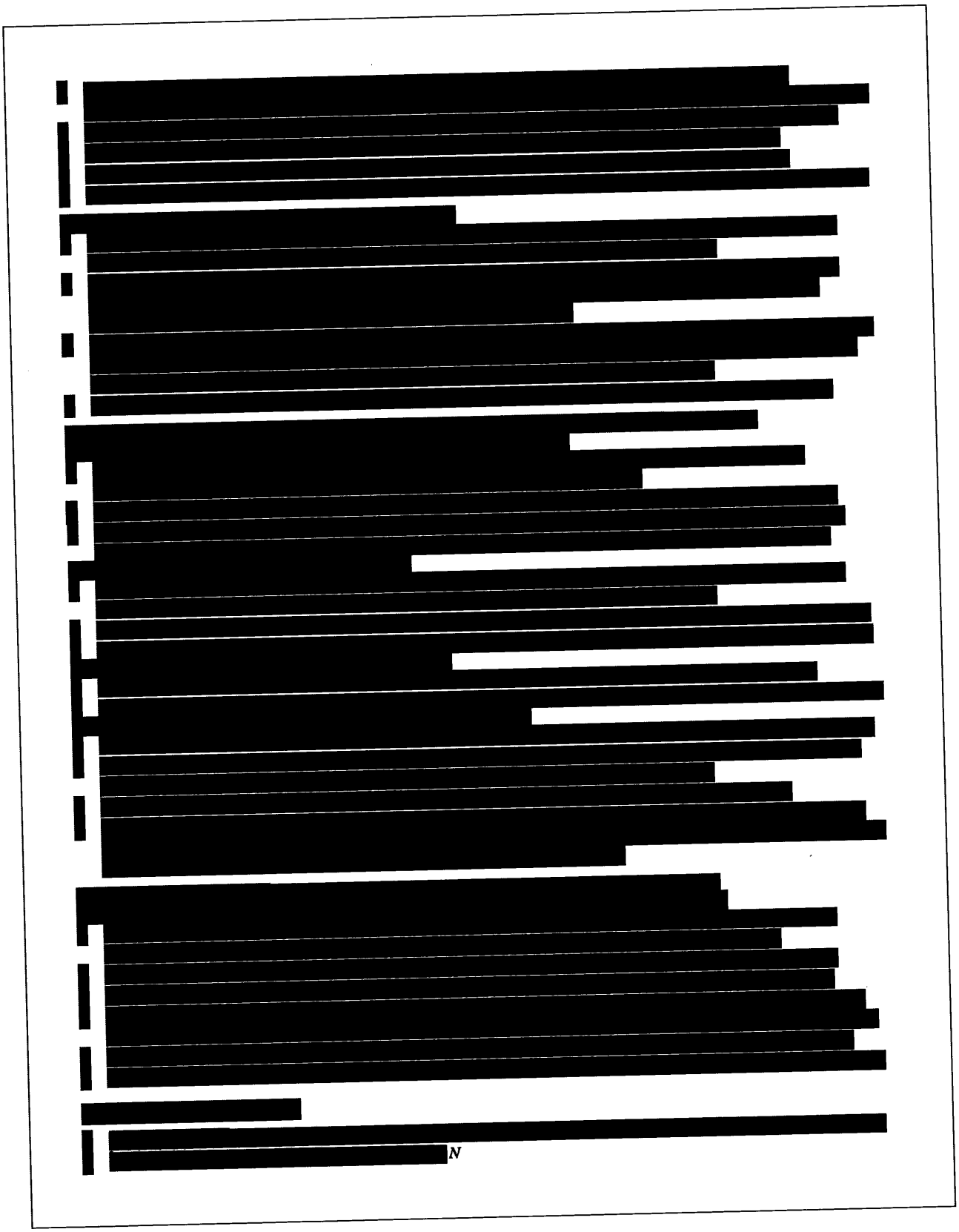
Joji Florence

[redacted]

[redacted]

Jill S. Glassbrook

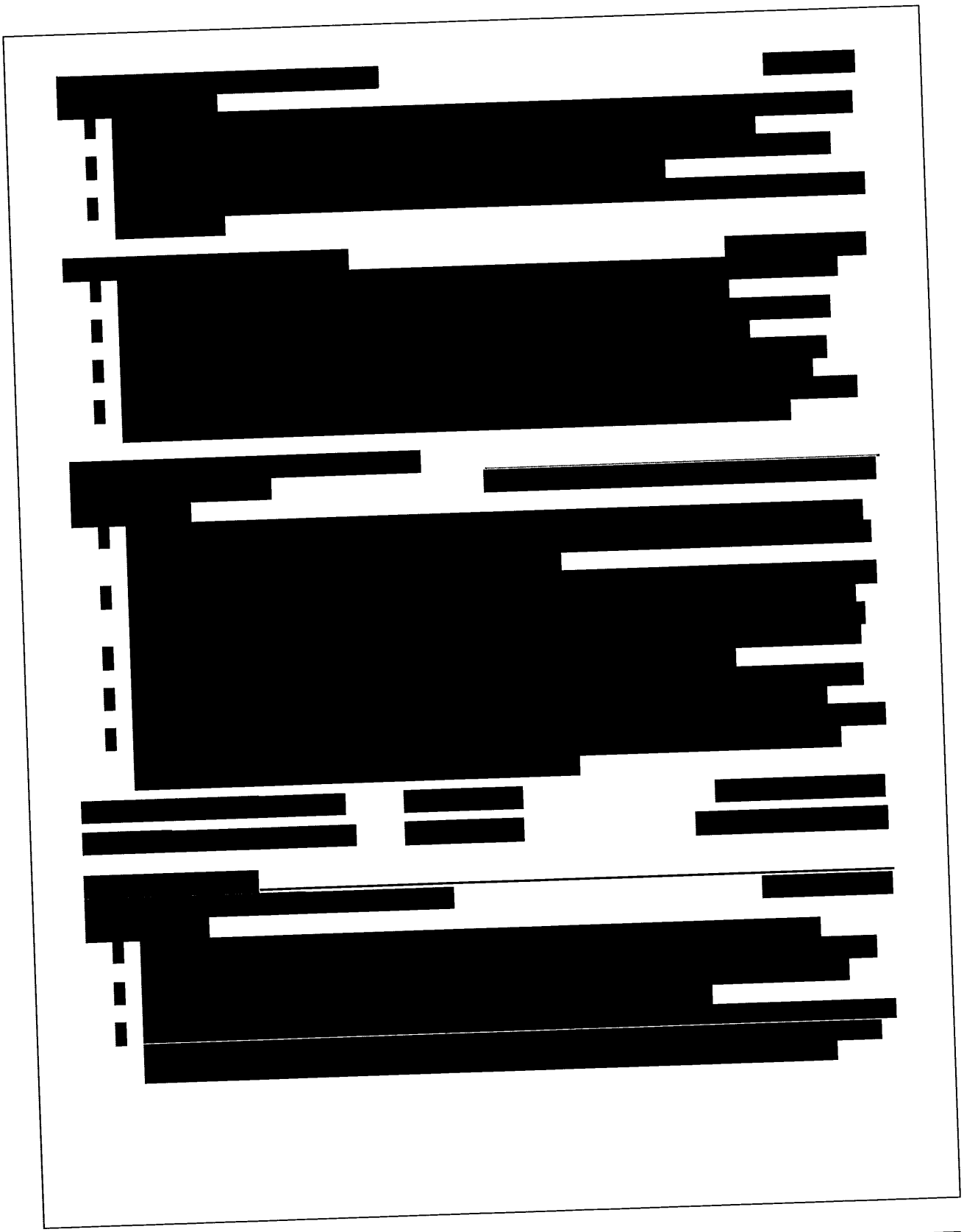
[redacted]



Christopher J. Means

FUTURE LEADERS INCUBATOR

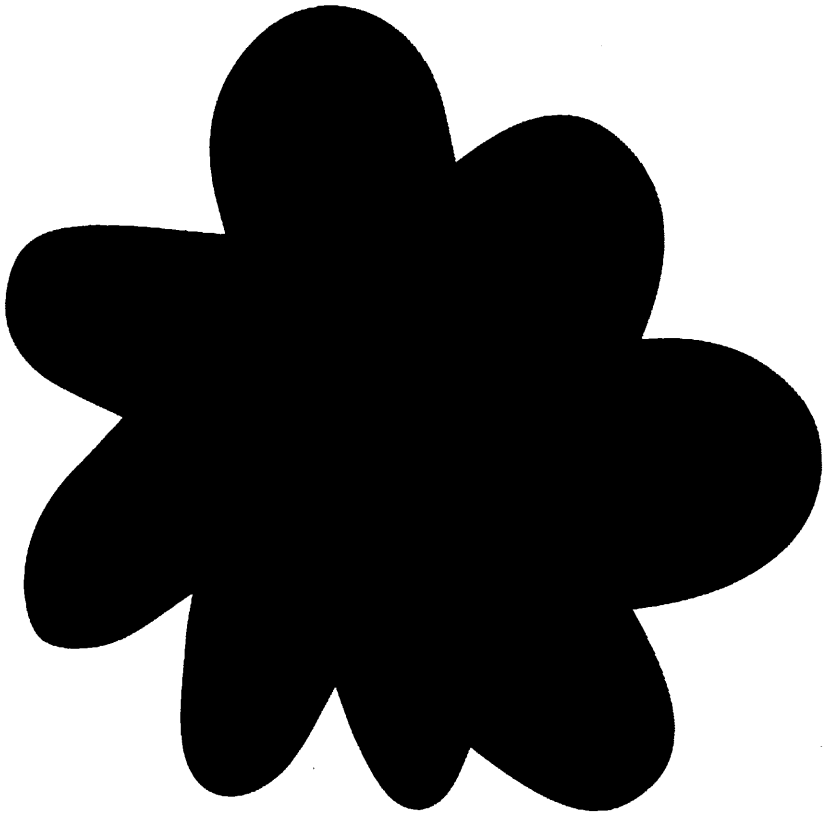
[redacted]



Miss Major
Middle

R-03G - Probationary Status of Affiliated Charter School(s)

Not Applicable



R-04ABC - Community Outreach, Support, and Demand

R-04A - Description and Analysis of Community Outreach and Engagement

"My 8-year-old child has been questioning their gender for more than 4 years. Although times are changing, my child feels isolated and misunderstood in school. MMM will provide a safe environment for my child to be free to be their whole self without fear of judgment."

CSD 13 trans parent of a gender nonconforming 8-year-old

The community engagement strategy of Miss Major Middle Public Charter School (MMM) is divided into three distinct yet interconnected phases: *Major Listens*, *Major Grows*, and *Major Incorporates*. Each phase is designed to progressively build on the feedback and insights gained from our community, ensuring that the final school model is a true reflection of the needs, aspirations, and diversity of its community members.

Major Listens

The foundational phase of our community engagement is *Major Listens*. *Major Listens* was an extensive grassroots campaign aimed at gathering input on the concept and design of Miss Major Middle (MMM). The phase included over 500 individual meetings with parents, teachers, and community members, focusing specifically on eliciting thoughts and feedback. With *Major Listens,* our team hosted four Community School District 13 (CSD13) potlucks, and 12 community input meetings, and utilized a widely-distributed community interest and feedback form, reaching over 300 people, alongside a second website-driven feedback form, reaching over 60 people, on our website. We established a ten-member Trans+/Queer Advisory Council (T+/QAC) drawing on diverse voices from within the LGBTQ+ community to guide and enrich our understanding of the community's needs and aspirations. To further collect feedback, the team visited the Magic City Charter Acceptance Academy, an LGBTQ+ affirming charter school in Birmingham, Alabama. A final component of our *Major Listens* phase includes ongoing solicitation of feedback, suggestions, and best practices from key administrators of the six founding schools of the National LGBTQIA+ Schools Alliance.

Individual Meetings

Over the past several years our founding team has engaged in hundreds of individual meetings with families, teachers, and students connected to the LGBTQ+ community, setting the foundation for our *Major Listens* phase. These ongoing meetings, characterized by open dialogue and active listening, became a critical component in understanding the unique needs and experiences of our community. Many themes emerged from these meetings, including the intersection of neurodiversity and transness, highlighting the necessity for a nuanced and inclusive approach to education that respects and supports the diverse cognitive and gender identities of students. Another significant concern identified was the need for safer spaces within schools — environments where students could feel secure from bullying,

and where their pronouns and gender identities were understood and respected by their teachers without the need for constant explanation. These findings played a pivotal role in shaping the principles and practices of MMM and will be more fully addressed in the *Major Incorporates* section of our RFP. For tables demonstrating key meetings with families, teachers, and students, please see section R-04D - Evidence of Community Outreach and Engagement.

Community Potlucks

Over the past two years, a series of potlucks held within CSD 13 have been instrumental in shaping the vision for our school. These gatherings offered a platform for rich and varied feedback from a diverse range of community members. At each event, we posed guiding questions such as "What kinds of support might families, chosen families, and caretakers want at a trans-friendly school?" and "What would your dream trans-friendly school look like?" This interactive approach encouraged children and their families to openly share their thoughts and aspirations, contributing significantly to our understanding of the community's needs.

Our potlucks provided opportunities for community members with intersecting diverse gender, ethnic, and racial identities to share their vision for a genderful education. Key findings highlighted a strong desire for an LGBTQ+ brave space with robust support systems, including homework help groups, gender-affirming education for caregivers, and assistance with name and gender marker changes. Additionally, the community's vision of a genderful school included dedicated spaces for support and affirmation, trans and non-binary teachers, a diverse and inclusive curriculum, and facilities that promote a safer, joyful school culture. Artifacts demonstrating dates, photos, and findings of potlucks can be found in section R-04D - Evidence of Community Outreach and Engagement.

Feedback Forms

A significant part of the *Major Listens* process involved the distribution of two feedback forms designed to capture diverse perspectives and needs. The first form was disseminated broadly through social media channels, inviting participants to share details about their identities and articulate their expectations and desires for a genderful school. This approach was tailored to engage a wide audience and encourage open expression about what community members envisioned in an inclusive educational environment. The second form, accessible via the MMM website, offered a more direct and personal avenue for feedback. While it allowed community members to share their thoughts freely, it also provided an opportunity for them to book a Zoom meeting with members of the founding team. These meetings offered a platform for in-depth discussions, enabling the team to understand and address specific queries, concerns, and suggestions about the school. In total, we gathered over 300 responses from our feedback forms, of which approximately 25% came from interested families living in New York City with children within the target age range of five to 14 years. For sample evidence of data collected see R-04D - Evidence of Community Outreach and Engagement.

Community Input Meetings

Over the summer of 2022, we initiated a series of weekly community input meetings. These virtual gatherings were designed as a forum for parents and community members to actively participate in the shaping of the school. The sessions provided a unique opportunity for parents to share personal stories, experiences, and suggestions, contributing to a collective vision of what MMM could offer. This innovative approach to engagement allowed for real-time, dynamic interaction, ensuring that the school's development was grounded in the actual needs and aspirations of the community.

The outreach through these meetings led to significant connections, particularly with the SOGI (Sexual Orientation and Gender Identity) Tweens group of PFLAG NYC. This connection enabled the team to hear directly from parents of gender-expansive early adolescents, gaining invaluable insights into their unique experiences and needs. Additionally, the team engaged with several trans college students, whose perspectives and support added depth to the school's vision. Notably, two future members of the T+/QAC participated in these meetings, providing essential feedback.

Visit to Magic City

Major Listens included a pivotal trip to the Magic City Charter Acceptance Academy (MCAA) in Birmingham, a vital step in the process of gathering comprehensive feedback and insights. MCAA currently serves 350 students, grades 6-12, and is the country's first mission-explicit LGBTQ+ affirming charter school. Our visit was particularly significant as our team had the opportunity to engage with both the current and former principals, as well as the founder of MCAA. Our founding team posed several questions about the operational aspects, successes, and areas needing improvement at MCAA, along with their plans for supporting students and families. This exchange provided the MMM team with an invaluable perspective on running an LGBTQ+-affirming school.

One of the key insights gained during this visit was the understanding that approximately half of MCAA's students do not explicitly identify as LGBTQ+, yet choose to attend the school because of its supportive and inclusive environment. This highlighted the broader appeal of such an educational setting, where students from various backgrounds feel welcomed and can thrive. Furthermore, the MMM team learned about MCAA's need to expand its arts and theater offerings after just one year, due to high student demand. This information was instrumental in shaping MMM's approach, underscoring the importance of a well-rounded and responsive arts curriculum. The visit to MCAA not only informed the MMM team about the practical aspects of running a gender-inclusive school but also reinforced the concept that a nurturing and accepting environment is beneficial for all students, regardless of their gender identity. For photos and a sample of notes collected see R-04D - Evidence of Community Outreach and Engagement.

The Trans+ / Queer Advisory Council

As MMM drafted its 'Letter of Intent' for the SUNY Charter Institute, the T+/QAC engaged in a rigorous and collaborative process. Over several weeks, council members scrutinized and interrogated the language of the document in shared Google Docs. Their commitment to thorough and reflective analysis was further demonstrated in November when the T+/QAC convened to run a "critical friends protocol." This protocol provided a structured yet open platform for members to voice their opinions and for the

team to collectively address and integrate this feedback into the application. For evidence of this collaborative input process see R-04D - Evidence of Community Outreach and Engagement.

The establishment of the T+/QAC initially served as a means to engage professionals working at the intersection of LGBTQ+ issues, education, and policy. While the majority of our founding team and board identify as LGBTQ+, we recognized the importance of gaining additional insights and support from professionals deeply rooted in advocating for equity in our community and possessing diverse social identities. What has been an unexpected yet precious development is the desire of our members to continue their collaboration with our founding team and board. Their willingness to remain actively involved as we build Miss Major Middle underscores the depth of their commitment and the significance of the work at hand.

The National LGBTQIA+ Schools Alliance

Major Listens includes a critical ongoing component: active participation in the National LGBTQ+ School Alliance. This involvement represents a strategic effort to stay connected with and learn from other LGBTQ+-affirming schools across the nation. Founding team members of MMM will engage in quarterly Zoom meetings with school leaders from six different LGBTQ+ schools nationwide. These meetings serve as a platform for sharing updates, discussing challenges, and exchanging best practices on a variety of topics pertinent to LGBTQ+ education.

To facilitate a comprehensive exchange of knowledge and resources, our team has set up a shared Google Drive folder, inviting all alliance members to contribute documents and data, both qualitative and quantitative, that can shed light on the specific needs and preferences of the LGBTQ+ and ally community in a school setting. This proactive approach to active listening and information gathering is proving invaluable, as we have already engaged in additional meetings with several administrators from these schools. Through these discussions, we are continuously exploring ways to refine and enhance the MMM model.

This national community of educational leaders is set to be an integral aspect of our ongoing outreach. The collective wisdom and experience of this alliance will significantly inform and shape MMM's strategies and operations, ensuring that the school remains at the forefront of inclusive and affirmative educational practices. This dynamic collaboration underscores MMM's commitment to not only listening to its immediate community but also to being part of a broader, national dialogue on genderful education. The minutes from our coalition's first meeting can be found in R-04D - Evidence of Community Outreach and Engagement.

Major Grows

Building upon the foundation set by our *Major Listens* campaign, our founding team initiated the *Major Grows* phase to further extend and diversify our community outreach efforts. *Major Grows* encapsulates a comprehensive array of efforts aimed at expanding community support, focusing on increasing awareness about MMM, informing people about our mission and progress, and actively encouraging

community members to assist in networking and connecting with an ever-widening circle of individuals and groups.

Major Grows leveraged several digital strategies, including monthly newsletters, an informative website, an engaging blog, and an impactful online petition with over 300 signatories. On-the-ground outreach involved distributing 1000 flyers, connecting with over 50 local businesses, and disseminating another 1000 petitions and donation cards to deepen local community connections. In a targeted effort to engage with educational professionals, the team met with school social workers, after-school program coordinators, and Department of Education representatives. These meetings were complemented by discussions with key stakeholders in the community, including elected officials, leaders in LGBTQ+ and local nonprofit organizations, and clergy, broadening our network and securing vital endorsements. Throughout this phase, we continued our ongoing dialogues with families and teachers, ensuring this community remained central in our networking and development processes. The culminating event of the *Major Grows* phase was our 'Community Welcome Celebration,' which drew over 150 attendees. This event not only showcased the school's vision and milestones but also served as a testament to the growing support and enthusiasm within our community.

Digital

With *Major Grows*, our team leveraged a range of digital methods to reach a broader audience. We actively utilized newsletter emails, reached thousands of recipients, and continued to send hundreds of individual update emails and text messages, ensuring personalized communication with our supporters. Leveraging social media, we amplified our messages through other organizations' networks and digital platforms, further expanding our reach. Our website and blog became vital tools in disseminating information and inviting community participation, acting as central hubs for updates and engagement. A particularly impactful component of our online engagement was the creation of a petition that successfully garnered over 300 signatures. Many signers left supportive comments, showcasing the community's endorsement and enthusiasm for the school. Please see section R-04D - Evidence of Community Outreach and Engagement for evidence of our digital engagement.

On-The-Ground

Building on the momentum of our digital efforts, the MMM founding team, along with members of the T+/QAC, dedicated significant effort to grassroots, on-the-ground community engagement. In a concerted push to connect directly with the local community, we distributed 1000 fliers throughout CSD13, particularly focusing on areas near local elementary schools where they could have the most impact. This approach allowed us to engage with families and educators in a meaningful and direct manner.

In addition to flier distribution, our team reached out to over 50 local businesses seeking their support. The use of 1000 petitions and donation cards was another innovative strategy in our on-the-ground efforts. These cards featured a QR code that enabled community members to digitally sign our petition instantly. This approach effectively blended in-person interactions with the efficiency of digital data

collection, allowing us to expand our supporter base while maintaining an organized online database of community backing. For evidence of our on-the-ground engagement, please see section R-04D - Evidence of Community Outreach and Engagement.

Education Stakeholders

In our efforts to grow our network of supporters, the MMM founding team engaged closely with elementary school administrators, both in CSD13 and throughout NYC. Our conversations centered around introducing MMM as an ideal middle school choice for their graduating students. By informing these educators about MMM's inclusive and affirming environment, especially for LGBTQ students, we aimed to establish MMM as a natural continuation for students seeking a supportive middle school experience. This outreach was pivotal in fostering connections with feeder elementary schools and ensuring that educators were informed and enthusiastic about the unique opportunities MMM would offer their students.

Simultaneously, we reached out to school social workers, acknowledging their crucial role in supporting diverse student populations. We shared our vision for MMM as a nurturing space for LGBTQ+ students, highlighting our commitment to their emotional and social well-being. Our discussions also extended to after-school and extracurricular organizations within the neighborhood, with the dual objective of connecting with their families and informing them about the forthcoming school. Furthermore, we spoke with members of the SUNY Charter Institute and engaged with key figures in the Department of Education (DOE), including principals, school founders, the DOE LGBTQ+ Program Manager, and members of the CSD13 Community Education Council (CEC). These engagements with various DOE representatives were essential in garnering insights, support, and a broader educational perspective, crucial for the successful establishment of MMM. For evidence of our communications with education stakeholders, please see section R-04D - Evidence of Community Outreach and Engagement.

Other Key Stakeholders

In parallel with our educational outreach, the MMM team actively pursued connections with key stakeholders outside the education sector. This included forging relationships with elected officials, nonprofit organizations, particularly those focused on LGBTQ+ issues, and local clergy, recognizing their influence and the value they bring to our community engagement efforts.

Our outreach to elected officials was both strategic and extensive. We engaged in meaningful discussions with the city councilperson representing City Council District 35, the district overlapping with CSD13. These interactions provided vital insights into the community's needs and the political landscape affecting educational initiatives. Additionally, we connected with members of the LGBTQ+ Caucus of the New York City Council and the Community Liaison at the Office of the New York City Council Speaker.

Our efforts extended to various LGBTQ+ nonprofit and community-based organizations, informing them about MMM and seeking their endorsement and support. By aligning with these organizations, we aimed to build a robust network of allies who share our vision of an inclusive educational environment.

Furthermore, our outreach encompassed the religious community. We held discussions with clergy and even hosted a talk with church members at The Church of Ascension in the City of New York. Through these efforts, we created a broad-based support system, ensuring that MMM's mission resonated across different segments of the community and was inclusive of diverse perspectives. For evidence of our communications with other key stakeholders, please see section R-04D - Evidence of Community Outreach and Engagement.

Teachers and Families

Throughout *Major Grows*, our founding team remained deeply engaged with the core of our community: families and teachers. This ongoing engagement was not just about spreading awareness of MMM but also about providing immediate support and resources. Our team members, actively involved in schools, were always ready to engage in meaningful conversations with teachers, students, and families who were in search of supportive and understanding environments. In these interactions, we not only shared information about MMM but also connected folks with existing support services such as PFLAG NYC and The Ackerman Institute.

Beyond providing information and referrals, a key aspect of our approach was facilitating connections between families. This effort helped foster a supportive network, enabling families to share experiences, resources, and encouragement. As a result of this thoughtful and consistent outreach, we nurtured a growing community of supporters who were well-informed about our mission and vision. This community expanded organically, building a strong foundation of trust and shared values. This sustainable growth of our support base was instrumental in laying the groundwork for a thriving school community: one that is built on genuine connections and mutual support among families and educators aligned with our goals.

Community Welcome Celebration

A noteworthy event of *Major Grows* was our 'Community Welcome Celebration,' which drew in over 150 supporters. This gathering was more than just an informational session; it served as a vibrant community assembly where members could connect, exchange ideas, and bolster their dedication to the mission of MMM. Crucially, the enthusiasm generated by this event extended beyond the day itself, as supporters began actively posting about MMM on various listservs. This increased online visibility sparked new inquiries and engagement, effectively broadening our community of support.

The *Major Grows* phase of our outreach, highlighted by our 'Community Welcome Celebration,' played an essential role in expanding MMM's network. It deepened our connection with the community and reinforced the growing base of support that is vital for the successful establishment of our school. By creating opportunities for direct interaction and fostering a sense of shared purpose, *Major Grows* propelled us forward, building momentum and expanding our reach within the community. For a selection of photos and artifacts from this event see R-04D - Evidence of Community Outreach and Engagement.

Miss Major Middle

Major Incorporates

"Picture this: a school that's as lively and multifaceted as the community it springs from. MMM is vibrant, inclusive, and unapologetically bold. Our school has been designed with Major Joy, Major Love, and Major Work. We have taken care, precision, and heart, ensuring no need goes unmet and no voice is unheard."

Our final phase, *Major Incorporates*, focused on including the feedback received in our school's plans. Through the strategies outlined above, we compiled community feedback from all stakeholders. We listened to what our future families, students, and the LGBTQ+ community had to say, and developed a process for incorporating their needs thoughtfully and intentionally.

We found that the LGBTQ+ community has rarely been allowed to reimagine education in an assets-driven and affirming space. Our community did not shy away from sharing their needs and, through our feedback processes, we confirmed what we believed to be true: our families have a wide array of needs and concerns that deserve to be addressed. We embraced this complexity and captured the essence of the 4 most prevalent needs identified by our stakeholders:

1. include programming for diverse learners
2. including socio-emotional learning (SEL) supports throughout the school day
3. arts programming is essential
4. students deserve diverse educators who are also representative of their own experiences.

The table below outlines the ways we incorporated our community analysis into the design of the school. We broke down the feedback into five actionable areas for each identified area of need. This table isn't just a list; it's a promise—a commitment to ensure that every facet of our school is a direct response to the needs of those we serve.

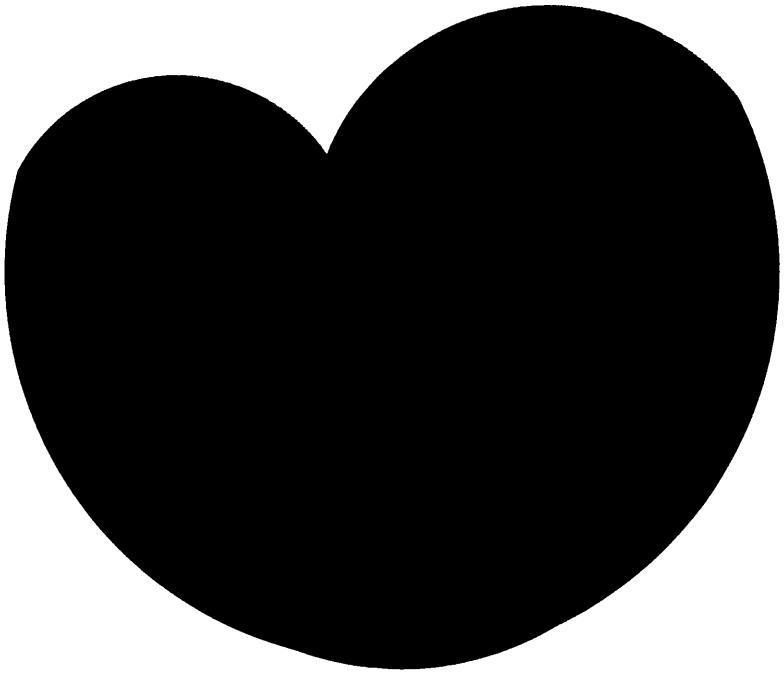
Major Incorporates

Need	Specific Concern	Incorporation into School Design
Include programming for diverse learners	Catering to neurodivergence, special education needs, trans & gender non-conforming needs, LGBTQ+ needs	1. At least ½ of classrooms have an Integrated Collaborative Teaching (ICT) model 2. Two special education teachers are allocated for each grade level 3. Teacher Fellowship allows for a low student-to-teacher ratio, providing more intervention and student support 4. The intervention-based schedule includes a Project-based learning component, computer-based adaptive learning

		programs, and small-group instruction 5. Teacher professional development will include needs and development of affirming school environments
Include SEL support throughout the school day	SEL is needed beyond a single block of time, SEL should be part of all interactions, and teacher development to understand student needs	1. Extensive Social Work support, with 3 full-time social workers 2. Incorporation of restorative justice practices and restorative circles model to heal after harm has occurred 3. Key design elements (a genderful school, physical and emotional brave space, creative and self-expression) are tailored to support SEL initiatives 4. Core Values (Major Work, Major Joy, Major Pride, Major Love, Major Light) are embedded into all aspects of the school day and design 5. 2x/week Advisory will align SEL areas of focus in a targeted way
Arts programming is essential	Celebrate the assets of our students, kids need avenues for creative expression, community development can be prioritized through arts	1. Performing, visual, tactile, and digital arts woven into daily schedules 2. Focus on personal storytelling and dialogic practices support self-expression throughout all programmatic elements 3. Arts-based projects and performances connect students with the local community, fostering a sense of social responsibility and communal involvement. 4. STEA+AM (Science, Technology, Engineering, Arts + Activism, and Mathematics) model offers interdisciplinary arts access and development 5. Students address social issues through artistic expression, fostering a sense of agency and civic responsibility
Students deserve diverse educators who are also representative of their own experiences	Kids spend a lot of time with their teachers, so this experience must be enriching, seek to limit teacher attrition, and family engagement will be essential	1. Fellowship program for historically underrepresented, aspiring teachers provides a pathway for more representation in the school community 2. School day schedules prioritize time for continuous professional development for educators while preserving learning time for students.

		3. Teacher development and the fellowship program are aligned with MMM's key design elements, prioritizing the experiences of our student body. 4. A collaborative environment encourages educators to share ideas, discuss challenges, and develop solutions with one another, with students, and with families. 5. Regular evaluations and feedback mechanisms are in place to ensure that teachers and fellows are growing in their professional roles.

Note: This table does not do justice to the innumerable ways that our community contributed to the school design.



R-04ABC - Community Outreach, Support, and Demand
R-04B - Description and Analysis of Community Support

"As the LGBTQ liaison for the largest public school system in the country, with over 1 million students and over a third of those students identifying as a part of the LGBTQ community, I receive emails regularly from parents who express the need for a middle school designed specifically for their LGBTQ scholars. I believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence."

Kalima [redacted], Manager of LGBTQ+ Programs, NYC Department of Education

As Miss Major Middle (MMM) analyzes the breadth and depth of support, it is evident that the community's endorsement significantly outweighs any concerns. Our team has observed diverse and robust backing from various sectors of the community, ranging from education professionals and elected officials to civic organizations and individuals. This widespread endorsement demonstrates the perceived need and value of MMM within the educational landscape. The little opposition we have encountered has provided an opportunity to help illuminate the immense need for inclusive and affirming educational options for all students. Even in these sometimes challenging conversations, we have taken the feedback as valuable insight into the diverse priorities and expectations of NYC parents and students.

Outreach and Support

Letters of Support from Community Stakeholders: We have received a substantial number of letters of support, underscoring the wide-ranging endorsement of MMM. These letters come from various prominent figures and groups, including education leaders, elected officials, community-based organization leaders, social workers, and teachers. Actual letters are provided in section R-04E - Evidence of Community Support.

Name	Position	Organization
Prominent Figures + Elected Officials		
[redacted]	Founder	Tilifi
[redacted]	City Council Member	New York City Council District 35
[redacted]	LGBTQ Programs Manager	NYC Department of Education
[redacted]	Co-Founder	The Trevor Project
[redacted]	Community Education Council 13	NYC Department of Education
[redacted]	Founder	Magic City Charter Acceptance

		Academy
Community Based Organizational Leaders		
[redacted]	Executive Director	The Door and Broome Street Academy
[redacted]	Coordinator of Transgender Services	The Ali Forney Center
[redacted]	Former Executive Director	Hetrick-Martin Institute
[redacted]	Director	Center for Brooklyn History at Brooklyn Public Library
[redacted]	Executive Director	Octavia Project
Education Leaders		
[redacted]	Program Director, Progressive Leadership	Bank Street Graduate College of Education
[redacted]	Executive Director, CSD 17	NYC Department of Education
[redacted]	Founder	Proud Academy
[redacted]	Founder	J.S. Bryant School
[redacted]	Chief Academic Officer	Our World Neighborhood Charter Schools
[redacted]	Superintendent	Albert Einstein Institute
[redacted]	Associate Chief Operating Officer (former)	Uncommon Schools
[redacted]	Public School Secretary, CSD 13	NYC Department of Education
[redacted]	Community Assistant, PS9 CSD 13	NYC Department of Education
[redacted]	Former Director	Maple Street School
[redacted]	Families with Children Programming Coordinator	Congregation Beit Simchat Torah
Clergy		
[redacted]	Rector	The Church of Ascension in The City of New York
[redacted]	Scholar-in-Residence, Trans and Queer Jewish Studies	Congregation Beit Simchat Torah
Social Workers + Educators		

[redacted]	Clinical Social Worker	The Harvey Milk High School
[redacted]	Lower School Associate Teacher	Berkeley Carroll
[redacted]	Middle School History Teacher	Luria Academy
[redacted]	Middle School Music Teacher	NYC Department of Education

Positive Community Feedback: Our engagement with the broader community has yielded overwhelmingly positive feedback. This is evident from the more than 300 signatories to our petition, with over 50 of these signers leaving supportive comments. Furthermore, our community events have attracted hundreds of attendees, many of whom have actively expressed their support through written statements on chart paper and sentiments of affirmation in the public setting. This level of engagement and enthusiasm from the community is a strong indicator of the public's interest and belief in the potential impact of MMM. Evidence of petition comments is provided in section R-04E - Evidence of Community Support.

Supportive Emails: Over the years, we have accumulated hundreds of supportive emails, demonstrating a sustained and growing interest in our school. These emails, varying from expressions of interest to commitments of support, reflect the community's recognition of the need for a school environment like MMM. Sample emails are provided in section R-04E - Evidence of Community Support.

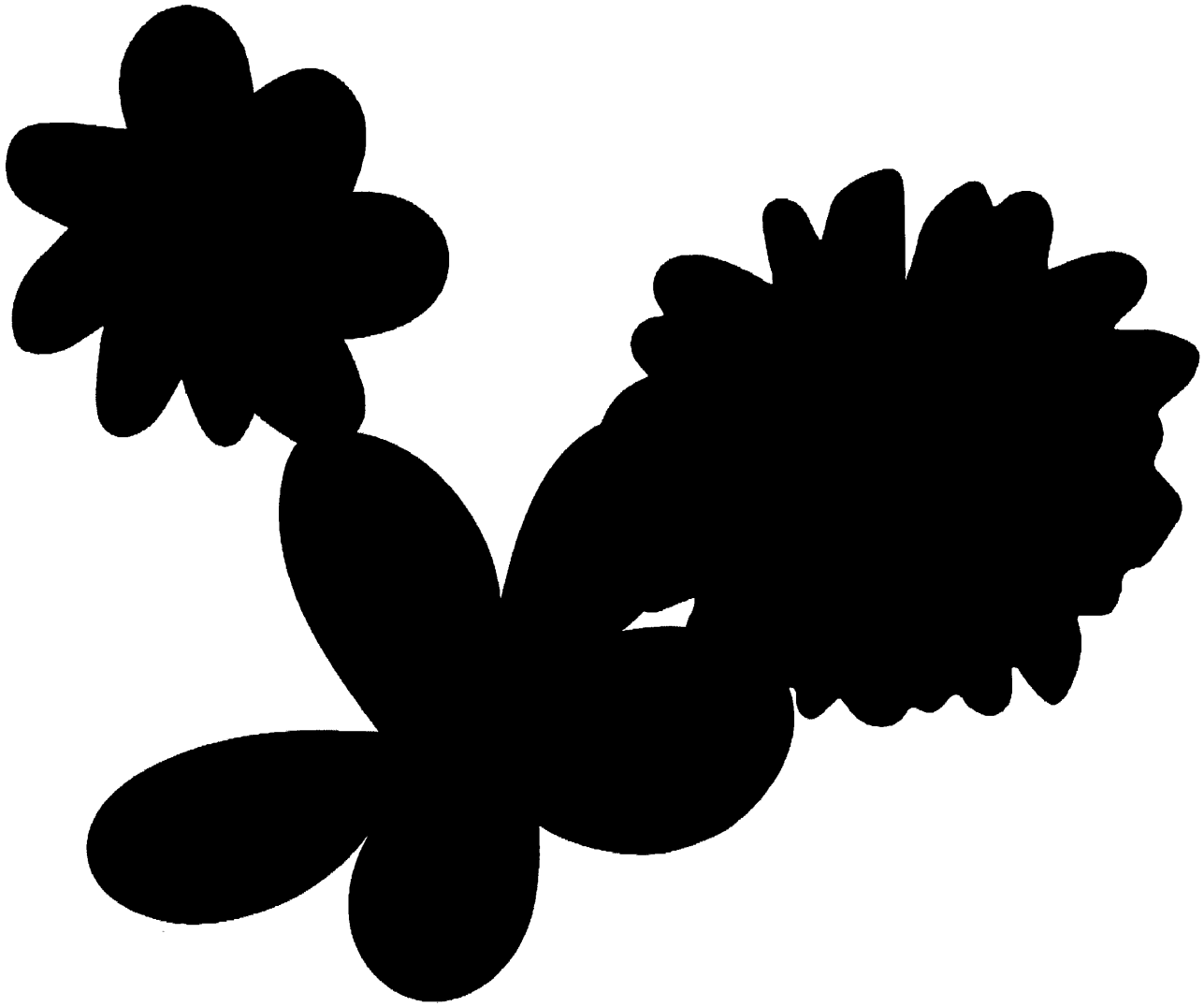
Opposition to MMM

Concerns about Charter Schools Impacting Public Schools' Resources: Some community members have expressed concerns about MMM potentially diverting resources away from existing public schools in NYC. In response, our team has actively clarified that NYC charter schools are, in fact, public schools, completely free for all students. Further, the financial impact is negligible, as outlined in section R-01C - Fiscal Impact. Additionally, we emphasize that MMM aims to cater to families actively seeking more supportive spaces, particularly at the middle school level in CSD 13 and across NYC. Additionally, MMM is committed to developing models and best practices for creating identity-affirming schools, to share these insights with surrounding public schools to enhance their environments.

Questioning the Need for a Genderful School: There have been inquiries about the necessity of a school specifically focusing on a genderful education. The questions often revolve around whether there aren't enough LGBTQ+-affirming schools in NYC already. Our team addresses these questions by highlighting that MMM, designed with substantial community input, is uniquely positioned to be a strong, necessary, and affirming addition to the NYC school system. While centering the LGBTQ+ community, MMM is inclusive of all families, regardless of how they identify. We draw parallels with the Magic City Charter Acceptance Academy, where about half of the student body does not identify as LGBTQ+, demonstrating the appeal of an inclusive, progressive educational environment.

Anticipated Opposition

While we have not yet encountered public opposition, we are preparing for potential resistance based on misconceptions about gender and sexuality and a national debate about the existence of and research on supporting, affirming spaces. If we do receive this type of public opposition, MMM has a robust support network, including elected officials, community organizations, hundreds of supportive families and, we believe, thousands of New York City residents ready to advocate for our school's mission. We are developing a response protocol that prioritizes our key design element of Brave Physical and Emotional Space. Our proud and joyful LGBTQ+ community within the school, backed by a history of resilience and thriving in New York City, positions us to bravely address anticipated oppositional positions.



R-04ABC - Community Outreach, Support, and Demand
R-04C - Description and Analysis of Student Demand

Based on both qualitative and quantitative data, we believe we will meet enrollment targets. As the LGBTQ+ population continues to grow, it remains underserved, especially in schools, and families seeking safer options for their children are actively seeking inclusive schools like Miss Major Middle (MMM).

In NYC, an estimated one-third of students currently identify as LGBTQ+.

> **"The 2021 Community Survey has measured robust change in how younger members of the community define and express gender and orientation. One-third (37%) of respondents overall identify as transgender (9%) or genderqueer, gender non-conforming, or nonbinary (28%). When broken out by age, however, over half (56%) of respondents ages 13–35 identify as transgender (11%) and genderqueer, gender non-conforming, or nonbinary (45%). A larger gap exists for orientation. A little over half (53%) of respondents describe their orientation as bisexual, pansexual, queer, multiple, or another orientation—but almost three quarters (71%) of those ages 13–15 do.[1]"**
>
> *Pg 86, "New York State LGBTQ+ Health and Human Services Needs Assessment" (2021)*

The MMM team has engaged with over 75 families interested in enrolling their students, personally meeting with parents from more than half of these families. [redacted] NYC DOE's LGBTQ Programs Manager, has informed our team that "she receives emails regularly from parents" expressing a significant interest and substantial need from families, citywide, for a middle school such as MMM. Similarly, we have received this feedback from families asking for an opportunity or lamenting the lack of one, for their children. Below is a collection of excerpts from letters sent to the MMM Founding Team by families who are asking SUNY to approve our school:

> "The creation of this school is especially important to me as I am the parent of a transgender child and we moved to NYC one year ago to escape the anti-trans legislation in Florida. While in Florida my daughter faced bullying for both her academic struggles and gender identity. During this time, she became very depressed to the point where she no longer wanted to leave her room. Since moving to NYC, my daughter has attended The Neighborhood School in District 1. The Neighborhood School is a progressive elementary school that is very open and accepting of transgender students. The switch to this school has been lifesaving for my daughter. She has not experienced any bullying, has many friends, and is improving academically in a supportive environment. As she gets older and closer to

[1] Guidry JA, Hou EP, Lopez M, Hatch M, Otting J, "New York State LGBTQ+ Health and Human Services Needs Assessment: 2021 Community Survey," New York: The New York State Network for LGBTQ Health and Human Services, 2022. https://gaycenter.org/wp-content/uploads/2023/07/The-NYS-LGBT-Needs-Assessment.pdf

aging out of elementary school, I am getting increasingly worried about where she will go next. When I heard about Miss Major Middle School and spoke to the amazing people working on getting the school up and running, I immediately knew that this was a place I would love for both of my kids to attend. I love their message of inclusivity alongside their passion for education."

-- Rebeca [redacted] parent to trans 8-year-old

"When my child socially transitioned at the tender age of five—following two years of consistent and persistent gender expression—the school she attended was woefully inept at supporting her and educating the greater school community... Based on my experience, my complete investment in my child's education and well-being, and my faith in the MMM leadership team, I would consider relocating our family so that we could join the MMM community. Not only would my child benefit, but her siblings and my husband and I would all reap the rewards of the loving, respectful, and empowered community that MMM will inevitably create."

-- Rachel [redacted], parent of a trans 9-year-old

"My transgender [redacted] now 12, had no significant problems in the first six years at [redacted] a small, Jewish private school in Brooklyn. In the 6th grade, the fact that she was trans started to become a problem. The other girls stopped inviting her to birthday parties and sleepovers. On the class trip to Washington, D.C., the students were housed in four to a room. The classmate who was supposed to share a bed with her slept on the floor instead. If she had been in a school like Miss Major Middle, this never would have happened. She would have been with kids who were either trans or very comfortable with transgender peers."

-- Amy [redacted] [redacted], mom of a trans 12-year-old

"As a parent of an 11-year-old child who identifies as non-binary and uses they/them pronouns, this is also a personal matter for me. Adults don't know quite what to make of my fifth grader. "They are such a good basketball player for a girl!" They are not a girl. "They have such long hair for a boy!" They are not a boy. At this point, we usually try to end the conversation and move on. Over time, these conversations take their toll. We dream of a school environment where our child would be warmly welcomed just as they are, without needing to explain and justify their gender identity."

- Sarah [redacted] parent of a non-binary 11-year-old

"As a parent and a member of the LGBTQ+ community, I am confident about the community support that will be poured into this institution. Having just completed the middle school selection process for my 5th grader, I am confident that Brooklyn will benefit from the expansion and creation of more diverse and innovative middle schools and that families will be grateful for its presence. The strong ecosystem of community-based organizations is also prepared to invest in and partner with this school, based on the many conversations I have had with nonprofit leaders throughout New York City

about the formation of the school."

- Melissa [redacted], LGBTQ parent of 5th grader

"As a mom to the most amazing, smart, creative genderfluid kid, having a school where the teachers and kids truly understand you and strive to fully embrace your ever-changing beautiful self is so important. Even though my kid's school tries their best to help and understand my child there is a big disconnect that makes my child sad at times to go to school. A place like Miss Major Middle would be a blessing for so many kids!"

- Henchy[redacted] mom to a genderfluid 12-year-old

"As the parent of a trans/gender nonconforming High School student, I know first-hand how critical it is for a school environment to be affirming and inclusive. I also know how damaging and destructive it can be if it is not. Middle school is hard enough as it is. For any student to feel othered as a result of their core identity is unacceptable. Miss Major Middle is offering a uniquely accepting environment for our most vulnerable students."

- Rachel[redacted] parent of a trans/gender nonconforming 14-year-old

"As a parent invested in the educational journey of my child, I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students. I am eager for my daughter to continue her educational journey in a school that celebrates gender diversity, and where teachers share their lived experience with their students both as academic examples and as role models of Queer excellence."

-- Avi[redacted] queer parent of a trans 6-year old

"I have countless times observed my smart, charismatic, talented, and outgoing gender-expansive upper elementary and middle school students shut down, stop succeeding academically, and even start refusing to go to school. This is because as these children start to discover their gender-expansive identity and come out to families, friends, and school staff, they feel increasingly isolated and alone. This often has to do with social exclusion and bullying, and often is amplified by teacher ignorance and lack of experience in being explicitly inclusive of gender-nonconforming children. When there is a lack of support at home, this can be truly devastating - there is no haven. The result of this lack of inclusion for our children often includes refusal to participate at school or attend, failure to succeed at school, depression, and overwhelming anxiety, which can extend to self-harm and suicidal ideation. When these children are affirmed and included, when they have adults who mirror their identities as teachers when they see themselves positively reflected in the media they use in their classrooms, and when their families are supported by the school staff in supporting them, they thrive. This is what we want for all of our children, and we must provide them with the support they need to fulfill their potential as learners, citizens, artists, and community members. That is why we need Miss Major

Middle School - right now there is no middle school with an explicit commitment to our gender expansive children, and as a longtime teacher of children this age I can assure you - this is a school we need in our city.

I am also the parent of a trans and queer nonbinary child who started to come out in grade 3 and who is now, in grade 7, the unhappy veteran of two very damaging school environments, mostly due to simple ignorance. A school like Miss Major Middle would have been a complete game-changer for my child. My child was assigned male at birth. When they came out and started to present more femme but refused to pass or be closeted in any way, they were bullied repeatedly by the cis-gendered male children in their class, subjected to violent sexual verbal abuse, and repeatedly left in groups of their peers completely unsupervised by adults where children could be their worst selves and bear no accountability for their behavior. Their traumatic experience of bias attacks was repeatedly minimized and dismissed by adults who failed to keep them safe. They spiraled into intense depression and social anxiety which remains a crippling obstacle to their self-esteem, their capacity to make friends, and their ability to hold a growth mindset as they meet normal developmental challenges. I cannot forgive the school system that so callously ignores, dismisses, minimizes, and even amplifies in many ways, the trauma of gender bias against our very vulnerable gender-expansive children. A school that is committed to keeping these children safe is so deeply needed by innumerable families like my own."

-- Sarah [redacted] parent of a trans and queer 12-year-old

More details, including the full letters from these families, and more, are included in section R-04F - Evidence of Student Demand.

Statistical analysis based on the NYC student population further points to the potential impact MMM could have. With NYC's current 3rd and 4th graders numbering 150,000, assuming approximately 1/3 identify as LGBTQ+, this offers a potential citywide applicant pool of about 50,000 rising 5th and 6th graders in the spring of 2025. Brooklyn represents roughly 30% of NYC's population; therefore the potential LGBTQ+-identifying applicants from Brooklyn alone could number as many as 15,000. Specifically, within CSD 13, home to approximately 1,760 3rd and 4th graders, MMM could see 580 LGBTQ+-identifying applicants from the district itself[2].

We recognize that not all LGBTQ+ students will seek out MMM. We also assert, based on evidence from our sister schools in the National LGBTQ+ Schools Alliance, that beyond LGBTQ+-identifying students, MMM appeals to a wider audience. We anticipate significant interest from a wide array of families including students with family members in the queer community, allies, and those seeking a safer, more progressive educational setting. Given these statistics and the inclusive mission of MMM, there is a clear, significant need for our school from families with age-appropriate students, affirming our confidence in meeting proposed enrollment targets and serving the diverse needs of our community.

The demand for LGBTQ+ brave spaces is undeniable given the well-documented hostility that LGBTQ+ students experience in traditional middle and high schools and given the increasing LGBTQ+ population.

[2]New York State Education Department. (2021). "Enrollment Data 2021." [Online]. Available: https://data.nysed.gov/enrollment.php?instid=7889678368&year=2021&grades%5B%5D=03&grades%5B%5D=04

Research consistently documents the victimization of LGBTQ+ students in schools and the ensuing consequences on students' academic achievement, mental health, and general quality of life. "Respondents [LGBTQ+ identifying people in New York] who report lower levels of inclusion and support generally show lower levels of self-reported health and quality of life. Low inclusion and support also track with the need for services and lack of access.[3]" Moreover, LGBTQ+ students are more likely to have a disability[4], meaning that their education may be dually impacted by their intersecting identities, as posited by theories of intersectionality[5]. MMM will increase the quality of life for our students.

MMM aims to bridge the policy-practice gap that exists in most school settings; through collaboration with the LGBTQ+ community, and mission-aligned design, from inception, our school has been tackling the precipice of the issue. As exemplified by Harvey Milk High School (HMHS) in Manhattan, which has been an official NYCPS institution for over 20 years, the LGBTQ+-centered, open-to-all model, has been successful. One student describes her experience at HMHS relative to other traditional schools: "...[My other school] was just hateful, and you couldn't be open about who you were as a person or who you are for, like, judgment, for fear of getting into fights or being in danger." Another student suggests, "We have come so far, and we can keep moving further.[6]" These anecdotes are supported by research that highlights the need for environments that promote creative and self-expression; "Younger generations understand, experience, and communicate their gender-related experiences in different ways than previous generations. These understandings of gender include increased recognition of the complexity of gender, sexuality, and identity and fewer stereotypes or expectations of what it means to be a certain gender.[7]" MMM will indeed move us further. Our academic program model addresses the needs of our community and will expand the fight for LGBTQ+ students beyond that of acceptance but to one of Major Love, Major Light, and Major Joy. HMHS is the only LGBTQ+ centered school in New York City currently. HMHS also only serves grades 9-12, while MMM will fill the demand for middle grades, providing a key complement to serving LGBTQ+ students in New York City.

[redacted]

[3] Guidry JA, Hou EP, Lopez M, Hatch M, Otting J, "New York State LGBTQ+ Health and Human Services Needs Assessment: 2021 Community Survey," New York: The New York State Network for LGBTQ Health and Human Services, 2022. Pg. 75.
[4] Human Rights Campaign."Understanding Disability in the LGBTQ+ Community, 2022, https://www.hrc.org/resources/understanding-disabled-lgbtq-people
[5] Crenshaw, Kimberlé. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine. *University of Chicago Legal Forum*, 1989: 139–168.
[6] NY1, "NYC School Gives LGBTQ Students a Safe Place to Learn," 2022, https://ny1.com/nyc/all-boroughs/news/2022/06/26/nyc-school-gives-lgbtq-students-a-safe-place-to-learn
[7] Substance Abuse and Mental Health Services Administration (SAMHSA): "Moving Beyond Change Efforts": Evidence and Action to Support and Affirm LGBTQI+ Youth. SAMHSA Publication No. PEP22 03-12-001. Rockville, MD: Center for Substance Abuse Prevention. Substance Abuse and Mental Health Services Administration, 2023. Pg. 39.

R-04D - Evidence of Outreach

MMM empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive and genderful environment.

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Pages 9 - 10	**Education Stakeholders** - *A table of outreach to school administrators, social workers, and DOE personnel. Not comprehensive, but an appropriate snapshot.*
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Page 14	**Teacher Outreach** - An overview of individual meetings held with teachers in our community. Not comprehensive, but an appropriate snapshot.
Pages 15	**Trans + / Queer Advisory Council** - Includes records of our collaborative LOI process as well as screenshots from our Critical Friends Protocol"
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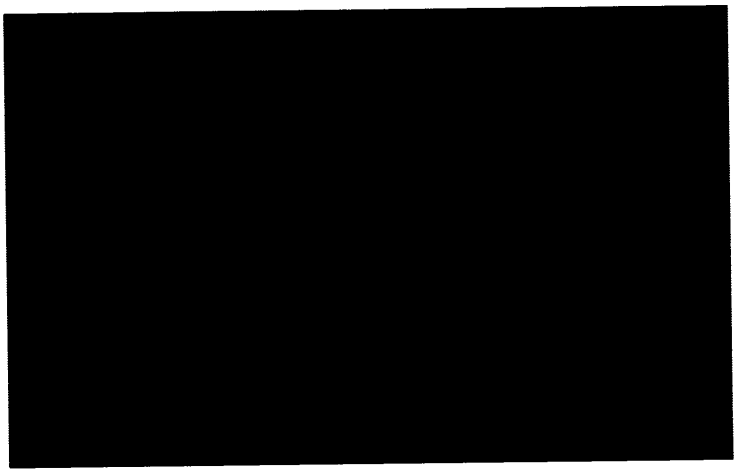
Digital Outreach

Petition

Establish Miss Major Middle: A Tuition-Free, Genderful, Public Charter School in Brooklyn

330 people have signed this petition. Add your name now!

Joji Florence 69 Comments



Miss Major Middle (MMM) is a proposed tuition-free, joyful and genderful, public charter school serving students in grades 5-9 in Brooklyn, NY.

MMM lives at the intersection of gender, choice, liberation, joy and creativity. Our 'genderful' students explore their gender, embrace their own identity, and decide how they will authentically walk through the world.

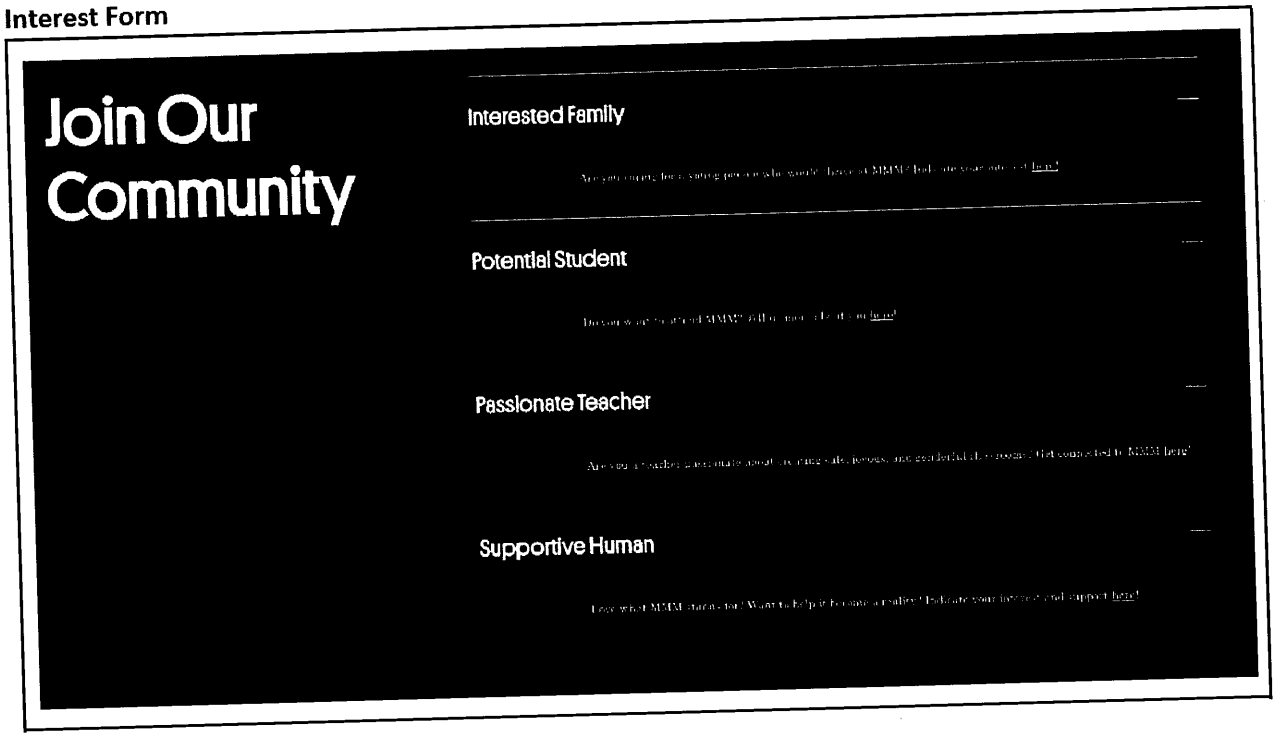
MMM creates a brave space where we work toward physical and emotional safety for all students. We prioritize total inclusivity by ensuring that policies and resources are designed with and for trans, gender-nonconforming, Queer and ally students and families.

Our Mission:

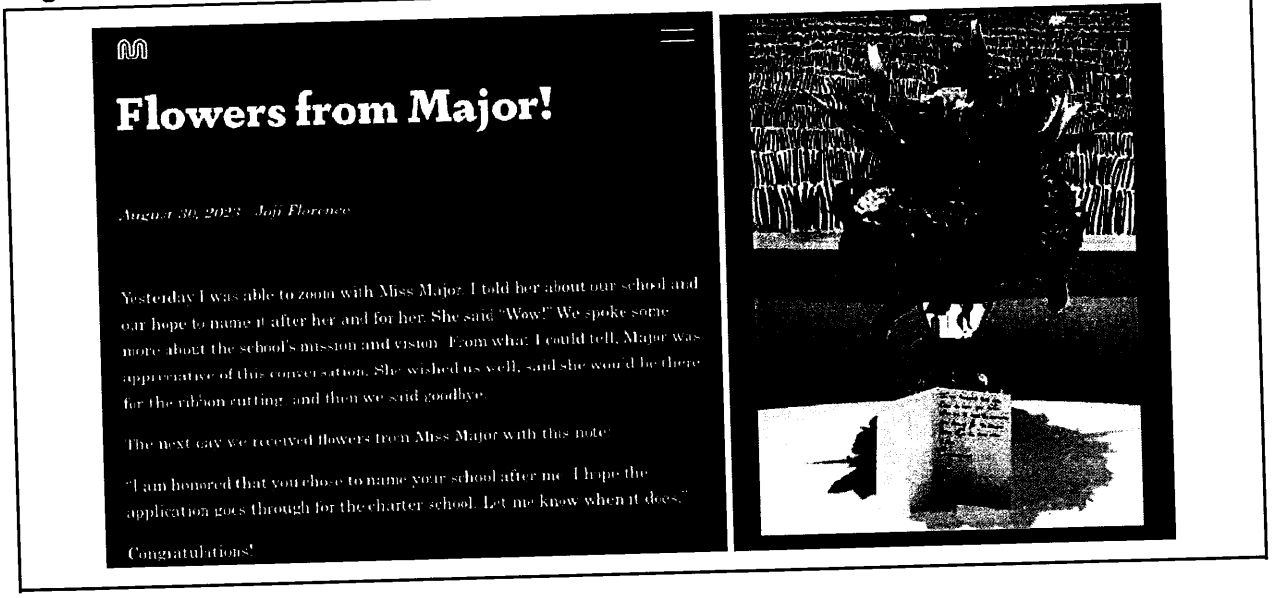
Miss Major Middle Public Charter School empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive, and genderful environment.

I am signing this petition to affirm that I have read Miss Major Middle's mission, I believe in this mission, and I would like to see Miss Major Middle open as a free, public charter school in the fall of 2025.

Interest Form



Blog Posts - Sample



Flowers from Major!

August 30, 2023 Jaji Florence

Yesterday I was able to zoom with Miss Major. I told her about our school and our hope to name it after her and for her. She said "Wow!" We spoke some more about the school's mission and vision. From what I could tell, Major was appreciative of this conversation. She wished us well, said she would be there for the ribbon cutting and then we said goodbye.

The next day we received flowers from Miss Major with this note:

"I am honored that you chose to name your school after me. I hope the application goes through for the charter school. Let me know when it does."

Congratulations!

Thinking back to my MIDDLE SCHOOL Days....

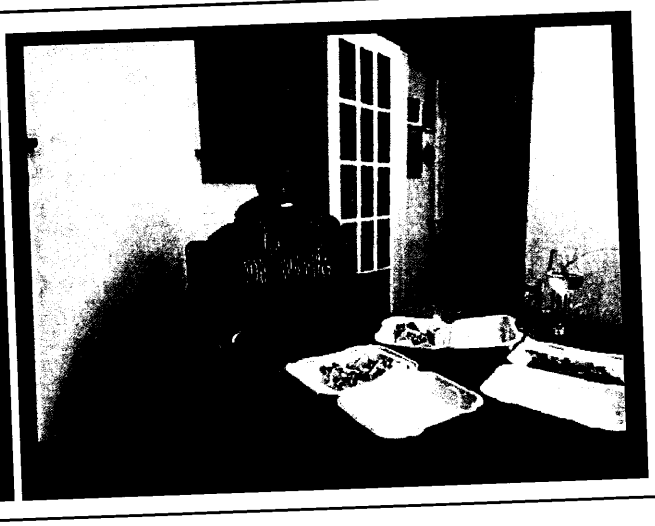
September 25, 2023 - Candace Hurley

I was a recent immigrant to the United States from Jamaica, WI. I was alone on this venture because I lived with my extended family. The Cares. At the age of 13, I had left my family to pursue my education in America. I also left behind my best friend and the expansive community of Portmore Drive to learn in the Caribbean Mecca of Church Ave and Flatbush Avenue. I was a fish out of the Caribbean Sea. My accent and naiveté seemed to present before I entered a classroom. I was alone and different. I had sufficient food and basics but lacked the familial supports I was accustomed to back home. This little foreign girl navigated the bustling lunch rooms, the alienation, the second class status. I did so mostly through the kindness of teachers like [redacted] and [redacted] who gave me turtlenecks, sweaters and a welcome ear to keep me warm, ground me, and acclimatize me in this new land and this new school: Meyer Levin High School.

What was your Middle School experience like? And how could it be improved? We want to help make Middle School better for our scholars.

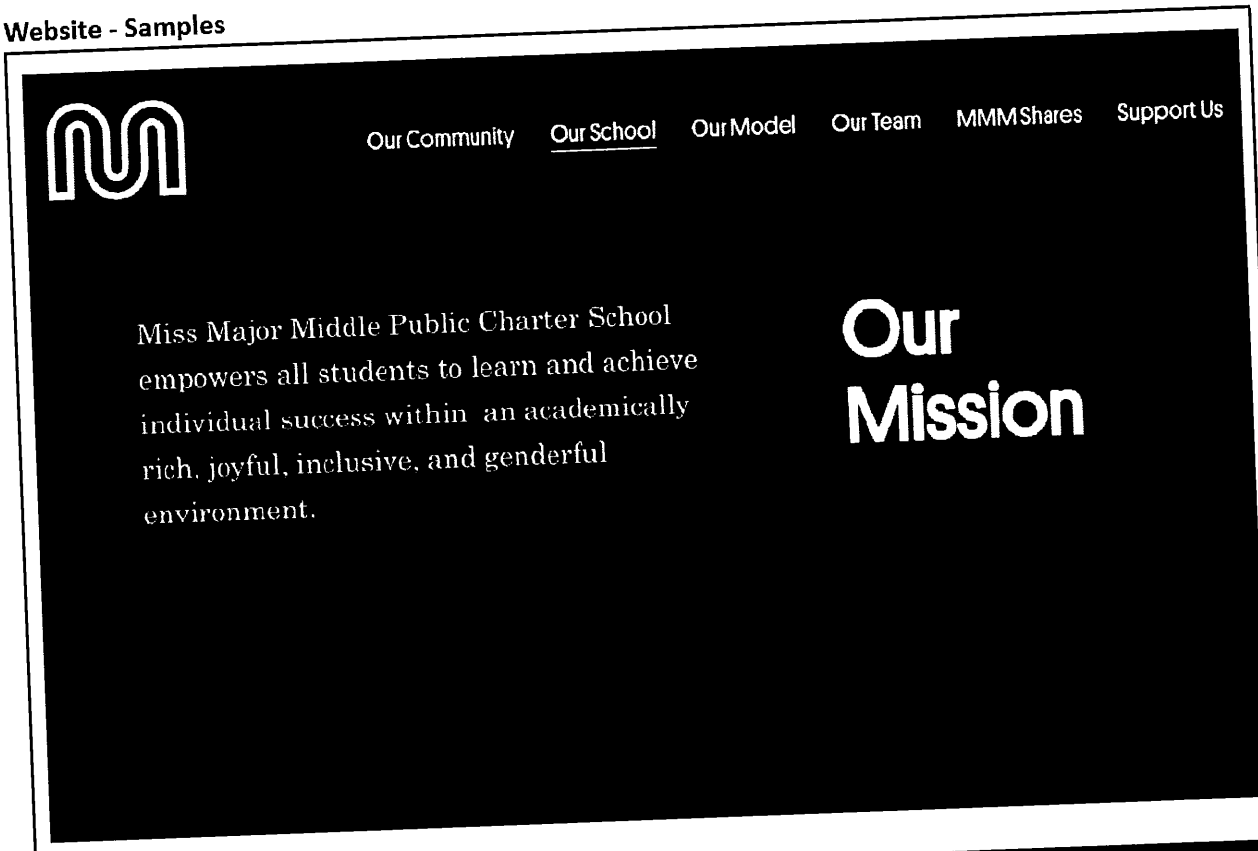
November 11, 2023 - Candace Hurley

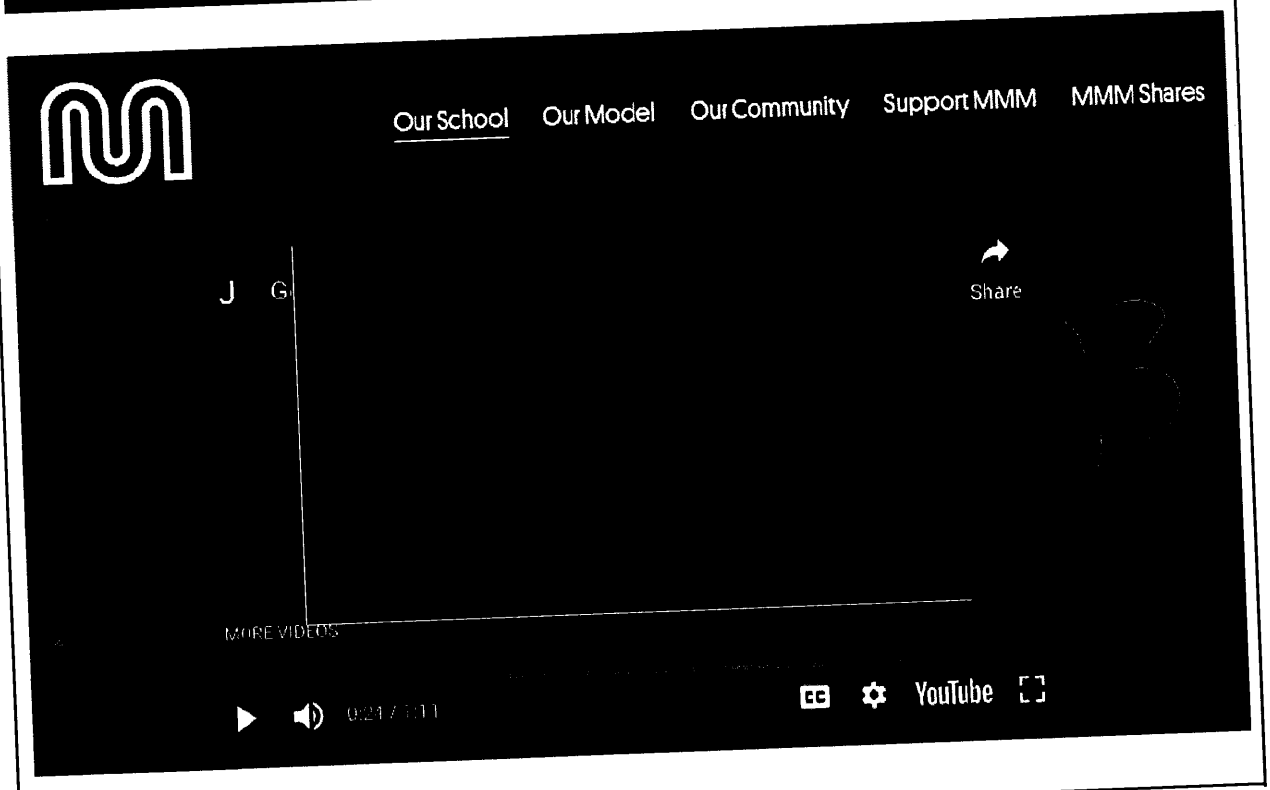
Woke up this morning ecstatic to go to Birmingham, Alabama. I have only read about Alabama in the context of the Civil Rights Movement. Our task was to visit Magic City Acceptance Academy. Jan picked me up and then drove to pick up Chris Meane. It was an easy introduction and I sensed I was in the presence of greatness right away. Chris talked about his history and humbly noted his accomplishments. When prompted by Jen to share, Chris admitted he had spent the night writing on his assignment due on his PHD program. As the weekend unfolded, I began to understand that Chris is gifted with leading practical insights to an assignment. I was impressed and intrigued by how and what Chris presented. I had questions floating around my head about the motley crew. However, Chris's three-part input put me at ease on the adventure to Magic City. We all had superpowers to offer this project. We embarked on our trip from LaGuardia airport and landed on sacred Birmingham soil eager to look, listen, and learn from Magic City Acceptance Academy and from the city of Birmingham.



We were the last ones to be allowed into the Civil Rights Museum today. We crossed the street and showed up just before 4pm to enter this monumental site and tour the history of Birmingham and the Civil Rights Movement. (Only moments after we had paid our entrance fees another party of two arrived, only to be turned away; however, we were right on time.) The museum was a powerful and engaging testimony of the civil rights struggle. Magic City's story was compelling and uniquely tied to the movement especially after the bombing tragedy. The exhibit captures the intertwined fate of Dr. Kings Civil Rights Movement and Magic City, Alabama. I was transfixed and yet transported to another time and space. Honored to be with this team on this journey for this worthy cause of creating a Middle School. We were only in Magic City for a few hours and we were feeling secure and steadfast in our purpose and intent. Regular talks united in our cause as agents of change. We had gotten the nod from the universe. We are on the right track and we were right on time.

Website - Samples





Why "Genderful?"

MMM lives at the intersection of gender, choice, liberation, joy, and creativity. Our 'genderful' students explore their gender, embrace their own identity, and decide how they will authentically walk through the world.

We create a brave space as we work towards physical and emotional safety for all students. We prioritize total inclusivity by ensuring that policies and resources are designed with and for trans, gender non-comforming, queer and ally students and families. We imagine the possibility of gender not as a force that restricts us, but as an embodied experience that is inherently joyful.

Our Vision

MMM creates a space where students are agents of justice, where their identities are affirmed, their voices are heard, and their humanity is celebrated.

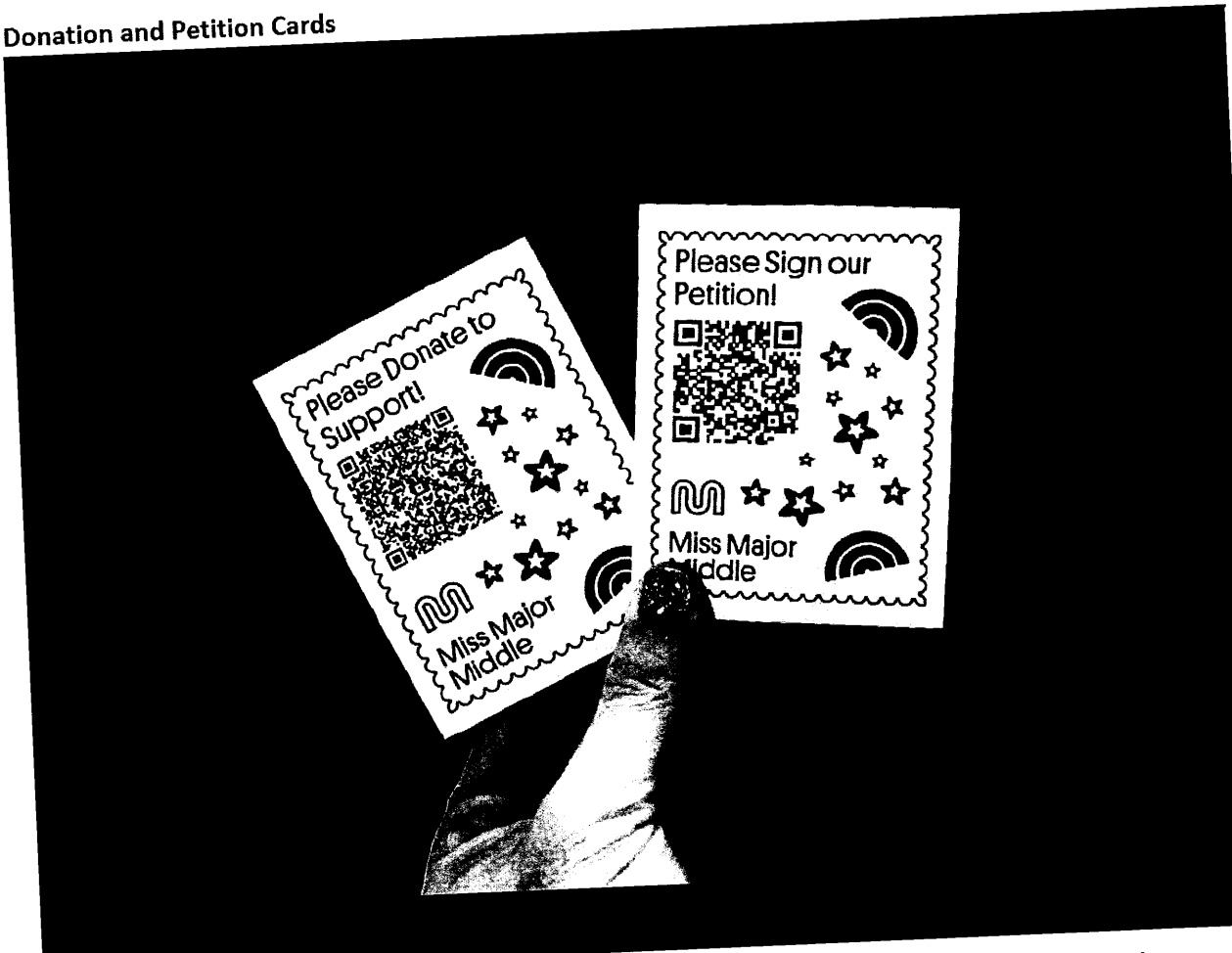
e Major Light Major Wo

Our school model is founded upon four key design elements:

- A Genderful School
- Physical and Emotional Brave Space
- Rigorous Academic Programming
- Creative and Self Expression

On-The-Ground

Donation and Petition Cards



Members of the founding team distributed 1000 petitions and donation cards over four months, October 2023-January 2024. Our target areas included CSD 13 locations on Vanderbilt Avenue, Flatbush Avenue, Fulton Street, Downtown Brooklyn, The Navy Yard, and outside local elementary schools including PS9 and PS11. Outside of CSD 13, fliers were distributed at community events held by PFLAG NYC, Brooklyn Community Pride Center, Aura Cafe, and Minus Moonshine.

Local Businesses contacted over email, phone, and in person

Business Name	Date	Address
Aura Cafe	11/8/23	[redacted]
Minus Moonshine	11/17/23	[redacted]
Prospect Butcher Company	11/17/23	[redacted]
R & D Foods	11/17/23	[redacted]
Clixo by Toyish Labs	1/11/24	[redacted]
Unnameable Books	1/11/24	[redacted]
BKLYN Clay	1/18/24	[redacted]
Blick Art Materials	1/18/24	[redacted]
Burly Coffee + Better Than Dead Books	1/18/24	[redacted]
The Brooklyn Wellness Club	1/18/24	[redacted]
Little Roy Coffee Co.	1/18/24	[redacted]
The Tiny Scientist	1/18/24	[redacted]
Books Are Magic	1/18/24	[redacted]
Paper Source	1/18/24	[redacted]
Outside Space Garden	1/18/24	[redacted]
Swerseys Chocolate	1/18/24	[redacted]
POWERHOUSE Arena	1/18/24	[redacted]
The Shala Yoga	1/18/24	[redacted]
Alliance of Resident Theatres	11/18/23	[redacted]
Gallim Dance	11/18/23	[redacted]
Why Hate Math?	1/18/24	[redacted]
From Here to Sunday	1/18/24	[redacted]
School of Rock Brooklyn	1/18/24	[redacted]

Education Stakeholders - *A table of outreach to school and afterschool administrators, social workers, and key DOE personnel. Not comprehensive, but an appropriate snapshot.*

Initial Outreach	Name & Title	Organization	Description of Communication
9/26/21	[redacted] -	NYC Department of Education	Several meetings over the years, in person and on Zoom. [redacted] has given our team guidance and support.
1/24/22	[redacted]	Bard High School Early College	We discussed different educators to connect with to help address LGBTQ+ issues.
7/25/22	[redacted]	Poly Prep Country Day School	Provides ongoing support for our initiative.
9/16/22	[redacted]	K763 Brooklyn Science and Engineering Academy	Discussed supporting trans kids in their school and spoke about the idea of a trans-affirming middle school for these students.
2/1/22	[redacted]	NYC Department of Education	[redacted] offered initially to support the development of the school but we met only one time after this initial meeting.
2/7/22	[redacted]	NYC Department of Education	Met with [redacted] several times about creating MMM. She has now left the DOE and works for NYC First.
8/9/22	[redacted]	NYC Department of Education	Met over Zoom. [redacted] has supported our vision from the beginning and plans to write us a letter of support.
11/29/22	[redacted]	Arts & Letters 305 United - NYC Department of Education	Met and discussed how students from Arts & Letters would seek out an LGBTQ-affirming middle school.

2/28/23	Harvey Milk High School - NYC Department of Education	Spoke over the phone to discuss how our school might learn from Harvey Milk and also if we might send students to [redacted] 9th grade.
5/16/23	SUNY Charter Institute	Met [redacted] on Zoom more than once and also in person when Joji went to the 2023 NYS LGBTQI Advocacy Day in Albany. [redacted] has helped our team understand the logistical aspects of application.
7/13/23	SUNY Charter Institute	We spoke on the phone about what the potential pathway for the school to become a charter might be.
10/9/23	NYC Department of Education	Met to discuss the support of CEC 13. Typically CEC members do not openly support charters, but Jordan believes in our vision.
10/11/23	Camp Gnarly + TEIAM afterschool and summer programming	Met to talk about collaborating to support LGBTQ+ youth. Have continued to meet.
10/20/2023	SUNY Charter Institute	Met just for a few minutes at the NY Charter Schools Conference in Albany. Joji told her about MMM and our intent to apply. [redacted] suggested we attend the Zoom info session. We did!
11/30/2023	Octavia Project - Summer Programming	Spoke to [redacted] about a future partnership as Octavia Project supports young women and trans kids of color.
1/9/2024	NYC Department of Education	Re-met recently to discuss MMM. [redacted] is writing a letter of support.
1/20/24	NYC Department of Education	[redacted] has a 3rd grader at [redacted] who just came out as nonbinary. We discussed MMM and the support our school could offer students in CSD 13.

Other Key Stakeholders - *Tables of outreach to elected officials, community-based organizations, and local clergy. Not comprehensive, but an appropriate overview.*

Elected Officials

Initial Outreach	Name & Title	Organization	Description of Communication
10/27/21	[redacted]	New York City Council	emailed - no response.
8/13/2022	[redacted]	New York City Council	Spoke with [redacted] and our school idea. She is supportive. We both think the school can be in City Council District 35 (which overlaps with CSD 13).
2/1/2023	[redacted]	New York City Council	[redacted] is trans and has offered their support. They have also considered joining our Trans+ / Queer Advisory Council.
2/16/2023	[redacted]	New York City Council	Met with [redacted] several times to discuss support for our school. He has offered to write a letter of support for MMM.
4/14/2023	[redacted]	New York City Council	[redacted] believes he can support us on the speaker side of things. He is writing MMM a letter of support.
5/16/2023	[redacted]	New York State Senate	Attended the 2023 NYS LGBTQI Virtual Advocacy Day and spoke briefly with several elected officials including Senator H[redacted]
8/23/2023	[redacted]	Office of Governor Kathy Hochul	Spoke with [redacted] over the phone and had subsequent zoom conversations. [redacted] is nonbinary and they support MMM. We are waiting to see if they are allowed to write a letter of support.

Community Based Organizations

Initial Outreach	Name & Title	Organization	Description of Communication
10/29/21	[redacted]	Ackerman Institute	Met with [redacted] who became a key parent, community member, therapist, organizer, and supporter of our initiative.
1/11/22	[redacted]	GLSEN	Met to discuss starting a trans-centered school. [redacted] subsequently left GLSEN but still supports our efforts.
1/14/22	[redacted]	Keshet	Met to discuss how her Jewish LGBTQ+ organization could help. It was a fantastic meeting and she has agreed to help organizationally to determine the next steps.
4/4/22	[redacted]	The Door	Met with [redacted] at The Door. They also house a charter school in their building Broome Street! This was Joji's first connection with BSA, before teaming up with Jill.
7/19/22	[redacted]	Hetrick-Martin Institute	Formed a good relationship with [redacted] and was introduced to A[redacted] [redacted] who has supported us all the way.
8/1/22	[redacted]	Care.org	Met with [redacted] to discuss fundraising initiatives. She continues to help MMM in this capacity.
8/9/22	[redacted]	Make the Road NY	[redacted] continues to support us and will be vital in connecting us with immigrant families in NYC.
8/17/22	[redacted]	PFLAG NYC	Met with [redacted] and formed ongoing, collaborative relationship, including involvement with the Trans+/Queer Advisory Council.
9/20/22	[redacted]	Ali Forney Center	Met with [redacted] formed a relationship, and they are writing a letter of support for the school.
3/10/23	[redacted]	Brooklyn Community Pride Center	Met with [redacted] about having the Pride Center host after school. Our team continues to engage the Pride Center and plans to utilize both locations in supporting our students and families.

9/14/23	[redacted]	Major R. Owens Community Center	Met and discussed utilizing sports facilities in Major Owens Center if the school is located on the north side of CSD 13. Seems very possible.
11/2/23	[redacted]	Family Equality	Met on Zoom to discuss support from Family Equality. Will be a key connector to LGBTQ families in NYC.
11/3/23	[redacted]	The New Pride Agenda	Met on Zoom and discussed connecting with possible board members from the New Pride Agenda. Also spoke about supporting our charter efforts.
11/15/23	[redacted]	The Trevor Project	Met through the LGBTQ+ Schools Alliance. Scheduled follow-up and [redacted] wrote us a letter of support.
12/11/23	[redacted]	Stonewall Community Foundation	Connected initially by text and then in person. Met to discuss partnerships with Stonewall Foundation, possible funding, and board support.
1/17/24	[redacted]	Center for Brooklyn History	Emailed after being introduced through an educator at CBH. Planning to meet and discuss programming partnership. Ideal because CBH is in downtown Brooklyn and is run out of the CPL.

Local Clergy

Initial Outreach	Name & Title	Organization	Description of Communication
4/9/23	[redacted]	The Church of the Ascension in the City of New York	Attended services and met with [redacted] afterward. We connected and agreed to set up a subsequent talk with church members on June 11. The talk went great and [redacted] is writing us a letter of support.
11/7/23	[redacted]	Congregation Beit Simchat Torah	Met with [redacted] and discussed connections with CBST and the queer Jewish community in NYC. He will write us a letter of support.

Teacher Outreach - an *overview, not comprehensive*

Initial Date	Name	Details/Outcome
1/27/22	[redacted]	[redacted] worked at Brooklyn Free School and also started Alamander Camps. She offered us advice as to supporting LGBTQ+ kids, including offering an arts-driven curriculum.
7/5/22	[redacted]	Met with [redacted] a trans music teacher at DOE Middle School. We are connecting over the summer to grow capacity and understanding for reaching our trans and nonbinary students.
7/8/22	[redacted]	[redacted] is a 4th-grade teacher at Co-op School. We are discussing how to best connect with trans and non-binary kids and connect with other teachers.
7/18/22	[redacted]	Met with [redacted] a math specialist at Bank Street's elementary school. We discussed the idea of a gender-expansive school. [redacted] was supportive.
7/18/22	[redacted]	Met with [redacted] a trans middle school teacher in the DOE. We demo'ed a VIRTUAL MEETING SPOT that we could use. An amazing tool for kids to meet up for "Math Club" or whatever. [redacted] Password: [redacted]
8/5/22	[redacted]	[redacted] are both trans educators who run a website called gender inclusive biology. We met to discuss developing a culturally responsive science curriculum.
8/8/22	[redacted]	Met with [redacted] a first-year Biology and Chemistry teacher. [redacted] interested in developing curricula that center holistic science pedagogy, engage students in science, and emphasize its practices as a transformative agent. [redacted] is a 2021-2022 EdSurge Voices of Change fellow.
8/10/22	[redacted]	[redacted] a trans teacher in New Jersey and we discussed the intersection of transness and disability. [redacted]ter joined our Trans+ / Queer Advisory Council.
8/16/22	[redacted]	[redacted] a 9th and 11th-grade English teacher. [redacted] has offered to support us as we develop our school model in terms of building LGBTQ+ affirming curriculum.
8/30/22	[redacted]	[redacted]s a sex educator. We met to discuss creating gender-inclusive sex ed for middle schoolers.
8/23/2023	[redacted]	[redacted] is a queer intersectional health educator. We spoke about developing a health curriculum for Miss Major Middle. [redacted] continues to be in conversation with our team.
11/11/23	[redacted]	Met with [redacted] to discuss developing Queer History curriculum for our kiddos.

Trans+/Queer Advisory Council

[redacted]

Notes from our shared google doc

[redacted]

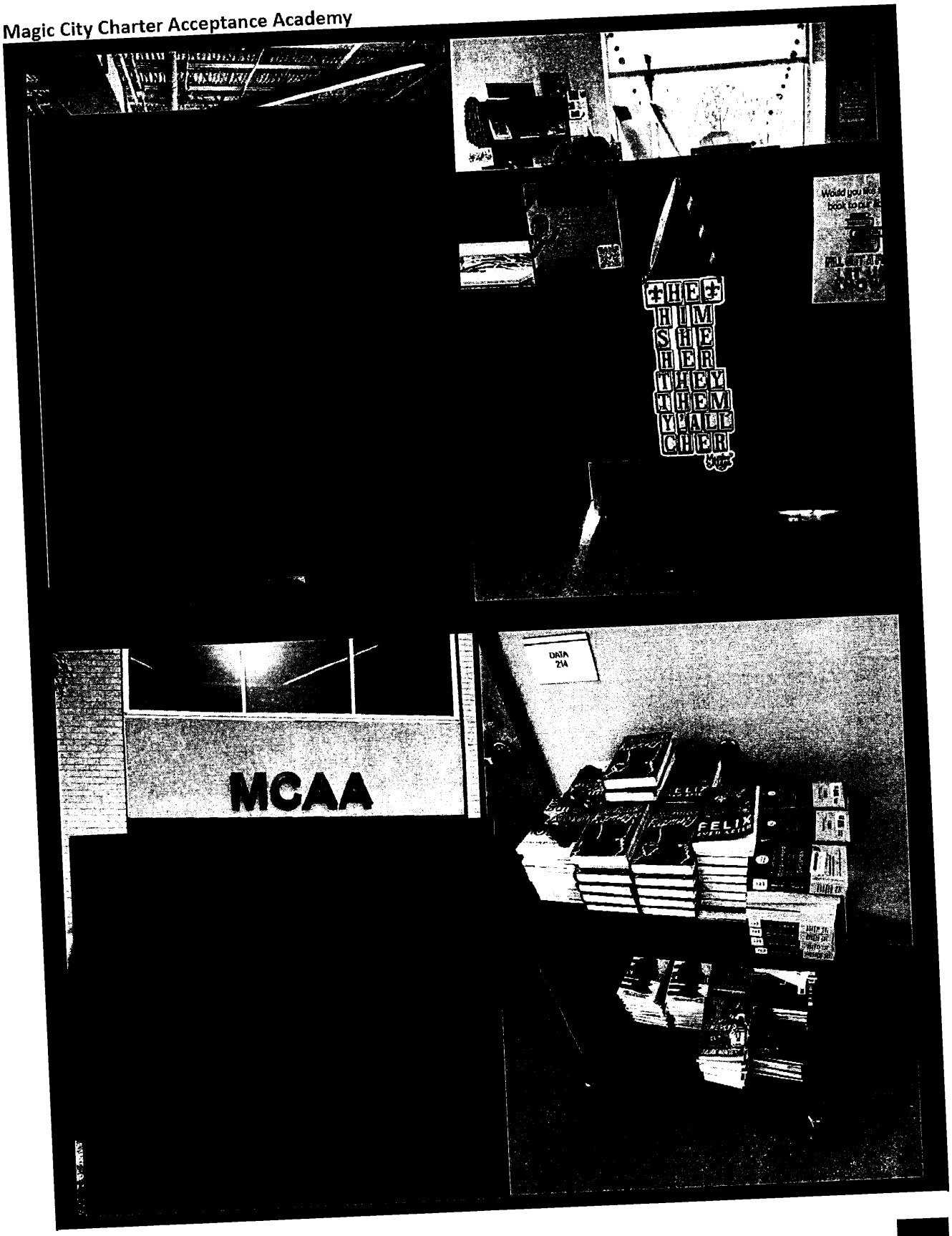
Our core values are:

- **Major Work** - We try our best. We listen to understand, to learn, to challenge, to reflect, especially when things are difficult or we're outside our comfort zones.
- **Major Joy** - We laugh, create, dance, and sing. We uplift and celebrate one another.
- **Major Pride** - We are unique, we are brave, we belong. Our dignity is unshakeable.
- **Major Love** - Love is our center. Love is our first response. We show love through service.
- **Major Light** - We are brilliant individuals. We are a vibrant community. We share our light.

The Middle Years: We are defining 'the middle years' as grades 5-9 to intentionally support the developmental arc of adolescence in a holistically compassionate and structured environment.

In 5th grade, students navigate the complexity of increased academic and social independence. Many are searching for safer, more supportive, and affirming

Magic City Charter Acceptance Academy



Below are key takeaways, provided as direct quotations, from our interview with [redacted], principal, of MCAA

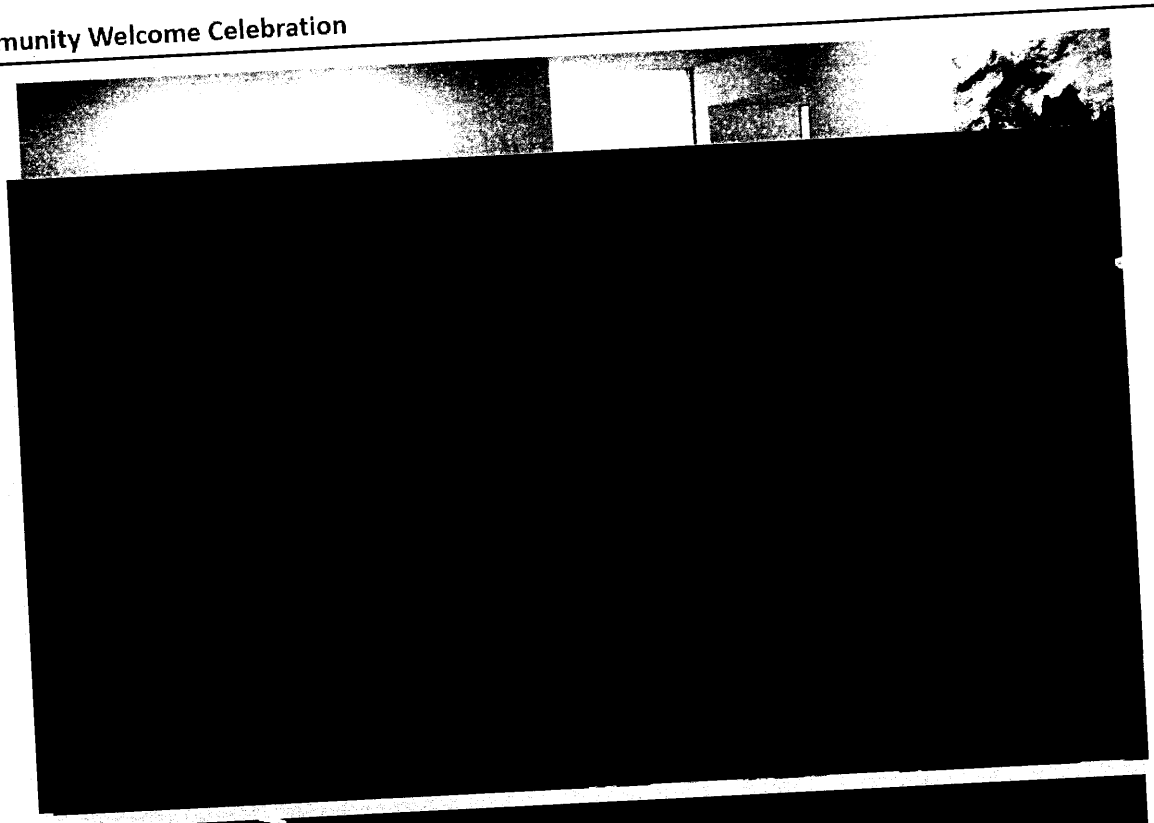
The community had to be built from the ground up when starting a new school.

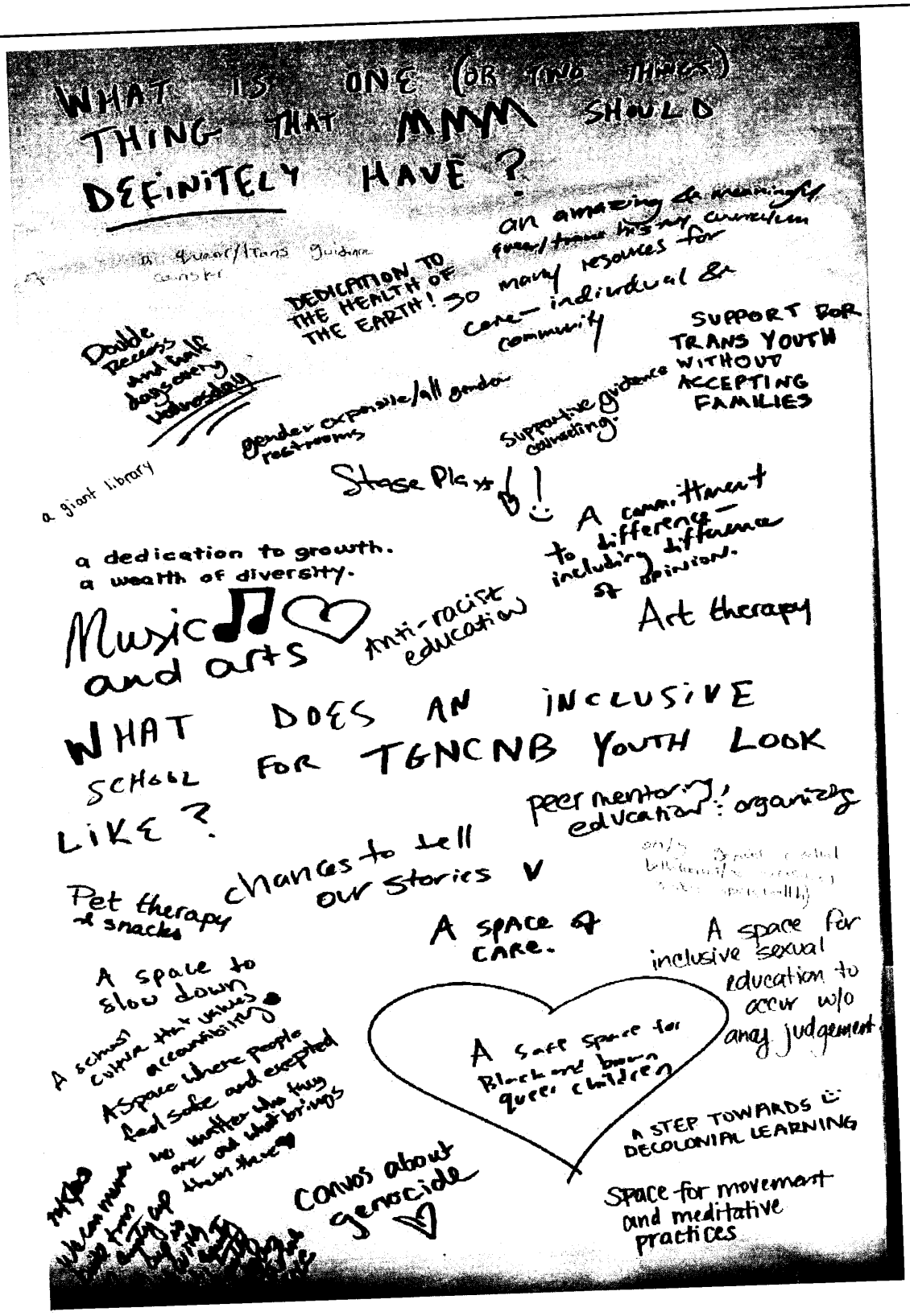
Traditions had to be cultivated and maintained.

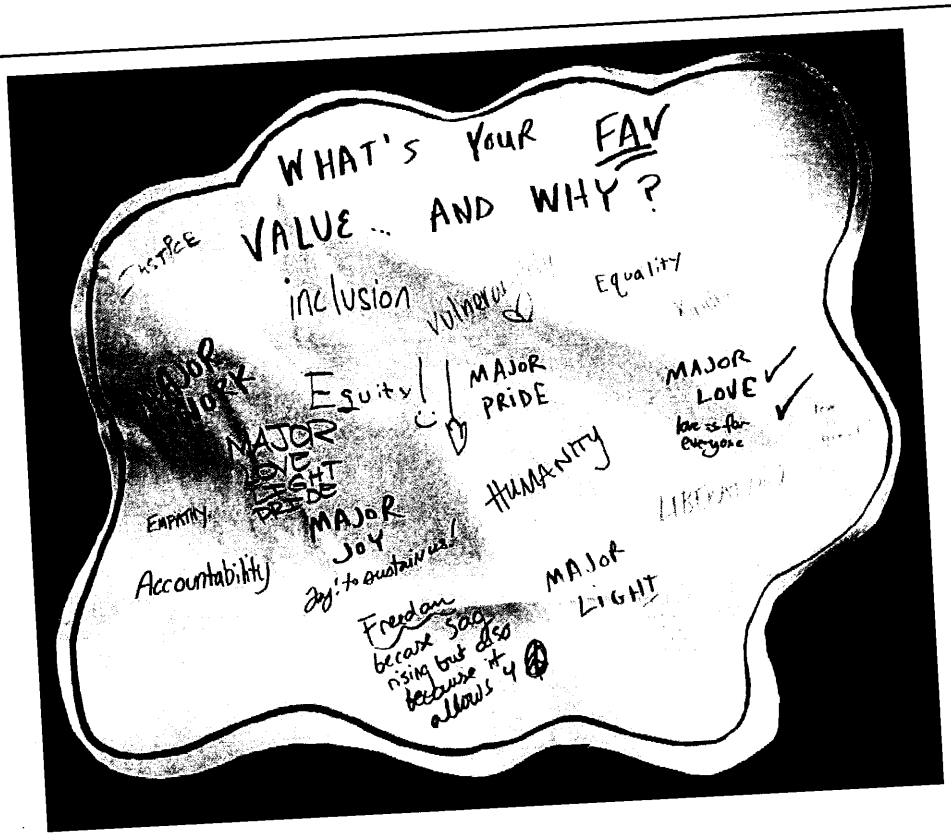
The charter school offered flexibility …that other districts could not
There is no central office for support. The school had to do all things.
Biases were still a challenge.
There was still lots of false information.
We focus on academics but mental health is at the top of our list!
When asked: What determines success the answer was: happiness.
The process has to be qualitative and quantitative.
Trial & error is the norm when running a school. But figuring out the right fit to support teachers is a must.
Flexibility: is needed even when dealing with or reporting to both parents and funders.
Offer constant coaching for teachers.
" Battles will happen but the focus is on the student."
fundraising was a constant must for a new charter school.

Miss Major Middle

Community Welcome Celebration




WHAT IS ONE (OR TWO THINGS) THING THAT MMM SHOULD DEFINITELY HAVE?
DEDICATION TO THE HEALTH OF THE EARTH!
an amazing & meaningful queer/trans history curriculum
so many resources for care— individual & community
Double recess and bulk dog savory Wednesdays
SUPPORT FOR TRANS YOUTH WITHOUT ACCEPTING FAMILIES
Gender expansive/all gender restrooms
Supportive guidance counseling.
a giant library
Stage Play
A commitment to difference— including difference of opinion.
a dedication to growth.
a wealth of diversity.
Music and arts
Anti-racist education
Art therapy
WHAT DOES AN INCLUSIVE SCHOOL FOR TGNCNB YOUTH LOOK LIKE?
peer mentoring/ education/ organizing
Pet therapy + snacks
chances to tell our stories
A space of CARE.
A space for inclusive sexual education to occur w/o any judgement
A space to slow down
A school culture that values accountability
A space where people feel safe and accepted no matter who they are and what brings them here
A safe space for Black and brown queer children
A STEP TOWARDS DECOLONIAL LEARNING
convos about genocide
Space for movement and meditative practices


WHAT'S YOUR FAV
VALUE ... AND WHY?
JUSTICE
INCLUSION
Equality
Equity
MAJOR PRIDE
MAJOR LOVE
love is for everyone
HUMANITY
EMPATHY
MAJOR JOY
Accountability
joy! to sustain us!
MAJOR LIGHT
Freedom because Sage rising but also because it allows 4

WHAT DOES
GENDERFUL MEAN TO YOU?
It means not in a Binded State - excluded to one gender or another i.e. B.
full expression of being absolutely positively YOU
Being able to be as you are fully completely, uniquely oneself C.H.
The World is Genderful! We can live from a place that understands that we are all within a Full Gender Spectrum
It means acceptance Accepting myself and others!
Using self-expression as a way to fully embrace who you are
a circle because it feels complete
A REASSURING HUGO
It's ALL GOOD!
Wow

Miss Major
Middle

Outreach Emails - *a sample, not comprehensive*

[redacted] Mon, Aug 28, 2023, 1:08 PM

I'm just checking in again to see if you have some time for a zoom. Just so you have a sense of what I'm working on, I'm including a draft "deck" of the project.
(Please don't share with others!)
I'd love to discuss with you, hear your thoughts, and listen to any questions you have.

All best,
J

...

One attachment • Scanned by Gmail ⓘ

Miss Major Middle

PDF MMM_Charter_Ini...

[redacted] Wed, Aug 30, 2023, 9:11 AM

Letter of Support for MMM Inbox ×

[redacted] Tue, Dec 19, 2023, 11:34 AM

I hope you're doing well... and staying healthy!
We're working steadily over here in MMM-land. Website is up, community engagement is in full force, and our RFP submission date to SUNY is now Feb 8 ..so about seven weeks and 500 pages away!

I'm beginning to gather letters of support and I'd love one from you. Would you be up for this? I have a template version here but, of course, the more personal you're up for making the letter, the better.

Please let me know and, again, thank you for your ongoing support and conversations.

Joji

—

JF [they]
Want to Support MMM? Sign our Petition!
Let's Meet!

CEC Meeting for D17 Inbox x

[redacted] Fri, Sep 15, 2023, 9:08 AM

My name is J Florence. Dr. [redacted] my advisor at the Bank Street Progressive Leadership program. She suggested I connect with you to see if I might attend the next CSD17 CEC Meeting.

Just a little about me: I've been a math educator for the past 15 years, I co-founded Trans formative Schools, and I hold an SBL certification in New York State. This fall, I am working with a team to secure a charter from SUNY. Our charter school, called *Miss Major Middle*, will be a public, tuition-free, charter school, grades 5-9, open to all students in New York City, and located in CSD17 in Brooklyn, New York. *Miss Major Middle* will be an educational sanctuary where brilliance flourishes in all its diverse forms.

Is it possible that I could attend the next CEC Meeting? Also, would you like to speak over the phone or zoom to hear more about this proposed school?

All best,
J

JF
Let's Meet!
(Click on link and choose a time)

Letter of Support for MMM

[redacted] Tue, Jan 2, 12:38 PM

Happy New Year! I hope you had a restorative break.

So, it's the final month before Miss Major Middle submits our RFP to SUNY. I'm gathering 'letters of support' from parents and educational leaders who know me and understand the mission of MMM, a tuition-free middle school that empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive and genderful environment.

Do you think you would be able to write one for us? Your letter could be from a D13 parent's perspective or/and written from your experience on the D13 CEC. These letters are confidential and would be redacted when our RFP is made public. And these letters are truly impactful.

Here is a very bland template for reference but, of course, the more personal you are willing to make it, the better.

Please let me know if you have any questions or concerns and if you would be able to help in this way.
We are hoping to collect all of our letters by Monday, January 22.

All best,
Joji

JF (they)
Want to Support MMM? Sign our Petition!
Let's Meet!

Miss Major
Middle

Trans Middle and High school Dinner Think Tank March 4, 2022 7:00pm-9:00pm

[redacted] Inbox ×

[redacted]

Sun, Feb 20, 2022, 5:28 PM

Dear Friends,

J is a new friend and colleague who is **creating a transfamily based middle and high school in NYC through the progressive leadership program at Bank Street**. This is a long term project and hopefully will open in a couple years.

[redacted], and I have been supporting them in thinking and feeling this through, and we are hosting a dinner think/feel tank with [redacted] professional facilitation support to hear lots of voices and center BIPOC Trans voices.

I am inviting you because you are transfamily community or trans adjacent and some of you have already been supportive. Please feel free to pass this on as J wants participation and input. They are awesome. ([redacted] And of course J, please invite your colleagues, friends, etc.

When: March 4: 7pm-9pm (We will be hanging at 6:00 and formal activities start at 7:00pm)

[redacted]

We will be providing meat/vegetarian/vegan option Indian food
Please bring drinks if you want or treats

Miss Major
Middle

Thank You [redacted]

Wed, Aug 23, 2023, 11:58 AM

It was so great to speak with you today. I'm attaching our charter's rough draft "development deck" with some basic mission/vision info.

Please feel free to share and connect if it feels appropriate.

All best (and hopefully we'll run into each other soon in BK!),

J

One attachment • Scanned by Gmail

Miss Major Middle

MMM_Charter_Ini...

[redacted]

Tue, Jan 2, 2:51 PM

Happy New Year! I hope you celebrated and made it all the way to midnight... my spouse and I were asleep by 9:30!! :)

So, Miss Major Middle is in the final month before submitting our application to SUNY that would get us approval and allow us to open our doors to kiddos by the fall of 2025! In the application, we're allowed to submit letters of support. These letters are read by the SUNY Charters Institute, and then redacted when our application is made public (so they're CONFIDENTIAL). They are also quite impactful.

Is there any chance you would be up for writing us a letter that speaks to the need for more, tuition-free, LGBTQIA+-affirming schools? Here is a very bland template for reference but, of course, the more personal you are willing to make it, the better.

If you think you have the bandwidth for this, that would be awesome. We are hoping to collect all of our letters by Monday, January 22. If this isn't the right fit for you, I take no offense!

All best and with love,
Joji

JF [they]
Want to Support MMM? Sign our Petition!
Let's Meet!

Miss Major
Middle
[redacted]

Mon, Aug 28, 2023, 1:08 PM

I'm just checking in again to see if you have some time for a zoom. Just so you have a sense of what I'm working on, I'm including a draft "deck" of the project.
(Please don't share with others!)
I'd love to discuss with you, hear your thoughts, and listen to any questions you have.

All best,
J

...

One attachment • Scanned by Gmail

Miss Major Middle

MMM_Charter_Ini...

[redacted]

Wed, Aug 30, 2023, 9:11 AM

Good Morning J.

Letter of Support for MMM Inbox ×

[redacted]

Tue, Dec 19, 2023, 11:34 AM

I hope you're doing well... and staying healthy!
We're working steadily over here in MMM-land [redacted]e is up, community engagement is in full force, and our RFP submission date to SUNY is now Feb 8 ..so about seven weeks and 500 pages away!

I'm beginning to gather letters of support and I'd love one from you. Would you be up for this? I have a template version here but, of course, the more personal you're up for making the letter, the better.

Please let me know and, again, thank you for your ongoing support and conversations.

Joji

JF (they)
Want to Support MMM? Sign our Petition!
Let's Meet!

Miss Major
Middle

[redacted]

Wed, Nov 15, 2023, 4:53 PM

Here is the prompt:

Centering TGNCNB youth, what is one thing you want educators/principals to know about creating a brave space/school for you? You can write it in the format:

"Dear Educator,"

One paragraph: 4 to 5 sentences is enough. I will make sure to anonymize your letter.

[redacted]

Thu, Nov 16, 2023, 3:55 PM

Dear Educator, I think the best way to create a safe space in a school is by having advisories and smaller classes with students where the teachers can get to know them in order to build trust and a bond with each other, in order to feel more comfortable asking for extra academic support if needed, or just if they want to talk to a guidance counselor or teacher about something else, so they don't feel like they're talking to strangor. making sure the students are treated in a way where they feel like the teachers respect them and see them as their own unique people while also not crossing any boundaries is important for anybody to feel safe and accepted. Of course making sure that there isn't discrimination is important, but I dont there will be much if any in this school, in case there are problems this is why it's important for students and teachers to have some level of trust in order to feel comfortable speaking to them about it and finding a solution. Feeling safe also takes into account that the teachers know that all kids learn in different ways and have different interests and teachers accommodating that and finding the best way for a student to get the most out of their education is needed for a student to feel like themselves in their school and not feel a need to hide their needs.

[redacted]

Fri, Sep 15, 2023, 9:08 AM

My name is J Florence. [redacted]n was my advisor at the Bank Street Progressive Leadership program. She suggested I connect with you to see if I might attend the next CSD17 CEC Meeting.

Just a little about me. I've been a math educator for the past 15 years, I co-founded Trans formative Schools, and I hold an SBL certification in New York State. This fall, I am working with a team to secure a charter from SUNY. Our charter school, called *Miss Major Middle*, will be a public, tuition-free, charter school, grades 5-9, open to all students in New York City, and located in CSD17 in Brooklyn, New York. *Miss Major Middle* will be an educational sanctuary where brilliance flourishes in all its diverse forms.

Is it possible that I could attend the next CEC Meeting? Also, would you like to speak over the phone or zoom to hear more about this proposed school?

All best.
J

JF
Let's Meet!
(Click on link and choose a time)

Letter of Support for MMM [redacted]

Tue, Jan 2, 12:38 PM

Happy New Year! I hope you had a restorative break.

So, it's the final month before Miss Major Middle submits our RFP to SUNY. I'm gathering 'letters of support' from parents and educational leaders who know me and understand the mission of MMM, a tuition-free middle school that empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive and genderful environment.

Do you think you would be able to write one for us? Your letter could be from a D13 parent's perspective or/and written from your experience on the D13 CEC. These letters are confidential and would be redacted when our RFP is made public. And these letters are truly impactful.

Here is a very bland template for reference but, of course, the more personal you are willing to make it, the better.

Please let me know if you have any questions or concerns and if you would be able to help in this way.
We are hoping to collect all of our letters by Monday, January 22.

All best,
Joji
—
JF [they]
Want to Support MMM? Sign our Petition!
Let's Meet!

[redacted]

Mon, Nov 27, 2023, 2:13 PM

We spoke on the street last week between turkeys, and I told you about a party and silent auction we're doing for 'Miss Major Middle.' MMM is a proposed tuition-free, joyful and genderful, public charter school serving students in grades 5-9 in Brooklyn, NY. It's the culmination of more than a decade of tireless teaching, learning, and dreaming on behalf of the LGBTQ+ and genderful community, for the next generation.

So, we're having a party on Dec 8 at 1 Grand Army Plaza and you and everyone at PBC should come. Free food and drinks. Latkes and lobster rolls. 6-8pm.

I've also asked some local businesses (Aura, R&D, Minus Moonshine) to donate things for our silent auction and I definitely want Prospect Butcher in on this too. LMK!

Looking forward to hearing from you.
Joji
—
JF [they]
Let's Meet!
(Click on link and choose a time)

Miss Major
Middle

[redacted] school) Inbox ×

[redacted]

Fri, Nov 17, 2023, 2:16 PM

It's Joji, the person who stops by sometimes and talks about my trans centered school. So, we're naming the school Miss Major Middle and we're very close to getting approval and therefore throwing a party on Dec 8! I dropped off flyers at your store, but I'd also LOVE it if Minus Moonshine wanted to put a few bottles up for silent auction at the party. Or a gift certificate?

Just lmk your thoughts and I can always swing by whenever you're working next to discuss.

Major Love!
Joji

[redacted]

Sat, Nov 18, 2023, 4:38 PM

I would love to donate something! When would you like to pick it up?

Cheers,

[redacted]

Thu, Oct 26, 2023, 9:02 AM

Thanks so much [redacted]
I'd love to meet up in person and I can come to either of the BK Pride Center locations.
Would there be a few times that might work for you to meet in person, next week between 9am-2pm?
Otherwise, if you're super busy, we can always meet on zoom, and you can choose a time that works best for you from this link: **Let's Meet!**

Joji

JF (they)

[redacted]

Thu, Oct 26, 2023, 9:07 AM

How about next Wednesday at 1pm at Crown Heights?

[redacted]

Thu, Oct 26, 2023, 9:09 AM

perfect.
I'll send you an invite right now.

Miss Major
Middle

Connecting Post-Conference Inbox ×

[redacted]

Fri, Oct 20, 2023, 3:12 PM

I really enjoyed meeting you at the conference and would love to connect in the upcoming weeks. In the meantime, if you have any leads on thoughtful, collaborative board members who could help Miss Major Middle in our beginning years, I would really appreciate this. Additionally, we're looking for a fantastic Director of Operations... maybe you have an idea?

Again, thank you so much for taking the time to chat with me yesterday!

All best,
Joji

Miss Major Middle Public Charter School (MMM) empowers all students to learn and achieve individual success within an academically rich, joyful, and genderful environment.

JF [they]
Let's Meet!
(Click on link and choose a time)

[redacted]

Fri, Oct 20, 2023, 11:18 AM

Joji,

It was a pleasure meeting you at the conference this morning and learning more about the vision for Miss Major Middle Charter School.

As discussed, the Institute has several board resources available on our website. While you're welcome to review everything, I think the following will be most beneficial as you look to develop a strong board with a broad spectrum of skills and who are committed to the school's mission.

[redacted]

Also, The Institute will be offering a webinar at 3 pm on November 16 for potential new charter applicant groups. Tanya and Keegan will review the Institute's charter application process, share effective practices that can contribute to a robust application, share advice from previously approved charter applicant groups, and allow ample time for questions.
Registration Link

Thanks again and have a great weekend.

[redacted]

Miss Major Middle

connecting: new charter schools + insurance + conference this week!

Inbox ×

[redacted]

Mon, Oct 16, 2023, 2:25 PM

I'm writing to connect the two of you. You should definitely meet/chat this week at the NYS Charter School Conference. Joji is submitting an application for a zombie charter for Miss Major Middle School (will be located in Brooklyn, NY). [redacted] a former colleague from Uncommon Schools, and now working with a national brokerage firm providing amazing (and individually curated) insurance services for schools throughout the country. You are both very kind, lovely human beings. I hope this is a helpful connection ... and I hope you have an opportunity to meet in person!

[redacted]

[redacted]

Connections [redacted] Joji Inbox ×

[redacted]

Thu, Oct 12, 2023, 9:37 AM

Good morning all,

Happy Thursday! Hope you are having a great week so far. It is my pleasure to make this e-connection.

[redacted] meet Joji, founder of Trans formative schools, but left the organization to pursue a public charter pathway for TGNC-affirming middle school in Brooklyn. I thought Joji would love to make this connection as you have been instrumental to me in the development of House of Legends.

Joji, meet [redacted] founder of the [redacted] or. I met her at the start of my [redacted] s journey and her work through EquityXDesign, Innovation, and Entrepreneurship has changed me as a person and the way I think about design.

Can't wait for both you to connect – feel free to drop me out of the next e-mail.

Happy connections!

[redacted]

Miss Major
Middle

Seeking school space Inbox x

[redacted]

Tue, Oct 10, 2023, 4:12 PM

Meet J, they are looking for a space for a school soon to take off in 2025! Happy connecting everyone :)

[redacted]

Wed, Sep 20, 2023, 11:00 AM

I really appreciated being able to attend the meeting last night. Thank you for facilitating.
(I was only there for the 1st half because we have three young kids, ages 1, 3, and 5, and by 9pm I get really tired!

I also wanted to thank you for pushing into the curriculum discussion. Your questions were on point and led to a necessary clarification: that really there are no other options outside of the 3 curricular "choices" mandated for the district.

I'd still love to speak whenever you have the time. We don't have to speak about anything "charter", actually. I'd be just as interested in hearing your thoughts about what's most needed in D17 or in education in general.

Ok. Be well and all best,
J

School Visit Inbox ×

[redacted]

Wed, Sep 13, 2023, 9:20 AM

It looks like the bulk of our team can travel down to Homewood over the weekend of November 11/12th for a little retreat Jill and I are planning. Then, we'd LOVE to visit MCAA on Monday, November 13!

Do you think you could help facilitate this visit?

All best and warmly,
J

JF
Let's Meet!
(Click on link and choose a time)

Thoughts + Hopes Inbox ×

[redacted]

Thu, Aug 24, 2023, 9:30 AM

I wanted to thank you again for dinner, and for hosting me, and for the "real talk," and for being such an inspiration and light!

I also wanted to share a "development deck" I've been working on with folks for the charter school, which will be called "Miss Major Middle." We're trying to raise a little money so that we can pay team members working on the application.

Do you think Zayas Foundation would make a contribution? We have a fiscal sponsor through BAMLA, so the donation would be tax deductible. And it would mean so so much to have your support in the genesis of this school.

All best and with love,
J

One attachment • Scanned by Gmail ⓘ

Miss Major Middle

PDF 230823_ Miss Maj...

Miss Major
Middle

[redacted] hope you are well. I'm reaching out to see if you might help with something. Miss Major Middle is in the final.

[redacted]

Tue, Jan 2, 4:40 PM

Hey friend,

It's good to hear from you. I'm out of the country, in Israel, until January 15. I can take a look at it then if it is still helpful for you.

[redacted]

Magic City Acceptance Charter Academy connection

Inbox ×

[redacted]

Wed, Aug 30, 2023, 10:51 AM

Once again, thank you so much for speaking with me and for connecting me with Miss Major. I will never, ever forget yesterday. She is amazing. And so are you!

I've looked up the Magic City Acceptance Charter Academy and I LOVE what they're doing. Would you be able to connect me with [redacted]

All best,
Joji

[redacted]

Wed, Aug 30, 2023, 1:36 PM

Alright!!! I have contacted [redacted] and he said he doesn't mind at all connecting with you. Please email him at [redacted]

Yours in Service,

[redacted]

Miss Major
Middle

checking in Inbox ×

[redacted] Mon, Aug 21, 2023, 12:25 PM

I'm back from vacation and I have some time Wednesday afternoon to meet over zoom if you're available. If not, maybe we could try and find a time next week? I'm generally free in the mornings between 9 and 12.

J

[redacted]e, I'm just checking in again to see if you have some time for a zoom. Just so you have a sense of ... Mon, Aug 28, 2023, 1:08 PM

[redacted] Wed, Aug 30, 2023, 9:11 AM

Good Morning J,

email introduction Inbox ×

[redacted] Tue, Aug 8, 2023, 12:29 PM

Hi J and [redacted]
I hope this email finds you well.
I am writing to introduce you to each other. [redacted]e educational activist extraordinaire. J is working to make a school to serve Trans and Gender Nonconforming youth and allies. The current plan is to go the charter route with some funding/facilities leads through NYS/SUNY.
I thought you might possibly have ideas to share with each other. If so, you can be in touch!
Best,

[redacted]

Miss Major
Middle

Connecting J and [redacted] Inbox ×

[redacted]

Thu, Aug 3, 2023, 12:30 PM

Hey folks,

I'm writing to connect y'all regarding a project J is now working on.

[redacted]J is no longer working directly with Trans formative Schools and is now full steam ahead with a new, exciting opportunity for TGNC youth. They asked to be connected with you to discuss it when you had a moment. I figured I'd connect y'all via personal emails since this is technically outside of work.

I'll leave y'all to find a time to chat. Thanks!

[redacted]

Miss Major Middle School: MMM is a proposed 5-9th grade genderful school in NYC, and getting it off the ground is going to take our entire village!

- Learn more about the mission of Miss Major Middle Public Charter School, a proposed 5th - 9th grade school for LGBTQ+ and ally youth and help spread the word by telling your friends, family, and co-workers.
- Fill out the Miss Major Middle petition, it only takes a minute!
- If you have a few extra bucks, support us by donating them. All donations are tax deductible, and all donations support us to make this school a reality.
- Want to do more to support MMM? We need all the support we can get. E-mail us and we will get you looped in and volunteering for our push to get our application submitted to SUNY.

Miss Major Middle

[redacted]

Wed, Jan 3, 4:11 PM

Thank you. So much. It was so nice to reconnect.

Here are some very cool links to share with the group! I really appreciate it.
The first three links are our website (check out our core values... they're awesome!), our LOI for SUNY which has our key design elements, and the parent letter of support template.

Please feel free to put parents/caregivers in touch with me directly if they want guidance with, or have any questions in regards to, writing the letters. I am here and working day and night on this!

1. Our Website
2. Our LOI for SUNY
3. Letter of Support Template

These next three links are: the org. I told you about, the school I told you about, and my co-founder's organization. I thought you might have fun checking these out:

4. The Future Perfect Project (Celeste's Org)
5. Magic City Charter Acceptance Academy (Birmingham School)
6. Future Leaders Incubator (my co-founder's organization)

Thank you again so much for your friendship.

With love,
Joji

[redacted]

Wed, Dec 20, 2023, 9:05 AM

Hi friends and family,

Last year, around this time, I told you I had "set out to start a middle school, open to all, but centering trans and non binary students and teachers." I asked for your help and so many of you immediately gave generously. Thank you again for your support.

A year later, it is with *Major Pride* and *Major Joy* that I get to tell you about Miss Major Middle, our proposed public charter middle school starting in Brooklyn! Miss Major Middle is a genderful school, living at the intersection of gender, choice, liberation, joy and creativity. We will be submitting our school plans for authorization in Feb 2024. If, and when, we are approved, this will mean our doors will be open to students by the Fall of 2025!

Starting Miss Major Middle has been an incredible experience. Our founding team and board members, teachers, parents, students, and supporters have filled each day with *Major Light* and *Major Love*. We have begun building our community and we have so many positive stories to tell! (And plan to share them soon via our newsletter.)

Starting Miss Major Middle has also been *Major Work*. Everyone has volunteered their time and efforts. And here is where I need you, again, a year later.

We need donations, large and small, to get us to the submission finish line on February 8, 2024. Every donation really makes a difference, goes directly to our community engagement costs, and is tax deductible. Please click on the link to donate:

Donate to Miss Major Middle

Starting Miss Major Middle has been rooted in our school's core values: *Major Work, Major Joy, Major Pride, Major Love, and Major Light*. We are so excited to welcome our kids and families into this brilliant community. Thank you, friends and family, for joining us now, as we set this into motion.

With love,
J

MMM Letter of Support (and also zoom meeting) Inbox ×

[redacted]

Tue, Jan 2, 1:28 PM

It's Joji, from Miss Major Middle (in Brooklyn). So, we're in the final month before submitting our application to SUNY (State University of NY) that would get us approval and allow us to open our doors to kiddos by the fall of 2025! In the application, we're allowed to submit letters of support. These letters are read by the SUNY Charters Institute, and then redacted when our application is made public (so they're CONFIDENTIAL). They are also quite impactful.

Is there any chance you would be up for writing us a letter that speaks to the need for more LGBTQIA+-affirming schools, especially at the middle school level? Here is a very bland template for reference but, of course, the more personal you are willing to make it, the better.

If you think you have the bandwidth for this, that would be amazing. We are hoping to collect all of our letters by Monday, January 22.

Also, I would love to set up a zoom for us this month if you have the time. The goal of our meeting would be to get to know each other better and to discuss possible collaborations in the not-too-far-off future!

Please email me with any questions or concerns.

All best and with love,
Joji

Starting Miss Major Middle Inbox ×

[redacted]

Thu, Dec 21, 2023, 10:36 AM

Hi friends and family,

Last year, around this time, I told you I had "set out to start a middle school, open to all, but centering trans and non-binary students and teachers." I asked for your help and so many of you immediately gave generously. Thank you again for your support.

A year later, it is with *Major Pride* and *Major Joy* that I get to tell you about Miss Major Middle, our proposed public charter middle school starting in Brooklyn! Miss Major Middle is a genderful school, living at the intersection of gender, choice, liberation, joy and creativity. We will be submitting our school plans for authorization in Feb 2024. If, and when, we are approved, this will mean our doors will be open to students by the Fall of 2025!

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Donate to Miss Major Middle

Starting Miss Major Middle has been rooted in our school's core values: *Major Work, Major Joy, Major Pride, Major Love, and Major Light*. We are so excited to welcome our kids and families into this brilliant community. Thank you, friends and family, for joining us now, as we set this into motion.

With love,
I

Miss Major
Middle

connecting about Miss Major Middle Inbox ×

[redacted]

Mon, Nov 27, 2023, 11:55 AM

Hi [redacted]

Thank you so much for filling out our interest form.
I'd love to schedule a quick zoom meeting if you're up for it.
Would you be able to choose a time from this calendar?:
Let's Meet!

All best and with Major Joy,
Joji

JF [they]
Let's Meet!
(Click on link and choose a time)

BES Fellowship Interest Form Update Inbox ×

[redacted]

Fri, Dec 15, 2023, 4:54 PM

Dear Joji,

Thank you for your recent interest form for the BES Fellowship.

While the selection committee greatly appreciates your interest, we are unable to move candidates forward in your proposed region at this time. Again, we appreciate your commitment to founding a school and serving your community.

Sincerely,

BES Talent & Recruitment

Miss Major
Middle

meeting up Inbox x

[redacted]

Mon, Dec 4, 2023, 11:40 AM

I'm hoping we can meet at some point soon, in person or over zoom. I'd love to talk to you more about MMM and also hear if there are ways for me to support The Future Perfect Project.

Joji

JF [they]
Want to Support MMM? Sign our Petition!
Let's Meet!

[redacted]

quick updates Inbox x

[redacted]

Thu, Nov 16, 2023, 12:28 PM

I hope you are well. Things have been really quite wonderful over the past 2 months. The new school venture is called 'Miss Major Middle' and we're submitting our application to SUNY in January 2024. We'll know if we get approved by April, and I think we have a good chance. I have a new team of folks and we seem to be getting along and, to be honest, I feel happy and fulfilled.

I just met with [redacted] All seems good on MJR Love Inc., probably incorporating next week.

And I wanted to invite you to a party we're having for the school also. Dec 8, 6-8pm in Brooklyn. Here is the invite.

Thank you again for your guidance and support. You made a meaningful difference in my life during a tough time.

Sending you Major Joy and Major Light,
Joji

[redacted]

Thu, Nov 23, 2023, 10:28 AM

Hi [redacted]

I hope your sabbatical was restful and meaningful. And I hope you are having a fantastic Thanksgiving day today (if you celebrate).

I would love to connect next week if you have some time. Even a phone call would be amazing.

Sending you Major Love + Major Joy today!
Joji

JF [they]
Let's Meet!
(Click on link and choose a time)

Miss Major Middle

Miss Major Middle Update Inbox ×

[redacted]

Tue, Nov 28, 2023, 2:57 PM

Hi [redacted]

It's been too long and I have so much to update you on.

The major update is that I've left Trans formative Schools to work full-time on founding Miss Major Middle (MMM), a proposed tuition-free, joyful and genderful, public charter school serving students in grades 5-9 in Brooklyn, NY. SUNY approached me about this initiative and we're moving forward quickly, seeking approval by April 2024... doors will open by Fall of 2025!

One way you can help MMM is to reach out to your NYC friends to invite them to our launch party on Dec 8. Here is the invitation. We're trying to get as many supporters out as possible (without publicly sharing on social media).

I remember our initial conversations and I continue to hold you in my heart!
If you have the time, I'd love to meet again over zoom.
If you're too busy these days, I understand.

All best and with Major Love,
Joji

Party! (+next LOI Draft) Inbox ×

[redacted]

Thank you for engaging in the LOI process with me. The comments and protocol-driven meetings make a difference, change our language for the better, and ultimately move us closer to doing less harm to our students and teachers.

I am including the next draft of our LOI here. For those that want to continue writing comments, please go for it. For those that would like to meet again in shared space or individually, please let me know.

The next (and only, for now) 'formal' steps for the T+/Q AC: you are all invited to our Miss Major Middle Celebrates party on December 8, 6-8pm, in Brooklyn! Latkes, lobster rolls, free drinks... and an outstanding music playlist! Please invite others as well, especially interested families, students, and educators.

Please RSVP HERE!

Sharing Major Light and appreciation today,
Joji

New School: Miss Major Middle Inbox ×

[redacted]

Thu, Nov 9, 2023, 10:30 AM

I'm Joji Florence. I was one of the co-founders of Trans formative Schools and I'm working on a new project now: Miss Major Middle (MMM). MMM is a tuition-free, joyful and genderful, public charter school serving students in grades 5-9 in Brooklyn, NY.

I'm wondering if you'd be up for a short conversation to discuss the school and also to see where/if Octavia Project might want to work with us during our development phase.

All Best and with Major Joy,
Joji

—
JF [they]
Let's Meet!
(Click on link and choose a time)

[redacted]friend Inbox ×

[redacted]

Mon, Nov 13, 2023, 6:14 PM

I'm Joji Florence, [redacted]friend. I was one of the co-founders of Trans formative Schools and I'm working on a new project now: Miss Major Middle (MMM). MMM is a tuition-free, joyful and genderful, public charter school serving students in grades 5-9 in Brooklyn, NY.

I'm wondering if you'd be up for a short conversation to discuss the school and also to see where/if you might want to work with us during our development phase.

All Best and with Major Joy,
Joji
—
JF [they]
Let's Meet!
(Click on link and choose a time)

DEC 8 INVITATION Inbox x

[redacted] Please feel free to share with your network. https://pp.events/ajnL03Rx If it feels OK, ask folks to RSVP and t... Sun, Nov 5, 2023, 2:07 PM

[redacted] Tue, Nov 7, 2023, 5:23 PM

Hey Joji,

Thanks for sharing that equity resource. A cool document to keep in the toolkit.

I shared the invitation with our comms department at Family Equality. I made sure to let them know not to post on socials. I shared with a couple of other folks. I'll follow up end of week to see if comms is willing to create an email blast.

I am getting more familiar with the LOI and the RFP and will likely take in some duties related to drafting!

I hope your week is going well.

[redacted]

[redacted] Fri, Dec 1, 2023 at 5:19 PM

[redacted]

December 1, 2023 - Future Leaders Incubator Newsletter (UPDATE!)

Hi FA ULOUS FLI Friends and Family!

It's been a while since our last Newsletter and more will be coming soon - including our annual Holiday giftbox sign-up - keep your eyes peeled! Today I'm excited to announce, share, and celebrate FLI's founding team partnership with Miss Major Middle Public Charter School (MMM)!

Miss Major Middle's mission is to empower all students to learn and achieve individual success within an academically rich, joyful, inclusive, and genderful environment. MMM's vision is to create a space where students are agents of justice, where their identities are affirmed, their voices are heard, and their humanity is celebrated.

We are currently writing the Charter Application for opening a school in Brooklyn NYC in August 2025. There's a long road ahead until approval of the school, but I couldn't be more excited to be part of this! Not only will our mission ensure that LGBTQ+ students and allies have a safe(r) school for their middle school years, FLI's Educator Project Fellowship will take this opportunity to expound our mission to bring underrepresented aspiring teachers to MMM. We will be sure to continue to share updates about the progress. And in the meantime, we need your support!

Check out the Newsletter below and the 4 things you can do to help us make Miss Major Middle a reality for Brooklyn kids!

With Love,
Jill and the MMM and FLI Team

Miss Major Middle

1. **Come to the Launch Party!** - If you're in NYC on December 8th (one week from today!) join us as we celebrate and announce our goals for MMM! RSVP below -- party is from 6-8pm at **1 Grand Army Plaza** in Brooklyn.

2. **Sign Our Petition** - this will be used to submit in our charter application, and helps us better understand who and why people believe that a school like Miss Major Middle is needed. It will only take a couple minutes!

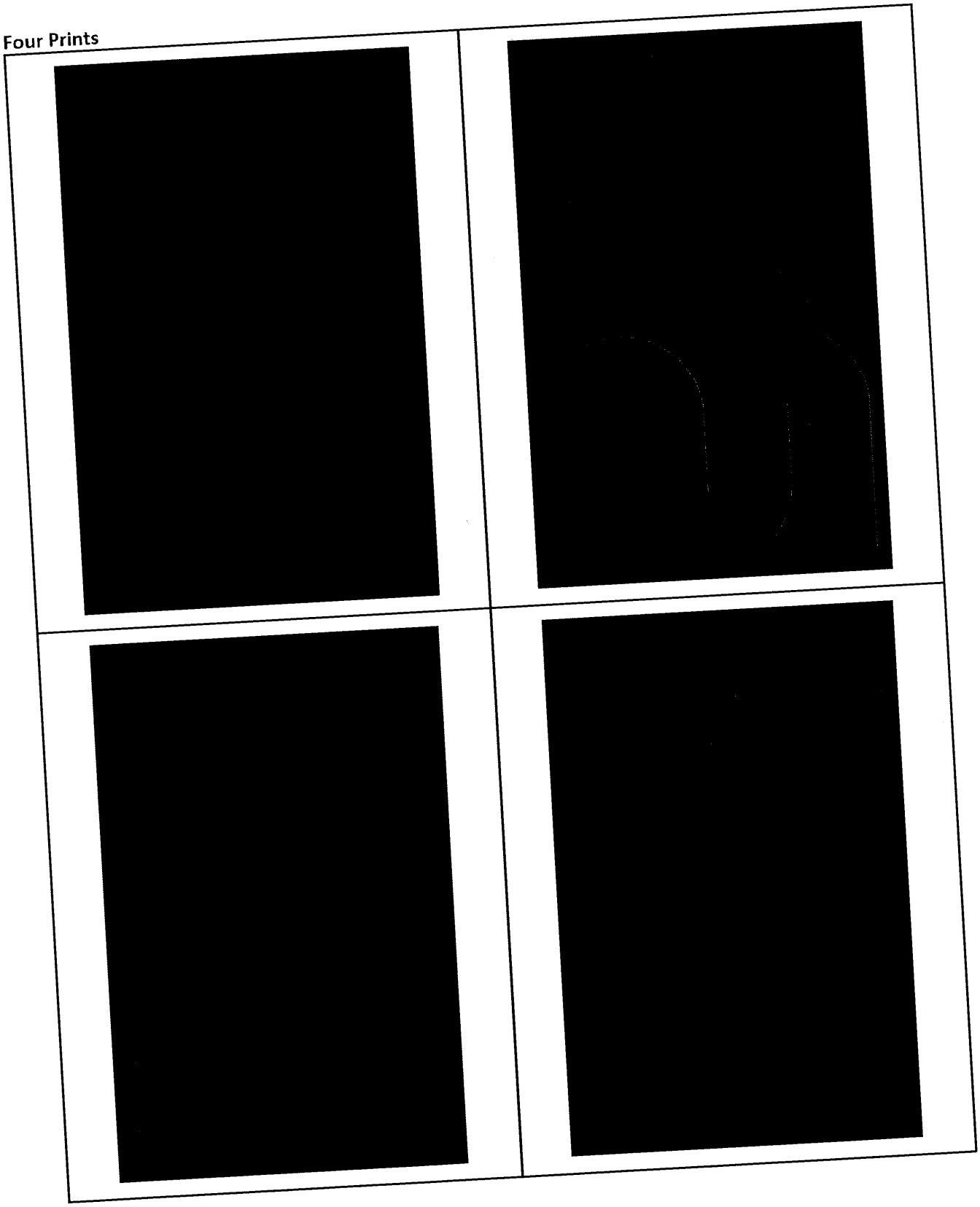
3. **Make a Donation** - as of now, the founding team of MMM has been doing this work as a labor of love. We are happy to do this, but also need funding to make sure that we are able to continue the work. Every amount helps, so if you have a little extra, please help us out. All donations are tax deductible.

4. **Educate Yourself!** Wondering why a school like this is needed? Take a little time to learn more.

- The spirit of our school is embodied by our namesake, Miss Major Griffin-Gracy. Miss Major is a Black transgender activist who played a pivotal role in the Stonewall Uprising and has dedicated her life to advocating for the rights and well-being of transgender and gender-nonconforming individuals. Learn more about Miss Major's legacy here.
- LGBTQ+ students need more than they have been provided. Learn more about their experiences in current school options by checking out these resources:
  - "Schools are hostile places for LGBTQ Students" reported by Gay, Lesbian and Straight Education Network (GLSEN)
  - "All LGBTQ Students Deserve Safe Schools" reported by The Trevor Project
  - "Transgender Youth in Schools - Safe Schools" reported by Gay, Lesbian and Straight Education Network (GLSEN), Movement Advancement Project (MAP) & National Center for Transgender Equality (NCTE)

Miss Major
Middle

Four Prints



Miss Major Middle

R-04E - Evidence of Support

MMM empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive and genderful environment.

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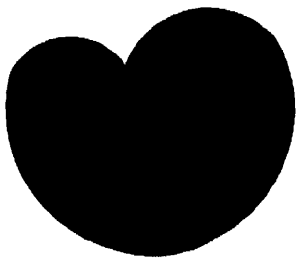
Pages 68 - 69	**The National LGBTQIA+ Schools Alliance** - *The minutes from our first meeting*
Pages 70 - 80	**Email Evidence of Support** - *A sample of emails from community stakeholders who support MMM*



[redacted]

February 7th, 2023

To Whom It May Concern:

I would like to thank you for considering and hopefully granting the "Miss Major Middle School" because I think it is a great effort to educate children, while allowing them to live their true lives. I think it is a marvellous thing that they want to name the school after me. I believe this school will be of extreme importance to trans and LGBQ students as they are growing up. I know it will help keep kids in school and it is my belief that it will save lives by directly impacting the suicide rate on children who feel they don't fit in traditional schools.

Please join me in supporting Miss Major Middle School, by approving this application.

I thank you from the bottom of my heart.

[redacted]

THE COUNCIL *of* THE CITY OF NEW YORK

February 8, 2024

[redacted]

Subject: Endorsement for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to you as a member of the New York City Council Member for District 35 — representing the neighborhoods of Fort Greene, Clinton Hill, Crown Heights, and Prospect Heights — to express my support for the establishment of Miss Major Middle Public Charter School (MMM). This innovative educational model is not just a school but also a beacon of hope and a testament to what inclusive, affirming, and transformative education can look like.

As someone deeply embedded in the fight for equality and understanding and as the first out gay Black woman elected to the New York City Council, I recognize the profound impact that a school like MMM can have. Every day, I witness the struggles and triumphs of individuals exploring their identity, seeking spaces where they are not just safe but also celebrated. MMM promises to be one such space, offering an academically rich and 'genderful' environment that nurtures joy, inclusivity, and personal growth.

According to the CDC, 44% of U.S. high school students experienced persistent feelings of sadness or hopelessness and nearly 20% seriously considered suicide; and rates of depression among LBGTQ youth are among the highest of any demographic. We need all the tools possible to address this mental health crisis. MMM would provide an opportunity for LGBTQ youth to see role models, be among peers, and feel accepted at an earlier age.

Miss Major Middle's visionary approach to education, with its commitment to being at the intersection of gender, choice, liberation, joy, and creativity, aligns perfectly with the values we hold dear in the LGBTQIA+ advocacy community. This school is a potential lifeline for many young individuals seeking to understand themselves and their place in the world.

Though I'm not typically an advocate for the establishment of new charter schools, Miss Major Middle is something wholly unique. The school will not deprive public schools of any resources — as it will not co-locate within an existing public school — and is adding additional middle school seats to Community School District 13, which has actively advocated for additional middle school seats in recent years and successfully secured a new middle school (I.S. 653) in the Pacific Park complex that is slated to open in

[redacted]

THE COUNCIL *of* THE CITY OF NEW YORK

September 2024. Above all, this school is a direct, community-driven response to rising threats against gender non-conforming, transgender, and queer kids as well as their biological and chosen families. Without this school, the students that MMM is set to serve would otherwise be unable to secure the resources and safe learning environment they need to thrive and achieve academic excellence. And if you are choosing nine applicants based on the state's directive, it is imperative you select applicants that provide something unique that no other applicant has to offer.

Therefore, I strongly advocate for the approval and establishment of Miss Major Middle Public Charter School. I firmly believe that it will not only enrich our educational landscape but also serve as a vital, nurturing space for students who are often marginalized in traditional settings.

Thank you for considering this endorsement and for your ongoing commitment to fostering a diverse and inclusive educational system. I am eager to see the positive changes that MMM will undoubtedly bring to our community. If you would like to discuss this matter further, please reach out to me at [redacted]1. Thank you in advance for your consideration.

Sincerely,

[redacted]

[redacted]
New York City Council Member, District 35

[redacted]

[redacted]

Jan 31, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am reaching out to share my support for the creation of the Miss Major Middle Public Charter School (MMM). As an educator with 10 years of experience, specifically within the Diversity, Equity and Inclusion branch of education, I know how significant the need is for a middle school in NYC that centers students who identify within the Transgender and Gender Nonconforming (TGNC) communities. In the New York City Public School system, we have an established High School specifically geared towards LGBTQ students who have experienced bullying and harassment in their previous schools. This high school has been an invaluable addition to our school system. As the LGBTQ liaison for the largest public school system in the country, with over 1 million students and over a third of those students identifying as a part of the LGBTQ community, I receive emails regularly from parents who express the need for a *middle school* designed specifically for their LGBTQ scholars. I believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence.

When I was in middle and high school, LGBTQ topics were extremely taboo in my school community, and many of my peers were fearful to come out as LGBTQ. If there was an opportunity for my peers to attend a middle school that empowers them to be their true selves, while also offering a top notch education, I know that they would have jumped at the opportunity.

We are living in difficult times, where transgender identities are being demonized by backwards, harmful legislation. Miss Major Middle School would be a symbol to young people that there are places where they are affirmed, accepted, and safe to be their authentic selves. The school's dedication to being a brave space for all students, particularly trans, gender-nonconforming, Queer, and ally students, is both innovative and essential in addressing the diverse needs of our students.

In conclusion, I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School. I believe it will be a beacon of excellence and inclusivity in our educational landscape.

Thank you for your consideration.

Sincerely,

[redacted]

Manager of LGBTQ Programs

THE FUTURE PERFECT PROJECT

[redacted]

January 3rd, 2023

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Endorsement for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to you as both the co-founder of The Trevor Project, the largest suicide prevention and crisis intervention lifeline for LGBTQ+ youth and the co-founder of The Future Perfect Project, an organization dedicated to amplifying the voices of LGBTQ+ youth nationwide. As a dedicated advocate within the LGBTQ nonprofit sphere, I am offering my unwavering support for the establishment of Miss Major Middle Public Charter School (MMM) because I know from experience that innovative educational models are essential to the survival of queer youth.

As someone deeply embedded in the fight for equality and understanding, particularly within the LGBTQ community, I have seen what it looks like to offer queer youth and their parents the opportunity to be a part of an learning environment that is inclusive, affirming, and transformative. Too many of the youth we work with come to us looking for a safe place to develop their talents and expand their horizons because their school environments are not affirming of who they are. I have witnessed the profound impact that a school like MMM can have on the life of not only the student but the community in which that student grows and learns. To paraphrase a popular slogan, none of us are free until all of us are free. And MMM promises to be a place of freedom for all, offering an academically rich and 'genderful' environment that nurtures joy, inclusivity, and personal growth.

Having spent the past six years traveling around the country, visiting schools and LGBTQ+ Youth Centers, I've witnessed the benefits of providing young people with educational opportunities, mentorship and tools to embark on their professional trajectories while at the same time celebrating their queer identities. If we want to contribute to a tomorrow worth living for, one in which every young person is safe, seen, and celebrated in their home and community, I am convinced that we need more spaces where young people are free to express themselves.

Miss Major Middle's visionary approach to education, with its commitment to being at the intersection of gender, choice, liberation, joy, and creativity, aligns perfectly with the values we hold dear in the LGBTQ advocacy community. It is not just a school; it's a potential lifeline for many young individuals seeking to understand themselves and their place in the world.

Therefore, I strongly advocate for the approval and establishment of Miss Major Middle Public Charter School. I firmly believe that it will not only enrich our educational landscape but also serve as a vital, nurturing space for students who are often marginalized in traditional settings.

Thank you for considering this endorsement and for your ongoing commitment to fostering a diverse and inclusive educational system. I am eager to see the positive changes that MMM will undoubtedly bring to our community and to the young people we serve.

Sincerely,

[redacted]

[redacted]

THE **FUTURE PERFECT** PROJECT [redacted]ct

[redacted]

January 22, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

My name is [redacted]. I am a NYC public schools parent, a long-time parent leader and a Council Member on the NYC Department of Education's Community Education Council in District 13 (CEC13), though in writing this letter I am acting on my own and do not specifically represent the views or opinions of all of CEC13's Members or the Council as a whole.

For many years I have been what I would consider to be "anti-charter school" and have long campaigned against their expansion throughout New York City, finding some charter school systems to be problematic in their behaviors. In my role as a parent leader in Brooklyn, NY and my newer role as a Council Member of CEC13, I have worked when possible to minimize the impact charter schools have on District 13's public schools.

However, on meeting and getting to know Joji Florence of Miss Major Middle, and learning of Miss Major Middle's important and heartfelt mission, I find myself of a completely different mind regarding this particular charter school.

The deep need in our community for a school such as Miss Major Middle, to be joyful and genderful (a term which Joji taught me and which I have embraced and shared with others), to be safe and nurturing for all students, but particularly students who are trans, gender-nonconforming, Queer and their allies, is a message which resonates with me personally as a parent, an ally and a human being. I believe the authorization of Miss Major Middle would add a valuable educational experience to the community that I represent, to Brooklyn and to all of New York City.

Our schools are intensely in need of more inclusivity, and to deliver it in such an affirming way while pairing it with a strong educational foundation delivered by a team of professionals leads me to wholeheartedly support the approval and establishment of Miss Major Middle.

Thank you for your time and consideration.

Sincerely,

[redacted],
Council Member, Community Education Council, District 13

Miss Major
Middle

Avondale
SAMARITAN
PLACE
A COMMUNITY HUB FOR CHRISTIAN SERVICE

[redacted]

January 5, 2024

Sunny Charter School Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School (MMM). I am an educator with 28 years in an urban school system serving as teacher, assistant principal and principal and 3 years as the founder and principal of Magic City Acceptance Academy. In 2019 I was honored to have been selected as Alabama's National Distinguished Principal and over the years I have served on many committees and councils in the education community both at the local and state level. Having founded a charter school with a similar mission and goals, I believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence.

The opening of Magic City Acceptance Academy in 2021 allowed me to see the faces that match the statistics concerning our students who are not experiencing success both socially and academically in traditional educational settings. Trauma is a word that is thrown around a lot these days, but I am a witness to the results of the trauma that our students experienced at the hands of other students and adults in previous schools and school systems. I also learned that these traumatic experiences not only impact the individual student but has impact on every member of the family. Our faculty and students were even harassed on television commercials ran by a candidate for governor in the 20201election cycle. Opening

[redacted]

Magic City also showed us that many of our students with special needs, especially those with a diagnosis of Autism, were experiencing extreme bullying.

Miss Middle's mission is to empower students with an academically rich, joyful, inclusive and genderfluid environment resonates deeply with my commitment of creating brave and supportive learning spaces. The school's dedication to being a physical and emotional brave space for all students, particularly trans, gender-nonconforming, Queer and ally students, is both innovative and essential in addressing the diverse needs of students. There is no worse experience for a school administrator than seeing the need of any part of the student population that is not being met by the school district. In most cases the needs of our LGBTQ+ students are merely not considered and overtly ignored.

In conclusion, I whole heartedly support the approval and establishment o Miss Major Middle Public Charter School. It is my sincere belief that it will be a beacon of excellence and inclusivity in the educational landscape. More importantly, it will allow often forgotten and ignored students the opportunities that they deserve.

Thank you for your consideration,

[redacted]

THE DOOR BSA BROOME STREET ACADEMY

[redacted]

February 3, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Endorsement for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to you as the Chief Executive Officer of The Door and Broome Street Academy and former CEO of Gay Men's Health Crisis, a dedicated advocate within the LGBTQ nonprofit sphere, to express my unwavering support for the establishment of Miss Major Middle Public Charter School (MMM). This innovative educational model is not just a school; it's a beacon of hope and a testament to what inclusive, affirming, and transformative education can look like.

As someone deeply embedded in the fight for equality and understanding, particularly within the LGBTQ community, I recognize the profound impact that a school like MMM can have. Every day, I witness the struggles and triumphs of individuals exploring their identity, seeking spaces where they are not just safe but celebrated. MMM promises to be one such space, offering an academically rich and 'genderful' environment that nurtures joy, inclusivity, and personal growth.

According to the CDC, 44% of U.S. high school students experienced persistent feelings of sadness or hopelessness and nearly 20% seriously considered suicide; and rates of depression among LBGTQ youth are among the highest of any demographic. We need all the tools possible to address this mental health crisis. I often come across students at Broome Street Academy or young people who seek services at The Door who share that this is the first place where they feel safe and able to be their authentic selves, most of them ages 14 and older. MMM would provide an opportunity for LGBTQ youth to see role models, be among peers, and feel accepted at an earlier age.

[redacted]

THE DOOR | BSA BROOME STREET ACADEMY

Miss Major Middle's visionary approach to education, with its commitment to being at the intersection of gender, choice, liberation, joy, and creativity, aligns perfectly with the values we hold dear in the LGBTQ advocacy community. It is not just a school; it's a potential lifeline for many young individuals seeking to understand themselves and their place in the world.

Therefore, I strongly advocate for the approval and establishment of Miss Major Middle Public Charter School. I firmly believe that it will not only enrich our educational landscape but also serve as a vital, nurturing space for students who are often marginalized in traditional settings.

Thank you for considering this endorsement and for your ongoing commitment to fostering a diverse and inclusive educational system. I am eager to see the positive changes that MMM will undoubtedly bring to our community.

Sincerely,

[redacted]

[redacted]
Chief Executive Officer
The Door and Broome Street Academy
[redacted]

[redacted]

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Endorsement for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to you as a social worker at the Ali Forney Center, a homeless youth shelter for LGBTQ youth ages 16-24 in NYC, and as a dedicated advocate within the LGBTQ nonprofit sphere, to express my unwavering support for the establishment of Miss Major Middle Public Charter School (MMM). This innovative educational model is not just a school; it's a beacon of hope and a testament to what inclusive, affirming, and transformative education can look like.

As someone deeply embedded in the fight for equality and understanding, particularly within the LGBTQ community, I recognize the profound impact that a school like MMM can have. Every day, I witness the struggles and triumphs of individuals exploring their identity, seeking spaces where they are not just safe but celebrated. MMM promises to be one such space, offering an academically rich and 'genderful' environment that nurtures joy, inclusivity, and personal growth.

A middle school like Miss Major Middle is absolutely necessary for youth to see themselves reflected, accepted, and celebrated for who they are. Creating a brave space for this demographic is so important as the transition from middle school to high school can be a challenging one. Diversity is a strength and I believe a school like Miss Major Middle can prepare students by offering a safe and enriching educational environment for students to grow with confidence and compassion.

Miss Major Middle

Miss Major Middle's visionary approach to education, with its commitment to being at the intersection of gender, choice, liberation, joy, and creativity, aligns perfectly with the values we hold dear in the LGBTQ advocacy community. It is not just a school; it's a potential lifeline for many young individuals seeking to understand themselves and their place in the world.

Therefore, I strongly advocate for the approval and establishment of Miss Major Middle Public Charter School. I firmly believe that it will not only enrich our educational landscape but also serve as a vital, nurturing space for students who are often marginalized in traditional settings.

Thank you for considering this endorsement and for your ongoing commitment to fostering a diverse and inclusive educational system. I am eager to see the positive changes that MMM will undoubtedly bring to our community.

Sincerely,

[redacted]
Coordinator of Transgender Services
The Ali Forney Center
[redacted]

A. Marie Consultants

Youth Services | Nonprofit Fundraising & Business Strategy | Training & Technical Assistance | Program Evaluation | Diversity, Equity & Inclusion

[redacted]

January 31, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Endorsement for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to you as the CEO of A. Marie Consultants and the former CEO of the Hetrick Martin Institute New Jersey a dedicated advocate within the LGBTQ nonprofit sphere, to express my unwavering support for the establishment of Miss Major Middle Public Charter School (MMM). This innovative educational model is not just a school; it's a beacon of hope and a testament to what inclusive, affirming, and transformative education can look like.

As someone deeply embedded in the fight for equality and understanding, particularly within the LGBTQ community, I recognize the profound impact that a school like MMM can have. Every day, I witness the struggles and triumphs of individuals exploring their identity, seeking spaces where they are not just safe but celebrated. MMM promises to be one such space, offering an academically rich and 'genderful' environment that nurtures joy, inclusivity, and personal growth. Our young people need a place to learn that acknowledges and respects their identity.

Miss Major Middle's visionary approach to education, with its commitment to being at the intersection of gender, choice, liberation, joy, and creativity, aligns perfectly with the values we hold dear in the LGBTQ advocacy community. It is not just a school; it's a potential lifeline for many young individuals seeking to understand themselves and their place in the world.

[redacted]

Therefore, I strongly advocate for the approval and establishment of Miss Major Middle Public Charter School. I firmly believe that it will not only enrich our educational landscape but also serve as a vital, nurturing space for students who are often marginalized in traditional settings.

Thank you for considering this endorsement and for your ongoing commitment to fostering a diverse and inclusive educational system. I am eager to see the positive changes that MMM will undoubtedly bring to our community.

Sincerely,

[redacted]
CEO
A. Marie Consultants
[redacted]

[redacted]

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Endorsement for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to you as the director of the Center for Brooklyn History at Brooklyn Public Library, a center for learning and research that democratizes access to Brooklyn's history and is dedicated to expanding and diversifying representation of the history of the borough. I want to express my support for the establishment of Miss Major Middle Public Charter School (MMM). This innovative educational model is not just a school; it's a beacon of hope and a testament to what inclusive, affirming, and transformative education can look like.

As I witness the struggles and triumphs of individuals exploring their identity, seeking spaces where they are not just safe but celebrated. MMM promises to be one such space, offering an academically rich and 'genderful' environment that nurtures joy, inclusivity, and personal growth.

Miss Major Middle's visionary approach to education, with its commitment to being at the intersection of gender, choice, liberation, joy, and creativity, aligns perfectly with the values we hold dear in the LGBTQ advocacy community. It is not just a school; it's a potential lifeline for many young individuals seeking to understand themselves and their place in the world.

Therefore, I strongly advocate for the approval and establishment of Miss Major Middle Public Charter School. I firmly believe that it will not only enrich our educational landscape but also serve as a vital, nurturing space for students who are often marginalized in traditional settings.

Thank you for considering this endorsement and for your ongoing commitment to fostering a diverse and inclusive educational system. I am eager to see the positive changes that MMM will undoubtedly bring to our community.

Sincerely,

[redacted]

Director
Center for Brooklyn History at Brooklyn Public Library
[redacted]

OCTAVIA PROJECT

[redacted]

January 22, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Endorsement for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I write to you as co-founder and Executive Director of the Octavia Project, an organization providing out-of-school arts and STEM programming for young women and trans and nonbinary youth in NYC. I am sending this letter to express my unwavering support for the establishment of Miss Major Middle Public Charter School (MMM).

As someone who has worked in the education field in New York City for over seventeen years, I have seen first-hand the power of inclusive and affirming spaces for young people. The trans, nonbinary, and LGBTQ students who enter our programs are encouraged to use their chosen names, pronouns, and gender expression. We work hard to create spaces free of homophobia and transphobia, rich in joy and radical acceptance. For a lot of students, our program is the only space where they feel safe being their true and full selves. This is often a transformational experience. They leave our program with greater self-confidence, empowered and emboldened to share their voice and vision with the world.

Our young people deserve inclusive and affirming spaces in every aspect of their education, not just after school or during the summer months. Finding a school like MMM, where their gender expression is not only accepted but celebrated, as early as fifth grade will have a life-changing effect on a young person.

Therefore, I strongly advocate for the approval and establishment of Miss Major Middle Public Charter School. I firmly believe that it will not only enrich our educational

landscape but also serve as a vital, nurturing space for students who are often marginalized in traditional settings.

Thank you for considering this endorsement and for your ongoing commitment to fostering a diverse and inclusive educational system. I am eager to see the positive changes that MMM will undoubtedly bring to our community.

Sincerely,

[redacted]

avia Project, Inc.

[redacted]

Bank Street
College of Education

January 16, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my support for Miss Major Middle Public Charter School (MMM). I believe that MMM's mission addresses a critical need for schools that prioritize the safety, well being, and academic achievement of an underserved student population.

In 1992, I co-founded The Earth School (PS 364M) in District 1. There, I served for more than 25 years as a teacher and principal. During my tenure, students organized a protest that resulted in the inclusion of LGBTQIA+ histories in the popular BrainPOP website. We worked closely with former Queens Council Member Daniel Dromm when he and others were advancing city legislation and other efforts to support LGBTQIA+ students. I am now Program Director for the Progressive Leadership Program at Bank Street College. These experiences have given me a nuanced perspective on schools in New York City and beyond. We need innovative programs like Miss Major Middle to learn from and to set an example for others.

MMM's mission to empower all students, particularly trans, gender-nonconforming, Queer, and ally students, is both innovative and essential in addressing the diverse needs of our students.

In conclusion, I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School. I believe it will be a beacon of excellence and inclusivity in our educational landscape.

Thank you for your consideration.

Sincerely,

[redacted]

[redacted]
Program Director
Progressive Leadership Program

[redacted]

[redacted]

February 7, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School (MMM). As an educator with over 30 years of experience, I believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence.

As a teacher, and administrator both on K-12 and higher education levels, I have seen how inclusivity, and acceptance of all has been a challenge for the system. I believe that the establishment of Miss Major Middle Public Charter School (MMM) will give students the space to build community and have the opportunity to shine as themselves without ridicule and judgment. MMM would prepare their students to look within themselves and their community for strength both academically and emotionally when the larger community places obstacles and challenges in front of them. I believe MMM would fulfill a need that is not necessarily being provided currently in our public school system.

Miss Major Middle's mission to empower students within an academically rich, joyful, inclusive, and genderful environment resonates deeply with my commitment to creating safe and supportive learning spaces. The school's dedication to being a physical and emotional brave space for all students, particularly trans, gender-nonconforming, Queer, and ally students, is both innovative and essential in addressing the diverse needs of our students.

In conclusion, I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School. I believe it will be a beacon of excellence and inclusivity in our educational landscape.

Thank you for your consideration.

Sincerely,

[redacted]

Educator/New York City Public Schools

PROUD ACADEMY

[redacted]

January 2, 2023

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle School

Dear SUNY Charter Schools Institute Board Members,

It is my honor to write to you expressing my enthusiasm and support for the establishment of Miss Major Middle Public Charter School (MMM). As a former teacher and principal in the LGBTQ+ community for 40 years, I wholeheartedly believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence.

On a professional level, I was forced to hide my sexual orientation in the 80's and 90's or risk losing my job. It serves nobody well to have to pretend to be someone you're not. Representation matters! Students, parents, colleagues, and the community need to know LGBTQ+ people exist. After coming out publicly in 1997, my world changed. I went from living in fear- being bullied by students shouting we have a dyke for a teacher and scratching LEZ in my car—to presenting workshops around the county on this subject. I became a better teacher. Students opened up. Families stepped forward. The community changed when this first teacher came out. We need to empower our students to be authentic and not waste time.

Presently, I am the founder of PROUD Academy (Proudly Respecting our Unique Differences). Our goal is to open and operate a school geared for LGBTQ+ students and their allies in CT. The majority of students expressing an interest are transgender. Many are presently being home-schooled. They fear attending school as it does not feel safe and affirming.

Miss Major Middle's mission is to empower students within an academically rich, joyful, inclusive, and genderful environment. This school clearly resonates deeply with my commitment to creating a safe and supportive learning community. I do believe our LGBTQ+ students, especially our trans students, need a choice where to attend school. You will be a part of LGBTQ+ history by supporting MMM by adding to the educational landscape of NY, and the country as well.

Thank you for your support and consideration.

Sincerely,

[redacted]

J.S. BRYANT SCHOOL

[redacted]

January 23, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to strongly support the establishment of Miss Major Middle Public Charter School (MMM). As an educator and academic leader for almost 30 years, I am compelled to endorse MMM's mission and key design elements, recognizing the crucial need for schools that focus on diversity, inclusivity, affirmation, and academic excellence.

In my years as an educator and researcher, I have witnessed firsthand the challenges faced by students in traditional educational settings. It is evident that there is a pressing need for educational institutions that go beyond conventional norms, fostering environments that celebrate diversity and prioritize the holistic development of each student. MMM is uniquely positioned to be a place of learning that can empower our LGBTQ+ middle school learners.

Miss Major Middle's mission resonates deeply with my commitment to creating safe and supportive learning spaces. As the Head of the J.S. Bryant School which will soon be opening its doors to LGBTQ+ students in the Berkshires, I commend MMM for its inclusive approach to addressing a critical gap in our current educational landscape. The school's dedication as a physical and emotional brave space for all students, with a particular focus on trans, gender-nonconforming, Queer, and ally students, is essential in supporting the diverse needs of students.

I firmly believe that Miss Major Middle Public Charter School has the potential to be a transformative force in education. Its vision aligns with the evolving needs of our LGBTQ+ students, and I am confident that it will become an exemplar for excellence and inclusivity in our educational landscape.

In conclusion, I urge you to support the approval and establishment of Miss Major Middle Public Charter School. The impact it could have in shaping more inclusive and empowering learning experiences cannot be overstated.

Sincerely,

[redacted]

Head of J.S. Bryant School

[redacted]

J.S. BRYANT SCHOOL

Our World Neighborhood Charter Schools

EDUCATING OUR STUDENTS TO BECOME INDEPENDENT THINKERS AND LIFE-LONG LEARNERS!

January 11, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School (MMM). As an educator with over 25 years of experience, I believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence.

Miss Major Middle's mission to empower students within an academically rich, joyful, inclusive, and genderful environment resonates deeply with my commitment to creating safe and supportive learning spaces. The school's dedication to being a physical and emotional brave space for all students, particularly trans, gender-nonconforming, Queer, and ally students, is both innovative and essential in addressing the diverse needs of our students.

I have met the leaders of the school and feel very strongly that their desire to create a middle school that will provide a collaborative and joyous environment for students is at the center of their vision. They are well prepared to have the right support to succeed.

In conclusion, I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School. I believe it will be a beacon of excellence and inclusivity in our educational landscape.

Sincerely,

[redacted]

Chief Academic Officer

[redacted]

Albert Einstein Academy of Ohio
Tuition Free, Public Community Schools K-12
[redacted]

[redacted]
Superintendent of Schools

[redacted]

January 3, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School (MMM). As an educator with 27 years of experience, I believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence.

I have had the pleasure to work with a few members of the school's leadership team through our National LGBTQ+ Alliance. I am both moved and inspired by the work this group is accomplishing. Our LGBTQ+ youth are in desperate need of safe spaces that are not only inclusive and accepting but provide policies, curricula, and support that allows them to thrive. I have founded and provide leadership for one of the five LGBTQ+ affirming schools in the country. I cannot express the difference this environment has made for our students. As educators, we need to surround this group of students with love, support, and academic opportunities to help them achieve the success that they so deserve.

Miss Major Middle's mission to empower students within an academically rich, joyful, inclusive, and genderful environment resonates deeply with my commitment to creating safe

and supportive learning spaces. The school's dedication to being a physical and emotional brave space for all students, particularly trans, gender-nonconforming, Queer, and ally students, is both innovative and essential in addressing the diverse needs of our students.

In conclusion, I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School. I believe it will be a beacon of excellence and inclusivity in our educational landscape.

Thank you for your consideration.

Sincerely,

[redacted]

Superintendent, Albert Einstein Academy of Ohio

[redacted]

[redacted]

[redacted]

January 22, 2024

To Whom It May Concern,

My name is [redacted] I am writing to express my enthusiastic support for the SUNY State Charter Application for Miss Major Middle (MMM), a proposed tuition-free public charter school that aims to serve students in grades 5-9 in Brooklyn, NY. It is with great pleasure that I extend my endorsement for the founding of this cutting-edge educational landscape within our very own backyard!

As an executive coach and education consultant, I've had the opportunity to work closely with the visionary leader behind Miss Major Middle: Joji Florence. I have witnessed the dedication, passion, and thoughtful planning that have gone into the development of this initiative. Joji has the unique ability to harness the energy and resources that are required to found a new school. They are a mastermind at building community and coalition. In my own experience as a middle school founder in Brooklyn, I know (first-hand) that this skill set is the cornerstone of creating a highly functional and effective school community. Given Joji's demonstrated commitment and expertise, it is my belief that Miss Major Middle Charter School has the potential to become a beacon of positive change in the education sector, setting an example for other institutions to follow. Furthermore, I'm confident that Joji Florence is the right person to lead the challenge.

MMM's commitment to empowering all students within an academically rich, joyful, inclusive, and genderful environment is not only commendable, it's critical. The vision to establish a school where students can achieve individual success while being surrounded by a supportive and affirming atmosphere is both innovative and essential, especially as we consider the devastating impact of the recent global pandemic and the challenges of an ever-evolving world that is increasingly digital and detached from human-to-human interaction. The school's focus on providing a safe and inclusive space aligns perfectly with the pressing need for students (and really, all humans) to engage in face-to-face dialogue in the pursuit of both discovery, connection, and learning.

I wholeheartedly support the mission of Miss Major Middle Charter School and believe in its capacity to make a lasting impact on the lives of all students. New York City is long overdue for a genderful educational experience. I'm excited for Miss Major Middle to make her long-awaited debut and I will be one of the many supporters, working hard to ensure that the vision is brought to fruition.

Sincerely,

[redacted]
Executive Coach & Education Consultant
[redacted]

[redacted]

January 30, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Strong Support for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

As a Public School Secretary within Community School District 13, and the founder of both Camp Gnarly and TEIAM, I am writing to convey my enthusiastic support for the establishment of Miss Major Middle Public Charter School (MMM). In my role, I have witnessed firsthand the urgent need for educational environments that not only accept but celebrate the diversity and uniqueness of each student, particularly within the LGBTQ+ community.

MMM stands as a beacon of progressive education, a place where students can thrive in an environment that values gender expression, inclusivity, and personal empowerment. My experience with Camp Gnarly and TEIAM has shown me the transformative impact of spaces that honor and uplift the identities of all individuals. MMM embodies this ethos, offering a holistic and supportive educational approach that is critically needed in our current landscape.

In middle school, while my son was navigating the journey of self-discovery as a member of the LGBTQ+ community brought both challenges and moments of empowerment. The hallways echoed with whispers, and sometimes, not-so-subtle glances made it apparent that being different was an uncharted territory. Yet, within this tumultuous landscape, he found a community that understood the significance of acceptance.

The struggle to reconcile personal identity with societal expectations is a daily battle. The changing room conversations and giggles about crushes were a stark reminder that his experiences deviated from the conventional narrative. In those moments, he grappled with the courage to embrace authenticity amidst the cacophony of conformity.

It was within the vibrant mosaic of diversity that he discovered kindred spirits who shared the colors of the rainbow. Their clandestine gatherings became sanctuaries, where he could shed the weight of secrecy and revel in the understanding gaze of friends who had walked similar

paths. These connections became beacons of resilience, guiding him through the storm of adolescence.

However, the echoes of societal norms reverberated, casting shadows on the sense of belonging he sought. It demanded a resilience beyond his years, forcing him to summon courage when faced with judgment and misunderstanding. Each day was a delicate dance between self-discovery and societal expectations, a dance that required mastering the steps with poise and determination.

If there was a place like MMM when he was in middle school I feel that his journey would have been a lot easier and less of a struggle.

During a summer session at Camp Gnarly, I encountered a young individual grappling with their gender identity, feeling isolated and misunderstood in their traditional school setting. The transformation in this child's confidence and happiness was profound when they found acceptance and understanding among their peers and counselors. This experience underscored for me the vital necessity of a school like MMM, where such acceptance and support are foundational.

MMM's dedication to creating a 'genderful' environment, coupled with its commitment to academic excellence, makes it a unique and much-needed addition to our educational system. As a school secretary, I interact daily with families searching for a school where their children can feel safe, accepted, and encouraged to be their authentic selves. MMM promises to be that haven of acceptance and learning.

I wholeheartedly endorse the approval and establishment of Miss Major Middle Public Charter School. Its presence in our community will be a game-changer for countless families and students, providing them with a nurturing and inclusive educational home.

Thank you for considering this endorsement and for your commitment to an educational system that celebrates diversity and fosters inclusive learning environments. I am excited about the positive impact MMM will have on our community and look forward to its success.

Sincerely,

[redacted]
Public School Secretary, CSD 13
Founder, Camp Gnarly & TEIAM
[redacted]

[redacted]

2/5/24

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Advocacy for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

As the Community Assistant at PS9 in Brooklyn District 13, and a recent participant in the middle school search process, I am writing to express my wholehearted support for the establishment of Miss Major Middle Public Charter School (MMM). Both my experience in the education sector, coupled with my personal journey through the middle school selection process this year with my youngest child, has highlighted the need for more diverse and inclusive school options in our district and around the city.

MMM represents a significant and positive step toward diversifying middle school optins. I spend a lot of time in my work at PS9 supporting families through the middle school selection process and this year also had my youngest child go through it as well. Parents are often disappointed in the lack of variety for middle schools, especially in D13. Many struggle to find a choice for their child that aligns with their values and meets their children's unique needs. The establishment of MMM would not only provide a much-needed option but also serve as a model of inclusive and progressive education.

Recently, while navigating the middle school search for my own child, I was struck by the lack of schools that actively promote a curriculum centered around inclusivity, particularly for students exploring their gender identity. We have options that talk about equity and diversity, but never in the context of gender. With a growing population of students feeling empowered to finally explore their gender like never before, we need to make sure that there are spaces for these students to go and feel safe and nurtured throughout the developing years in middle school. Families also are looking for support

and guidance on how to be there for their children on every level. MMM will be a space for which many families are looking.

Working in elementary schools, I see firsthand how teachers and the school system is struggling to keep up with how best to support students exploring their gender identity, not because of a lack of caring or desire to support, but often because of a dearth of resources and understanding of how best to champion students on this journey. Having a school like MMM in the district will not only be an amazing option for students to receive a curriculum grounded in the principles of gender inclusivity, but also a guide for other schools in the district to follow. I cannot tell you how needed this model is for the district and the whole city.

MMM's innovative approach to education, focusing on a 'genderful' environment that supports and celebrates every student, is precisely what our district needs. The school's mission resonates deeply with many students and families in our community who desire a safe and nurturing space for their children — a place where differences are not just tolerated but embraced and valued. I strongly advocate for the approval and establishment of Miss Major Middle Public Charter School. It promises to be a haven for students seeking understanding and acceptance, a valuable addition to the educational choices available to families in CSD 13 and an example held up from which other schools can learn.

Thank you for considering this endorsement and for your dedication to creating a diverse and inclusive educational system. The establishment of MMM will undoubtedly have a lasting, positive impact on our community, and I am excited to witness its future successes.

Sincerely,

[redacted]
Community Assistant, PS9

[redacted]

All the Stars in the Sky Early Childhood and Family Consulting and Counseling

[redacted]

January 16, 2022

SUNY Charter Schools Institute 41 State Street, Suite 700 Albany, NY 12207
Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School (MMM). As an educator with 25 years of experience, I believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence.

As a parent, educator and therapist for LGBTQIA children and families, I believe Miss Major Middle will support children in being safe, belonging and thriving. I wish there had been such a community and sanctuary for my children and so I will support this endeavor in any way I can.

Miss Major Middle's mission to empower students within an academically rich, joyful, inclusive, and genderful environment resonates deeply with my commitment to creating safe, supportive and creative learning spaces. The school's dedication to being a physical and emotional brave space for all students, particularly trans, gender-nonconforming, Queer, and ally students, is both innovative and essential in addressing the diverse needs of our students.

In conclusion, I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School. I believe it will be a beacon of care, quality, inclusivity, and community in our educational landscape.

Thank you for your consideration.

Sincerely,

[redacted]

Therapist, Board Member, Director Emeritus, Consultant

[redacted]

30 January 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing this letter in my capacity as a queer activist and as an educator dedicated to fostering inclusive environments for all students.

I have recently learned about Miss Major Middle (MMM), a proposed, tuition-free public charter school serving students in grades 5-9 in Brooklyn, NY. I am particularly impressed with MMM's commitment to empowering all students within an academically rich, joyful, inclusive, and genderful environment.

As an advocate for the LGBTQ+ community, I commend MMM's proactive approach to fostering understanding, acceptance, and belonging. The emphasis on joy, pride, love, and the acknowledgment of each individual's light is crucial in creating a positive and affirming educational experience.

In my career of serving queer communities and families, I have witnessed the transformative power of inclusive educational environments. It is heartening to see educational institutions like MMM taking deliberate steps to ensure that every student, including transgender and gender-nonconforming individuals, feels valued and supported.

I look forward to the establishment and success of Miss Major Middle Charter School. Your commitment to creating an environment where all students can learn and thrive is commendable. If there are any opportunities for collaboration, please do not hesitate to reach out.

Thank you for your dedication to providing a learning environment where all students can achieve individual success and where diversity, equity, and inclusion are celebrated.

Sincerely,

[redacted]

The Church of the Ascension

[redacted]

January 21, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my heartfelt support for the establishment of Miss Major Middle Public Charter School (MMM), an initiative that aligns closely with the principles of compassion, inclusivity, and justice that guide our faith community.

As Rector of the Church of the Ascension, witnessed the transformative power of education in shaping the lives of our youth. However, I've also observed the challenges many students face in traditional educational settings, particularly those exploring their gender identity. I have heard our adult congregants testify to the spiritual, emotional and social harm done them in settings where their gender identity or sexuality was not accepted. It is my belief that Miss Major Middle's innovative approach will provide a necessary pathway to address these challenges.

As well as a clergyperson, I am also the parent of a young adult daughter. I remember vividly the struggles she and her peers faced in coming to terms with their identities on a number of fronts, particularly in middle school. This is developmentally normal, but it is also hard for many young people. I believe that a school like MMM offers a model not only for adolescents finding their way in terms of gender, but in all the ways that our young people need and deserve to be honored and supported.

As a member of the clergy, I am committed to fostering environments where individuals can thrive emotionally, intellectually, and spiritually. MMM's mission to empower students within an academically rich, joyful, inclusive, and genderful environment resonates with our belief in creating spaces that honor the dignity and uniqueness of every individual.

I am particularly impressed by MMM's commitment to infusing core values into academic planning, emphasizing Major Work, Major Joy, Major Pride, Major Love, and Major Light.

These values align with principles that guide our faith community, emphasizing the importance of love, joy, and understanding.

In conclusion, I offer my support for the approval and establishment of Miss Major Middle Public Charter School. I believe it will be a beacon of light and hope, contributing positively to the educational landscape of our community. I hope you will approve it swiftly!

Thank you for your time and consideration.

Peace,

[redacted]

February 2, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my heartfelt support for the establishment of Miss Major Middle Public Charter School (MMM), an initiative that aligns closely with the principles of compassion, inclusivity, and justice that guide our faith community.

In my role as Scholar in Residence at CBST, I have witnessed the transformative power of education in shaping the lives of our youth. However, I've also observed the challenges many students face in traditional educational settings, particularly those exploring their gender identity. It is my belief that Miss Major Middle's innovative approach will provide a necessary pathway to address these challenges.

In my opinion, there is no substitute for the proximity that exposure to first person narratives provide for the humanization of the lived experiences of others. It is much easier to dehumanize for afar. I believe that this program will assist in the relationship building with each other, to the extent there is no "other".

As a member of the clergy, I am committed to fostering environments where individuals can thrive emotionally, intellectually, and spiritually. MMM's mission to empower students within an academically rich, joyful, inclusive, and genderful environment resonates with our belief in creating spaces that honor the dignity and uniqueness of every individual.

I am particularly impressed by MMM's commitment to infusing core values into academic planning, emphasizing Major Work, Major Joy, Major Pride, Major Love, and Major Light. These

values align with many of the principles that guide our faith community, emphasizing the importance of love, joy, and understanding.

In conclusion, I offer my support for the approval and establishment of Miss Major Middle Public Charter School. I believe it will be a beacon of light and hope, contributing positively to the educational landscape of our community.

Thank you for your time and consideration.

Peace and blessings,

[redacted]

Scholar-in-Residence
Trans and Queer Jewish Studies
Pronouns: He/Him

[redacted]

[redacted]

[redacted]

1-30-2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear SUNY Charter School Board Members,

I am writing to express my wholehearted, enthusiastic support for the establishment of Miss Major Middle Public Charter School (MMM). As a clinical social worker with over two decades of experience in the field, as well as a queer identified parent of three tween children, I believe that MMM's mission and key design elements clearly align with the critical need for schools that truly celebrate and prioritize inclusivity, empowerment, and academic excellence.

As someone who is both a high school social worker, as well as a social worker/psychotherapist in private practice, specializing in supporting LGBTQIA+ adolescents, I see firsthand the importance of having a safe and gender-affirming middle school environment. Unfortunately, I hear far too many stories of the severe trauma caused by non-affirming school environments, especially in middle schools. Based on many years of hearing the stories of young people who have endured the effects of attending schools that do not support and celebrate gender expansiveness, it would really be best practice for ALL schools to align with the incredible, impressive mission and values of MMM. Starting with just one middle school in NYC is a very important and necessary step in the right direction.

I was beyond excited to learn about about Miss Major Middle's mission, which is to empower students within an academically rich, joyful, inclusive and genderful environment. This resonates strongly and deeply with my own commitment to creating safe and supportive spaces for all of my therapy clients.

In conclusion, I fully and unequivocally support the approval and establishment of Miss Major Public Charter School. I believe that it will be a beacon of excellence and inclusivity in our educational/socio-emotional landscape, as well as an example of what other school communities should be striving for, to truly support, celebrate, empower, educate and do right by the students that they serve.

Thank you for your consideration.

Sincerely,

[redacted]

[redacted]

[redacted]

Charter Schools Committee
State University of New York
Board of Trustees

Dear Members of the Charter Schools Committee,

It is my pleasure to share my support for the establishment of Miss Major Middle. I have learned through my experience both as a queer, nonbinary student in public schools, and as an educator committed to students' wellbeing that children need space to explore their identities and relationships in supportive and joyful environments, and Miss Major Middle will provide that for children at a critical point in their development.

In my first year teaching, one of the most profound and fulfilling parts of each day was connecting with queer students. Students of all gender identities are working hard to understand their place in classroom and school communities, and navigate relationships free from expectations. I notice that nonbinary and trans students often feel excluded from gendered activities, are misunderstood and misgendered by peers, teachers and administration, and experience bullying. One of my third grade students drafted a letter to the Principal asking for a queer affinity space. They described their frustration with other students and teachers assuming their gender identity and expressed a need for a place where they could be surrounded by support from students that were examining the world in the ways they were. Miss Major Middle's mission and values will give every child the opportunity to understand themselves and learn in a loving community.

In conclusion, I fully support the establishment of Miss Major Middle which will empower students to achieve success in a joyful, inclusive, and genderful environment. I believe that Miss Major Middle has the potential to change students' lives and make education safe and accessible for all students.

Sincerely,
[redacted]
Lower School Associate

1/17/23

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Endorsement for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to you as a progressive educator, museum professional, and dedicated advocate for LGBTQ youth, to express my unwavering support for the establishment of Miss Major Middle Public Charter School (MMM). This innovative educational model is not just a school; it's a beacon of hope and a testament to what inclusive, affirming, and transformative education can look like.

As someone deeply embedded in the fight for equality and understanding, particularly within the LGBTQ community, I recognize the profound impact that a school like MMM can have. Over the course of many years working in the education field, I have witnessed the struggles and triumphs of individuals exploring their identity, seeking spaces where they are not just safe but celebrated. MMM promises to be one such space, offering an academically rich and 'genderful' environment that nurtures joy, inclusivity, and personal growth.

When I worked as a middle school history teacher, I taught a bright, witty, curious, and hardworking child whose parents refused to acknowledge his gender identity. The administration at my school was completely unprepared to support the student and navigate the situation with his family. Over the course of the year, we watched the students' demeanor, behavior, and academic performance shift dramatically. The student suffered tremendously while we as a faculty wrung our hands over the lack of resources and training, plus the fact that the school and family were woefully misaligned about what to do. As more and more schools recognize the importance of

inclusion, it is apparent that many lack a fundamental framework for how to actually support students and approach difficult situations when they arise. Miss Major Middle provides a beacon for students who might struggle to be seen and celebrated elsewhere, and sets an example for all schools that seek to create a joyful, open, a genuinely inclusive environment.

Miss Major Middle's visionary approach to education, with its commitment to being at the intersection of gender, choice, liberation, joy, and creativity, aligns perfectly with the values we hold dear in the progressive education community. It is not just a school; it's a potential lifeline for many young individuals seeking to understand themselves and their place in the world.

Therefore, I strongly advocate for the approval and establishment of Miss Major Middle Public Charter School. I firmly believe that it will not only enrich our educational landscape but also serve as a vital, nurturing space for students who are often marginalized in traditional settings.

Thank you for considering this endorsement and for your ongoing commitment to fostering a diverse and inclusive educational system. I am eager to see the positive changes that MMM will undoubtedly bring to our community.

Sincerely,

[redacted]
Educator
The Center for Brooklyn History
[redacted]

[redacted]

January 19, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my support for the establishment of Miss Major Middle Public Charter School (MMM). As a former New York City public school educator, I believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence.

I have been an educator for years, overseas in Japan, in Connecticut, and most recently, in the NYC DOE from 2015 until this school year. I love teaching; I have always been a highly rated teacher, I had great relationships with students and colleagues, and I thought I was going to be an educator for life, but I quit the NYC DOE as of fall 2023. The primary reason I quit was that I transitioned, and being transgender in the public school system was too painful; the complete lack of protection and awareness of transgender people within the system led to a significant decline in my mental health until I knew I had to leave teaching for my own safety, even though teaching was all I ever wanted to do.

I transitioned when I was teaching in a Manhattan middle school. While I felt very supported overall, I had a colleague who treated me with clear discrimination since the day I announced my transition. My admin and I opened a case against this colleague with the NYC Office of Opportunities (OEO) on October 5, 2021, and despite me getting the head of the LGBTQ department in the DOE to intervene multiple times to ask them to start their investigation, they never did, and so my colleague just continued to escalate and there was nothing we could do; we had opened a case, and there was nothing we could do until they investigated.

After I already quit this past fall because I couldn't go to work in such a hostile environment anymore, the DOE emailed me over two years after I filed my case to let me know they began investigating - but of course, it's too late. I tell you this because OEO is the same office that supports trans students. After my case was ignored for so long, I asked many administrators what their experiences with this office were like, and they all said that most cases opened do not get resolved until after students graduate - meaning, nothing happens and there is no justice or

reparations for students who are bullied and discriminated against. I have heard of student cases that have taken them up to four years to resolve - and when middle school is only three years, that is not helping anyone.

In my middle school of almost 1,000 kids, almost every single one of my trans students faced bullying to some degree, and they all faced the same thing I faced, even as an educator with all the agency and power of an adult: the people who harmed them were allowed to continue to harm them, even when they go to someone with more power for help. Most felt like no one cared about them enough to protect them, and I did, too.

We know that kids cannot learn effectively when they are actively traumatized or otherwise unsafe, but this is the environment that most of our precious trans youth are in when they live in NYC. Being transgender in the DOE, even as an adult with a vibrant and loving community outside of work, is isolating and scary, and it's not just a result of interpersonal relationships, either; it's in transphobic bathroom policies, transphobic curriculum choices, lack of awareness of pronouns, and so much more. Miss Major Middle's mission to give trans students a place to feel safe is exactly what our trans youth (and adults!) need, not just for the basic reason that feeling safe is necessary for learning, but because for many of our trans youth, a school like this would be life saving.

Our trans youth deserve a space where they don't have to put all of their mental energy into surviving as a trans person. When that happens, they can flourish and not only excel academically, but excel interpersonally, and make meaningful connections without having to defend their identity all day as they do in systems that aren't inclusive. All of our students deserve to be educated, protected, supported, and loved for who they are, and that is the environment that Miss Major Middle will create.

In conclusion, I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School. It embodies the characteristics of excellence and inclusivity that our educational landscape often lacks. The world is changing and our students are changing, but much about our education system remains the same - and that is not serving our youth. Miss Major Middle is a model for what a culturally and socially responsive school should strive to be.

Thank you for your consideration.

Sincerely,

[redacted]

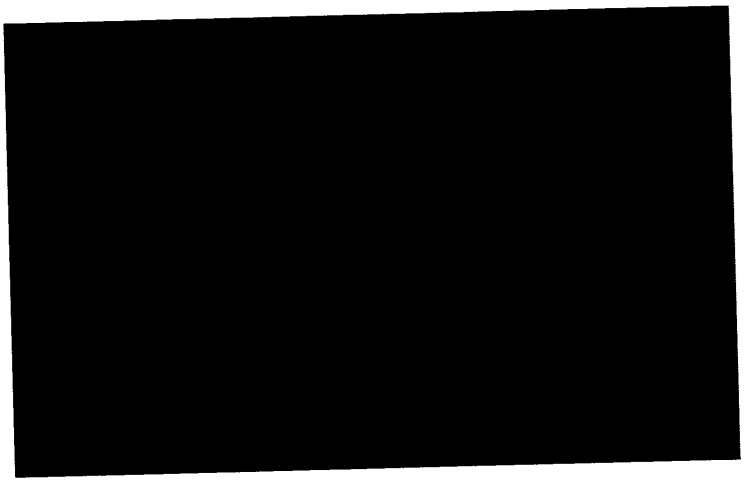
NYC DOE Educator, 2015-2023

Petition Signatures - *Comments Included*

Establish Miss Major Middle: A Tuition-Free, Genderful, Public Charter School in Brooklyn

330 people have signed this petition. Add your name now!

Joji Florence 69 Comments



Miss Major Middle (MMM) is a proposed tuition-free, joyful and genderful, public charter school serving students in grades 5-9 in Brooklyn, NY.

MMM lives at the intersection of gender, choice, liberation, joy and creativity. Our 'genderful' students explore their gender, embrace their own identity, and decide how they will authentically walk through the world.

#	Date	Name	Comments
1	2023-11-06 20:05:42	[redacted]	
2	2023-11-06 20:18:29	[redacted]	
3	2023-11-06 20:22:28	[redacted]	
4	2023-11-07 1:27:23	[redacted]	
5	2023-11-14 1:55:43	[redacted]	I am SO supportive of your concept! My life has been described by others as one of service, but I never thought of that as love in action. Now you will be teaching a generation of children who will feel included and celebrated and know that they have much to give in the way of love!

		[redacted]	
6	2023-11-16 17:35:46		
7	2023-11-16 17:36:16		
8	2023-11-16 17:36:17		We need this school!!
9	2023-11-16 17:42:56		
10	2023-11-16 17:47:48		
11	2023-11-16 17:53:39		
12	2023-11-16 18:00:15		A space of love, safety and growth is imperative to learning. Love it!
13	2023-11-16 18:02:44		
14	2023-11-16 18:30:34		
15	2023-11-16 18:34:02		
16	2023-11-16 18:42:03		As a queer educator, I know that spaces like this need to exist!
17	2023-11-16 18:49:33		
18	2023-11-16 18:56:54		
19	2023-11-16 19:08:37		
20	2023-11-16 20:25:39		
21	2023-11-17 14:03:21		
22	2023-11-17 16:53:48		We need more great schools, and especially schools that will be safer and braver spaces for our trans and gender expansive youth!
23	2023-11-17 23:34:07		
24	2023-11-17 23:40:37		

25	2023-11-1 11:21:1	[redacted]	I have a trans child in third grade and would love to be able to send them to MMM in a few years!
26	2023-11-1 2:29:54		As a queer and non-binary pre-service teacher, I'm very excited to hear about MMM. Students need to have their whole selves nurtured!
27	2023-11-20 20:22:29		
28	2023-11-25 22:55:32		As the parent of a transgender child I would love to have a school like this for my child.
29	2023-11-2 19:27:1		
30	2023-11-2 19:55:34		
31	2023-11-2 13:09:27		
32	2023-11-2 13:19:4		Please make this happen!
33	2023-11-2 13:33:39		
34	2023-11-2 13:55:30		
35	2023-11-2 15:06:33		
36	2023-11-2 16:19:08		
37	2023-11-2 16:56:44		
38	2023-11-29 19:35:01		
39	2023-11-29 21:00:57		
40	2023-11-29 22:53:4		
41	2023-11-2 23:28:56		
42	2023-11-3 0:39:47		

43	2023-11-3 14:18:3	[redacted]	MMM absolutely needs to be an option for New York City students in the LGBTQ+ community. I stand in solidarity with this direction.
44	2023-11-3 20:40:5		This is a needy and wonderful venture!!!
45	2023-11-3 20:45:1		
46	2023-11-3 20:53:4		
47	2023-11-3 21:01:1		
48	2023-11-3 21:39:2		
49	2023-11-3 22:11:0		
50	2023-11-3 22:32:2		
51	2023-11-3 23:12:5		
52	2023-12-0 1:07:0		
53	2023-12-0 1:29:5		
54	2023-12-0 2:00:2		
55	2023-12-0 12:23:4		
56	2023-12-0 12:26:5		All students deserve a place to be loved and respected for who they are.
57	2023-12-0 12:30:0		
58	2023-12-0 12:33:2		
59	2023-12-0 12:40:2		
60	2023-12-0 13:31:0		

61	2023-12-0 14:57:0	[redacted]	
62	2023-12-0 17:29:0		As a school social worker, I see so many students who struggle in school when they are not accepted. LGBTQ+ affirming schools are so important!
63	2023-12-0 2:21:0		
64	2023-12-0 3:13:2		
65	2023-12-0 3:51:1		This school has the potential to save lives.
66	2023-12-0 16:00:2		what an amazingly wonderful project!
67	2023-12-0 17:04:1		
68	2023-12-0 18:16:4		Thank you for working to keep scholars safe in an environment where they can be free to be who they are.
69	2023-12-0 18:22:1		
70	2023-12-0 18:56:4		
71	2023-12-0 19:24:5		
72	2023-12-0 15:53:4		Great mission and I trust that the vision of the school come to fruition.
73	2023-12-0 17:38:4		
74	2023-12-0 18:50:2		This is such an important mission!
75	2023-12-0 19:03:1		
76	2023-12-0 19:03:5		
77	2023-12-0 19:05:2		
78	2023-12-0 19:10:0		

		[redacted]	
79	2023-12-19:25:		
80	2023-12-20:10:		Please support a safe and affirming space for our children.
81	2023-12-20:42:		This is simply wonderful and a long time coming. Everyone, please share this petition and support this important cause!
82	2023-12-21:49:		
83	2023-12-21:59:		
84	2023-12-3:19:		
85	2023-12-13:36:		
86	2023-12-15:54:		
87	2023-12-15:54:		
88	2023-12-16:20:		
89	2023-12-19:51:		
90	2023-12-23:25:		
91	2023-12-0:22:		
92	2023-12-0:25:		
93	2023-12-0:27:		
94	2023-12-0:27:		
95	2023-12-0:28:		Yay!
96	2023-12-0:29:		
97	2023-12-0:40:		

98	2023-12-0 0:42:0	[redacted]	
99	2023-12-0 0:51:3		
100	2023-12-0 0:54:3		
101	2023-12-0 1:28:1		
102	2023-12-0 1:42:3		
103	2023-12-0 12:15:0		
104	2023-12-0 12:15:1		
105	2023-12-0 13:59:4		
106	2023-12-1 1:36:2		
107	2023-12-1 15:26:1		
108	2023-12-1 17:16:2		
109	2023-12-1 21:44:3		
110	2023-12-1 17:46:1		
111	2023-12-1 4:51:5		
112	2023-12-1 17:22:2		
113	2023-12-1 18:35:1		We are strong supporters of Miss Major Middle School and firmly believe this school will change lives of trans kids as well as save their lives!!
114	2023-12-2 15:24:1		!!!
115	2024-01-0 13:10:5		

116	2024-01-0 13:11:0	[redacted]	Good luck !
117	2024-01-0 13:15:4		
118	2024-01-0 13:20:5		lease support this much needed school.
119	2024-01-0 13:22:0		Our city and our children need this school.
120	2024-01-0 13:23:48		Go MMM!
121	2024-01-0 13:29:02		♥♥
122	2024-01-0 13:36:36		
123	2024-01-0 13:55:40		
124	2024-01-0 13:57:3		
125	2024-01-0 13:59:1		As both an Episcopal priest and a parent, I know how important it s to have schools that can support kids and families with diverse dentities. Miss Major Middle will be a great resource!
126	2024-01-0 14:25:29		
127	2024-01-0 15:04:25		
128	2024-01-0 15:23:58		
129	2024-01-0 16:11:53		
130	2024-01-0 16:13:18		
131	2024-01-0 16:14:1		
132	2024-01-0 16:20:2		
133	2024-01-0 16:39:2		

134	2024-01-0 19:28:5	[redacted]	
135	2024-01-0 20:10:1		
136	2024-01-0 22:52:1		Yes! As a teacher, teacher educator, and parent -- our children and city need this school!
137	2024-01-0 23:47:3		
138	2024-01-0 1:44:1		I wish my kids had this, it would have transformed their experience of schooling in these grades. Please support this school so others exploring their gender identities can have this safe and welcoming environment for learning.
139	2024-01-0 17:31:3		
140	2024-01-0 19:24:5		
141	2024-01-0 14:44:5		Go!
142	2024-01-0 14:52:4		
143	2024-01-0 17:06:4		
144	2024-01-0 18:05:3		
145	2024-01-0 13:06:5		
146	2024-01-0 13:10:2		
147	2024-01-0 13:16:0		
148	2024-01-0 13:20:4		
149	2024-01-0 13:23:2		
150	2024-01-0 13:32:1		
151	2024-01-0 13:48:2		Let's go!

152	2024-[redacted]-0 13:53:4	[redacted]	
153	2024-01-0 14:10:3		
154	2024-01-0 14:48:5		
155	2024-01-0 14:57:4		
156	2024-01-0 14:59:0		
157	2024-01-0 15:13:4		
158	2024-01-0 15:20:5		
159	2024-01-0 15:56:1		Great to create a school for all
160	2024-01-0 16:03:5		
161	2024-01-0 16:30:1		
162	2024-01-0 16:51:5		
163	2024-01-0 17:27:1		
164	2024-01-0 17:34:3		Best Wishes! We can't have enough of schools for our Trans students and teachers!
165	2024-01-0 17:51:1		
166	2024-01-0 17:54:5		I cannot imagine how different my life would have been if this had been available in my youth. It is such a brilliant idea and we need it now, more than ever!
167	2024-01-0 17:58:1		
168	2024-01-0 18:36:0		
169	2024-01-0 18:58:1		Protect Trans Kids!

		[redacted]	
170	2024-01-19:14:		
171	2024-01-19:20:		
172	2024-01-19:21:		
173	2024-01-19:24:		
174	2024-01-19:37:		
175	2024-01-19:41:		
176	2024-01-19:41:		
177	2024-01-19:49:		
178	2024-01-19:49:		
179	2024-01-19:53:		All learners deserve choice, liberation, joy and creativity. Cheering on the students, faculty & parents creating this academically rich, joyful, inclusive, and genderful environment!
180	2024-01-19:59:		
181	2024-01-20:09:		Protect Trans Kids!
182	2024-01-20:19:		
183	2024-01-20:20:		
184	2024-01-20:42:		
185	2024-01-20:56:		
186	2024-01-20:56:		
187	2024-01-21:04:		

188	2024-01-0 21:16:5	[redacted]	
189	2024-01-0 22:11:2		want to help out anyway possible!
190	2024-01-0 22:17:1		
191	2024-01-0 23:14:4		
192	2024-01-0 23:26:4		
193	2024-01-0 0:29:3		
194	2024-01-0 1:00:0		
195	2024-01-0 1:11:5		
196	2024-01-0 2:21:2		
197	2024-01-0 2:45:4		
198	2024-01-0 3:49:0		
199	2024-01-0 4:33:3		
200	2024-01-0 4:53:5		LL of our children deserve safe havens. Do the right thing!
201	2024-01-0 9:38:1		
202	2024-01-0 9:38:2		
203	2024-01-0 10:59:0		
204	2024-01-0 12:50:1		
205	2024-01-0 13:05:0		't's exciting to see a proposal for a school that puts student elonging and identity front and center. This school should exist.
206	2024-01-0 13:18:4		

		[redacted]	
207	2024-01-09 13:45:20		
208	2024-01-09 13:51:03		
209	2024-01-09 14:08:40		
210	2024-01-09 14:15:27		
211	2024-01-09 14:16:17		
212	2024-01-09 14:24:02		
213	2024-01-09 14:39:32		
214	2024-01-09 14:48:34		
215	2024-01-09 15:00:45		Schools such as this are saving student's lives.
216	2024-01-09 15:15:17		
217	2024-01-09 15:20:35		
218	2024-01-09 15:52:56		Let's goooo!!!
219	2024-01-09 17:18:53		
220	2024-01-09 17:43:13		
221	2024-01-09 18:05:47		If I had been able to attend MMM instead of the school I had to spend my grades 5-9 at (skipping classes most days out of boredom and because of the hostility from teachers and fellow students) I might have graduated, instead of getting my GED in prison! Every kid deserves a genderful, safe and loving place to explore choice, liberation, joy, and creativity.
222	2024-01-09 18:28:38		

223	2024-01-09 18:49:58	[redacted]	
224	2024-01-09 18:57:10		
225	2024-01-09 19:17:50		
226	2024-01-09 20:08:23		
227	2024-01-09 20:26:16		
228	2024-01-09 20:27:55		
229	2024-01-09 20:30:19		As a middle school teacher I could not be happier to see this opportunity for our young people!
230	2024-01-09 21:35:06		
231	2024-01-09 22:22:57		
232	2024-01-10 1:38:31		
233	2024-01-10 5:05:37		
234	2024-01-10 13:20:45		
235	2024-01-10 14:08:43		This school has been necessary for ages. Let's get it done already!
236	2024-01-10 16:54:30		
237	2024-01-10 16:57:59		So glad to see this happening!!
238	2024-01-10 18:03:13		I support the creation of Miss Major Middle. Trans history is American history!
239	2024-01-10 18:39:44		
240	2024-01-10 19:19:11		Health Education Teacher, Brooklyn, NY
241	2024-01-10 20:30:03		

242	2024-01-1 20:53:2	[redacted]	
243	2024-01-1 20:58:4		
244	2024-01-1 23:14:2		
245	2024-01-1 23:47:5		
246	2024-01-1 0:06:2		
247	2024-01-1 0:33:5		
248	2024-01-1 3:25:4		
249	2024-01-1 5:14:22		
250	2024-01-1 14:24:13		I'm a non-binary teacher educator (currently at SUNY New Paltz and soon to be at Hunter College) and I am thrilled to hear of the establishment of MMM. We need trans visibility and joy in our schools! We need more MMMs in our education system, stat. And we need student teachers to experience being in transinclusive spaces as they learn to become teachers.
251	2024-01-11 14:54:46		As a professional middle grades educator, I strongly support the creation of this school.
252	2024-01-1 15:39:49		
253	2024-01-1 2:19:2		
254	2024-01-1 14:05:3		
255	2024-01-1 23:25:1		
256	2024-01-1 10:20:2		
257	2024-01-1 12:33:1		
258	2024-01-1 17:49:57		

259	2024-01-16 18:15:40	[redacted]	
260	2024-01-16 19:56:59		
261	2024-01-17 2:45:20		
262	2024-01-20 20:34:58		
263	2024-01-22 18:14:12		
264	2024-01-22 19:05:14		
265	2024-01-22 20:54:53		
266	2024-01-22 22:16:41		
267	2024-01-23 13:11:36		KEEP ON A ROCKING!
268	2024-01-24 3:25:46		
269	2024-01-27 15:43:04		
270	2024-01-28 2:21:12		
271	2024-01-30 7:56:43		Excellent project.
272	2024-01-31 6:36:48		Non-binary teacher of disability-centered education. This kind of environment can save lives, expand minds, and create previously unthought-of opportunities. We need this!
273	2024-01-31 13:15:00		
274	2024-01-31 14:17:06		We need more schools like this!
275	2024-01-31 15:05:56		I'm a queer Brooklyn resident who knows how an affirming space can do so much good for an lgbtq person's wellness.
276	2024-01-31 16:36:40		

		[redacted]	
277	2024-01-31 17:00:56		I believe in this school and the people who are making it happen. As co-founder of The Trevor Project, I know how important it is to young minds when they are learning in an affirming environment. Let's do this!
278	2024-01-31 17:08:01		
279	2024-01-31 17:15:56		
280	2024-02-01 4:08:34		
281	2024-02-01 13:18:58		
282	2024-02-01 15:22:37		
283	2024-02-01 16:01:17		
284	2024-02-01 16:24:33		
285	2024-02-01 16:42:49		What a wonderful school this will be for so many children!
286	2024-02-01 16:44:42		Great idea!
287	2024-02-01 17:13:46		
288	2024-02-01 17:40:05		
289	2024-02-01 17:59:47		
290	2024-02-01 18:21:25		
291	2024-02-01 19:59:43		
292	2024-02-01 20:40:36		In honor of [redacted]
293	2024-02-01 20:52:47		
294	2024-02-01 21:35:00		

295	2024-02-02 0:51:20	[redacted]	
296	2024-02-02 2:01:39		All students should have a safe space to learn. I support Miss Major Middle!
297	2024-02-02 3:41:39		
298	2024-02-02 12:05:57		
299	2024-02-02 13:15:32		
300	2024-02-02 14:33:22		
301	2024-02-02 14:41:37		
302	2024-02-02 14:47:13		
303	2024-02-02 15:20:53		Thank you for this important resource
304	2024-02-02 15:57:55		
305	2024-02-02 16:17:10		Do this!

The National LGBTQIA+ Schools Alliance - *The minutes from our first meeting*

Minutes: National LGBTQ+ School Partnership
Date: Nov 15, 2023 via Zoom 3pm EST
Present: [redacted]

Unavailable: Alliance HS, Magic City Acceptance Academy

[redacted] **welcomed** present partners and three new schools to the National Partnership (Miss Major Middle in NY, J.S Bryant School in MA, and Autumn Hill Academy in Wisconsin). Purpose of the partnership/alliance was stated.

- To learn from each other's journeys
- To speak truth to truth to power to show how much these schools are needed
- To look for shared resources/funding

Introductions were made, name, pronouns, and incentive for starting the respective school.

[redacted], cofounder of J.S. Bryant School (named after Julia Sands Bryant, the youngest daughter of the Berkshire poet William Cullen Bryant), located in the Berkshires, MA, will be an LGBTQ+ therapeutic day school and eventually a boarding school with a planned Sept 2025 opening. Allison shared she has a trans child and this is in their honor. M Rudder introduced themself as the school's leader for social outreach.

[redacted], founder of Autumn Hill Academy in Wisconsin, will be a charter school with an anticipated 2025 opening. The school is named after her daughter Autumn who is trans. Maria discussed the challenges of the times they were living in and had even discussed having to "take the rainbows" out of the school.

Joji Florence and Jill Glassbrook, cofounders, Miss Major Middle (named after a black trans advocate), Brooklyn, NY, will be a charter school with an anticipated opening of Sept of 2025. Their charter school application is due in 2 months.

[redacted] board member of PROUD Academy, stated a pivot from a private school model to a public (charter) school. Awaiting the RFPs to open in CT, which is a longer process than other states. Anticipation for a Sept 2025 opening.

New Business

[redacted] discussed challenges in Ohio Public Schools on newly proposed LGBTQ language they face, especially for trans/non-binary youth. She said they are trying to stay under the radar but feels optimistic as abortion rights were saved.

Guest speake[redacted] Yale film professor, journalist, and documentarian, shared her passion for covering films on race and LGBTQ+

issues as she has a trans child and other relatives in the queer community. Her latest documentary THE DADS was picked up by Netflix and airs 11/17/23. The film is about 6 dads of transgender children. Reach out to [redacted] at [redacted]

[redacted] co founder of the Trevor Project and Future Perfect Project, shared they are available for amplifying students voices through art in workshops and available to your schools— free of charge. [redacted] also offered to write letters of support for those schools who have yet to open. Letter can be used for grants and other applications. Reach out to [redacted]

[redacted] volunteered to research the possibility of a collaborative funding effort-especially for those new schools yet to launch. She is looking at possible grant sources (e.g., private foundations, government grants, etc.) and will bring this info back to a subgroup that would like to work on this.

Joji Florence shared about their trip to Alabama- MCAA (Magic City Acceptance Academy) meeting with Founding Principal (now retired) [redacted] [redacted]s new principal. Joji strongly appreciated that there can be so many students feeling valued and respected in a school.

[redacted] mentioned how [redacted] etc were distraught over Birmingham's Mayor committing suicide last week as someone outed him as trans.

Old Business
Rainbow Book (resource guide) is growing as more schools will be added to the list of LGBTQ+ schools in the nation.

The group brainstormed other ways we could partner. [redacted] suggested we form cohort mentoring groups with specific areas, such as curriculum and grants. Joji suggested we form a Google Doc where we can all upload materials as a resource.

Resources discussed were GLSENs rainbow Library, Future Perfect Project, and added History Unerased on LGBTQ+ History, and SEE (Self Evident Education on race/racism). This is info that can also be included in the Google Doc (Joji volunteered to start).

Comments/Questions
Everyone shared how valuable it is it have a group like this so we don't feel alone in the project and challenging political climate. [redacted] from Harvey Milk HS said they were the first school in the nation and had nobody to turn to—so stated it is important even now to have support.

[redacted] thanked the parents of trans kids, including his dad, who are opening these schools.

Joji invited folks to a December 8th event for the MMM from 6-8pm at 1 Grand Army Plaza, Brooklyn, NY.

Next Quarterly Meetings are scheduled for 2024:
February 21, May 22, August 21, and November 20. We decided a 4pm EST may better accommodate schedules.

Meeting adjourned at 4:15pm EST

Email Evidence of Support - *a sample, not comprehensive*

[redacted]

Wed, Oct 18, 2023, 5:19 PM

Hello!

Wow, this sounds like a dream school. I would love to chat with you soon. I currently teach at Millennium High School and am a certified Secondary Special Education Generalist.

I am available weekdays after 4!

I look forward to hearing from you and getting to learn more about the program.

Have a great day!

[redacted]

[redacted]ucators Inbox ×

Fri, Oct 13, 2023, 7:36 PM

J and [redacted]

I am excited to finally introduce you two!

J[redacted]s currently in Cambridge, Director of Student Life at the Shady Hill School. He is a longtime advocate for trans and LGBT youth. A good friend of my best college friend, [redacted] I told him about your project and shared the deck (attached again).

Will let you both take it from here.

Best,

[redacted]

[redacted] t was so wonderful to meet with you today. First, I LOVE the idea of starting a .. Wed, Oct 18, 2023, 3:04 PM

[redacted] Fri, Oct 20, 2023, 5:20 AM

Hello Joji,

I was quite inspired by our meeting and really appreciate you for your time and enthusiasm. I love the idea of building an alliance and thank you for sharing more information about MMM. I would like to have the Founder of Proud Academy join our next meeting. I will look at your calendar and select a time after coordinating with her. Her name is [redacted] In the meantime, have a wonderful weekend. I will be in touch again soon to confirm a meeting time.

Cheers,

[redacted]

[redacted] anks so much [redacted] 'm excited to speak again soon and also me [redacted] Just let me know wh... Fri, Oct 20, 2023, 3:01 PM

[redacted] Fri, Sep 15, 2023, 4:33 PM

Fabulous news J!

Good luck with the charter application. I know you will rock it. And congrats on your growing famil[redacted] is now in Kindergarten; I can't believe how fast time flies. I'll be sure to send folks to the conference.

Thanks for saying hi and here's wishing you continued success. Don't be a stranger!

Warmly,

[redacted]

Miss Major
Middle

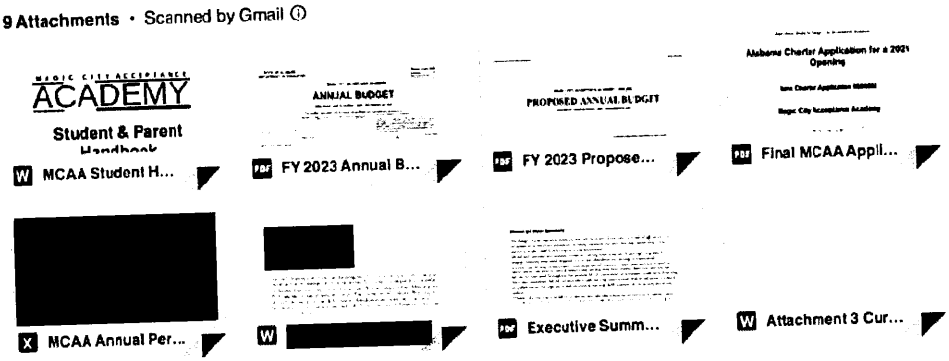
[redacted]

Tue, Sep 5, 2023, 5:44 PM

It was so wonderful talking to you today. Here are a few documents for you to look over.

[redacted]

9 Attachments • Scanned by Gmail



[redacted]

Thu, Aug 31, 2023, 1:18 PM

Ok. amazing. Just sent an invite for next week Friday. The kids will be in school or daycare so 11am is perfect.

I also have to share... because it's too exciting to wait. I spoke with Miss Major two days ago and told her I'd like to nam her and she was so warm and loving and supportive. And then she sent me flowers! I'm beyond. I hope that's ok to sha week full of love, appreciation and, basically, a lot of joy.

One last thing. My number is [redacted] Feel free to text me any time.

Joji

...

[redacted]

Thu, Aug 31, 2023, 4:01 PM

JOJI!!!!
THAT IS HUUUUGEEEE! This warms my heart.

Thank you for sharing the wonderful news with me. How truly special.

I'll text you now so you have my cell.

Talk next week. Keep feeling the love sent your way--there's a lot of it.

[redacted]

[redacted]

Wed, Jan 10, 3:14 PM (11 days ago)

Joji and [redacted]

I wanted to make sure that you have been formally introduced. I think that you all could really benefit from knowing each other and have overlapping interests in supporting education and making schools more inclusive. Also your children are both in N[redacted]s class, so this introduction seems important on every level. Lastly, you both are just pretty amazing people and should just have as many other awesome people as possible in your lives. Coupled with your love of [redacted]and drive for equity in public education, I am honestly surprised you haven't connected earlier. But it is never too late!

[redacted]Joji (they/them) is applying (application being written as we type) for the approval and establishment of Miss Major Middle Public Charter School. It promises to be a haven for students seeking understanding and acceptance, and a valuable addition to the educational choices available to families in D13. MMM promises to be a school that actively promotes a curriculum centered around inclusivity, focusing on a 'genderful' environment that supports and celebrates every student. They have also offered, in the past, to help the school facilitate and explore its own practices around inclusion for these students.

Joji, [redacted](she/her) is our PTO president and also hopes to (probably when her very involved PTO tenure is up, but possibly before 😹) further support [redacted]staff and family inclusivity and equity efforts, particularly in regards to students exploring their gender identity. She has been looking into options/CBO's that can help us explore these topics further throughout the school community.

Ok, I hope I have represented both of your interests briefly but accurately and that you all find the time to connect sometime soon.

[redacted]

Update Inbox ×

[redacted]

Fri, Jan 19, 4:01 PM (2 days ago)

Hi Joji and Jill,

Happy new year! I know I mentioned I was going to be switching jobs and wanted to share an update. I accepted a position as a Principal at Education First. They are a national, mission-driven strategy and policy organization, and they have deep experience in education improvement and center their work on equitable design practices. Jill, I think you'd be super interested in some of their research and projects focused on recruiting and retaining teachers of color.

I started this week and am a co-leader for their team focused on academic strategy. I also sit on the broader executive leadership team. The new role is a great opportunity to bring together my experiences in the policy world, ANet, and College Board.

The job transition has been pretty hectic, but please do keep me up to date on the journey of Miss Major. I will continue to cheer you all on and am excited to champion you all with my new colleagues!

[redacted]

Re: MMM Letters Of Support Inbox ×

[redacted]

Mon, Jan 15, 10:51 PM (6 days ago)

Please find attached my letter of support for Miss Major Middle - if there is anything else I can add to help show additional support, please let me know. Break a leg with the application - sending all the best wishes your way!!

Warmly,

[redacted]

[redacted]

Introduction re Miss Major Middle: [redacted] and Joji Inbox ×

[redacted]

Tue, Jan 2, 1:59 PM

What a delight to put the two of you in touch with each other!

[redacted] Always great to have some time with you and I so appreciate everything that you're doing. Your friendship is a gift. And, I'm grateful for your openness to extend that warmth to someone new in my circle, Joji Florence. Joji is embarking on this massive project of creating Miss Major Middle in Brooklyn and they are deep in establishing the infrastructure and building blocks of this charter school. Given the overlap of your worlds, I'm sure you'll have some insights to share and they may be a resource for BSA and The Door, especially as a potential outlet for younger kids.

Joji - [redacted] is one of the most generous leaders in the nonprofit sector that I've been lucky to work with. Having run both GMHC and now, The Door and Broome Street Academy, he's been in leadership in the LGBTQ space, as well as youth development/education. And, he's just the nicest. Please feel free to reach out to [redacted] to connect when you are ready.

Talk with both of you soon,

[redacted]

Genderful Futures Inbox ×

[redacted] wasn't sure who to reach out to at Chalkbeat about this, but I found your emails listed as N... Wed, Jan 3, 10:10 PM

[redacted]

Sat, Jan 6, 12:54 PM

Hi Joji -

Thanks for reaching out to us. Great to hear about your planned school. There's certainly a need for it. Please keep us posted on how that goes.

I've forwarded your essay to [redacted] (cc'd here). She oversees our First Person series.

Best,

[redacted]

Introducing myself Inbox ×

[redacted]

Fri, Dec 22, 2023, 8:23 AM

Hi!

My name is [redacted] and I live in Brooklyn and was so exciting receiving your email yesterday and I am just deeply happy for you and all the folks who have worked to make this a reality. And of course, happiest for the trans and non-binary kids in NYC who get to exist in this safe space when it's ready to open!

My friend told me about Miss Major Middle a few weeks ago and I was so curious about this project and am still interested in learning more about the plans for the school and the needs. I am a trans person living in Brooklyn and am currently a graduate student at Smith College School for Social Work training to be a therapist and am focusing on school social work — I'd love to be in communication with you about potential possibility of hiring social workers at your school and also — just get myself involved in this wonderful project in whatever ways are helpful! I hope this all makes sense and I'm looking forward to hearing from you!

[redacted]

[redacted] HANK YOU! And Happy New Year!! Yes, we are so so close to making this happen. So, it's the final month before Miss ... Tue, Jan 2, 12:32 PM

[redacted]

Fri, Jan 5, 3:13 PM

We can provide a letter of support! We will have it ready before the Jan 22nd deadline.

Best,

[redacted]

[redacted]

Miss Major Middle Update

Inbox ×

[redacted] t's been too long and I have so much to update you on. The... Tue, Nov 28, 2023, 2:57 PM

[redacted] Tue, Nov 28, 2023, 10:21 PM

Hi Joji
How lovely to hear from you. I often wonder what you've been up to and look forward to checking it out. I will absolutely tell my friends and also would love to catch up when you have a moment. I loved our initial conversation as well and only wish you the best. If anyone can pull this off it will certainly be you.
With love back at ya

[redacted]

[redacted] Thu, Dec 7, 2023, 3:34 PM

Hi Joji-

I checked in with the relevant people on my team and they tell me that there is interest., but no suitable location for a school right now. There is some available space but for a school they would want it on the ground floor...and there's none of that available.

There are some new buildings coming up that might be a good fit but won't start until late 2024...happy to be in touch then if you have not secured a space by then?

Sorry about that...

[redacted]

Miss Major
Middle

[redacted]

Thu, Jan 4, 12:15 PM

Hi Joji,

Happy new year! I'm so glad your event went well and to hear about all of the excitement around MMM.

I'd be happy to write a letter of support. I'll be sure to send it over by the 22nd. Thanks for sharing the template.

Best wishes for 2024,

[redacted]

Fri, Nov 17, 2023, 11:06 AM

Welcome to the National Partnership for lgbtq+ Schools. Exciting times.

A few things: Can you please send me a copy of your logos— then I could include it on the letterhead going forward. Plus we are revamping our website and we are putting all of your logos as partners.

Joji -you sent me your logo but can you please resend. Also, Joji, in zoom I see Jill Glassbrook..Is that correct?

[redacted] the name I should use?

Before I send the minutes out to everybody, I do believe at least one of you were taking notes— so I'd like to compare with you if you don't mind!

And going forward I'll ask for a volunteer to be the secretary!

I love our new family!

Best Regards,

[redacted]

Introductions Inbox ×

[redacted]

Wed, Nov 15, 2023, 12:59 PM

Hello! Joji, please meet [redacted] she), our amazing employee. She's very interested in learning more about MMM. [redacted] Joji (they) is one of the MMM founders and working on building connections within the community of trans and allied parents and educators. I have a hunch there could be some great way for you to work together, and I hope a conversation will prove fruitful.

[redacted]

Reply Reply all Forward

[redacted]

Join the movement for a tuition-free, *genderful* education! I just signed the petition to support Miss Major Middle, a proposed public charter school in Brooklyn. Let's help them create a space where every student can thrive authentically. Sign the petition now!

#MissMajorMiddle #TransformEducation #InclusiveEducation

[redacted]

[redacted]

Tue, Nov 14, 2023, 2:09 PM

Dear Joji,

Thank you so much for reaching out. I've been following the developments of the Trans formative School project with such delight. I'm not quite sure what role you have in mind for me to play at Miss Major Middle, but I'd be more than happy to dedicate some time to have a conversation.

Also, as a children;s book author with a new book out featuring a gender expansive kid (geared toward 3-6 year olds), I'd really love to visit a class, do a reading, and answer any questions the kids have about the process of becoming a published author. Please let me know if there is a good person to speak to on your team.

Warmly,

[redacted]

Meeting to talk Gender! Inbox ×

[redacted]

12:22 PM (15 minutes ago)

Good afternoon! I wanted to connect this amazing group of people and schedule a time to talk/brainstorm about gender inclusiveness at [redacted]

Just to do a quick bit of introduction:

As I mentioned to [redacted] arent and an educator and advocate in this space.

[redacted] the instructona' coach at [redacted] and has spear-headed a number of efforts by the school to be more inclusive of gender-non-conforming students and LGBQT families.

[redacted] is the chair of the Equity Diversity and Inclusion committee of the PTO and is interested in supporting these efforts.

I was hoping we could get a meeting on the calendar later this month, perhaps right after break?

[redacted]

R-04F - Evidence of Demand

MMM empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive and genderful environment.

Table of Contents

Pages 2 - 26	**Letters of Support from Families**: *This includes families that hope to enroll their students in MMM.*
Pages 27 - 32	**Community Potlucks** - *Includes dates and locations of community potlucks as well as photo artifacts and a key findings section.*
Pages 33	**Interest Form Comments** - *A sample of comments from interested families*
Pages 34 - 35	**Meetings with Families** - *A table of meetings held with families who have children of age to enroll in MMM and are considering enrolling them in MMM.*

[redacted]
Queer parent of a trans child, musician, lead software engineer at [redacted]

[redacted]

January 16, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School. As a parent invested in the educational journey of my child, I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students.

I am eager for my daughter to continue her educational journey in a school that celebrates gender diversity, and where teachers share their lived experience with their students both as academic examples and as role models of Queer excellence.

I am confident that Miss Major Middle will not only meet the academic needs of its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. In a world where our children need guidance and support, a school that prioritizes the well-being and empowerment of students is essential.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School, and I am optimistic about the positive impact it will have on the lives of many students.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Sincerely,

[redacted]

[redacted]

January 15, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School. As a parent invested in the educational journey of my child, I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students.

My two young daughters have not yet faced challenges in their educational and care settings as they are just beginning to attend school/daycare, however, becoming a parent has raised my consciousness to how easily bullying can happen (especially through the vulnerable years of growth in middle school) and the extraordinary impact this has on children. I can think of nothing more important than the development of a school setting where my child feels included and safe to be themselves each and every day.

I am confident that Miss Major Middle will not only meet the academic needs of its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. In a world where our children need guidance and support, a school that prioritizes the well-being and empowerment of students is essential.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School, and I am optimistic about the positive impact it will have on the lives of many students.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Sincerely,

[redacted]

[redacted]

January 7, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School. As a parent of two gender non-conforming adolescents currently in or moving into high school, I would have loved to have had an option like MMM to consider for my own learners. I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students, and appreciate the inclusion of 5th grade as an opportunity for learners who are already arriving at their authentic identity by that age and have found that their more traditionally binary elementary school is not ready for who they are.

My youngest kiddo knew they were non-binary by 4th grade, really, but waited to officially come out until they were transitioning to the new school community of 6th grade/middle school. They knew our local elementary school, diverse and supportive as it was in other ways, was not equipped to handle their gender nonconformity in a truly supportive manner. My older kiddo came into her own transness fully in 8th grade, and this was in large part due to the supportive school climate she found herself in for the first time that year, with an active, robust GSA led by a trans teacher. Had she had access to such peer support and at least one trans role model earlier, her journey into adolescence might have have brought her more quickly into alignment with her inner nature, instead of struggling quietly with gender and body dysphoria for years.

I am confident that Miss Major Middle will not only provide a stimulating and challenging academic environment for its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. I wholeheartedly support the establishment of Miss Major Middle Public Charter School, and I am optimistic about the positive impact it will have on the lives of many future students ... and their families.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Warm regards,

[redacted]

January 16, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School. As a career educator who is committed to inclusive educational practices, and as a parent invested in the educational journey of my child, I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students.

As an educator, I have experienced first-hand the fear that many adults have about educating children about gender diversity. I have seen how this fear has led to discrimination against trans and non-binary educators, and has also led to a constraining of gender inclusive curriculum for children. When we reach children early with a curriculum that centers inclusion and empowerment for all, as Miss Major Middle is designed to do, we have the opportunity to transform not only the lives of each child and adult in the immediate community, but also to impact the national and global conversation around gender inclusivity.

As a parent of an 11-year old child who identifies as non-binary uses they/them pronouns, this is also a personal matter for me. Adults don't know quite what to make of my fifth grader. "They are such a good basketball player for a girl!" They are not a girl. "They have such long hair for a boy!" They are not a boy. At this point, we usually try to end the conversation and move on. Over time, these conversations take their toll. We dream of a school environment where our child would be warmly welcomed just as they are, without needing to explain and justify their gender identity.

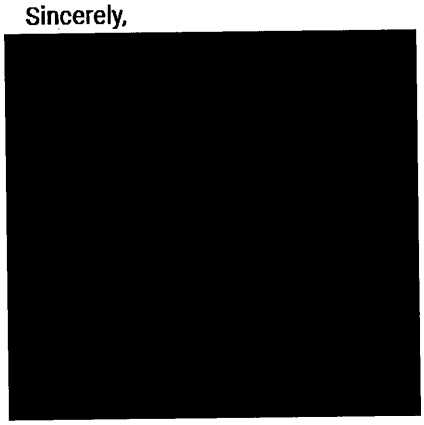
My professional experience and personal convictions align to confirm the strong need for a school dedicated to centering the experiences of trans and non-binary people. I am

confident that Miss Major Middle will not only meet the academic needs of its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. In a world where our children need guidance and support, a school that prioritizes the well-being and empowerment of students is essential.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School, and I am optimistic about the positive impact it will have on the lives of many students.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Sincerely,



[redacted]

To: SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School (MMM). As an educator with 25 of experience in Brooklyn NY's public elementary and middle schools, I believe that MMM's mission and key design elements align seamlessly with the critical need for schools that prioritize inclusivity, empowerment, and academic excellence.

I have countless times observed my smart, charismatic, talented, and outgoing gender-expansive upper elementary and middle school students shut down, stop succeeding academically, and even start refusing to go to school. This is due to the fact that as these children start to discover their gender-expansive identity and to come out to families, friends, and school staff, they feel increasingly isolated and alone. This often has to do with social exclusion and bullying, and often is amplified by teacher ignorance and lack of experience in being explicitly inclusive of gender nonconforming children. When there is a lack of support at home, this can be truly devastating - there is no safe haven. The result of this lack of inclusion for our children often includes refusal to participate at school or attend, failure to succeed at school, depression, overwhelming anxiety, and can extend to self harm and suicidal ideation. When these children are affirmed and included, when they have adults who mirror their identities as teachers, when they see themselves positively reflected in the media they use in their classrooms, and when their families are supported by the school staff in supporting them, they thrive. This is what we want for all of our children, and it is our duty to provide them with the support they need to fulfill their potential as learners, citizens, artists, and community members.That is why we need Miss Major Middle School - right now there is no middle school with an explicit commitment to our gender expansive children, and as

a longtime teacher of children this age I can assure you - this is a school we need in our city.

I am also the parent of a trans and queer nonbinary child who started to come out in grade 3 and who is now, in grade 7, the unhappy veteran of two very damaging school environments, mostly due to simple ignorance. A school like Miss Major Middle would have been a complete game changer for my child. My child was assigned male at birth. When they came out and started to present more femme but refused to pass or be closeted in any way they were bullied repeatedly by the cis-gendered male children in their class, subjected to violent sexual verbal abuse, and repeatedly left in groups of their peers completely unsupervised by adults where children could be their worst selves and bear no accountability for their behavior. Their traumatic experience of bias attacks was repeatedly minimized and dismissed by adults who failed to keep them safe. They spiraled into intense depression and social anxiety which remains a crippling obstacle to their self-esteem, their capacity to make friends, and their ability to hold a growth mindset as they meet normal developmental challenges. I cannot forgive the school system that so callously ignores, dismisses, minimizes, and even amplifies in many ways, the trauma of gender bias against our very vulnerable gender -expansive children. A school which is committed to keeping these children safe is so deeply deeply needed by innumerable families like my own.

Miss Major Middle's mission to empower students within an academically rich, joyful, inclusive, and genderful environment resonates deeply with my commitment to creating safe and supportive learning spaces. The school's dedication to being a physical and emotional brave space for all students, particularly trans, gender-nonconforming, Queer, and ally students, is both innovative and essential in addressing the diverse needs of our students.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School. I believe it will be a beacon of excellence and inclusivity in our educational landscape. Please feel free to contact me with any further questions.

Thank you for your consideration.

[redacted]

[redacted]

[redacted]

January 22, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School.

Middle school is a challenging time for almost all children. The changing dynamics, bodies, expectations, and roles are complex and terrifying. The strongest antidote is a caring and supportive environment that has adults who can affirm and uphold each individual child and family's dignity, regardless of gender exploration or identity, while providing high-quality academics. Miss Major Middle can serve as a safe space to uplift students at the most critical time.

As a parent and a member of the LGBTQ+ community, I am confident about the community support that will be poured into this institution. Having just completed the middle school selection process for my 5th grader, I am confident that Brooklyn will benefit from the expansion and creation of more diverse and innovative middle schools and that families will be grateful for its presence. The strong ecosystem of community-based organizations is also prepared to invest in and partner with this school, based on the many conversations I have had with nonprofit leaders throughout New York City about the formation of the school.

Parents who choose to raise their children in New York City are often doing so with significant sacrifice of time, space, and finances, so that we can live in communities that reflect the values we hold. Thank you for your consideration of this endeavor and,

moreover, thank you for authorizing environments that allow children to be supported and to live in the fullness of New York City's richness.

Sincerely,

[redacted]

[redacted]

January 22, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

RE: Support for the Approval of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I would like to share my heartfelt enthusiasm for the creation of Miss Major Middle Public Charter School. The creation of Miss Major Middle would make it possible for my child, and others like her, to have a supportive, empowering, inclusive and, most importantly, safe environment for her middle school years.

My transgender [redacted] now 12, had no significant problems in the first six years at [redacted] Academy, a small, Jewish private school in Brooklyn. In the 6th grade, the fact that she was trans started to become a problem. The other girls stopped inviting her to birthday parties and sleepovers. On the class trip to Washington, D.C., the students were housed four to a room. The classmate who was supposed to share a bed with her slept on the floor instead. If she had been in a school like Miss Major Middle, this never would have happened. She would have been with kids who were either trans or very comfortable with transgender peers.

Miss Major Middle would not just help its students achieve academically, but would also provide an environment of respect and a celebration of diverse identities. I wholeheartedly support the approval of Miss Major Middle, and sincerely believe it will greatly improve the lives of the students who are lucky enough to attend it.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Sincerely,

[redacted]

[redacted]

19 January, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I enthusiastically and unequivocally support authorization of the Miss Major Middle Public Charter School. I support this school as a professor who values diverse opportunity and thought, and as a therapist who advocates for safe and appropriate educational environments for all students and their families. I also support the Miss Major Middle School as a parent of a high-school aged child who continues to explore their gender identity, and who would have greatly benefited from a school such as Miss Major Middle proposes to become.

Basic needs of personal safety and social inclusion must be met before any academic learning can occur. It is imperative that all children attend a school that affirms their emotional and social identity, values their choices, and understands their unique development. Miss Major Middle will protect, celebrate and cherish transgender students. Miss Major Middle will reflect and affirm gender diversity in its social structure, in the knowledge and skills of its teachers, and in its academic curriculum.

In sum, I absolutely support the approval and establishment of Miss Major Middle Public Charter School, and I look forward to the invaluable impact it will have on the lives of our New York students and their families. Please feel free to contact me if I can be of further assistance in any way.

Yours Sincerely,

[redacted]

[redacted]

[redacted]

[redacted]

1/16/2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School. As a parent invested in the educational journey of my child, I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students.

As a mom to the most amazing, smart, creative genderfluid kid, having a school where the teachers and kids truly understands you and strive to fully embrace your ever-changing beautiful self is so important. Even though my kid's school tries their best to help and understand my child there is a big disconnect that makes my child sad at times to go to school. A place like Miss Major Middle would be a blessing for so many kids!

I am confident that Miss Major Middle will not only meet the academic needs of its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. In a world where our children need guidance and support, a school that prioritizes the well-being and empowerment of students is essential.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School, and I am optimistic about the positive impact it will have on the lives of many students.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Sincerely,

[redacted]

[redacted]

[redacted]

1/12/24

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School. As a parent invested in the educational journey of my children, I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students.

As the parent of a trans/gender nonforming High School student, I know first-hand how critical it is for a school environment to be affirming and inclusive. I also know how damaging and destructive it can be if it is not. Middle school is hard enough as it is. For any student to feel othered as a result of their core identity is unacceptable. Miss Major Middle is offering a uniquely accepting environment for our most vulnerable students.

I am confident that Miss Major Middle will not only meet the academic needs of its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. In a world where our children need guidance and support, a school that prioritizes the well-being and empowerment of students is essential.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School, and I am optimistic about the positive impact it will have on the lives of many students.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Si[redacted]

[redacted]

January 10, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Re: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing as the parent of a trans child to express my wholehearted support for the establishment of Miss Major Middle Public Charter School (MMM). As a parent invested in the educational journey of my child, it is impossible to overstate the impact that a school like Miss Major Middle would have by providing a safe, inclusive, and empowering environment for students like my daughter.

When my child socially transitioned at the tender age of five—following a two-year period of consistent and persistent gender expression—the school she attended was woefully inept at supporting her and educating the greater school community. Brave as she always has been, my daughter unflinchingly faced the questions and confusions of her classmates and her teachers, which were for the most part benign. Behind the scenes, however, the school administration and my husband and I faced a far less benign backlash from a sector of the parent community. This culminated in a day when my daughter and I were hurriedly escorted out of the school's back door in order to avoid a parent waiting to physically confront us at the front door.

Many parents take for granted that their children will be safe, supported and nurtured at the school they attend. I certainly had this expectation at the beginning of my parenting journey. To realize along the way that your child, by virtue of being different—indeed extraordinary—might not be supported, let alone *safe* is a crushing realization for a parent.

Miss Major Middle promises to change this, at least for some incredibly lucky and precious children in the greater New York City region. Based on my past experience, my complete investment in my child's education and well-being, and my faith in the MMM leadership team, I would consider relocating our family so that we could join the MMM community. Not only would my child benefit, but her siblings and my husband and I

would all reap the rewards of the loving, respectful and empowered community that MMM will inevitably create.

I entreat you to approve the application and establishment of Miss Major Middle Public Charter School. I have no doubt about the positive impact it will have on the lives of many students and their families.

Thank you for considering my perspective and for the good work you do in providing quality educational options for *all* our children.

Sincerely,

[redacted]

[redacted]

January 16, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School. As a parent invested in the educational journey of my child, I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students.

My 8 year old child has been questioning their gender for more than 4 years. Although times are changing my child feels isolated and misunderstood in school. MMM will provide a safe environment for my child to be free to be their whole self without fear of judgement.

I am confident that Miss Major Middle will not only meet the academic needs of its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. In a world where our children need guidance and support, a school that prioritizes the well-being and empowerment of students is essential.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School, and I am optimistic about the positive impact it will have on the lives of many students.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Sincerely,

[redacted]

[redacted]

January 26, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I wholeheartedly support the creation of Miss Major Middle Public Charter School to add an important and needed educational option for our middle school students here in NYC. As a Brooklyn parent of three kids and a non-profit professional who has worked in education and public health, I believe Miss Major Middle fills a gap during the critical middle school years and will provide a safe, inclusive, and empowering environment for students while stimulating academic growth.

Of my three children, I have one who has experienced an individual gender journey and who has benefitted from spaces that have allowed for non-judgemental exploration like that which Miss Major Middle will be. Additionally, my oldest son has repeatedly chosen to participate in spaces with gender-diverse peers though he doesn't identify as gender-diverse because he finds these to be the most accepting and interesting spaces - once again, just the kind of academic and social environment that Miss Major will be.

I am confident that Miss Major Middle will not only meet the academic needs of its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. In a world where our children need guidance and support, a school that prioritizes the well-being and empowerment of students is essential.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School, and I know it will not only have a positive impact on the students and families involved but also on the educational landscape of our city.

Thank you for your consideration and commitment to providing quality educational options for our children.

Sincerely,

[redacted]

[redacted]

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School. As a parent invested in the educational journey of my child, I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students.

I ama local parent of a kindergartener, and I want only the best for all children in our community. I've seen how my sister's queer and trans children had to navigate homophobia and transphobia in their middle schools, and I've seen the tranformative joy they experienced upon going to high schools that are focused on the arts and therefore happen to have queer and trans affirming school cultures. In high school, they were able to be more open about who they were without worried about getting ostracized or bullied. And they no longer had to listen to homophobic comments and jokes among their classmates.

I am confident that Miss Major Middle will not only meet the academic needs of its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. In a world where our children need guidance and support, a school that prioritizes the well-being and empowerment of students is essential.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School, and I am optimistic about the positive impact it will have on the lives of many students.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Sincerely,

[redacted]

[redacted]

January 17, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Support for the Authorization of Miss Major Middle School

Dear SUNY Charter Schools Institute Board Members,

I am writing to express my enthusiastic support for the establishment of Miss Major Middle Public Charter School. As a parent invested in the educational journey of my child, I believe that Miss Major Middle will play a crucial role in providing a safe, inclusive, and empowering environment for students.

The creation of this school is especially important to me as I am the parent of a transgender child and we moved to NYC one year ago to escape the anti-trans legislation in Florida. While in Florida my daughter faced bullying for both her academic struggles and gender identity. During this time, she became very depressed to the point where she no longer wanted to leave her room. Since moving to NYC, my daughter has attended [redacted]n District 1. [redacted] is a progressive elementary school that is very open and accepting to transgender students. The switch to this school has been lifesaving for my daughter. She has not experienced any bullying, has many friends and is improving academically in a supportive environment.

As she gets older and closer to aging out of elementary school, I am getting increasingly worried about where she will go next. When I heard about Miss Major Middle School and spoke to the amazing people working on getting the school up and running, I immediately knew that this is a place I would love for both of my kids to attend. I love their message of inclusivity alongside their passion for education.

As such, I am confident that Miss Major Middle will not only meet the academic needs of its students but also foster an atmosphere of respect, understanding, and celebration of diverse identities. In a world where our children need guidance and support, a school that prioritizes the well-being and empowerment of students is essential.

I wholeheartedly support the approval and establishment of Miss Major Middle Public Charter School, and I am optimistic about the positive impact it will have on the lives of many students.

Thank you for considering my perspective and for your commitment to providing quality educational options for our children.

Sincerely,

[redacted]

[redacted]

January 10, 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

RE: Endorsement for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

My wife and I, proud New Yorkers and parents of District 13 children, are writing to express our wholehearted support for the establishment of Miss Major Middle Public Charter School (MMM) in Brooklyn. We view its educational approach of inclusivity as empowering far beyond the classroom and would be thrilled to have MMM as a resource in the community where we are raising our children.

As advocates for equality, we recognize the profound impact that a school like MMM can have. It is all too easy to remember the challenges of middle school that we both faced, grappling with identity amid social and societal pressures. Even as cisgender individuals, we felt the constraints and confusion of gender identity. There were expectations about how we were supposed to express our identities and how we were supposed to treat other people that caused us to be uncomfortable with ourselves and uncertain in our own values. No need to share anecdotes and of course becoming an adult is about making mistakes and learning, but I can only imagine that we would have less regret about that difficult time in our lives if MMM had existed.

MMM presents a potential lifeline for many young individuals seeking to understand themselves and their place in the world and its visionary approach to "genderful" education, choice, liberation, joy, and creativity, resonates deeply with us.

But of course, the role and promise of education in our society is much more than self-awareness. It Is one of the cornerstones for our democracy. We believe that helping students to be comfortable with themselves fosters not only better academic outcomes, but also contributes to stronger civic engagement. The correlation between self-acceptance and enhanced educational and civic outcomes is evident, and we trust that MMM will play a pivotal role in nurturing confident and engaged citizens.

Therefore, we urge you to approve and establish Miss Major Middle Public Charter School. We are confident that it will not only nurture students who are often

marginalized in traditional settings, but also foster expression and engagement far beyond the classroom.

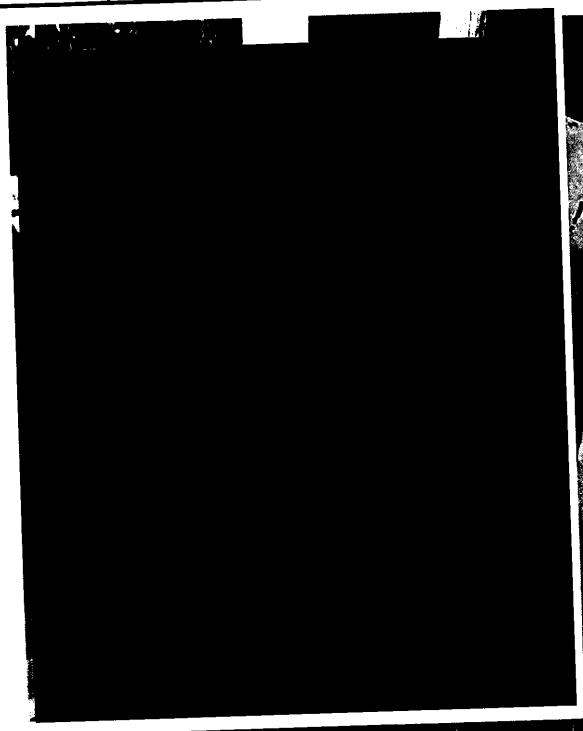
Thank you for your time and dedication to fostering a diverse and inclusive educational system. We eagerly anticipate the positive changes that MMM will undoubtedly bring to our community.

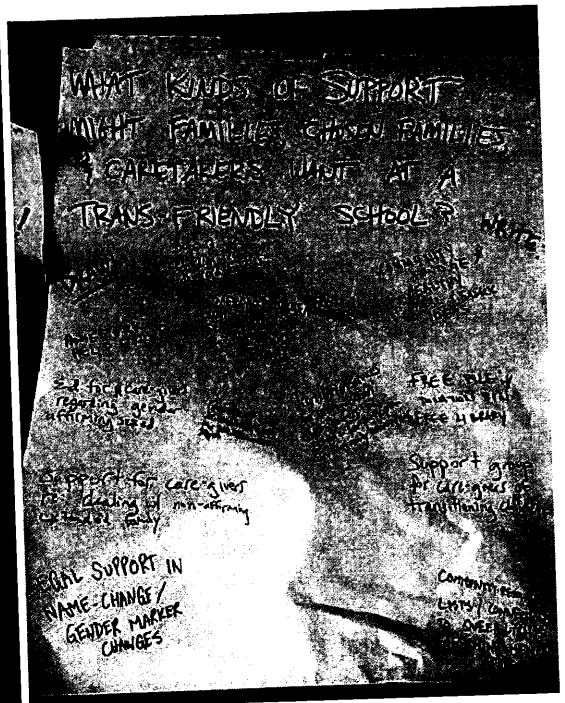
Sincerely,

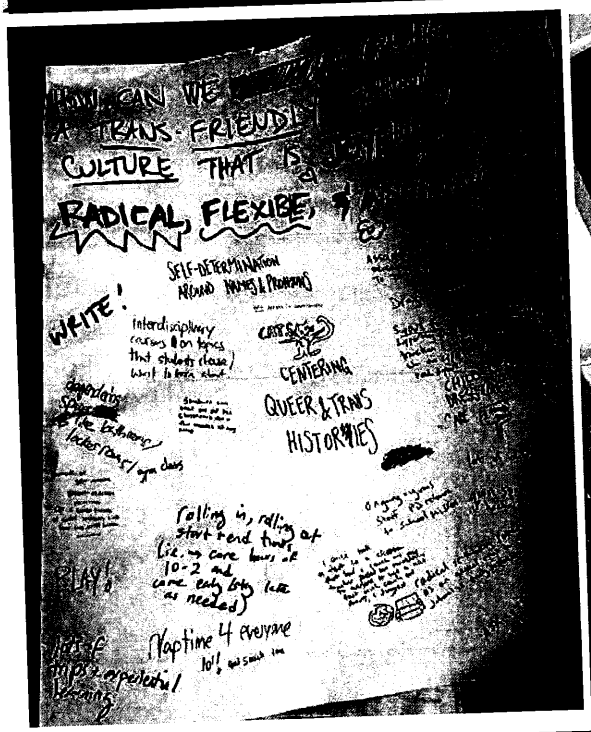
[redacted]

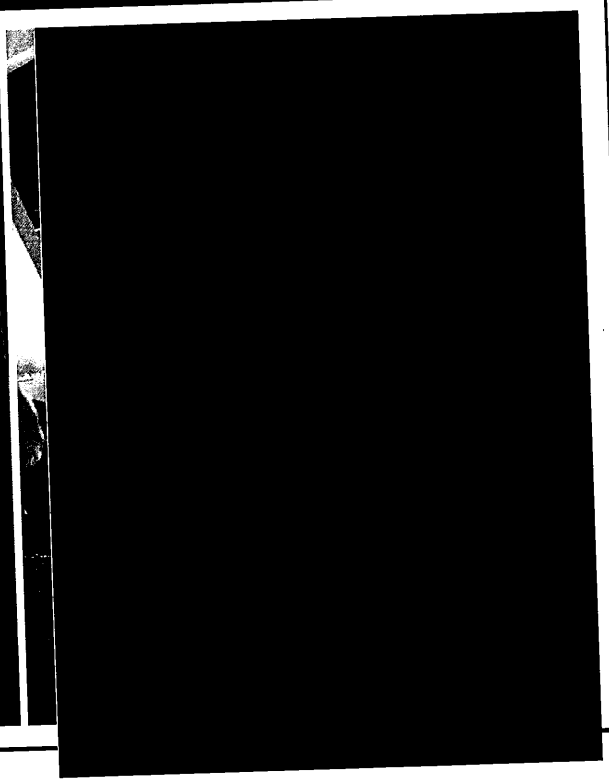
Community Potlucks - *Dates, locations, photos, and key findings from our community potlucks.*

Date	Title	Location
3/4/2022	'Trans Middle and High School Think Tank'	[redacted]









***Attendees were asked to: "Please share anything about your identity that you would like to share. Thoughts, feelings, ideas, anything you want to write"* - Sample Responses Below**
Thank you! I'm so excited about this idea, and so grateful for the warmth of that first meeting.
Thank you! I wish this school already existed! I'm overwhelmed at work until June but more available after that.
I believe firmly that ***schools must be inclusive and affirming.*** *I have had the honor and privilege of being someone that more than a few young people have come out to and who have shared their journeys with me and I think it is because I have been lucky to be part of communities that share my values. I would love to hear more about your work. Thanks!*
Please consider having a robust inclusion program for neurodiverse kids*, especially autistic kids, as part of the school.*
Love, love, love that you are doing this and if there's any way I can help and be involved I would be happy to do so. And that includes teaching in the high school if it happens.
This is amazing news!! I'm a staff member with PFLAG NYC in Support Services and Outreach. ***I have so many families whose children are in the NYC school system. Their top worry is always about safety, acceptance, and belonging****. What if we build in the family support meetings right on campus for these families to continue to be supported into advocacy roles for their children and all children!! I'm a former Elementary Classroom Teacher, and a former-former HR Management in corporate world. This is truly fantastic news!! WHY NOT???!!!!!*
WOW! I'm so, so, SO excited to hear that there's a group out there working on this vision! I'd love to be a part of this process for as long as and to the extent that I can be.
I'm a current DOE special education teacher. I'm cis, white, and queer. If my experience as a teacher can help at all, I'm happy to contribute - love that this is happening.
I am a middle school science teacher in Staten Island and the advisor of the GSA at our school. I would love more information about this!
The prospect of a trans family school makes me SO GIDDY! I run my middle schools' GSA and trans/non binary affinity group.
Hello! I'm a K-12 certified music teacher currently working at a DOE middle school, and I'm a trans man. I just started transitioning recently, and it's really opened my eyes to how much the DOE doesn't always serve our trans/gender expensive students OR staff. This school sounds like a dream - I had been thinking of the beauty of a queer-centered school myself, but as only one person, I was limited in my thinking. I would absolutely love to be part of your team in thinking and planning and maybe one day teaching. This is what our community needs!!
Omgoddex this is so exciting! NYC DOE high school counselor here! Would love to support!

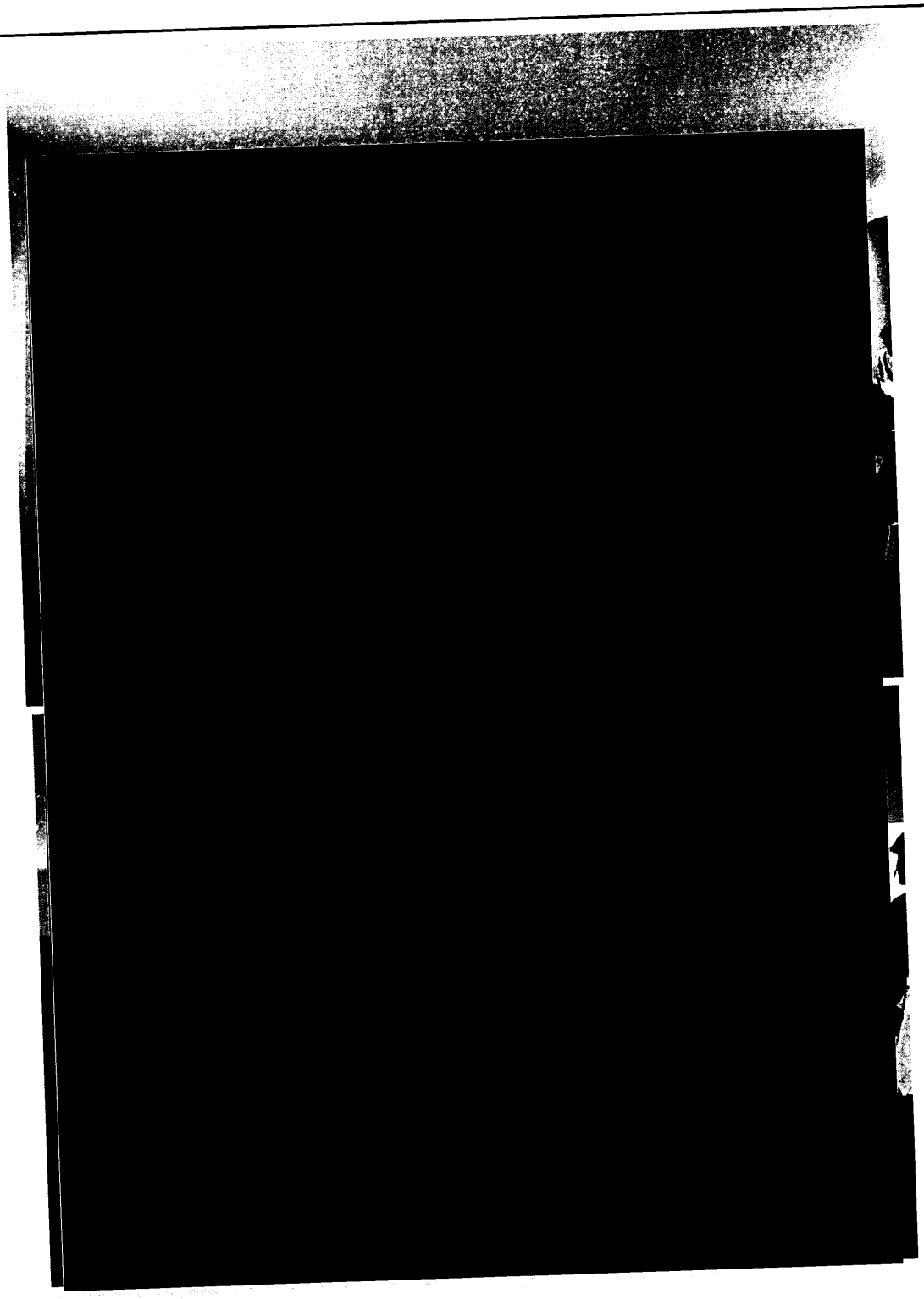
Attendees were asked: ***What kinds of support might families, chosen families, and caretakers want in our school?***
Community fridge healthy meal and snack ideas

Homework help group
Ed for care-givers regarding gender affirming sex-ed
Support for care-givers re: dealing with non-affirming extended family
Legal support in name change/ gender marker changes
Support for children in divorced families
Safe and accessible free transportation for students who don't live nearby
Conversations about social/emotional health and social/emotional support
Translation services for communication with teachers and the school and for participation in community conversations.
Free Pile Donation Bin/Free Library
Support group for caregivers of transitioning children
Community Resource Lists/ Connections to Queer and Trans Affirming Medical Spaces

Date	**Title**	**Location**
5/15/2022	Community Brunch	[redacted]
In response to the question: *What would your dream trans-friendly school look like?*		
Lots of time and space dedicated to support and affirmation		
Colors, student artwork covering the walls, doors, etc.		
Trans and Non-Binary Teachers!		
Opportunities to see representations of student's cultures throughout the school		
Good Food and Community, No bullying, no hate		
Gym is an outdoor trampoline park		
Well-Paid Well-Trained Teachers, Counselors, Support Folks		
Lots of Plants, Pretty and Edible		
Fully Accessible, visible, disabled, BIPOC, Fat and other vulnerable margins		
Advisory Curriculum that is relevant		

Date	Title	Location
11/11/2022	Community Pizza Potluck	[redacted]
In response to the question: *How Can We Create A Trans-Friendly School Culture That is Joyful, Radical, Flexible, and Inspiring?*		
Centering queer and trans histories		
Self-determination Around names and pronouns		
Interdisciplinary courses on topics that students choose what to learn about.		
Degendering spaces like bathrooms and locker rooms		
Annual or Semi-Annual Parent/Teacher meetings to get a better picture of what student's lives look like after school individually		
Lots of trips and experiential learning		
Students can step out of classrooms for a few minutes at a time		
Rolling in rolling out, start to end times -(i.e. core hours of 10-2 and come early/stay late as needed		
Radical rethinking retreat for staff as an annual event to make sure that school is truly responsive		
Lots of celebration		
On-going rigorous staff PD relevant to school mission		
Easy access to counselors		
Assume that our children deserve and have a right to this space.		
Support for teachers who are supporting children in transition and in trauma, also who are supporting parents, and who needs support.		
Dress codes are thumbs down.		
Quiet spaces for healing and rest		
Assume that our children deserve and have a right to this space.		

Date	Title	Location
2/2/2023	Catered + Potluck Event	[redacted]



In response to the question: *How Do We Create Safer Spaces for Transkids, Families, and Faculty (inclusive)?*

Curriculum featuring queer and trans authors, historical cons, artists etc.
School counselor who visits a lot so they feel like students know them more and can trust them
Have regularly scheduled open counseling sessions for diff affinity groups (gender, age, family, role, ability, race, neurodiversity etc.)
Acknowledge intersections of queerness/transness and neuro-diversity. Provide curriculum and expansive/supportive expectations
Call in culture in the classroom, among staff, and in relationship with administrators, when a mistake happens, harm is done, all involved are called in to learning and conversation/repair of relationship and trust
Support for families
Space to explore their identity freely/mental health programs
Ways to ask anonymously for support/information
Be yourself, and be loud, you are the change and we love you.
We could have a program where you would talk about real life (modern) problems about the lgbtqiap+community [redacted]) PS I think we should have a performing arts/theater program if you have the budget

Interest Form Comments

Timestamp	Name	Zip Code	Anything you'd like to share right now?
11/25/2023 18:03:11	[redacted]	11211	I am filling this out to show my support and future interest in this school. I am the parent of a transgender child who moved to NY from Florida this year due to the anti-trans laws and after experiencing multiple incidents of transphobia towards my child especially within the school system. My daughter is currently only 8 years old but I love the idea of having a safe space for her during the difficult middle school years.
11/27/2023 11:44:29		11220	Hi there - my daughter [redacted] in 4th grade now, and we'd love to learn more about MMM!
11/27/2023 16:40:29		11215	Here to support in any way!
11/29/2023 16:41:25		11220	Yes! I am a Brooklyn based mother, artist and art therapist. I'd love to speak further about how I might. be able to offer professional services (act as a therapy referral for families, staff etc, offer in school art therapy workshops and experiences for your students, as well as offer professional development and support for your educators). I love your schools vision for creating creative, loving and inclusive space for our beautiful young people. You can find me at [redacted] as well as [redacted] I so look forward to being in touch!
12/22/2023 9:28:37		07920	We have a nonbinary 5th grader. We live in New Jersey, so this specific school is likely not an option for us, but absolutely love love love the idea and want to help and support in any way.

Meetings with Families

Initial Meeting	Name	Details/Outcome
3/3/22	[redacted]	Connected over email through the invite to our first potluck. Met at the potluck and child, [redacted] expressed interest in a trans-affirming school. [redacted] continues supporting us.
6/30/22	[redacted]	Discussed support for her trans child, who will be in 6th grade in 2025, and also discussed various grants that schools might get to help support LGBTQ+ students
7/13/22	[redacted]	Met with [redacted] Academy and parent of trans middle schooler. Formed ongoing relationship. [redacted] plans to join the board when family returns from abroad. Both [redacted] and her child attended the MMM Community Welcome Event
11/23/22	[redacted]	[redacted] has a trans daughter who is 7 years old now. They live in Brooklyn and want to attend MMM. [redacted] wrote us a letter of support and attended the Community Welcome Party.
12/12/22	[redacted]	[redacted] in CSD 13 and has a trans daughter in 4th grade. We had several meetings in person and discussed various components of the MMM proposed model, including grades 5-9, SPED services, and arts programming.
12/19/22	[redacted]	Met with [redacted] and discussed trans-affirming and LGBTQ+ affirming spaces. [redacted] has two gender expansive kids, one in middle school and one in high school.
1/18/23	[redacted]	Spoke on the phone and then met several times. [redacted] and she has a nonbinary 10 year old. She has given us lots of feedback and is writing a letter of support.
1/21/23	[redacted]	[redacted] a trans daughter who is 8 years old now. Beyond hearing feedback and offering support, we are discussing if MMM is approved whether it makes sense for the family to move to NYC.
2/17/23	[redacted]	Met with [redacted] listen to what her child [redacted] lacking in school. [redacted] eventually joined the MMM T+ / Q AC, representing student voice
4/23/23	[redacted]	Discussed finding a supportive school for [redacted] Have spoken several more times on the phone. [redacted] also facilitated catering for one of our community events and is considering sending [redacted] MMM.

5/23/23	[redacted]	[redacted] child goes to an elementary school in CSD13 and is gender expansive. We continue to text and have phone conversations. [redacted] is thinking of sending his child to MMM.
11/15/23	[redacted]	[redacted] is a queer and trans parent who has a trans kid who is 8. We discussed the need for robust special education support for neurodiverse students such as [redacted] child.
11/27/23	[redacted]	Emailed and then met with [redacted] She moved to NYC with her two kids because Florida was unsafe because of new laws. We have had ongoing discussions and she has written us a letter of support.
12/8/23	[redacted]	Her child, now a freshman, had Chris Means as a teacher. [redacted] is writing a letter of support for school.
1/20/24	[redacted]	[redacted] has a nonbinary third grader and lives in CSD 13, supports MMM, and would send her child to MMM.

R-05ABC - Enrollment
R-05A - Enrollment Plan

Miss Major Middle Public Middle School (MMM) proposes to educate students from across NYC in a gender-expansive and genderful environment, serving grades 5 - 9 in a model that redefines the middle years for students.

> **"Whether you are a parent, a guardian, a student, a teacher, or an administrator; whether you have a transgender grandchild, a classroom with students who are questioning their identities, or have never heard the term "gender non-conforming" before... The most important step has already begun: becoming aware. Though it is hugely important to affirm that transgender identity is real, not a phase or a "state of mind," awareness is not just about acknowledging others; awareness is about acknowledging yourself. Each of us must be aware of how gender works in our own life, how we have used our gender identity and expression to gain advantages, and how gender has, in turn, also limited our experience in the world."[1]**
>
> *Alex Myers, author of Supporting Transgender Students*

During our inaugural school year 2025-2026, we will enroll 80 fifth and 80 sixth-grade students, totaling 160 students. We will adopt a slow growth model, growing by one grade of 80 students each school year for grades seventh and eighth, and then expanding to an optional 9th grade year (assuming a cohort of 36) for students needing additional time before leaving for high school. Our slow growth model will allow MMM to intentionally design and solidify our school culture, operational practices, and curriculum materials over time. In the 4th year of our charter term, we will reach full capacity, with 352 students. Our target enrollment for the years of our proposed charter term is detailed in the R-05C - Student Enrollment Table.

Located in a central area of Brooklyn, in Community District 13 (CSD 13), we anticipate that students from across the 5 boroughs will be able to access our school.

Redefining the Middle Years

By redefining the middle years, particularly for those who are exploring their identities, and those who have been marginalized, starting middle school earlier can foster a stronger sense of community and belonging among students, as they spend more time together in a stable educational environment. This can be particularly beneficial for social development and academic collaboration[2]. Our innovative grade structuring allows us to meet a student's academic and socio-emotional needs.

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[1] Myers, A. (2021). *Supporting Transgender Students: Understanding Gender Identity and Reshaping School Culture*. University of New Orleans Press.
[2] Osterman, 2000, "Students' Need for Belonging in the School Community"

MMM's structure allows students to move at their own pace—if a student needs more time to adapt to the middle grades, they have that opportunity to do so by entering into a 5th-grade cohort. If a student needs more time to prepare for high school entrance exams or to make the transition to high school, they have the opportunity to remain at MMM until 9th grade while remaining on track for high school graduation. In this way, MMM's grade level configuration is incongruent with that of the school district but done intentionally to support our catchment. Although this is unconventional, we see this as a benefit to both the families of the students and the rigors of the high school options located in the same district.

Age, Orientation, and Identity

The below research highlights the specific need for a middle years school to support the budding needs of students, particularly those that identify or for whom the LGBTQ+ community resonates. The following has been paraphrased and extracted directly from the "New York State LGBTQ+ Health and Human Services Needs Assessment: 2021 Community Survey," 2021 (pg. 16-17);

Respondents were asked when they began to view their sexual orientation and/or gender identities differently. For most respondents, these periods of questioning, change, and transition occurred in the teenage years, strongly overlapping with puberty and early adolescence.

Orientation: Half the respondents first felt their orientation was different than straight during the ages of 10 to 15, with the average age of "first feelings" at 12.5. On average, the time between a respondent's "first feelings" and "knowing for sure" was 5.3 years, indicating most respondents were in a substantial time of questioning during adolescence

Gender Identity: The time frame for gender begins earlier and lasts longer before most respondents reported feeling certain about their identity. Respondents who identified as non-binary, genderqueer, and transgender reported first feeling that their identity was different from their birth sex as early as three years of age, with 80% experiencing their "first feelings" from 6 to 19. The average age of "first feelings" was 14.4 years.

Age ranges of questioning, transition, and consolidating identity

		Percentile			
	mean	1–25%	26–75%	76–100%	95%
Age respondent first felt "something other than straight"	12.5	3–9	10–15	16–76	22
Age respondent "knew for sure" they were "something other than straight"	17.6	5–13	14–20	21–76	32
Age respondent first felt their gender was different from their "birth sex"	14.4	3–8	9–19	20–78	30
Age respondent "knew for sure" they were transgender/gender non-conforming/nonbinary"	22.4	3–15	16–27	28–70	44

Based on understanding the age range at which students who identify other than straight, the age ranges for which students will be enrolled at MMM (10-15 years old), we are able to ensure that students have an affirming and validating experience for most of their waking hours, simply by attending school.

Starting Early

"Younger [LGBTQ+] community members report poorer overall health than older community members; higher levels of disabilities, especially developmental disabilities; more and more intensive experiences of discrimination; and a higher need for mental health services[3]."

By opening our middle school in 5th grade, MMM welcomes our students one year before the traditional DOE schools in our district, which define middle school as grades 6-8. We begin in 5th grade for several reasons. Research shows that transition from elementary school to middle school can be detrimental for students on average and especially for students with disabilities[4] mostly because of the number of transitions kids make during this time period in their life. This early start will reduce transitions happening after the age of 10. Studies on the developmental needs of early adolescents, such as those by Eccles et al., can offer insights into the importance of providing a stable educational environment during this period[5]. Similarly, the NY State Network for Health and Human services reports that LGBTQ+-identifying students report feeling the lowest levels of inclusion and support when they have less than a high school education[6], during the time period that this validation is most critical.

[3]Guidry JA, Hou EP, Lopez M, Hatch M, Otting J, "New York State LGBTQ+ Health and Human Services Needs Assessment: 2021 Community Survey." New York: The New York State Network for LGBTQ Health and Human Services, 2022. Pg. 74.

[4] O'Hagan, Kaitlyn, Leanna Stiefel, and Amy Ellen Schwartz. (2023). "The Academic Effects of Moving to Middle School on Students with Disabilities Relative to their General Education Peers." *EdWorkingPaper: 22-655*. Annenberg Institute at Brown University. https://doi.org/10.26300/1vfx-x027.

[5] Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist, 48*(2), 90-101. https://doi.org/10.1037/0003-066X.48.2.90

[6] Guidry JA, Hou EP, Lopez M, Hatch M, Otting J, "New York State LGBTQ+ Health and Human Services Needs Assessment: 2021 Community Survey." New York: The New York State Network for LGBTQ Health and Human Services, 2022. Pg. 74.

Similar to other successful charter schools, MMM will benefit from having an additional middle school year to prepare students for the rigor of high-performing high school programs in NYC, including NYC's Specialized High Schools. This model has been proven to be effective across programs including Success Academy, Uncommon Schools, Achievement First, and other high performing charter school networks.

Introducing middle school concepts and curricula in 5th grade can better prepare students for the academic and social challenges of high school. Early exposure to advanced content and skill-building can enhance readiness for high-performing high school programs[7]. Additionally, including 5th grade in middle school aligns with developmental research indicating the start of early adolescence around this age. This period is crucial for social, emotional, and cognitive development. Early support during this transitional phase can enhance students' adaptability and readiness for the rigors of middle and high school education[8]. Starting middle school in 5th grade will allow for an earlier implementation of tailored educational strategies, outlined in Response 06C - Instructional Methods, which is beneficial for addressing diverse learning needs and styles[9]. We also see this as a benefit to CSD 13, which has seen a decline in enrollment in their middle school years. By recruiting students a year earlier to stay within the district for middle school, we believe that more families will be compelled to remain local for middle school.

Additional Opt-In 9th Grade Cohort

One key way that MMM differs from most middle schools is that we offer an opt-in 9th-grade cohort to our students. Typically, the terminal middle school grade is 8th. This is seen as a natural grade break for students to enter high school and this is appropriate for students who are prepared to move on with solid academic foundations, who are prepared socially and emotionally to enter high school, and who have been accepted into high schools of their choosing. We believe that by allowing more opportunities for students to enroll in a high school of their choosing, we will be able to combat attrition rates for LGBTQ+ and vulnerable youth, whose graduation rates are below average. Statistics illuminating the prominence of low behavioral health among LGBTQ+ youth underscore the urgent need for supportive educational environments that affirm LGBTQ+ identities and promote well-being, reducing the risk factors associated with lower graduation rates among these students[10]. Creating affirming spaces, as is integral to MMM's approach, is a key strategy for improving the mental health outcomes and academic success of LGBTQ+ youth, and will lead to increased attendance and subsequently graduation rates for our students.

The transition to high school can be challenging for many students. Some students simply need more time to mature, to be affirmed in their changing identities, to be supported by more teachers, and to increase their GPA and test scores. A familiar school environment can ease this transition, allowing students to focus more on academic challenges rather than social and environmental adjustments[11]. By

[7] Roderick, 2013, "Preparation for High School and Beyond: The Delicate Balance of College Readiness"
[8] Eccles, J. S., & Roeser, R. W. (2011). "Schools as Developmental Contexts During Adolescence."
[9] Yeh, 2010, "The Cost-Effectiveness of 22 Approaches for Raising Student Achievement"
[10] Society for Research in Child Development, 2021: SRCD
[11] Langenkamp, 2010, "Academic Vulnerability and Resilience during the Transition to High School"

including an optional 9th grade, MMM is providing an opportunity for students to fully prepare, if needed, for acceptance into a high school beginning in 10th grade. Through our research, we have learned that many specialized and high-performing high schools have additional openings during 10th grade, because of natural attrition seen at all schools. We've learned that MMM 9th graders will, therefore, have a higher chance of being admitted into their chosen high schools when transferring in for 10th grade. Boarding schools and other tuition-based schools often have additional scholarship opportunities during non-inaugural grade levels.

MMM is the ideal environment for realizing the potential and possibility of expanding the middle years to include some students in 9th grade. These principles suggest that the social and emotional development of queer and questioning youth is particularly important around 14 years old and during the crucial transition from middle to high school. Including recent data published by SAMHSA, "Puberty can be a pivotal time when youth become more aware of their gender and experience physical changes that can trigger or exacerbate dysphoria.[12]" Our rigorous academic programming will already prepare students, in 8th grade, for Regents exams, so our teacher model and course offerings will lend well to providing credit-bearing options for 9th graders. For students who have been struggling academically, our small cohort model, high teacher-to-student ratio, and emotionally safe environment will help us ensure that any student who opts into 9th grade at MMM will be entering 10th grade on track with high school credits, significantly improving their chances for graduating high school.

Expanded Middle Years Model Program Advantages

Although this model is not yet proven in the specific configuration we've proposed, there is myriad research that supports our assumption that students, particularly those who have not been able to demonstrate readiness for success in high school, will find continued success in our model that is created to redefine the middle years for students and families.

- **We will be able to provide familiarity and continuity:**
    - **With educators:** Educational research has consistently shown that continuity in the educational environment can positively impact student performance. Familiarity with teachers and peers can create a more comfortable and stable learning environment, which can reduce anxiety and improve academic focus[13]. Strong, positive relationships with teachers have been linked to higher academic achievement and better social outcomes for students. Familiarity with teachers allows for more personalized instruction and more effective support, as teachers are better able to understand and respond to individual student needs[14].

[12] Substance Abuse and Mental Health Services Administration (SAMHSA): "Moving Beyond Change Efforts": Evidence and Action to Support and Affirm LGBTQI+ Youth. SAMHSA Publication No. PEP22 03-12-001. Rockville, MD: Center for Substance Abuse Prevention. Substance Abuse and Mental Health Services Administration, 2023.

[13] Pianta, R. C., & Walsh, D. J. (1996). "High-Risk Children in Schools: Constructing Sustaining Relationships."

[14] Hamre & Pianta, 2001, "Early Teacher-Child Relationships and the Trajectory of Children's School Outcomes through Eighth Grade"

- **With peers:** Familiarity with peers can also contribute to a positive school experience. Students who feel connected to their classmates are more likely to engage in school activities and demonstrate higher academic achievement[15]. Further, we will continue to develop leadership by introducing peer mentorship opportunities for our 9th graders; older students can offer guidance to their younger peers. This mentorship dynamic fosters a sense of responsibility and continued engagement during a time that can be challenging for adolescents.

- **Small Cohort Model:** We will provide a small cohort model that offers personalized attention, increased engagement, social and emotional support, targeted interventions, lower dropout rates, improved teacher morale, and better monitoring of student progress. These factors are particularly beneficial for struggling students, enhancing their chances of academic success and overall well-being. Among research supporting this programmatic decision, a few are outlined below:

  - **Personalized Attention:** At just 36 students, the class size for our 9th graders will be approximately 18 students. Smaller class sizes can lead to improved student performance, especially among students who face academic challenges[16]. By fostering close teacher-student relationships in small cohorts, MMM teachers will be able to better identify and address individual learning needs more effectively[17].

  - **Increased Engagement:** A 2012 study found that students in smaller classes participate more in classroom activities, improving their learning and retention[18], which will be supportive of students who opt into the 9th-grade programming.

  - **Social and Emotional Support:** In "The Effects of School Gardens on Students and Schools" Ozer posits that a smaller, more cohesive learning environment can enhance social and emotional well-being[19].

- **Socially and Emotionally Safe Environment during a particularly challenging time for most adolescents:**

  - **Continuity:** Familiarity with the school environment contributes to the social-emotional development of students. A stable environment where students feel known and understood can enhance their sense of belonging and self-esteem, which are crucial for academic success[20].

[15] Wentzel, 1998, "Social Relationships and Motivation in Middle School: The Role of Parents, Teachers, and Peers"
[16] Cotton, K. (2001). "New Small Learning Communities: Findings from Recent Literature."
[17] Blatchford, Bassett, & Brown, 2011, "Examining the effect of class size on classroom engagement and teacher-pupil interaction"
[18] Blatchford, P., Bassett, P., & Brown, P. (2011). "Examining the effect of class size on classroom engagement and teacher-pupil interaction."
[19] Ozer, E. J. (2006). "The Effects of School Gardens on Students and Schools."
[20] Osterman, 2000, "Students' Need for Belonging in the School Community"

- **Adolescent Developmental Stage:** Around the age of 14, adolescents undergo significant physical, emotional, and cognitive changes. Erikson's theory of psychosocial development posits that the key challenge during adolescence is the formation of identity versus role confusion. For queer and questioning youth, this stage is particularly complex as they navigate their sexual and gender identities[21].

- **Importance of Support:** Research indicates that LGBTQ+ youth often face unique stressors, including stigma and identity-related bullying, which can impact their mental health and academic performance. Social support from peers, teachers, and schools during this period is crucial for their well-being[22].

- **Transition to High School:** The transition from middle to high school is a critical period that can exacerbate stress and anxiety, particularly for LGBTQ+ youth. Studies have shown that supportive and inclusive school environments during this transition can significantly impact their academic success and mental health[23].

Public School Commitment and Backfilling Seats in Grades 5-8

MMM fully embraces our status as a public school and is deeply committed to backfilling all vacant seats from our waitlist through 8th grade, but will reserve our small, tailored 9th-grade programming just for students who had previously attended MMM. This commitment will allow us to continually meet our mission of providing as many seats as possible to students and families seeking an inclusive and allied school experience for middle schoolers, both those who are seeking options that are safer for LGBTQIA+ and those who identify as allies, as well as those seeking an inclusive tuition-free public school option.

Aligned with the traditionally experienced attrition rates of other New York City charter schools, we expect approximately 10% annual attrition, as detailed in R-05d – Admissions Policy. MMM reserves the right to retain or accelerate students based on their demonstrated skill level. We will partner intensively with families on such decisions as detailed further in R-06e – Promotion and Graduation Policy.

Miss Major Middle is for All Students

In future years, we may consider applying for an expansion of the charter to include either high school or elementary, but we first anticipate growing our program within the parameters outlined in this application. For our first charter term, we will closely monitor our school's application, enrollment, and waitlist data to better understand both our impact and the community's demand for seats at our school. If we maintain significant waitlists or demand outpaces available seats, we may consider expanding the number of seats in future charter terms.

[21] Erikson, E. H. (1968). "Identity: Youth and Crisis."
[22] Russell, S. T., & Fish, J. N., 2016, "Mental Health in Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth"
[23] Ueno, K., 2010, "Mental Health Differences Between Young Adults With and Without Same-Sex Contact: A Simultaneous Examination of Underlying Mechanisms"

R-05ABC - Enrollment
R-05B - Target Population Enrollment

"Our community is not a monolith, thank goodness, any more than America itself is. I look forward to and will continue to work toward the day when America recognizes all of us as full and equal citizens."

Cynthia Nixon

Enrollment and Retention Targets

The enrollment and retention targets for Miss Major Middle School have been determined using the enrollment and retention calculator on the SUNY CSI website.

Year 1 Enrollment Targets (80 students-grade spans 5-6)

	Comparable District Percentages by Grade Level	Baseline School Enrollment Target
Economically Disadvantaged	79.1%	128.6
English Language Learners	5.4%	8.7
Students with Disabilities	18.4%	29.9

Year 5 Enrollment Targets (356 students-grade spans 5-9)

	Comparable District Percentages by Grade Level	Baseline School Enrollment Target
Economically Disadvantaged	77.0%	276.2
English Language Learners	4.7%	16.7
Students with Disabilities	14.9%	53.5

Reaching out to and recruiting specific target populations is crucial for us to fulfill our mission. Our goal is to have a diverse student body that accurately represents our local community in terms of the groups outlined above, and also of at least the LGBTQ+ youth population. To achieve this, we have developed a school model that meets the needs of our community, and that addresses the need for an academically rigorous middle school in NYC's CSD 13, as detailed in R-04C - Description and Analysis of Student Demand. The founding team has already made significant progress in engaging with the community, and

we have created a thoughtful outreach and family recruitment plan to meet our enrollment targets for special populations.

Recruitment Strategies

When MMM is authorized, the founding Instructional Leadership Team will collaborate to formalize our recruitment strategy including the location of our building, and submit a work plan to the Academic Committee of the Board for review.

Below is an overview of our recruitment and outreach strategies for the specific target populations we aim to reach. It is important to note that we will not use "at-risk" admissions preferences in our application and lottery process.

Target Population	Strategy
Economically Disadvantaged Students	• Proactively develop relationships with New York City Housing Authority (NYCHA) tenant associations by presenting at meetings, tabling at events, and co-sponsoring events both related to LGBTQ+ needs and also general information about our school. • Tailor digital marketing efforts to reach families in economically disadvantaged areas. Use geo-targeting on platforms like Facebook and Instagram to ensure our advertisements reach the right demographic. • Target direct mail flyers and outreach to zip codes in higher poverty census tracts and NYCHA complexes. • Seek ways to offer transportation solutions such as metro cards to make the school more accessible. • Develop a canvassing schedule for door-to-door flier distribution, neighborhood walks, and outreach at public housing complexes, including engaging with local business owners (ie: bodegas). • Deepen relationships with local area shelters, food banks, and benefits screening providers. • Facilitate meetings (both in-person and virtual to provide access to more individuals) and info sessions with local community centers and libraries that provide after-school and other support services. • Co-sponsor back-to-school events and other youth-facing events with local low-cost and free medical clinics and other community-based organizations. • In future years, we will intentionally highlight success stories, sharing stories of current or alumni students from similar backgrounds who have thrived at MMM, showcasing the supportive environment and opportunities available.
English Language Learners	• Make public announcements or statements that the school supports immigrant students and their families (shared in several prevalent languages in the district) to reach key groups within the school community).

	• Leverage relationships with community-based organizations to co-sponsor recent immigrant and immigration services events and cross-market materials. • Proactively deepen and cultivate relationships with elected officials to cross-market immigration services (include elected events such as immigration services vans, and legal service workshops in the school newsletter). • Explore tabling opportunities at events and help make school information more available to families. • Cultivate a relationship with the Citywide Council on English Language Learners. • Provide cultural competency training for staff that includes strategies for supporting ELLs in the classroom, leading to higher levels of satisfaction for families of ELLs. • In the later years of our charter term, we will establish peer mentoring programs where older or more proficient ELLs (our 9th graders) can support newer ELL students, promoting a sense of community and belonging. • We will host cultural events that celebrate the diverse backgrounds of our students, encouraging participation from ELL families. This can serve as both an engagement strategy and an educational opportunity for the entire school community.
Students with Disabilities	• Draft marketing materials specifically highlight the school's special education plan and commitment to individualized student support. • Build relationships with INCLUDEnyc, Advocates for Children of New York, The Center for Inclusive Learning, and other organizations with a special focus on serving parents of students with disabilities. • Continue to build relationships with local school Parent-Teacher Associations and other parent groups to ensure an understanding of our inclusive programming. • Establish partnerships with local therapy centers and clinics that specialize in services for children with disabilities, distributing information about our school to families seeking supportive educational environments. • Offer virtual information sessions specifically tailored to parents of students with disabilities, detailing our school's approach to inclusion, individualized education plans (IEPs), programmatic offerings, and support services. • Utilize social media platforms to highlight success stories of students with disabilities at our school, showcasing the supportive and inclusive environment we offer. We will include testimonials from parents of students with disabilities, offering a personal perspective on the support and accommodations provided by our school. • Build relationships with the Committee on Special Education for CSD 13.

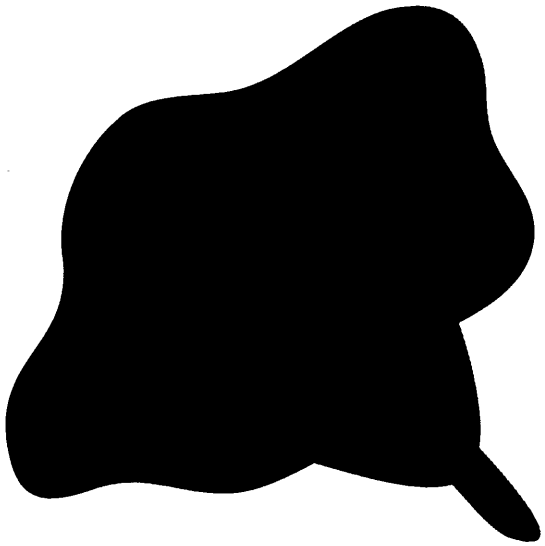
We are confident that through our strategic recruitment efforts, we will be able to successfully meet our enrollment targets as proposed.

At-Risk Admission Factors

We are not including at-risk admissions preferences in our lottery. We anticipate we will still be able to meet the enrollment and retention targets for CSD 13 based on the wide appeal and intersectionality of our catchment but are committed to revisiting our enrollment periodically. In this process, if we are unable to sustain enrollment and retention of a population that is representative of the local community, we will thoughtfully consider including admission factors during the renewal process.

Retention of Students in the Desired Groups

To retain students from the targeted groups, MMM will implement a comprehensive support system that emphasizes inclusivity, personalized learning, and community engagement. We will utilize targeted interventions, including academic support, mental health services, and extracurricular programs that align with our students' diverse needs. The effectiveness of these efforts will be regularly assessed through the disaggregation of student performance data for each subgroup. This data-driven approach will enable us to adjust our strategies to ensure all students, particularly those from economically disadvantaged backgrounds, English Language Learners, and students with disabilities, receive the support they need to thrive. Continuous feedback from students, families, and teachers will inform our retention strategies, ensuring our school remains a welcoming, supportive environment for all.



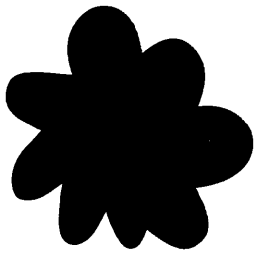
R-05ABC - Enrollment
R-05C - Student Enrollment Table

"This community has fought and continues to fight a war of acceptance, a war of tolerance, and the most relentless bravery.
You are the definition of courage, do you know that?"

Lady Gaga to the LGBTQ+ Community

MMM seeks to enroll 160 students in grades 5 and 6 in our inaugural year (2025-2026), adding 80 students in 7th grade (2026-2027), 80 students in grade 8 (2027-2028) and finally 36 students in grade 9 (2028-2029). In this growth model, MMM will be at full scale in year 4, and maintain a total of 356 students at the end of our first charter term in the school year 2029-2030.

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	*Middle School*	80	80	80	80	80	10-11
6th Grade	Middle School	80	80	80	80	80	11-12
7th Grade	Middle School		80	80	80	80	12-13
8th Grade	Middle School			80	80	80	13-14
9th Grade	High School				36	36	14-15
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		160	240	320	356	356	



R-05D - Admissions Policy

"I think it's important for parents to educate themselves too, and be open, and realizing that your children are their own person. And if they may or may not act the way you want them to — in terms of gender expression — that that's OK."

Laverne Cox

Miss Major Middle School is dedicated to fostering an inclusive, affirming environment for all students, with a special focus on the LGBTQ+ community. Our admissions policy is designed to reflect this commitment, ensuring fairness and accessibility for every applicant. We will not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or any other basis that would be unlawful or harmful to students and families. Our school shall be open to any student who is eligible under the laws of New York State for admission to a public school and will comply with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

In its first year of operation, MMM will enroll 80 students in 5th grade and 80 students in 6th grade, adding one grade level at a time until full enrollment is reached. Our 9th-grade class will be comprised of 36 students, as we anticipate the majority of our 8th-grade students will move on at the natural transition to High School after their 8th-grade year.

Application Process: Our application deadline for our inaugural class is April 1, 2025. All complete applications will be eligible for the lottery. Applications can be submitted using the New York City Common Online Charter School Application or using a paper application. The application form will comply with New York State Education Law 2854(2)(b). We will not change any requests of families on the applications and will ensure that families have access to the application in multiple languages. Our applications will include our school logo and branding as well as our contact information so that families can reach out to learn more about our school model and programming. Each applicant must be a resident of New York State by the application deadline as demonstrated through two forms of proof of residency, except for homeless students.

Admissions Preferences: Our admissions preferences were determined to ensure we enroll a student population reflective of the community we seek to serve to increase quality school options for families that otherwise have limited options. To maintain a community reflective of our mission, MMM's admissions preferences are as follows:

1. Returning students, ensuring continuity and stability in their education beginning in Year 2 of operation.
2. Siblings of currently enrolled students, promoting family engagement and support.
3. Students residing within CSD 13, prioritize local community members.
4. Up to 15% set aside for children of MMM employees, fostering a close-knit school community.

Lottery Procedures: This lottery will be held within one week of the application deadline utilizing SchoolMint Grow or another authorized online lottery system. Using such a commonly practiced and tested system will ensure transparency, fairness, and efficiency in the lottery process. Through this online system, applications will be managed, the lottery will be randomized, and our waitlist will be secure, auditable, and accessible. Our approach aligns with the need for equitable admissions practices while also accommodating the logistical challenges of in-person events, ensuring that all students have an equal opportunity for admission. Notice of the lottery date, time, and location will be posted on our school website and through media platforms unless an online and legally authorized method is allowed. Names will be drawn in the lottery and students will be admitted until all available seats are filled. Once those seats are filled, the waitlist will be enacted electronically and automatically. Results of the lottery will be made publicly accessible and families will be notified directly via electronic mail, snail mail, and phone calls if necessary. MMM will document all steps of our lottery process and make them available to SUNY Charter Schools Institute upon request.

Waitlist: A waitlist will be maintained, following the same preferences as the lottery, ensuring that any vacancies are filled in a manner consistent with our admissions policy. Any completed applications received after April 1 will automatically be placed on the waitlist in the order they received following the lottery. In the case that a seat becomes available in the school in grades 5-8, we will access the first name on the waitlist to offer admission to that student and will call the family to make this offer. Families have 48 hours to accept their space or the seat will be given to the next student on the waitlist.

Backfill Policy: MMM commits to backfilling seats through the 8th grade to maximize educational opportunities for as many students as possible. However, to ensure the integrity and continuity of our academic and social-emotional programs, MMM will not backfill seats in the 9th grade.

"Gender is how we understand self; gender is how we live that self in the world; gender is one way - perhaps the primary way - that we sort people in society."[1]

Alex Myers, author of *Supporting Transgender Students*

[1] Myers, A. (2021). *Supporting Transgender Students: Understanding Gender Identity and Reshaping School Culture*. University of New Orleans Press.

R-06AF - Curriculum and Instruction
R-06A - Curriculum Selection Process

> **"It isn't just about reading "diverse books." It is about making sure that students are equipped and required to discuss the topics brought up in those books. As amazing as it seems, I have absolutely witnessed English classes on Othello where no one talks about race at all; the students are so interested in Iago's motives. Actually, they are so afraid to talk about race-and usually the teacher is, too. We as educators have to educate and prepare ourselves to have these conversations. We need to speak to the identities of our students and the ways that they move through the world; we need to make sure that our students learn to think and talk about gender, race, class, and religion."**
>
> *Alex Myers from "Supporting Transgender Students" (2023)*

To realize our key design element of implementing Rigorous Academic Programming, MMM's curriculum is aligned with the New York State P-12 Common Core Standards and Next Generation Learning Standards (NGLS). Our educational approach incorporates carefully selected published curricula that will serve as the foundation for the academic program. Over our initial planning year, our instructional leadership team, spearheaded by the Executive Director and Head of School, will develop a robust curriculum framework to support the implementation and fidelity with selected curriculum. This framework will encompass grades 5-9, integrating our unique STEA+AM (Science, Technology, Engineering, Arts, Activism, and Mathematics) focus and genderful approach into every subject area. Subsequently, teachers, with the support, coaching, and development of the Academic Leadership Team, will be empowered to make adjustments to materials and content to more closely align with the school's mission and vision within a framework that safeguards the integrity of standards-alignment, grade-level learning objectives, and assessment tools.

Because of our unique Middle Years grade configuration and robust high school preparation program, different curricula have been selected for grades 5-7 and 8-9 in the content areas of ELA, Math, and Science/ STEA+AM. This will allow our teachers to begin Regents preparation in 8th grade, ensuring that students are prepared for high school, whether they leave MMM at the end of their 8th grade year, or at the end of their 9th grade year. Below we outline the selected research-based curriculum selections by content and grade level:

ELA:

- Grades 5-8: "Wit and Wisdom" curriculum.
- Grade 9: Regents Prep ELA (NewVisions).

Math:

- Grades 5-7: "HMH Math in Focus" curriculum.
- Grades 8-9: "Algebra 1 - HMH Into AGA".

History:

- Grades 5-9: Zinn Education Project.

STEA+AM:

- Grades 5-7: Pearson Interactive Science
- Grades 8-9: Regents Prep - Living Environment (NewVisions).

Advisory:

- Grades 5-9: "Circles"

Intervention: iReady:

- Grades 5-9: iReady

Our curriculum choices, instructional approaches, and course offerings are informed by successful elements from high-performing schools nationwide. Through careful research and consultation, our team has identified key models of success to inform our practice, ensuring clarity of vision and fidelity in implementation. After researching standards- and research- based curricula in each content area, we used a process of evaluating closest alignment to our school model, taking into consideration our mission, vision, key design elements, and academic program model to determine best fit for the school. We envision curriculum to be a continued iterative process of development over the initial charter term, though will prioritize our commitment to rigorous academic programming throughout any alterations.

The following 5 Curricular Focus Areas supported the curriculum selection process:

(1) **Ability to ensure coherence with Rigorous Academic Programming - Embracing Major Work:** Challenging academic content and productive struggle are key to student success; requiring teachers to be able to uphold high expectations and introduce challenging tasks in order to enhance student achievement[1]. Additionally, project and problem-based learning are proven to develop critical thinking and problem-solving skills, essential for young minds to become empathetic leaders and agents of change[2]. Finding a single curriculum that embraces all of this, while understanding MMM's Genderful School and Creative and Self Expression ethos is a task that can only be done well by engaging our educators. When selecting curriculum, we sought resources that are inherently rigorous and aligned to grade-level standards and expectations. In

[1] Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.
[2] Dewey, J. (1938). Experience and Education. Kappa Delta Pi.; Piaget, J. (1973). To Understand Is To Invent: The Future of Education. Grossman Publishers.

this way, we will allow our educators to create further opportunities to increase rigor through task development in the form of project-based learning supplements, art-aligned extensions, dialogic teaching approaches, and opportunities to infuse real-world perspectives and current events.

(2) **Ability to Invest in Educator Development using and developing the content of the curriculum selected:** Professional development is crucial for teacher effectiveness. Research by Darling-Hammond and others shows that continuous professional learning significantly impacts teacher quality and student outcomes[3]. MMM's emphasis on professional growth includes adapting curricular materials and ensuring that our educators are equipped with the latest pedagogical strategies and understanding of gender inclusivity and diversity. When selecting curriculum, we sought programs that are organized thoughtfully, have clear teacher-facing materials, and that provide structures for teacher's intellectual preparation.

(3) **Ability to develop extensions that are problem- and project- based during Intentional Learning Time**: Maximizing Focused Academic and Arts Enrichment: Research supports the notion that extended learning time, when used effectively, leads to improved academic outcomes. When used for additional instruction or enrichment activities, extended school days can lead to increased student achievement, particularly in project-based and inquiry-driven settings[4]. MMM's schedule utilizes this research and includes intentional extended learning time for dialogic activities such as Socratic seminars, project based learning, or literature circles on Mondays and Wednesdays. So when selecting curricula, we sought programs that allow students to delve into complex ideas through depth of content. This will make the planning process for teachers who are developing activities for our intentional extended learning time to develop deeper connections with the curriculum thereby enhancing student's critical analysis skills[5].

(4) **Social and Emotional Learning - Nurturing Resilience and Intelligence:** SEL programs significantly improve students' social and emotional skills, attitudes, behavior, and academic performance[6]. Further, as designed at MMM, social and emotional learning that involves open communication and sharing personal experiences fosters empathy, understanding, and emotional resilience[7]. In our curriculum selection process, we sought curricula that provides opportunities to incorporate narrative storytelling and dialogues that promote these proven SEL practices, which we believe will be particularly important for our LGBTQ+ students.

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[3] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute.
[4] Patall, E. A., Cooper, H., & Allen, A. B. (2010). Extending the school day or school year: A systematic review of research (1985-2009). Review of Educational Research, 80(3), 401-436.
[5] Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003). Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English. American Educational Research Journal, 40(3), 685-730.
[6] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405-432.
[7] Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). Building academic success on social and emotional learning: What does the research say? Teachers College Press.

(5) **Planning Beyond Traditional Academics - Importance of Enrichment and STEA+AM:** MMM's model seeks to integrate STEA+AM and promote a well-rounded learning experience. The inclusion of arts and activism in STEM education, as practiced at MMM, aligns with Gardner's theory of multiple intelligences, emphasizing the diverse ways in which students can excel and engage with the world around them[8]. Beyond learning styles for students, MMM prioritized opportunities for teacher creativity with the implementation of curriculum. A 2015 study explored the role of creativity in the practice of highly effective teachers, highlighting the importance of creating opportunities to integrate creative and self-expression in curriculum[9]. We understand that our innovative model will require adjustments to curriculum, so we sought curriculum that would provide these opportunities. In our planning year, and throughout the first charter term we are excited to embed more Arts + Activism into our program, and we know this will take time. For these reasons, selection of curriculum emphasized science and math concepts and foundational skills, knowing that with time and development, we will be able to mold the curriculum to also address more of the real-world issues that are essential to our model and our students.

MMM's curriculum is academically rigorous, tailored to address individualized student needs and has been selected with intention to eventually align more closely with our schools mission and vision. Our Instructional Leadership Team will continuously review and adapt our selected programs, ensuring they align with our vision of a genderful, inclusive, and academically excellent educational experience. The table below summarizes in more detail why each curriculum component has been selected:

Alignment of Curricular Choices to MMM's design, model, mission, and vision:
Each curriculum selected, at a minimum, meets or exceeds the grade-level goals and Common Core Standards required for academic rigor. Further, we have been intentional in selecting programs that align with our mission, vision, and key design elements. Although we have researched and believe these to be the best suited curricula for MMM, throughout the Planning Year we will continue to visits, observe, and research high-performing and like-minded schools to understand the integration of curriculum into their school model and will work with our Academic Leadership Team, in conjunction with the Academic Committee of the Board to propose changes, should they become significant.

ELA - Wit and Wisdom (5-7th grades)
Given the comprehensive approach of the "Wit and Wisdom" curriculum, its adoption at Miss Major Middle School (MMM) aligns seamlessly with our school's overarching objectives and principles. This curriculum choice is reflective of our dedication to fostering an educational environment that is both academically rigorous and deeply inclusive, emphasizing the importance of critical thinking, diversity,

[8] Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. Basic Books.
[9] Henriksen, D., & Mishra, P. (2015). We teach who we are: Creativity in the lives and practices of accomplished teachers. Teachers College Record, 117(7), 1-46.

communication skills, and social-emotional learning. Each aspect of the "Wit and Wisdom" curriculum contributes to realizing MMM's mission of creating a supportive and challenging learning space where every student is encouraged to explore, question, and grow.

- **Encouraging Critical Analysis:** By promoting analytical thinking, the curriculum directly supports MMM's commitment to nurturing students who are prepared to engage with and question the world around them. This emphasis on critical analysis ensures that our students develop the skills necessary to assess complex ideas and texts critically, an essential aspect of our academic model that values depth of understanding over rote memorization.

- **Integrating Diverse Texts:** The inclusion of culturally diverse and relevant texts within the "Wit and Wisdom" curriculum underpins our dedication to representation and inclusivity. This strategic choice aligns with MMM's vision to create a genderful and inclusive school culture where literature serves as a mirror and window for students to see themselves and understand others. By exposing students to a variety of perspectives and narratives, we aim to foster empathy, understanding, and a deeper appreciation for diversity.

- **Building Communication Skills:** The curriculum's focus on developing robust communication skills, both oral and written, is vital for our students' holistic development. This aligns with MMM's goal of empowering students to articulate their thoughts, advocate for themselves and others, and engage in meaningful dialogue. Strong communication skills are particularly important for students navigating identity exploration and self-expression, as these skills enable them to share their experiences and perspectives confidently.

- **Supporting Social-Emotional Learning:** The thematic and integrated approach to literature provided by the "Wit and Wisdom" curriculum facilitates the incorporation of SEL into the academic content, resonating with MMM's emphasis on the emotional and social growth of our students. By weaving SEL principles into our ELA curriculum, we create opportunities for students to connect with the material on a personal level, promoting empathy, self-awareness, and resilience.

In choosing the "Wit and Wisdom" curriculum for ELA instruction, MMM is committed to delivering an education that is not only aligned with New York State standards but also deeply connected to our unique mission and vision. This curriculum supports our efforts to cultivate a community of learners who are academically proficient, emotionally intelligent, and ready to make a positive impact in their communities and beyond.

Math - Houghton-Mifflin Harcourt (HMH) Math in Focus (grades 5-7) and Algebra 1 - HMH Into AGA (grades 8-9)

We selected the HMH curriculum for mathematics in all grade levels, reflecting our commitment to providing a rigorous, comprehensive, and student-centered mathematics education, aligning with our overarching goals of academic excellence and inclusive learning.

Alignment with MMM's Educational Goals:

- **Cultivating a Solid Mathematical Foundation:** "HMH Math in Focus" builds a strong mathematical base for younger students, emphasizing conceptual understanding alongside procedural skills. This curriculum's approach to fostering deep mathematical comprehension aligns with MMM's commitment to Major Work, ensuring students are not only proficient in math but also understand the 'why' behind it, promoting lifelong learning and curiosity.

- **Preparing Students for Future Challenges:** "Algebra 1 - HMH Into AGA" readies our older students for the complexities of high school math and beyond, mirroring MMM's value of Major Light. This curriculum's alignment with state standards and focus on high school preparation ensures our students shine brightly, equipped with the knowledge and confidence to tackle advanced mathematical concepts and succeed in Regents exams.

- **Integrating Problem-Based Learning:** Both "HMH Math in Focus" and "Algebra 1 - HMH Into AGA" curricula are adapted to include problem-based learning methodologies. This alignment to this element of MMM's academic program model ensures that mathematical concepts are not only learned but also applied in real-life contexts.

- **Embracing Diversity in Learning:** Both curricula support differentiated instruction, essential for addressing the varied learning styles and needs within our student body. This commitment to diverse learners echoes MMM's inclusive ethos, ensuring every student's educational journey is supported, validating their identities and experiences in the learning process.

- **Integrating Real-World Applications:** By incorporating real-world contexts and diverse examples, these math curricula make learning relevant and accessible to all students, reflecting MMM's Major Pride. This approach demystifies math, transforming it from abstract concepts to tangible, understandable applications that resonate with students' lives and the broader world.

- **Encouraging Critical Thinking and Problem-Solving:** The emphasis on critical thinking and problem-solving in both "Math in Focus" and "Algebra 1 - HMH Into AGA" prepares students to navigate academic challenges and personal growth, embodying MMM's vision of developing well-rounded, capable individuals ready to engage with and change the world.

- **Enhancing Interdisciplinary Learning with STEA+AM:** The alignment of these curricula with our STEA+AM approach lays a foundation for interdisciplinary exploration, promoting a holistic understanding of how math interacts with science, technology, engineering, arts, and activism. This fosters a learning environment where students not only excel in math but also understand its role in broader societal and global contexts.

By implementing the HMH Math in Focus and HMH Into AGA curricula, MMM is dedicated to offering a math education that is not only academically rigorous but also inclusive and reflective of our commitment to nurturing each student's potential.

Regents Prep - New Visions Curriculum (8th and 9th Grade ELA and Science - Living Environment):
We have strategically chosen the New Visions curriculum for our 8th and 9th-grade students, aligning with our mission to provide a robust, inclusive, and forward-thinking educational experience. This curriculum is tailored to prepare students for the New York State Regents examinations, ensuring they are well-equipped for academic success in high school and beyond. Although designed for students starting in 9th grade, by developing our "middle years" school program to include 5th graders, we believe that starting students with high school-level standards and curriculum in 8th grade, we will better prepare students for the academic challenge and rigor of high school and Regents courses. This curricular choice is utilized by several high performing charter schools and CMO's in New York City and has been proven to be an adaptable curriculum that is both open source and well-resourced. The teacher-friendly curricular guides and units make it ideal as we seek to align this standards-based curriculum more closely to the mission and vision of MMM.

Alignment with MMM's Educational Goals:

- **Holistic Skill Development:** Central to MMM's educational strategy is the development of critical thinking, analytical writing, and reflective discussion. The New Visions curriculum promotes these competencies, empowering our students to engage deeply with complex narratives, including those that touch upon sensitive aspects of identity and society. This curriculum fosters a learning atmosphere where students are not only learners but also critical thinkers and empathetic individuals.

- **Regents Preparation:** By adopting a curriculum that is specifically designed for Regents preparation, we ensure that our students are not only meeting but exceeding state standards. This aligns with MMM's commitment to academic excellence and rigor, preparing students for the challenges of high school and college.

- **Comprehensive Skill Development**: The New Visions curriculum emphasizes critical reading, analytical writing, and thoughtful discussion, skills that are crucial for the holistic development of students. These skills are particularly vital for our students as they navigate complex social, emotional, and identity-related topics.

- **Inclusivity and Representation:** In line with MMM's genderful and inclusive ethos, the New Visions curriculum celebrates and reflects the diversity of experiences and identities within our student body. Adapting the curriculum to include a broader spectrum of texts will ensure that every student finds resonance and representation in their learning journey, fostering a sense of belonging and mutual respect.

- **Developing Critical Thinking and Empathy:** By engaging with a variety of texts and perspectives, students are encouraged to think critically about the world around them. This approach is in harmony with MMM's vision to develop students who are not only academically proficient but also socially aware and empathetic.

- **Support for Diverse Learners:** The flexibility of the New Visions curriculum allows MMM to tailor educational experiences to the individual needs of our students, including those exploring their identities or coming from varied cultural backgrounds. This adaptability is critical in our mission to provide personalized, meaningful educational pathways for every student.

- **Preparation for Future Success:** The curriculum's focus on high-level ELA skills ensures that students are prepared for the academic demands of high school, including advanced coursework and college readiness.

This curriculum choice reflects our commitment to preparing students for academic success while honoring our mission of nurturing an environment that celebrates diversity, encourages exploration, and fosters lifelong learning.

History - The Zinn Education Project (5-9th grades)

The integration of the Zinn Education Project curriculum into MMM's educational framework exemplifies our dedication to providing an education that not only meets academic standards but also resonates with our core values of inclusivity, critical thinking, and social justice. This curriculum, renowned for its focus on presenting history from multiple perspectives, particularly those often marginalized in traditional narratives, aligns seamlessly with our mission to foster a learning environment that champions diversity and encourages students to critically engage with the world around them.

Alignment with MMM's Educational Goals:

- **Empowering Through History:** By bringing to light the stories and struggles of diverse groups throughout history, the Zinn Education Project curriculum empowers our students to see themselves as part of a broader narrative. This approach aligns with MMM's commitment to

nurturing a sense of belonging and identity among our students, encouraging them to explore their place in history and society.

- **Critical Engagement with Social Issues:** The curriculum encourages students to question and critically analyze historical events and their impact on current social issues. This critical engagement is pivotal in developing informed, thoughtful citizens who are prepared to contribute to a just and equitable society, reflecting MMM's vision of fostering socially aware and empathetic individuals.

- **Inclusivity and Representation:** Through its emphasis on stories often excluded from mainstream curricula, the Zinn Education Project supports MMM's goal of creating an inclusive educational experience. By including diverse narratives, the curriculum ensures all students can see their histories and experiences reflected in their learning, promoting a sense of inclusion and understanding across the student body. Because of our unique mission and catchment of students, it is necessary to incorporate a curriculum that is inclusive of LGBTQ+ history, issues, and even historical figures. Allowing for more diverse perspectives, including through characters and texts, will make learning more representative, but also allow students to learn across lines of differences, especially when making references to topics like intersectionality. In the GLSEN 2021 NY State Snapshot, only 25% of students surveyed were taught an inclusive curriculum that included LGBTQ+ themes, protagonists, and history. Additionally, only 50% had access to inclusive library resources. At the minimum only 51% had access to a Gender-Sexuality Alliance or other LGBTQ+ affinity space (GLSEN, 2023).

- **Interdisciplinary Learning:** The Zinn Education Project curriculum facilitates connections between history and other disciplines, such as literature, arts, and social sciences, encouraging an interdisciplinary approach to learning. This aligns with MMM's STEA+AM model, which values the integration of arts and activism into the academic curriculum, fostering well-rounded learners who can make connections across diverse fields of study.

- **Encouraging Activism and Civic Engagement:** By highlighting historical examples of activism and change, the curriculum aligns with MMM's emphasis on empowering students to become agents of change in their communities. It provides students with historical context for contemporary issues, inspiring them to engage in activism and civic participation in line with our core value of Major Pride.

- **Support for Diverse Learners:** The Zinn Education Project offers adaptable resources that cater to the varied learning needs and styles of our student body. This adaptability ensures that MMM can provide a personalized learning experience for each student, supporting our commitment to meet every learner's unique educational needs.

Incorporating the Zinn Education Project into MMM's curriculum underscores our dedication to an education that is rich in diversity, critical inquiry, and social responsibility. It exemplifies our belief in the power of education to not only inform but transform, preparing our students to navigate and shape the world with knowledge, empathy, and courage.

Science - Pearson Interactive Science (5-8*th grades)

The selection of Pearson Interactive Science for grades 5 through 8 at Miss Major Middle School (MMM) is a deliberate alignment with our foundational goals of fostering an inclusive, engaging, and exploratory learning environment. This curriculum embodies our commitment to a hands-on, inquiry-based approach to science education, encouraging students to engage directly with scientific concepts and processes. Each component of Pearson Interactive Science is meticulously chosen to complement MMM's mission of empowering students through experiential learning, critical thinking, and collaborative exploration.

- **Hands-On Exploration and Inquiry:** Pearson Interactive Science's emphasis on experimental questioning and lab-based activities directly supports MMM's dedication to making learning an active and immersive experience. This methodology ensures that science is not just a subject to be studied but a world to be explored, echoing our school's belief in learning by doing. This approach aligns with our STEA+AM framework by integrating these disciplines into a cohesive learning experience that mirrors real-world applications and challenges.

- **Fostering Collaborative Learning and Evidence-Based Conclusions:** The curriculum's focus on group-based activities and discussion not only enhances students' understanding of scientific principles but also cultivates essential skills in teamwork, communication, and critical analysis. This aligns with MMM's vision of developing thoughtful, articulate, and cooperative individuals who can work together to solve complex problems, reflecting our core values of Major Work and Major Love.

- **Adaptability for Inclusivity:** Pearson Interactive Science's design allows for adaptability in incorporating diverse contexts and perspectives, making science education more inclusive and reflective of MMM's diverse student body. This flexibility supports our goal of creating a genderful and inclusive environment where all students can see themselves in the curriculum and feel that their identities and experiences are valued and respected.

- **Integration of Problem-Based Learning:** The curriculum's integration of problem-based learning strategies aligns with MMM's educational philosophy, which prioritizes real-world applications of knowledge and skills. PBL encourages students to apply scientific concepts to address tangible challenges, fostering a deep understanding of the material and its relevance to their lives and communities. This approach is central to MMM's aim of preparing students to be critical thinkers and problem solvers who are equipped to navigate and contribute to the

world around them.

By implementing Pearson Interactive Science, MMM affirms its commitment to a science education that is dynamic, inclusive, and deeply connected to our mission of nurturing curious, confident, and socially responsible scientists. This curriculum choice is a testament to our belief in the power of science to inspire wonder, foster innovation, and encourage students to envision themselves as agents of justice in an ever-evolving world.

**Note: There will be two tracks offered to 8th grade students; those that have all passing grades in core content classes and have passes all NY State Exams will have the option to move in to the Regents track for Science, allowing them to take the Regents Living Environment course in 8th grade, thereby becoming eligible to forgo the NY State Science Exam in 8th grade and instead take the Living Environment Regents exam at the end of their 8th grade year.*

Advisory and Supplemental SEL - James Stanfield's Circles Curriculum (grades 5-9)

At Miss Major Middle School (MMM), our selection of James Stanfield's Circles Curriculum for our Advisory and Supplemental SEL program from grades 5 through 9 underscores our deep commitment to fostering an environment where emotional intelligence, empathy, and interpersonal skills are as valued as academic achievement. This curriculum choice aligns with our multifaceted approach to education, where the development of the whole child is prioritized, and every aspect of learning is infused with our core values and key design elements.

- **Emphasizing Emotional Intelligence and Empathy:** The Circles Curriculum is designed to enhance students' emotional intelligence, facilitating an understanding of self and others that is critical for personal development and community building. This aligns with MMM's vision of nurturing empathetic leaders and agents of change who are equipped to navigate the complexities of diverse social landscapes with compassion and understanding, reflecting our core value of Major Love.

- **Fostering a Sense of Belonging and Community**: Through structured yet flexible SEL sessions, the Circles Curriculum supports MMM's mission to create a physical and emotional brave space where every student feels valued, understood, and connected. This curriculum enhances our advisory program, ensuring that SEL is not relegated to the periphery of the educational experience but is central to the daily life of the school, embodying the principle of Major Pride in our community.

- **Integrating Dialogic Learning and Reflection:** The curriculum's emphasis on dialogue and reflective practices encourages students to engage deeply with their thoughts and feelings and those of their peers. This approach is critical for developing critical thinking and self-awareness, key components of MMM's model that prioritizes creative and self-expression

as well as rigorous academic programming. Through these dialogues, students learn to articulate their ideas, listen actively, and engage respectfully with diverse perspectives, fostering an environment of Major Light where learning is a shared, reflective journey.

- **Supporting Diverse Learners through Inclusive Practices:** The adaptability of the Circles Curriculum allows for it to be tailored to meet the needs of MMM's diverse student body, including those exploring various aspects of their identity. This adaptability ensures that our SEL programming is inclusive, recognizing and valuing the unique experiences and needs of each student, thereby supporting our goal of a genderful school where every student's identity is affirmed and celebrated.

- **Preparation for Life Beyond the Classroom:** By equipping students with the tools to understand and manage their emotions, build healthy relationships, and make responsible decisions, the Circles Curriculum prepares MMM students for success not only in their academic endeavors but in all areas of their lives. This comprehensive approach to SEL aligns with our commitment to preparing students to be well-rounded, thoughtful, and capable individuals who are ready to contribute positively to their communities and the wider world.

In adopting James Stanfield's Circles Curriculum, MMM demonstrates its dedication to an educational experience that is holistic, inclusive, and deeply aligned with our mission to develop not just academically proficient students, but emotionally intelligent, empathetic, and socially responsible individuals.

Intervention and Growth-Based Assessments - iReady (grades 5-9)

Miss Major Middle School (MMM) has chosen iReady as our primary tool for intervention and growth-based assessments for students in grades 5 through 9, underscoring our holistic approach to education that values data-driven instruction and personalized learning pathways. This decision is deeply rooted in our educational philosophy, which prioritizes meeting each student where they are in their learning journey and providing the tailored support they need to flourish academically, socially, and emotionally. iReady aligns perfectly with MMM's design, model, mission, and vision in several key ways:

- **Data-Driven Personalized Learning:** iReady's comprehensive assessment system provides precise insights into each student's strengths and areas for growth, aligning with MMM's commitment to Major Work and Major Light. By identifying specific learning gaps and potential, iReady enables us to tailor instruction and interventions to meet the unique needs of every student, ensuring no one is left behind and each student can shine in their own right.

- **Supporting Diverse Learners:** The adaptability of iReady assessments ensures that MMM can effectively support a wide range of learners, including those with diverse academic

backgrounds and those exploring their identities. This inclusivity is a cornerstone of our commitment to a genderful school environment, where every student's learning journey is respected and nurtured.

- **Fostering Growth and Achievement:** By focusing on both intervention needs and growth potentials, iReady complements MMM's vision of fostering an environment where students are encouraged to achieve their full potential. This approach not only supports students who may need additional help but also challenges and extends learning for those ready to move beyond grade-level standards, embodying the principle of Major Pride in academic achievement.

- **Enhancing Teacher Effectiveness:** iReady provides teachers with actionable data and resources to make informed instructional decisions, aligning with our dedication to empowering educators as facilitators of learning. This supports MMM's model of professional development and continuous learning for teachers, ensuring they are equipped to meet the diverse needs of our students and foster an equitable school culture.

- **Integrating with Curricular Goals:** The use of iReady assessments is strategically aligned with our curriculum choices across all subject areas, ensuring a cohesive and integrated approach to academic development. This alignment supports MMM's rigorous academic programming, ensuring that interventions are meaningful, relevant, and directly tied to curriculum standards and objectives.

Incorporating iReady into our suite of assessment and intervention tools at MMM is a testament to our commitment to providing an educational experience that is both academically rigorous and responsive to the needs of our diverse student body. By leveraging iReady's capabilities, we aim to not only address learning gaps but also to inspire and celebrate the growth and achievements of every student, preparing them for success in school and beyond.

What to Teach, How to Teach, Resources and Support:

The process of ensuring that our teachers know what to teach and when to teach it is a collaborative and structured endeavor. Our curriculum choices across all content areas are deeply aligned with our school's vision and the New York State P-12 Common Core Standards and Next Generation Learning Standards. To guarantee coherence in our instructional planning and to uphold the integrity of our rigorous academic programming, we employ a variety of resources and strategies:

Curriculum Maps and Pacing Guides:

The creation of curriculum maps and pacing guides is a critical first step in our instructional planning process. These documents outline the scope and sequence of our curriculum, ensuring that all standards are covered comprehensively over the course of the school year. Our Academic

Directors play a pivotal role in developing these resources, aligning the curricula with our annual academic calendar to prioritize power standards, especially before major assessment periods like the NY State Exam and Regents exams.

Scope and Sequence Documents:
Utilizing the scope and sequence documents provided by our selected curriculum publishers, our Academic Directors, in partnership with our educators, tailor these documents to align more closely with MMM's unique educational goals. This ensures depth, rigor, and a seamless integration of our STEA+AM focus and genderful approach into every subject area.

Assessment Cycles:
Critical to our approach is the establishment of clear assessment cycles that guide both teaching and learning. These cycles help in monitoring student progress, identifying areas for intervention, and ensuring readiness for state-wide assessments including the NY State Exams and Regents Exams. For more detailed information about MMM's assessment practices, see section R-06B - Assessment System.

Teacher Involvement in Lesson Planning:
Daily lesson planning is the responsibility of our classroom teachers, who leverage the rich resources provided by our chosen curricula and Academic Leadership Team. Teachers are supported in this process by the Director of Teacher Supports, ensuring that lesson plans are engaging, inclusive, and aligned with our school's ethos.

In our initial planning year, the Executive Director and Head of School will develop preliminary planning materials to guide the Director of Teacher Supports. These materials serve as the foundation for our collaborative planning process, which involves all members of our instructional staff.

Curriculum Evaluation and Revision at MMM:
Ensuring the effectiveness of our curriculum for all students and its alignment with state standards and across grades is an ongoing process at Miss Major Middle School. Our approach to curriculum evaluation and revision involves multiple stakeholders and is informed by data, teacher feedback, and student outcomes, as outlined in the following:

Continuous Review Process:
Our Academic Leadership Team, led by the Head of School and including Academic Directors and the Executive Director, oversees the continuous review of our curriculum. This process involves analyzing student performance data, teacher observations, and feedback from the school community.

Professional Development Cycles:

Integral to our curriculum evaluation process are our professional development cycles. These cycles provide regular opportunities for teachers to reflect on curriculum effectiveness, share best practices, and identify areas for improvement. Professional development sessions are designed to be responsive to the needs identified through curriculum reviews, ensuring that our educators are equipped to deliver high-quality, inclusive, and standards-aligned instruction. For more information about MMM's teacher professional development cycles, see section R-09C - Professional Development.

Teacher Involvement:
Teachers are essential partners in the curriculum review process. Their insights from daily instruction and direct interactions with students are invaluable in assessing the curriculum's impact. Teachers participate in curriculum committees and professional learning communities, contributing to decisions on curriculum adjustments and enhancements.

Alignment and Coherence:
Ensuring alignment from grade to grade and to state standards is a priority. Our curriculum review process includes mapping exercises and vertical alignment sessions, where teachers across grade levels collaborate to ensure a coherent and progressive learning experience for students. The responsibility for these processes rests with our Academic Leadership Team, with active involvement from our teachers. This collaborative approach ensures that our curriculum remains dynamic, effective, and aligned with our mission to nurture every student's potential.

Cycles of Continuous Improvement
While we have intentionally selected a comprehensive and research-driven curriculum for each core content area, we recognize the importance of adapting and evolving our educational materials to fully embrace our unique academic model that supports arts, social justice, and our vision for STEA+AM. By selecting a boxed curriculum, teachers will have a solid basis for their instruction and planning, and we will ensure that assessments are aligned to grade level expectations and standards. Through our Professional Development cycles, further outlined in R-09B - Teacher Support and Evaluation, we will develop teacher skill sets to adjust and adapt the curriculum in key areas to better support our schools mission and vision. This iterative process will involve customizing and enhancing the over time; to uphold the key design element of Rigorous Academic Programming, teachers will work with Deans and Directors to ensure alignment to the selected curriculum remains intact through the planning processes. Our approach is to start with a solid, proven framework and then mold it creatively to foster a more enriched, diverse, and engaging learning experience that truly reflects the spirit of MMM. With our unique approach, MMM is set to offer a transformative learning journey for every student, preparing them for a successful future both academically and personally.

R-06AF - Curriculum and Instruction
R-06B - Assessment System

"Rather than say, 'In the real world you only get one chance,' perhaps our most truthful and most helpful message should be "In the real world, retakes are often available; you just might have to ask for them and put in some additional work."

Joe Feldman, "Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms"

MMM is in a prime position to set high academic standards, uniquely preparing our students for top-tier secondary and postsecondary education opportunities. This is especially crucial in light of the setbacks in achievement brought on by the pandemic. In CSD 13 specifically, math and ELA proficiency rates for grades 5-8 were, on average, 53% in the 2022-23 academic year, on par with average proficiency rates for New York City[10]. As MMM is dedicated to being a place where students not only survive, but thrive, we aim to be above average in all aspects and expect our unique curriculum and grade structure will allow our students to flourish not only socio-emotionally, but academically, as well. We see the assessment and subsequent responsive interventions and supports based on student data will enhance our commitment to ensuring Rigorous Academic Programming.

We are deeply committed to understanding and advancing each student's knowledge and skills. We will employ a comprehensive assessment strategy that is both standards-based and sensitive to the unique needs of our diverse student population. Our focus is on accurately measuring student progress across various content areas and grade levels, using frequent cycles of assessment to inform and adapt our curriculum, instruction, and professional development. This data-driven approach ensures that we are continually refining our educational program to effectively support student learning, both in the short and long term. By closely monitoring and responding to student performance data, our staff will be able to provide targeted support and challenges, aligning our efforts with our mission to empower every student to reach their full potential.

To support the dynamic needs of our classrooms while maintaining rigorous academic standards, MMM will implement a year-long Assessment Calendar. This calendar is designed to outline key assessments and provide week-long windows for each, allowing flexibility for teachers and grade teams. This structure ensures that our educators can effectively address the diverse needs of their students, adapting their teaching strategies as needed, while still aligning with the school's commitment to high academic expectations and consistent progress monitoring. Data from formal assessments, including Interim Assessments, Unit Tests, and Unit Quizzes, will play a critical role in several areas: it will assist the Academic Committee of our Board in making informed decisions, inform our Professional Development

[10] New York State Education Department. (2023). NYC GEOG DIST #13 - BROOKLYN - NEW YORK STATE REPORT CARD [2022 - 23]. https://data.nysed.gov/essa.php?year=2023&instid=800000045563

initiatives, aid in preparing for State Exams, and provide a basis for comparative analysis across different grade levels. This approach underscores our commitment to using robust student achievement data to support academic growth and enhance educational outcomes. Our Miss Major Middle Assessment System is demonstrated in the following table:

Miss Major Middle Assessment System

Assessment + Purpose	Administration	Collection + Use of Data	System for Analyzing
iReady Adaptive nationally normed assessment in Reading, English, Language Arts and Math	**Owner:** Director of Teacher Support and Director of Special Services **Frequency:** 2x/year, Q1 and Q4 and upon intake. **Students Tested:** All	Review individual student reports, class summaries, and domain-specific performance, facilitating informed decision-making to enhance teaching strategies and student learning outcomes. Provides comparative to national levels for student performance and provides growth data over a year.	Diagnostic Results show proficiency levels in key domains. Growth Monitoring reports track progress over time. Recommendations for personalized instruction paths for intervention or enrichment.
Interim Assessments In-house (or purchased curated) exams aligned to NY State Exams/ ELA, Global History, and Living Environments Regents Exams. Mid-year administration will be a formative tool to prepare for the end-of-year formative.	**Owner:** Director of Teacher Support **Frequency:** 2x/year, Q2 and Q4 **Students Tested:** All for ELA and Math. 7-8th grades will also take History and Science.	Provides insight mid-year into cumulative mastery of standards, and mirrors the rigor of state assessments Data will help identify student groups for intervention and standards for reteaching	Preview of student performance on NY state Assessments. After each interim assessment, the school will conduct whole school data days to disaggregate.
Regents - ELA, Algebra I, and Living Environment State assessment aligned to the New York State and Common Core Standards; required for Regents	**Owner:** Director of Teacher Support **Frequency:** Up to 1x/year, Q4 **Students Tested:** Select 7th and 8th	Conduct detailed Performance Analysis utilizing open-ended rubric scores to pinpoint specific areas of strength and improvement. Curriculum Refinement: Adapt our curriculum to	Targeted Instructional Support: Align instructional strategies and interventions more closely with the Regents' expectations, using rubric-based results to tailor support

diploma in the state of New York.	grade students with scores of 70%+ on Regents-Aligned IAs	better prepare students for Regents' content and skills requirements, based on the comprehensive analysis of rubric scores and exam feedback.	for individual students or groups. Professional Development: Utilize insights from the grading process to inform professional development, focusing on areas where student outcomes indicate a need for instructional improvement or adjustment.
NY State Exams State assessment for Math and Reading (3-8) and Science (grade 8) aligned to the New York State Common Core Standards.	**Owner:** Director of Teacher Support **Frequency:** 1x/year, Q4 **Students Tested:** All 5-7th graders. 8th graders not completing Regents exams (see above).	Conduct an annual Trend Analysis to review year-over-year trends in student performance, identifying areas of strength, and opportunities for curriculum adjustments and professional development.	These exams offer a snapshot of student achievement relative to New York State Common Core Standards. Although data is generally limited and embargoed until summer, we will analyze what is provided in annual planning regarding Curriculum Alignment to standards and supportive Professional Development for our educators.
Unit Tests Curriculum-aligned assessments that serve as a summative tool to assess student progress at the end of a Unit. These are embedded into units by publishers of the curriculum.	**Owner:** Classroom teachers in collaboration with the Director of Teacher Support **Frequency:** administered at the close of each unit **Students Tested:** All	We will use data from Unit tests to inform Instructional Strategies and tailor teaching methods and materials to address identified learning gaps, ensuring instruction meets students' diverse needs. We will also develop plans coming out of unit tests to determine re-teaching needs.	We will use data systems and student analysis to identify learning gaps. By examining student performance across different domains and standards, we pinpoint specific areas where individuals or groups may need additional support.

Unit Quizzes Curriculum-aligned assessments serve as a formative tool to assess student progress at key indication points throughout a unit. Embedded by curriculum publishers and/or can be teacher-created.	**Owner:** Classroom Teachers **Frequency:** 1-2x/ unit. Brief (8-12 minute assessments) of recent learning objectives **Students Tested:** All	Quizzes help identify misconceptions early, allowing for immediate intervention or adjustments in teaching strategies. This frequent, detailed feedback cycle ensures teaching is responsive and dynamic, directly addressing students' needs as they arise. Teachers will assess Student mastery skills and objectives throughout a unit.	Regular, detailed analysis of quiz results enables teachers to adapt instruction dynamically and better utilize the support of Fellows for targeted small-group instruction. Teachers will leverage data to pinpoint specific learning obstacles and adjust lesson plans. This iterative process of assessment, analysis, and adjustment forms a responsive teaching loop that fosters continuous student growth and mastery of concepts.
Exit Tickets Regular formative assessment to gauge student mastery as aligned to lesson plans; each exit ticket will include 1-3 questions.	**Owner:** Classroom Teachers **Frequency:** 3-5x/ week. Brief (3-6 minute assessments) of daily learning objectives **Students Tested:** All	Assess mastery of daily objectives; Exit Tickets allow for real-time feedback, enabling teachers to adjust instruction promptly.	Will be graded same-day, students who do not demonstrate mastery will be identified for check-ins during the next lesson in the same content area. Interventions may include small group reteaching and additional tutoring. As necessary, lesson plans will be adjusted.
Baseline Assessments and Universal Screeners Examples of Resources: Fountas & Pinnell Benchmark Assessment System for reading, i-Ready Diagnostic assessments for math	**Owner:** Director of Special Services **Frequency:** Administered annually or as needed, based on Individualized Education Plans	Exit tickets provide immediate insights into students' mastery of daily lessons, enabling timely instructional adjustments. They help identify areas needing clarification or further exploration, allowing	Utilizing a streamlined process, teachers analyze exit ticket responses to inform next-day lesson planning and interventions. This approach ensures that teaching strategies are

and reading, and AIMSweb for monitoring behavioral progress.	(IEPs), specific concerns, or identification of at-risk status. **Students Tested:** All at-risk students and those performing under benchmarks for grade level.	teachers to respond to student needs swiftly and effectively.	continuously refined to enhance learning outcomes, keeping instruction closely aligned with student needs and progress.

We prioritize open communication, ensuring that relevant data is shared with, and analyzed to support student learning. Further, by sharing outcomes, including areas of strength and weakness to all key stakeholders, including students, parents, teachers, and board members we develop a collaborative approach to academic growth. Our transparency with academic outcomes not only supports informed decision-making but also cultivates a community where growth is driven by a clear understanding of student progress and areas for improvement. Our reflection and reporting process is as follows:

- **Families** - Daily communication will be facilitated through a homework folder and agenda completed by students to outline tasks. Parents will have daily access, through the school's Student Information System (SIS) to communication tools with educators, as well as real-time gradebook access, and regular Progress Reports. Family Conferences, conducted 4 times annually (see section R-07A - School Calendar), will provide opportunities to review academic progress, assessment scores, and student work, while also setting goals for the upcoming unit and semester.

- **Students** - Embracing our core values of Major Work and Major Pride, we are committed to fostering self-determination and autonomy in our students. We will implement a weekly goal-setting protocol where students both plan for upcoming assessments and reflect on previously administered ones. This protocol will encourage students to actively understand their academic progress, identify areas for growth, and prioritize their focus areas. This reflective process is designed to deepen students' self-awareness and empower them to take ownership of their learning journey.

- **Teachers** - Teachers will use assessment data to inform their weekly planning, ensuring that instruction is aligned with student progress and learning targets. Formative data will guide the formation of in-class small groups, support the differentiation of materials, and inform flexible lesson plans tailored to student needs. Additionally, teachers will utilize data from each day's lesson, including exit tickets and checks for understanding, to adapt lesson plans and address any immediate student needs or misconceptions. Real-time data collection during lessons will

also be essential, enabling teachers to make immediate adjustments to ensure that learning targets and objectives are being met effectively.

- **School Leadership** - A data review protocol will be established, seamlessly integrating into team meetings and coaching cycles. This systematic approach ensures that data-driven decision-making is at the core of our educational leadership, enabling the team to continuously assess, refine, and enhance teaching strategies and student learning outcomes. By aligning this protocol with regular meetings and coaching, we ensure a consistent, focused, and effective use of data in guiding instructional practices and school-wide development.

- **Board of Trustees** - Our Head of School, in collaboration with the Academic Leadership team, will prepare monthly progress reports providing an overview of important aspects such as enrollment, attendance, academic achievements, and behavioral trends within the school. This practice ensures that the Board, led by the Academic Committee, has a comprehensive understanding of the school's performance.

- **District and State** - MMM will post state assessment results and nationally normed assessment outcomes on our website. Additionally, these statistics will be incorporated into our annual report. This practice ensures that all stakeholders, including families, educators, and the broader community, have convenient access to crucial data about our school's performance.

Grading System

At MMM, we embrace a holistic approach to grading that mirrors our commitment to inclusivity, growth, and excellence. Understanding that learning is a multifaceted process, we prioritize growth (effort + development), and academic achievement equally in our grading system. This approach ensures that students are recognized for their perseverance, resilience, and dedication to personal improvement alongside their academic accomplishments. By equipping students with the encouragement to strive and the space to evolve, MMM's grading strategy empowers each learner to navigate their educational journey by exemplifying Major Work with Major Pride.

Aligned with the research of Joe Feldman, MMM advocates for grading practices that promote equity and understanding, arguing that traditional grading often disadvantages students from marginalized communities by not fully recognizing the diverse ways in which students can demonstrate understanding and mastery.

Feldman suggests that equitable grading practices should:

- Be transparent and involve students in the assessment process to foster ownership and understanding of their learning journey.
- Focus on mastery of content rather than on behavior or factors external to learning, such as participation or punctuality, which can be influenced by factors outside the student's control.

- Allow for revisions and retakes, offering students continuous opportunities for learning and improvement, which is crucial for those who may need more time or different strategies to demonstrate their understanding[11].

Our grading system is designed to foster student engagement, self-advocacy, and a deep understanding of personal growth. We align our assessment methods with our core values, encouraging students to actively track their progress against individual learning goals derived from common core and state standards during their Advisory class. Achievement-based grading reflects mastery of goals, with varying levels indicating different degrees of understanding and achievement. This approach allows students to identify specific areas for improvement and seek targeted support and also allows students to find Major Pride for the growth that they demonstrate along the way.

Our method for grading and guidance for teachers includes the following:

50% Growth + 50% Achievement = 100% Semester Report Card Grade per content area*

Growth	Achievement

- Effort-based grades:
  - Classwork, Homework, Participation
- Growth-based grades:
  - Rubric-based growth metrics
  - Adaptive Assessment Measures based on Unit Quizzes and Unit Tests
	- Formative Assessment grades:
	  - Interim Assessments*
	  - Unit Quizzes
	  - Exit Tickets
	- Summative Assessment grades:
	  - Unit Tests
	  - Project grades

** For 9th graders in courses that include interim assessments, the IA grade will be included in the achievement component of the overall grade, as 20% of the semester grade.*

Because project-based learning is such an integral part of our program and model, we will incorporate PBL into our grading structure in both the growth and achievement areas. PBL assignments account for a significant portion of our effort and achievement metrics, utilizing teacher discretion and expertise to include them in components of effort, growth, and summative assessment. Projects are assessed through comprehensive teacher-created rubrics that evaluate creativity, problem-solving, collaboration, content, application of concepts, presentation skills, and reflection. Through PBL, students not only master academic content but also develop essential life skills, preparing them for future challenges and opportunities.

Grades are reported in all subject areas, except for intervention classes, where educators will instead indicate progress with both a comment and one of the following ratings: "Unsatisfactory," "Satisfactory," or "Exemplary."

[11] Feldman, J. (2018). Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms. Corwin.

Progress Reports

Progress Reports aim to keep staff, families, and students updated about student progress in the middle of a marking period. Progress Reports should be viewed as a formative tool to understand and diagnose student performance, allowing folks to adjust and tailor the next steps to lead to advancement. The following information is reported for each student via MMM progress reports:

- Basic student information
- Attendance: Days absent and days present
- Current grades are based on up-to-date grade books
- At least 3 recent scores on Tests, Quizzes, and/ or Exit Tickets in core content areas
- When applicable, updates about upcoming units of study
- Comments that report the scholar's strengths and weaknesses in core academic areas as well as SEL updates that have impacted student progress.

Progress reports will be published in our online SIS mid-way through each quarter, as well as at the end of Quarter 1 and Quarter 3. Progress reports do not require a parent meeting but teachers will meet with parents of students who have been indicated as at-risk of failure to ensure that an academic intervention plan will support growth.

Report Cards

Report cards aim to keep staff, families, and students aware of academic performance at the end of each semester. Report Cards are used to report the summative results of the semester, being sent home and published twice annually, at the end of Quarter 2 and the end of Quarter 4. The following information is reported for each student via MMM report cards:

- Basic student information
- Attendance: Days absent and days present
- Cumulative grades for the semester
- Scores on Interim Assessments and other major performance tasks
- When applicable, updates about upcoming units of study
- Comments that report the scholar's strengths and weaknesses in core academic areas as well as SEL updates that have impacted student progress.

For 9th-grade students to achieve high school credit in MMM courses, final transcript grades will be weighted by semester. If upon calculation of both the semester 1 Report Card grade (40% of the overall year-long grade) and the semester 2 Report Card grade (60% of the overall year-long grade), a student receives less than a D- in the course, the student will have failed and will receive no credit for the course within the calculation for the final transcript grade. The final transcript grade will be recorded based on a combination of scores from both semesters. This design provides an opportunity for students to pass the course even if they failed in the first semester.

Grade Point Average Guidelines:

GPA	Percent	Grade
4.0	100-99	A+
3.9	98-97	A
3.8	96-95	A
3.7	94-93	A
3.6	92-91	A
3.5	90-89	A-
3.4	88-87	B+
3.3	86-85	B+
3.2	84-83	B
3.1	82-81	B
3.0	80	B-
2.9	79	C+
2.8	78	C+
2.7	77	C
2.6	76	C
2.5	75	C
2.4	74	C
2.3	73	C-
2.2	72	C-
2.1	71	C-
2.0	70	C-
1.9	69	D+
1.8	68	D+
1.7	67	D
1.6	66	D
1.5	65	D-
1.4	64	F
1.3	63	F
1.2	62	F
1.1	61	F
1.0	60	F

R-06AF - Curriculum and Instruction
R-06C - Instructional Methods

"Love is a process of inclusion. Once I include you as a part of me, I will be to you just the way I am to myself."

Sadhguru

At MMM, our teaching approach is deeply integrated with our mission to foster a supportive, innovative learning environment. Our educators employ a variety of formative activities to engage with learning objectives, including guided practices, dialogic experiences, project- and problem-based learning tasks, independent study, and exit tickets. These methodologies provide opportunities for our educators to ensure real-time feedback and personalized learning pathways are intentional and developed to support student autonomy over their learning. Leveraging data tools, our educators can quickly analyze student performance to adapt instructional strategies, ensuring that every student's educational journey is enriched and their unique needs are met. This method reflects our commitment to Major Work and Major Light, where data-driven instruction empowers students to shine academically and personally.

Consistency in Lesson Planning and Implementation Structures:
MMM is all about individuality and self-discovery and we do not see this as limited to our students. We encourage our teachers to be and experience their authentic beings as teachers in our classrooms, while also embracing the need to show up each day as a member of a cohesive and consistent group of caring educators for our students. This balance between self and team requires us to define the consistency that we will require to develop a cohesive program so that teachers can navigate the expectations with their own needs to show up each day as their full selves.

Based on the models of several high-performing urban charter schools, MMM teachers are expected to:

1. Set clear content goals in the form of objectives for each lesson each day, aligning components of the lesson (ie: essential questions, or key vocabulary words) and sharing the goals with students during each lesson.
2. Have a clear plan for the first 5 minutes of classroom instructional time, creating a clear transition into learning time and activating prior knowledge, expanding schema, or assessing the breadth of knowledge during this into. This has been shown to help both teachers and students maximize instructional time.
3. Provide multiple strategies and styles for students to express their understanding of new concepts. This requires teachers to employ multiple strategies for Checks for Understanding (CFU's).
4. Incorporate small group learning time that requires students to practice cooperative learning techniques.

5. Have a clear plan for the last 5 minutes of classroom instructional time, create a reflective assessment structure to review the content and skills, and reiterate core learning from the lesson as it pertains to the stated objective.

Directors and Deans will review lesson plans using this framework. They also evaluate the implementation of lesson plans through a reflective process with teachers, and when appropriate students, by asking what went well, what could have been improved, and what academic achievement outcomes resulted from the lesson using an analysis of data collected (via classwork, discussion rubrics, assessment data, exit ticket scores, etc.).

Rigorous Academics:
Aligned with our key design element Rigorous Academic Programming, MMM is establishing a standards-aligned, justice-oriented, and culturally responsive curriculum. Paramount in this is ensuring that we go beyond surface-level questioning. Utilizing Bloom's Taxonomy and Depth of Knowledge (DOK) scales, we ensure that students are building understanding. Teachers use scaffolding techniques to support student's understanding of the question or the multi-step thinking that the task calls for when necessary. This expectation is similar for all students, including English language learners, to be able to grapple with challenging materials. MMM will implement a Structured English Immersion Instruction model to set high expectations for ELLs who will be taught in the general education classroom with native English-speaking peers (for more details, see Section R-08C - English Language Learners).

Standards Aligned Objectives, Activities, and Assessments:
The curriculum will be developed with an eye towards alignment with the Next Generation and the New York State Standards and Core Curriculum. Teachers work to internalize a boxed curriculum that has been designed to meet academic rigor and research standards, allowing them the time and capacity to creatively translate learning objectives to student-friendly and accessible content and goals that can be articulated by students.

Teachers are transparent about how students will be assessed, which may mean analyzing rubrics and co-creating them based on criteria for success, explaining what students are expected to know and understand for tests or other assessments, and teaching skills for students to understand different types of question stems. Our focus is on the "first 5 and last 5" (minutes of class) to succinctly and intentionally review concepts, goals, and benchmarks when the class has not yet mastered them.

School-Wide Academic Systems and Common Expectations:
We recognize that many other instructional methods must be used in every classroom to ensure that strong instructional practices become habits. We have outlined some of the common practices that will be implemented from day 1 in Figure 18 below. These practices will help to ensure that the implementation of the curriculum is done with fidelity and close attention to the needs of our students.

System	Brief Explanation

Common Annotation Strategies	Reading comprehension is dramatically increased through the habit and skills of "interactive reading," or the active process of annotating, or "marking up" the text as scholars read. Further, annotation of text enables scholars to a) personalize the text (e.g, noting connections, points of confusion, reactions); b) apply for spiraled review (e.g, identifying specific skills as identified before reading by the teacher (ie: as you read, I need you to think about what his motivation was)), and most importantly; and c) synthesize the main idea (e.g, allowing scholars to efficiently refer back to the text in preparation for class discussion, Socratic seminars and literary analysis (ie: evidence used when writing a response to a prompt)) The MMM common annotation strategy is based on genre, much like the systems used at Success Academy and other high-performing charter schools. Using this method, we can push scholars to independence while reading, give them a deeper understanding of the author's purpose, and provide access to all genres for students performing at all levels. Annotation of text is a practiced skill that applies to all reading in all content areas.
High School/ College Prep	To gain entry to selective programs such as the TEAK Fellowship[12] (admits students in 6th grade), Oliver Scholars Program[13] (admits students in grade 7), A Better Chance[14] (grades 5-9), or Prep for Prep[15] (Grades 5-7 and Prep 9[16] for grade 7), all programs that support students to get into and succeed in top-tier high schools, students already need to have a proven record of success. MMM will work with students starting with 5th grade to prepare them to be competitive applicants to these programs. Regardless of acceptance, the skills, habits, and content that they learn will prepare them for the competitive high school process and the rigor of school beyond 9th grade.
Data-Driven Instruction	MMM is committed to robust data-collection cycles that will drive strong decisions about instructional practices that will guide the school. Data is gathered daily in several formal and informal ways; regardless of the modality for collecting data, we believe that teachers that know and understand their student's strengths and weaknesses will be more effective. Instead of spending planning time creating a curriculum, teachers will use data to tailor the curriculum to meet the needs of their students. For example, if a teacher sees that across her classroom most students are struggling with the remainder in a division problem, that teacher would use the scope and sequence for the unit and either build in a

[12] https://teakfellowship.org/admissions/
[13] http://oliverscholars.org/nominations-process
[14] http://abetterchance.org/abetterchance.aspx?pgID=866
[15] http://www.prepforprep.org/podium/default.aspx?t=126415
[16] https://www.prepforprep.org/podium/default.aspx?t=145408

	re-teach for remainders or find the next lesson using division and tailor several problems in the classwork to allow opportunities to review the skill. Our Academic Leadership Team relies on data from assessments and observations to guide teacher professional development and to coach our educators. The MMM team uses data to have meaningful and effective conversations to better support student outcomes.
In-the-moment Data collection and response	All MMM teachers will receive professional development on the power and use of real-time data collection and response. Leadership will guide teachers to know what to look for, how to look for, and how to respond to misconceptions that are happening in real-time. In the same way that a common annotation strategy allows us to support students quickly and assess their comprehension of a text, check for understanding, and monitoring of student work provide teachers with valuable feedback about the effectiveness of their teaching. Teachers will practice circulating with purpose, monitoring student responses, and purposefully looking for exemplary student responses that can be shared with classmates. Student "shares" allow the teacher to solidify an understanding from that day's lesson while also uplifting student voice and autonomy over learning. Teachers do not need to wait to have a graded exit ticket to know how they can better tailor their lessons in real time.
Emphasis on Content Vocabulary	At MMM, vocabulary development is central to our educational strategy, recognizing its critical role in enhancing reading comprehension and overall academic success. Our curriculum design incorporates vocabulary acquisition across all STEA+AM disciplines, employing innovative strategies like small group discussions and interventions to deepen students' understanding of new words. Writing is integrated into every aspect of our learning environment, ensuring students articulate their thoughts and reflections, thereby solidifying their comprehension and ability to apply concepts. This focus on expressive language supports our mission to nurture articulate, confident learners who can advocate for themselves and their communities, embodying our core values of Major Love and Major Light.
TLAC Taxonomy	MMM recognizes that teaching is more of an art than a science. We are committed to equipping our teachers with proven techniques to provide structure. Having common language, systems, and approaches, teachers are given more space to customize their instruction and focus on students. We will prioritize the following 5 instructional and engagement strategies found in Doug Lemov's Teach Like a Champion[17]: - **Strong Voice:** Teachers will square up and stand still while speaking, and will not engage with disruptive students or talk over students.

[17] http://teachlikeachampion.com/books/teach-like-champion-2-0/

- **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 provides the answer, the teacher will return to the original student to repeat the correct answer.

STEA+AM

At MMM, our teaching is all about diving in, getting hands-on, and truly experiencing the wonder of learning. With the Pearson Interactive Science curriculum, we're turning curiosity into discovery, guiding our students through experimental questions and lab-based activities that make science come alive. This isn't just learning; it's doing, discussing, and deducing, all in the spirit of collaborative exploration. Our approach encourages students to form and test hypotheses, engage in spirited discussions, and base their conclusions on solid evidence, fostering a vibrant classroom dynamic that's all about discovery together. More details about the curriculum selected to best support our STEA+AM instructional methodology can be seen in section R-06A - Curriculum Selection Process.

History

Similarly, by leveraging The Zinn Education Project curriculum, our history instruction is meticulously designed to connect deeply with each student, mirroring the diversity and inclusivity at the heart of MMM. This curriculum's innovative approach utilizes multiple intelligences, ensuring lessons are as varied and vibrant as our community. We employ graphic organizers to simplify complex historical narratives, while visual discovery activities shed light on pivotal events, making history a lived experience rather than mere knowledge to be memorized. Students are transformed into active historians, tasked with linking the past to their present, constructing well-informed arguments grounded in historical viewpoints, and applying their distinct perspectives to the narratives explored. This method is a testament to our belief in history as a dynamic, interactive subject — one that empowers students to analyze, critique, and learn from the continuum of human experiences. It aligns with our mission to not only educate but inspire students to see themselves as part of an ongoing story, where their actions and voices contribute to shaping the future. Through this engaging and reflective approach to history education, we reinforce our core values of Major Love, Major Light, and Major Pride, fostering a learning environment where every student can find connection, meaning, and agency. More details about the selection of History curricula can be seen in section R-06A - Curriculum Selection Process.

Higher Order Thinking Strategies, Tasks, and Questioning:

MMM's curriculum is meticulously designed to seamlessly connect theoretical knowledge with practical application, ensuring learning is both accessible and deeply meaningful for every student, including those facing unique challenges. By integrating Bloom's taxonomy into our educational approach, we cultivate a culture where students are empowered to express themselves, advocate for their needs, and approach learning with curiosity and resilience. This methodology not only supports the development of critical literacy skills but also fosters an environment where Major Love, Major Light, and Major Pride flourish, guiding students on a path of discovery and self-affirmation.

In the realm of higher-order thinking skills, literacy is fundamental for analysis, synthesis, and evaluation. For example, in science, articulating the outcomes of an experiment, deriving facts, and predicting future implications are essential competencies. Beyond analyzing, students engaged in creating new experiments demonstrate a deeper understanding of the subject matter, but must also have the ability to convey their experimental designs and hypotheses. Ultimately, the ability to evaluate, the zenith of Bloom's taxonomy, hinges on a student's capacity to discern and apply value judgments to their knowledge, a process that is deeply rooted in literacy. Emphasizing literacy across all subject areas, MMM aims to equip students with the skills to think critically and achieve mastery over their learning journey, embodying our commitment to nurturing informed, articulate, and reflective learners.

Habits of Discussion:

At MMM, we prioritize fostering deep, peer-to-peer conversations through our Habits of Discussion (HoD) strategy. Teachers will guide students in using these phrases and crafting original ones, to cultivate a culture of thoughtful discussion and intellectual rigor in our classrooms. The Common Core frameworks for literacy, speaking, and listening "reinforce habits of mind that aid in the mastery of the printed word and directly target speaking and listening skills in a purposeful and systematic way[18]." By integrating Habits of Discussion into daily classroom activities, we aim to empower our students to partake in meaningful debates, articulate well-founded opinions, and engage in critical thinking. This initiative not only enhances classroom dialogue but also prepares students to synthesize information and express themselves eloquently. Habits of Discussion sentence starters will be posted in classrooms for use daily[19], for which a sample is included below:

HoD 1.0 Language...	HoD 2.0 Language...
I heartily disagree....	I think that's a bit of an exaggeration...
I partially disagree...	I have a follow-up question....
I tend to agree...	I have a more nuanced example...
I strongly agree....	I'm torn because...
I'd like to expand that argument...	I see a theme developing....

[18] http://www.corestandards.org/ELA-Literacy/SL/K/

[19] https://static1.squarespace.com/static/536cd8dee4b02a974e697f0b/t/540719afe4b01b550b41f07b/1409751471686/Habits+improve+classroom+discussion.pdf

	I see a similarity to [another text we've read]…

Below is a brief outline for our educators about the best practices associated with teaching Habits of Discussion[20]. Skills and strategies will be used in full group, small group, and turn-and-talk-type discussions in and outside of the classroom.

Habits of Discussion IS:	Habits of Discussion Is NOT:
• **Pre-taught**: Teacher describes to students when where and how they'd use these phrases, then has a short discussion where students practice using them (or a subset of them) • **Visible**: Sentence frames are on a poster on the wall that students can see • **Adaptive**: Teachers should start with five or six of phrases and then add periodically as he/she wants to make discussion points more nuanced (e.g. "I have another piece of evidence," or "I have a challenging piece of evidence.") Teachers and students can also add phrases as students develop their own useful sentence frames. • **Contained**: Using HoD does not lead to sprawling low-value discussions. Two to four discussion comments in sequence will often be plenty. Lesson plan timings remain crisp. • **Recorded**: A significant allocation of time to a discussion should result in a written take-away by students in their notes.	• **Filibuster**: Not acceptable to waste time here and let discussions ramble. Purposeful, focuses student-to-student analysis, starting in shorter bursts and growing longer if necessary. • **Ping-pong**: The idea is for teachers to *not* narrate between every student comment, though it's fine to prompt students by saying, "Discussion?" or "Who'd like to discuss?" • **Soccer**: There's peer-to-peer discussion but in short bursts like in volleyball. Students don't "possess the ball" (and control the discussion) for long undetermined periods. When teachers need to jump in to steer, they should. • **Always**: It's not for every discussion or even for every day. Just when it makes sense.

Individualized Instruction:

At MMM, we embrace the diversity of learning styles and the need for individualized instruction. Our teaching strategies are dynamic, incorporating a range of methods to engage every student, and recognizing the importance of differentiated learning environments. Our educators, highly qualified and passionate, are selected for their unique abilities and commitment to our inclusive ethos. They integrate our core values—Major Work, Major Joy, Major Pride, Major Love, Major Light—into every lesson, fostering a community where achievement is rooted in creativity, inquiry, and the celebration of each student's identity and potential.

[20] http://teachlikeachampion.com/blog/?s=habits+of+discussion

"Flexible grouping allows students to move according to their demonstrated performance, interests, and varied knowledge base levels. Students are grouped to meet their instructional, emotional, and personal needs. If a group of students get along socially, they will usually meet the instructional expectations." (Gayle & Chapman, 103).

Gregory, G. H., & Chapman, C. (2002). Differentiated instructional strategies: One size doesn't fit all. Corwin Press. pg.103.

Small Group and Personalized Learning:

- **Personalized Attention:** At just 36 students, the class size for our 9th graders will be approximately 18 students. Smaller class sizes can lead to improved student performance, especially among students who face academic challenges[21]. By fostering close teacher-student relationships in small cohorts, MMM teachers will be able to better identify and address individual learning needs more effectively[22].

- **Increased Engagement:** A 2012 study found that students in smaller classes participate more in classroom activities, improving their learning and retention[23], which will be supportive of students who opt into 9th-grade programming.

- **Social and Emotional Support:** In "The Effects of School Gardens on Students and Schools" Ozer posits that a smaller, more cohesive learning environment can enhance social and emotional well-being[24].

- **Targeted Interventions:** Small cohorts allow for more targeted interventions; small classes enable teachers to tailor their instructional strategies to meet the specific needs of struggling students, leading to better academic outcomes[25]. Coupled with MMM's school model and focus on co-teaching and teacher fellowship teaching practices, we will be better able to meet the needs of our students.

- **Reduced Dropout Rates:** Balfanz and Byrnes found that smaller learning communities within larger schools can significantly reduce dropout rates, especially for at-risk students[26], which will be offered in our small, opt-in 9th grade.

[21] Cotton, K. (2001). "New Small Learning Communities: Findings from Recent Literature."
[22] Blatchford, Bassett, & Brown, 2011, "Examining the effect of class size on classroom engagement and teacher-pupil interaction"
[23] Blatchford, P., Bassett, P., & Brown, P. (2011). "Examining the effect of class size on classroom engagement and teacher-pupil interaction."
[24] Ozer, E. J. (2006). "The Effects of School Gardens on Students and Schools."
[25] Dee, T. S., & West, M. R. (2011). "The Non-Cognitive Returns to Class Size."
[26] Balfanz, R., & Byrnes, V. (2006). "Closing 'Dropout Factories': The Graduation-Rate Crisis We Know and What Can Be Done About It."

- **Improved Teacher Morale:** A study by Burke suggests that teachers in small cohorts experience less burnout and are more motivated, positively impacting student support and instruction[27]. We find this essential for the teachers that will be serving the specialized population we intend to serve, and also supportive of the larger school district during a typically challenging and transitional high school year of 9th grade.

- **Better Monitoring of Student Progress:** In small cohorts, teachers can monitor student progress more closely, leading to timely interventions[28].

Intervention: Flexible Grouping:
We believe that flexible grouping is the most effective way to differentiate instruction for students since there are many ways to differentiate for the learning needs of scholars. For example, sometimes it is ideal to group students into homogeneous groups based on academic ability in a content area or standard. This allows teachers to dive deeply into a specific deficit to remediate. Sometimes though, differentiation might be based on something entirely different; for example, a teacher may form groups based on learning styles. If all students are learning about the rock cycle, some students might be in a group where creating a hands-on model is the ideal learning style for the group, while another group might create a video describing what they have learned, and another group might create a poster or drawing outlining the rock cycle. This type of differentiation requires teachers to know their students very well and requires them to follow all 3 methods for creating a meaningful curriculum in an inclusive school environment (UBD, DI, UDL).

Intervention: Flexible Structures and Locations:
Intervention groups formed for the intervention block will run in 6-8 week cycles, consistent with our RtI model and best practices for most short-term evidence-based intervention programs. When appropriate, we will use diagnostic assessments, e.g. NYSITELL, iReady, and F&P BAS to identify the academic ability of students and create small groups of 3 to 12 students based on areas of need (and in some cases areas for enrichment). This does not mean that we wait 6-8 weeks to intervene, rather we look for ways to do so in other settings, including the mainstream classroom setting, during advisory, morning meetings, and during independent work time when applicable. Workshop models for both ELA (in ES) and writing (all grades) also provide additional time for targeted intervention. Our program is designed to allow additional opportunities for high-dosage tutoring and differentiated material for students who have varied learning needs.

Intervention: Use of Technology:
When appropriate, personalized instruction will utilize technology to support areas of need. Tablets and Computers will be an important way to address needs, but will never replace the support of a qualified teacher. MMM will offer mastery-based adaptive learning tools through tablets and computers, such as Woot Math, iReady, Prodigy, and Khan Academy. Technology will rotate from classroom to classroom

[27] Burke, P. J. (2010). "Teacher Needs and Professional Development in the Context of a Small High School."
[28] Wasley, P. A., Fine, M., Gladden, M., Holland, N. E., King, S. P., Mosak, E., & Powell, L. C. (2000). "Small Schools: Great Strides."

throughout the school day as needed to support intervention and workshop blocks, as well as to allow our students to learn word processing. When appropriate, technology can support remediation and enrichment throughout the school day.

Integrated Collaborative Teaching (ICT) Model:

Co-teaching stands as a cornerstone of our instructional model, effectively reducing student-to-teacher ratios, enhancing engagement, and fostering academic excellence across all student demographics. This approach is integral not only for adhering to the Integrated Collaborative Teaching (ICT) model as mandated for students with Individualized Education Programs (IEPs) but also for enriching the learning experience in general education settings. Our commitment to co-teaching extends beyond compliance, serving as a strategy to broaden instructional opportunities, promote universal access to curriculum, and cultivate an explicitly inclusive school.

Co-Teaching Environmental Components[29]:

To fulfill our commitment to creating an inclusive school environment, we must consider all factors, including those that will impact instructional methods. In our school, all classrooms must reflect a joint vision of collaboration that we see as a part of our co-teaching model. Artifacts that should be seen in all co-teaching settings include:

- Representation of both teachers' style in the room
- Classroom materials that are organized, labeled and available to both teachers
- Visuals and charts clearly explain grouping and co-teaching routines

Co-Teaching Assessment and Data:

Both teachers must own the collection, analysis, and action planning around data for all subjects, including but not limited to:

- Systems to share assessment data for all students (if one teacher grades an assessment, the data is uploaded immediately so that both teachers can see the results)
- Co-teachers take time to analyze student work together, collaboratively
- Both teachers review the assessment data regularly and together
- During data meetings both teachers should be able to speak about student data, trends, and outliers
- Both teachers can articulate individual student goals
- Both teachers use on-going formative assessment

Co-Teacher Planning Time

It's essential to build in regular check-ins between pairs; this will provide further ground in establishing a

[29] http://www.ousd.org/cms/lib07/CA01001176/Centricity/Shared/The%20Effectiveness%20of%20the%20Co-Teaching%20Model-Inclusion%20Material.pdf

positive and engaging relationship[30]. A consistent time should be set by co-teaching partners weekly to ensure fidelity with collaboration. Each member of the partnership should "own" a role (agenda-maker, timekeeper, ELA "expert," visual anchor-maker, etc.). Meetings and interactions should be observed with feedback provided by coaches and administrators to ensure smooth, productive meetings. These meetings cannot replace or supplant grade or content meetings.

Co-Teaching from the Start

Co-planning and co-teaching practices should start on the first day of the school year; therefore, there is a great deal of planning that is required during the summer. Before the start of the school year, co-teachers need to discuss, norm on, and practice the following:

- How both teachers will be introduced on the first day;
- How will both teachers be visually represented on the first day;
- How will the routines be taught so that both voices are heard equally on the first day;
- How will both teachers react to behaviors consistently on the first day;
- How will both teachers actively administer consequences on the first day; and
- How will both teachers promote a classroom based on shared authority?

Co-Teaching and Parent Communication

It is essential that all parents understand that there are two equal teachers in the classroom. Therefore, both teachers must be communicating with all parents. Teachers must:

- Ensure that parents are hearing from both teachers;
- Ensure that both teachers are delivering the same message;
- Ensure that one teacher is not delivering negative news while the other delivers only positive
- Ensure that both teachers are present at every parent conference; and
- Ensure that all written communication is signed by both teachers.

Effective Co-Teaching will take many forms to achieve the needs of the classroom and the specific lesson that is being taught[31]. We commit fully to supporting teachers to learn each model of co-teaching and select, through thorough planning, which approaches to use and when.

Below we provide general guidelines that will be used to determine the most appropriate instructional method for the classroom. It is important to note that these co-teaching strategies will be used in both the Integrated Co-Teaching Classrooms (in which we service students with an ICT or CTT placement on his/her IEP) and in any other classroom setting where there is more than one teacher. (Our model, including the aspiring teacher Fellowship program, aims to reduce the student-to-teacher ratio, and regardless of classroom, all students will have co-teaching from time to time throughout the school day.

[30] http://www.cec.sped.org/Professional-Development/Summer-Workshop/Schedule-and-Content/CoTeaching-Responsibilities
[31] http://repository.stcloudstate.edu/cgi/viewcontent.cgi?article=1008&context=edad_etds

Model	Frequency	Common Pit-Falls	What it looks like
One Teach/One Observe One teacher leads and another teacher observes students for mastery. The observing teacher can closely focus on a subgroup of students and record their misunderstandings. This is effective in deeply understanding the needs of the students. This observational data must be recorded and shared with the co-teacher.	Less than 5% Only as necessary.	In this model, the students are not directly/ immediately receiving the benefits of two teachers in the class. This should be used for only a small portion of the lesson and should not be extended for the entire lesson whenever possible. In many instances, the teachers receive more benefits than the students from this model.	One teacher teaches the lesson while the other observes. This model should only be used for data collection (i.e. FBAs, behavioral input, etc.) or teacher training purposes. Teacher A would be teaching about fractions while Teacher B observes students for understanding (AND RECORDS DATA).
One Teach/One Assist One teacher leads and another offers assistance and support to individual students. In this role, planning must occur by both teachers, but typically one teacher plans for the lesson content, while the other does specific planning for students' individual learning or behavioral needs.	Less than 5%	In this model, there is not a balance of responsibility and authority. This model often gets overused because it does not require much preparation. In this model, one teacher often carries the load of the instruction and the other the teacher focuses too heavily on behavior. It is important to use this model sparingly.	Should never be the primary approach. One teacher takes the primary role in lesson delivery while the other assists. Teacher A would be teaching about fractions while Teacher B assists Teacher A (with management and instruction).
Station Teaching Students are divided into groups (both heterogeneous and/or homogenous) and work at classroom stations with each teacher. Then the students switch to the other station. In this model, both teachers individually develop the content of their stations. This model could also be referred to as centers.	Often – 25%-50% (daily)	Teachers should carefully pace themselves to finish the lesson at the same time. Careful consideration should be given to homogeneous vs. heterogeneous groupings. Rationale is necessary for both as one is not necessarily better than the other; rather it's dependent on student needs.	Objectives for stations or centers do not necessarily need to be interdependent. All teachers in the classroom are teaching in small groups. Some students may have independent activities for their center/station. Teacher A would be instructing on fractions while Teacher B would be instructing on how to demonstrate fractions with manipulatives.
Parallel Teaching The teachers split the class into two groups and teach	10-20% Weekly and as-needed	Teachers should carefully pace themselves to finish the lesson at the same time.	The two teachers are teaching the same material to two different

the same lesson to both groups. This reduces the group size and increases the ratio (time spent on student heavy lifting). With fewer students in the "class", all students have double the opportunity to answer questions, justify thinking, etc. It also allows students who benefit from a small class size to be in a smaller group while still learning next to their higher-achieving peers.	This model is often overused, and kids in one group get an entirely different lesson, with different content. We do not advise using the model in this variation.	Teachers should use a quick, systematic procedure to move into two similarly sized groups. It is hard to use inclusive practices in this model unless groups are heterogeneously formed and unless the instruction is the same.	groups. Teacher A is working on fractions and Teacher B is working on fractions
Alternative Teaching Using recent data, one teacher pulls a subset of students within the general class. Depending on the student's needs, the teacher of the small group teaches the same lesson as the big group in a different way (offering more scaffolding, more modeling, more time, varying the process) or re-teaches material that these scholars have not mastered. This allows both teachers to differentiate for a small subset of students who could not receive this level of individualization if they stayed in the whole group.	10-20% Weekly and as needed	Teachers should vary who teaches the small group versus who teaches the big group. The small group should be flexible and created based on recent data (i.e. last week's quiz scores). Many use this for a full lesson, but it can be more effective for this strategy can be used for small components of the lesson, such as during the "intro to new material" to re-teach an important point, or during "guided practice" to support scholars in practicing a new strategy.	One teacher takes a small group that needs remediation on a topic. These groups should be ever-changing, not the scholars with special needs all the time. Teacher A would be instructing on fractions while teacher B works with a small group on mixed numbers.
Team Teaching The teachers BOTH deliver the same lesson. Team Teaching can affect student learning by maximizing the effectiveness of strong teacher moves, such as shortening the feedback loop between checking for understanding and responding to the data collected. Team teaching can allow both teachers to deliver the content, while also modeling learning it.	30-50% Often. Daily.	There can be a tendency to over-explain when two teachers are responsible for the lesson; avoid shortening independent practice time. Teachers need to practice working together as a collaborative pair; make eye contact, do not talk over one another, and do not undermine the other's authority in the classroom. Relationships are key.	Two teachers deliver the instruction at the same time. There is not one teacher taking the "lead" and the other "following" but rather both have equal participation in the delivery of the lesson. A good teacher-to-teacher relationship is required for successful teaming. Additionally, consistent feedback and "check-ins" with student mastery are necessary.

In section R-08A - Struggling Students, we outline more about our ICT model and the ways it has been designed to support the needs of students with IEPs, including what ICT "is" and "is not" at MMM. Below we outline some of the most common pitfalls of co-teaching[32], and how MMM will proactively work to avoid these issues through our instructional methodologies.

Co-Teaching Common Pitfall	Strategy to avoid this mistake
Lack of effective pre-communication[33] Too often teachers take a "fly by the seat of your pants" approach to delivering lessons, or coach each other in real-time, leading to a sense of chaos. Similarly, research has shown that a positive relationship between co-teachers has a more positive impact on student outcomes.	We will have common planning times, including structured times on Fridays, as well as lesson planning checklists that include identifying a co-teaching model for different lessons. Communication before the lesson will lead to a more cohesive lesson, more targeted instruction, and a stronger relationship between co-teachers.
Over-reliance on "One Teach, One Support[34]**"** If teachers have not carefully considered what co-teaching will look like, observers might notice an over-reliance on the "One Teach, One Support" model. This is when one teacher teaches and the other teacher circulates. There are times when this is a model that can and should be used, but when it is the only model used, it creates missed opportunities for strong instruction and a cohesive and positive classroom culture.	Also known as the drift model, this is NOT recommended as the primary co-teaching model and should be used rarely. By having clear practices for analyzing student work and using data to drive instruction, teachers will be less likely to fall into this trap because they will have individualized goals to support scholars in the classroom, preventing them from being solely in a support role in a class filled with understood needs.
Lack of Joint Ownership[35] In the absence of joint ownership, observers might notice 1 teacher being the passive observer and 1 teacher being the active manager. This can also create a "feeling" in the classroom of tension stemming from the frustration of the co-teaching model not working.	All teachers will have explicit roles and responsibilities. The classroom does not belong to a single teacher, and all teachers are expected to be "school teachers," not just "classroom teachers." We seek to create an environment where kids see all teachers as responsible for them.
Different beliefs about student ability[36] When teachers have drastically different expectations or beliefs about a student's ability to succeed, it can lead to strained, inconsistent, and ineffective teaching, particularly in the co-teaching classroom.	*Shared philosophical basis* – Both teachers should share their educational philosophies. We believe that all students can achieve at high levels and that it is our responsibility, as educators to teach skills and strategies to allow students to overcome

[32] http://corescholar.libraries.wright.edu/cgi/viewcontent.cgi?article=1115&context=ejie
[33] https://faculty.unlv.edu/rebelinduction/Inclusive_Strategies_files/Case%20Studies%20in%20Co-Teaching.pdf
[34] https://education.ufl.edu/325t/files/2013/06/McDuffie_031612.pdf
[35] http://repository.stcloudstate.edu/cgi/viewcontent.cgi?article=1008&context=edad_etds
[36] http://www.ousd.org/cms/lib07/CA01001176/Centricity/Shared/The%20Effectiveness%20of%20the%20Co-Teaching%20Model-Inclusion%20Material.pdf

	barriers. We have a deep commitment to our scholars, and to an inclusive school environment.
Collaboration and professional expectations[37] When teachers have different expectations of the role that they fill within the classroom, or when a teacher is co-teaching but not meeting the same level of professionalism as his/her peers, this can cause tension, resentment, and frustration.	To prevent some miscommunication that results from a lack of professionalism, we will clearly outline all professional expectations before the start of the school year. To the extent possible, co-teachers will have many opportunities to build clear communication, respect, trust, and commitment to building and maintaining the professional relationship. We expect both team-members are a model of MMM's philosophies, commit to having difficult conversations, seek help when it is needed, and assume best intentions. We also commit to holding all team members accountable to the professional expectations outlined in our Personnel Policies.
Classroom dynamics[38] It can be challenging to co-teach when teacher personas are so fixed that students expect different reactions to similar behaviors. For example, if one teacher always fills the role of "bad cop," this can put a strain on the co-teaching relationship, and confuse students when the other teacher must hold a hard line.	MMM commits to a consistent and choice-based behavior system. Using this approach, teachers can work together to provide rationale, purpose, and thoughtful reflections after misbehaviors appear. Additionally, we encourage all co-teachers to discuss their specific approaches to classroom instruction, behavior management, and will practice through PD how to address awkward moments in classroom dynamics.

Mission-Aligned Models of Learning

At MMM, education is a collective journey. Whether through group projects that challenge students to apply critical thinking to solve problems or through role-play and debates that bring historical figures and scientific theories to life, we prioritize active, student-centered learning. Our classrooms buzz with the energy of students working together, whether they're mapping out ancient civilizations, analyzing primary sources, or crafting compelling narratives that link their learning to the broader world. While we do occasionally employ direct instruction to model mastery, these moments are brief, designed to ignite curiosity before students leap back into hands-on engagement. Our goal is to make every lesson an adventure, one where students see themselves not just as learners but as thinkers, creators, and problem solvers ready to tackle the challenges of tomorrow. This dynamic, immersive approach is at the heart of MMM's mission to foster an educational environment where joy, creativity, and empowerment are the foundations of every learning experience.

[37] http://www.cehd.umn.edu/TERI/Co-Teaching/Foundations/Research.html
[38] http://files.eric.ed.gov/fulltext/ED536927.pdf

R-06AF - Curriculum and Instruction
R06-D - Course or Subject Overview

"I've gotten the chance to spend time sharing and teaching from the history of trans youth to trans youth and their families... just [say], 'I want to give these stories to you. I want to give these primary sources to you. I just want to give you access to a history that you're not only not being taught in school, but that's actually very hard to get access to otherwise... But I don't presume to know what it is you need to do with that.'"

Jules Gill-Peterson, Death Panel Podcast

We are committed to delivering an academically rigorous, inclusive, and holistic education across grades 5-9. Our curriculum integrates core and non-core subjects, anchored in our genderful approach and commitment to Rigorous Academic Programming. In addition to traditional courses, MMM offers innovative programs like advisory circles, STEA+AM projects, and social-emotional learning (SEL) to support our students' holistic growth. Our curriculum extends beyond academics, preparing students for life. We ensure a diverse and enriching educational experience for our students, rooted in our core values. Below are course descriptions that embody our educational philosophy:

English Language Arts (ELA)

- **Curricular Program:** Wit and Wisdom (grades 5-8); Regents Prep ELA (grade 9).
- **Summative Assessments:** New York State Exam (grades 5-8), ELA Regents Exams (grades 7-8), Unit Exams (all grades), and end-of-unit portfolios (all grades).
- **Content and Skills:** Focus on critical reading, analytical writing, and inclusive literature that reflects diverse identities.

The "Wit and Wisdom" curriculum focuses on developing critical thinking, communication skills, and social-emotional learning through the exploration of rich, diverse texts. It aims to engage students in deep analysis and discussion, fostering a love for reading and a deep understanding of content across various genres. This curriculum supports building strong communication skills, both oral and written, and integrates social-emotional learning aspects to help students connect with the material on a personal level, promoting empathy, self-awareness, and resilience. Utilizing the Wit and Wisdom curriculum, students engage in deep text analysis, critical thinking, and evidence-based writing. The program emphasizes a diverse range of literary genres and themes, fostering an understanding of complex ideas and cultures. Assessments include state ELA exams and performance-based tasks.

The New Visions ELA curriculum focuses on preparing students for high school and beyond, emphasizing critical reading, analytical writing, and reflective discussion. It is designed to meet New York State standards, fostering comprehensive skill development and supporting diverse learners through inclusive

and representative materials. The New Visions curriculum prepares students for the Regents exam, focusing on analytical writing, text comprehension, and critical discourse. Content includes a variety of texts that reflect our diverse society and the challenges within it.

Mathematics

- **Curricular Program:** Houghton-Mifflin Harcourt (HMH) - HMH Math in Focus (grades 5-7); Algebra 1 - HMH Into AGA (grades 8-9).
- **Summative Assessments:** New York State Exam (grades 5-8), Algebra I Regents Exams (grades 7-8), Unit Exams, and end-of-unit portfolios (all grades).
- **Content and Skills:** Emphasis on conceptual understanding, problem-solving, and real-world applications.

HMH Math in Focus offers a rigorous approach to mathematics, emphasizing conceptual understanding, problem-solving, and practical application. The curriculum aligns with the Singapore Math approach, fostering deep mathematical thinking.

Algebra 1 - HMH Into AGA prepares students for high school mathematics, covering algebraic thinking, functions, and equations. The course aligns with state standards and leads to the Algebra I Regents exam.

Science (STEA+AM)

- **Curricular Program:** Pearson Interactive Science (grades 5-8); New Visions Living Environment - Regents Prep (grades 8-9).
- **Assessments:** New York State Exam (grade 8), ELA Regents Exams (grades 7-8), Unit Exams, and end-of-unit portfolios (all grades).
- **Content and Skills:** Inquiry-based learning, scientific investigation, and integration of STEA+AM principles.

Utilizing the Pearson Interactive Science curriculum, students engage in hands-on experiments, scientific inquiry, and problem-based learning, covering life, physical, and earth sciences. The focus shifts to Regents Prep in Living Environment, utilizing the New Visions curriculum, which emphasizes biology and environmental sciences, is aligned to the common core, and is designed to be a Regents Preparation content area.

In addition to the curriculum we have outlined, in the planning year our Academic Leadership Team will further explore how to integrate more mission-aligned and transparent sources into our STEA+AM curriculum. For example, we will most likely utilize curriculum such as 'Gender Inclusive Biology' which is an incredible resource for introducing students to the more complex, dynamic, diverse, and fascinating truth of how organisms have evolved and exist and thrive in the world. Students would investigate a topic of interest, propose a project-based, weeks-long investigation, utilize a rubric and framework for support, and then launch into the learning, supported by a lead teacher and teacher fellows that have an

understanding of our community's core values and therefore will be able to support students from this place of strength and compassion. Similarly, using Kim Marshal's frameworks for inclusive sexual education curriculum we will seek to embed language, dialogue, science, and activism into our STEA+AM model in authentic ways that are reflective of student experiences and perspectives.

Our STEA+AM curriculum will follow the rigor and outline provided in our selected curriculum to ensure alignment with standards, but through our PBL blocks we will be able to weave together STEA+AM into an integrative, project-based learning approach. This innovative educational model encourages students to delve deeply into topics, uncovering the intricate ways in which these subjects interact and extend into real-world activism and creative expression. A prime example of the STEA+AM approach in action is the study of Florence Nightingale's "Rose Diagram." This pivotal moment in history showcases how graphic design, rooted in the 1850s, became a powerful tool for social change. Nightingale's diagram visually represented the high mortality rates among soldiers not due to wartime injuries but because of poor hygiene practices. This blend of mathematics, history, feminism, science, and art not only changed British military health policies but also demonstrated the impact of data visualization in advocating for change.

History

- **Curricular Program:** Zinn Education Project (grades 5-9).
- **Assessments**: Projects, presentations, and Unit Exams.
- **Content and Skills:** Exploration of diverse historical perspectives, critical thinking, and civic engagement.

The Zinn Education Project curriculum prioritizes inclusivity, critical thinking, and dialogic approaches, all central to MMM's mission. It supports critical thinking by encouraging students to analyze historical events and narratives from multiple perspectives, particularly those marginalized in traditional history education. This approach empowers students to question dominant narratives and understand the complexities of historical events and their impacts on different communities. By integrating the Zinn Education Project, MMM encourages dialogic teaching methods, promoting discussions that are reflective, analytical, and inclusive of diverse viewpoints. This pedagogical approach aligns with MMM's commitment to developing empathetic leaders and agents of justice, equipped to navigate and contribute to an increasingly complex world.

In addition to the Zinn Education Project, our Academic Leadership Team will spend time in the planning year to continue to research and develop a comprehensive strategy for mapping our History program. While Zinn is a phenomenal and comprehensive curriculum, MMM's founding team has already started discussions with organizations that provide additional mission-driven and high quality resources to tell the stories of LGBTQ+ individuals and other historically underrepresented communities. This will include collaboration with the Center for Brooklyn History[39], which is located in our proposed School District

[39] https://www.bklynlibrary.org/cbh/connections/resources; https://www.bklynlibrary.org/cbh/education/connections

(CSD13). Further, we will continue our relationships with the Stonewall Foundation and the Future Perfect Project, as well as seek curricular resources from organizations including Teaching for Tolerance and GLSEN to create more robust curricular maps in history.

Arts and Physical Education

- **Curricular Program:** Teacher-developed programming inspired by proven programs and resources. Integrated arts approach within STEA+AM and tailored PE programs.
- **Assessments:** Performance portfolios, exhibitions, and physical education milestones.
- **Content and Skills:** Development of creative expression, physical wellness, and appreciation of diverse artistic forms.

Our art, music, and theater classes will have a similar feel to our physical education programming, as we envision both can provide our students with means for social-emotional and self-directed growth. Our genderful soccer team will compete in the CONSAT middle school league, where all athletes prioritize healthy competition, grace, collaboration, creativity, strategy, and teamwork. In theater class, students will collaboratively create their own musical, prioritizing creativity and imagination, but also executive functioning and strategic planning, so students can learn, develop, and practice the various strategies it takes to show something to the world they can be proud of.

Art and physical education are integral to our STEA+AM and holistic educational approach, offering students opportunities for creative expression and physical development. These courses are designed to align with our core values, encouraging Major Love, Major Pride, and Major Joy, as well as harnessing the Major Light of our students through creativity, and wellness.

Advisory and Social Emotional Learning (SEL)

- **Content and Skills:** Focus on identity development, community building, and emotional intelligence.
- **Curricular Program:** James Stanfield's Circles Curriculum (grades 5-9)
- **Assessments:** Reflective journals, SEL surveys, and personalized goal-setting sessions.

The James Stanfield's Circles Curriculum is designed to enhance students' social and emotional learning by focusing on building understanding and skills in communication, relationship-building, and personal safety. It emphasizes the importance of recognizing and respecting boundaries in various social contexts, understanding social cues, and navigating interpersonal interactions effectively. This curriculum supports MMM's commitment to fostering an inclusive and empathetic school environment by equipping students with the necessary tools to engage respectfully and thoughtfully with peers and adults, promoting a culture of Major Love and Major Pride. Through structured lessons and activities, students learn to articulate their feelings, understand others' perspectives, and develop healthy, supportive and affirming relationships.

Embedding Habits of Discussion into All Curricula

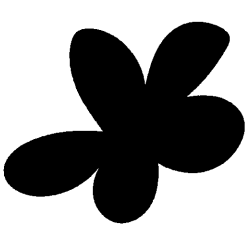
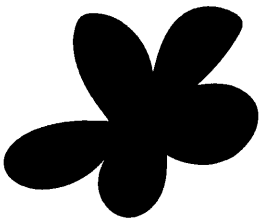
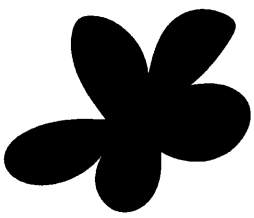
Habits of Discussion (HoD) is a key strategy at MMM to foster critical thinking and meaningful peer interactions, grounded in our commitment to Major Work and Major Light. This approach equips students with structured phrases to enhance their analytical skills and engage in substantive dialogues, reflecting our dedication to creating a supportive, intellectually stimulating environment. By teaching students to articulate their thoughts with evidence, HoD nurtures confident communicators and critical thinkers. Embedded in our curriculum, these practices support our mission to empower students through engagement, reflection, and rigorous academic discourse. For more details about our HOD to increase dialogic competence, see section R-06A - Curriculum Selection Process.

Regents Level Courses and Exams

Students in 7th grade will have the option in the content areas of ELA, Science, and Math to take the grade-level New York State Exam as required for most students, or to take the corresponding Regents exam. Only students who have passed a mock Regents administered by the school with a grade of at least 70% by the end of Quarter 3 will have the opportunity to take the Regents. Students unable to pass with this score will be required to take the grade-level NY State Exam and/ or end-of-unit exams for that course. Students in 9th grade will be required to take Unit Assessments and end-of-unit portfolios, and will also have the option to take the Regents exams, in the same content areas, and once meeting the same criteria as their 7th grade counterparts. Credit for the course can be awarded based on grades without a passing score on the Regents. Courses in grade 9 are structured to ensure a seamless transition to high school, with credits awarded for course completion in alignment with New York State graduation requirements.

Major Work with Major Pride

MMM's curriculum has been selected to lead students towards academic excellence and personal growth. Through our dynamic and responsive curriculum, MMM prepares students to be empathetic leaders and critical thinkers ready to contribute to a diverse and changing world. In order to meet this commitment, the Academic Leadership Team will spend time during the planning year developing more robust scope and sequence documents that map and calendar assessments, alignment to our semesters and reporting cycles, integrate culturally relevant and representative resources, and more fully develop our model to align with our mission and vision.

R-06AF - Curriculum and Instruction
R06-E - Promotion and Graduation Policy

"The fact that research consistently demonstrates large inequities in behavioral health among LGBTQI+ adolescents indicates that this is a vulnerable population that needs psychosocial support, equitable social conditions, and access to affirming mental health care.[40]"

SAMHSA's "Moving Beyond Change Efforts" (2021)

At Miss Major Middle School (MMM), our promotion and graduation policies are designed to reflect our commitment to inclusivity, growth, excellence, and the holistic development of our students. In alignment with our academic program model and core values, these policies ensure that every student receives the support and encouragement needed to navigate their educational journey successfully.

Promotion Policies:

- **Academic Criteria:** Promotion from one grade to the next is contingent upon students meeting defined academic criteria, which include a combination of growth and achievement in core subject areas. For more details regarding our grading policy, see section R06B - Assessment System. Our grading policy equally weighs growth (50%) and achievement (50%), ensures that students are recognized for their efforts and development alongside their academic accomplishments. Our approach aligns with research advocating for equitable grading practices and provides a comprehensive measure of student readiness for the next grade level. Our method for grading and guidance for teachers includes the following:

50% Growth + 50% Achievement = 100% Semester Report Card Grade

Growth	Achievement

- Effort-based grades:
  - Classwork, Homework, Participation
- Growth-based grades:
  - Rubric-based growth metrics
  - Adaptive Assessment Measures based on Unit Quizzes and Unit Tests
	- Formative Assessment grades:
	  - Interim Assessments*
	  - Unit Quizzes
	  - Exit Tickets
	- Summative Assessment grades:
	  - Unit Tests
	  - Project grades

[40] Substance Abuse and Mental Health Services Administration (SAMHSA): "Moving Beyond Change Efforts": Evidence and Action to Support and Affirm LGBTQI+ Youth. SAMHSA Publication No. PEP22 03-12-001. Rockville, MD: Center for Substance Abuse Prevention. Substance Abuse and Mental Health Services Administration, 2023. Pg. 45.

*For 9th graders in courses that include interim assessments, the IA grade will be included in the achievement component of the overall grade, as 20% of the semester grade. Final grades for high school credit courses are determined by a weighted average of semester grades: 40% from Semester 1 and 60% from Semester 2. If a student's combined grade for both semesters is below a D-, they will fail the course and not earn credit. This system allows a student to potentially pass the course even if they failed the first semester, as the second semester has a higher weight in calculating the final grade.

- **Non Academic Criteria:** In addition to academic achievements, MMM considers nonacademic factors such as attendance, participation, and engagement in the learning process. While these factors do not directly impact grades, they are critical components of student success and development. Our policies acknowledge the importance of consistent attendance while also accommodating legitimate reasons for absences in line with our inclusive approach.

- **Early Promotion:** MMM may consider early promotion for students who demonstrate exceptional academic achievement and maturity. This decision is made on a case-by-case basis, involving a comprehensive review of the student's performance, teacher recommendations, and a discussion with the student and their parents/guardians. More often, we will provide gifted and talented students to attend classes on the grade-level above their own on a course-by-course basis, rather than utilizing an early promotion method. More details about opportunities to join upper level classes are outlined in section R-08D - Gifted and Advanced Students.

High School Credit Bearing Courses:

- **Credit Requirements:** For high school credit-bearing courses offered at MMM, including health, physical education, algebra I, ELA 9, global history, living environment, art, and electives, students must meet the credit and other requirements following New York State Education Department (NYSED) guidance. This includes mastery of course content, satisfactory completion of coursework. Credit or high school coursework will not require students to achieve a passing level on relevant aligned NYC Regents exams, though our program will prepare students for proficiency on these exams.

- **High School Credits:** MMM will clearly outline the credit requirements for each course, ensuring that students and parents are informed of the expectations and standards necessary for earning high school credit during summer student orientation before 9th grade. This includes detailed descriptions of course objectives, assessment criteria, and the grading policy specific to high school credit-bearing courses.

Communication with Students and Parents:

- **Policy Information:** MMM is committed to transparency and open communication with students and parents regarding promotion and graduation policies. These policies will be detailed in student handbooks, discussed at the beginning of the school year, and revisited during parent-teacher conferences and school meetings. More details about these policies can be seen in section R-06B - Assessment System.

- **Promotion in Doubt Notification:** Families of students who are at-risk of academic failure will be notified at key points in the year to ensure that there is adequate time to implement interventions and other support to remediate whenever possible. Promotion in doubt letters will be sent at the end of quarter 1, quarter 3, and after the first unit exam in quarter 4. Note that school leaders may elect to send additional communication regarding promotion in doubt, but it is required to be communicated, at least, on the timeline outlined above. More details about MMM's promotion policy can be seen in response R-06E - Promotion and Graduation Policy.

- **Retention Decisions and Notification:** Students who are not meeting promotional criteria at the end of the school year may receive a retention notice. This letter is a clear message to parents that a student is not prepared for the next grade level and is being retained. The earliest a retention letter may be communicated to parents is during Report Card #2. In-person conversations and meetings with families will be requested before a final retention decision is made by the Head of School, Director of Teacher Support, or the Director of Special Services.

Ensuring Compliance with NYSED Guidelines:

- State Requirements: MMM will adhere to NYSED guidelines for the granting of high school credit, ensuring that our courses meet state standards and that students are prepared to fulfill the requirements for graduation. This includes aligning our curriculum with state mandates, providing access to necessary examinations, and supporting students in meeting any additional criteria set forth by New York State.

MMM's promotion and graduation policies are designed to support our mission of providing a genderful, brave, inclusive, and academically rigorous education. By considering a wide range of academic and nonacademic criteria, offering clear communication, and aligning with state guidelines, we strive to ensure that every student at MMM is positioned for success in their educational journey and beyond.

R-06AF - Curriculum and Instruction
R06-F - Programmatic Audits

"The prominent features of effective schools can be specified as follows: Strong leadership, high expectations from students, systematic school atmosphere, high expectations from teachers, assessment of students' success and feedbacks, effective classroom management, belief in each and every student's potential to learn, participation of families and well organized curriculums."

İzzet Döş, Some Model Suggestions for Measuring Effective Schools, Procedia - Social and Behavioral Sciences, Volume 116, 2014, Pages 1454-1458

At Miss Major Middle School (MMM) we are dedicated to ongoing self-reflection and continuous improvement cycles. In alignment with this commitment, we will engage in a structured process of internal review and external audits to ensure our school's effectiveness and compliance with educational standards. Below are the formal reports, in compliance with New York State Education Law § 2851(2)(f), that we will produce as the result of each audit.

MMM will capture the findings of our annual audit via an Annual Report that will be made available on our school's website and submitted for review to the SUNY Charter School Institute and New York State Department of Education.

Annual Review
Annually, we will systematically evaluate our progress through a comprehensive programmatic audit. The review will include analysis and study of our academic, stakeholder engagement, and financial metrics. In compliance with New York State Education Law § 2851(2)(f), we will capture the findings of our annual audit via an Annual Report that will be made available on our school's website and submitted for review to the SUNY Charter School Institute and New York State Department of Education. "Quality audits are essential for improving the teaching culture in schools. They help identify areas that require improvement and allow schools to evaluate their teaching methodologies and approaches[41]."

- Financial health of our organization, based on revenues, expenses, and enrollment;
- Academic health of the organization, including student assessment results and student growth measures; and
- The overall health of the organization and strategic planning based on key issues raised by our annual survey, including highlighted accomplishments and areas for growth of the previous year.

[41] Mehrotra, Dr. Dheeraj Academic Audits In Schools: What, Why & How? (Notion Press, 2021)

Financial Audit

Each year, MMM's Board of Trustees will hire an external contractor to perform a financial audit of the school. The Finance Committee of the Board will oversee the annual hiring of an external auditor to complete this audit and generate a report for the Board, the authorizer, and the public. The audit will be submitted to the New York State Education Department and the SUNY Charter Schools Institute by November and the Board will address any findings in a timely manner.

Board Self-Evaluation

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

- Board of Trustees' self-evaluation
- Board of Trustees' review of the Executive Director
- Executive Director's review of the Head of School and Director of Operations
- A review of the schools' academic performance
- A review of stakeholder data from student, staff, and parent surveys

The Governance Committee of the Board will initiate both the Board's self-review and manage this process on an annual basis.

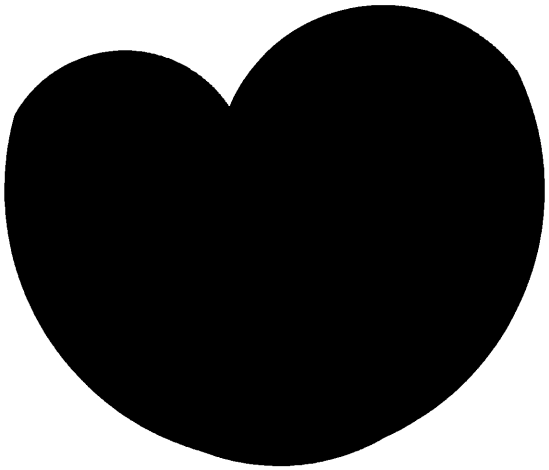
We will uphold a rigorous internal review process led by the Executive Director who is directly accountable to the Board of Trustees, to ensure alignment with our educational mission and objectives. The Programmatic Audit process will involve comprehensive evaluations of various aspects of our school's operations, not limited to:

- **Structured Internal Audits:** Our internal audit process will be conducted three times per academic year, focusing on critical areas such as academic achievement, stakeholder feedback, and the effectiveness of classroom and school-wide practices. These audits will serve as a tool for reflective practice, identifying areas of strength and opportunities for growth.
- **Role of the Executive Director:** The Executive Director will play a pivotal role in this process. They will oversee the collection and analysis of data, including academic performance metrics, survey responses from students, parents, and staff, and observational feedback from classroom and school environments. The Executive Director will ensure that these audits are thorough, fair, and aligned with our school's core values and educational goals.
- **Feedback and Implementation:** Following each audit, the Executive Director will provide detailed feedback to the Head of School and other relevant staff members. This feedback will be

both written and verbal, offering constructive insights and recommendations for enhancing our educational practices. The Executive Director will work closely with the Head of School and other team members to facilitate the implementation of suggested improvements, ensuring that actions taken are effective and timely.

- **Collaborative Approach:** While the Executive Director leads this process, it will be inherently collaborative, involving input and engagement from across our school community. Teachers, staff, and, where appropriate, students and families, will be involved in providing feedback and suggestions, fostering a culture of collective responsibility and continuous enhancement.

Through this internal review process, MMM is dedicated to maintaining the highest standards of educational excellence. We believe that regular self-assessment and proactive improvements are key to providing an exceptional learning environment that meets the needs of our diverse student body. MMM shall also consider contracting with an outside professional to conduct a programmatic audit of the school's academic program and to recommend changes for improvement. Factors affecting the Board's decision to employ this strategy will include the progress (or lack thereof) made toward achievement of MMM's educational goals, the affordability of such a contractual arrangement, and other factors.



R-06G - Draft Accountability Plan

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students at MMM will achieve excellence in English Language Arts (ELA) through a justice-oriented and culturally-responsive curriculum that fosters critical thinking and self-expression.

Absolute Measures

- **NYSE:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state's English language arts exam for grades 5-8.
- **NYSE:** Each year, the school's aggregate Performance Index ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.
- **Regents:** Each year, 65 percent of students in the Total Tested Cohort (8th and 9th graders who take the Regents exam) will at least partially meet or exceed Common Core expectations (scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)).
- **Optional:** Students will demonstrate growth in ELA skills as evidenced by an internal assessment system that includes portfolio reviews, performances, and project-based assessments aligned with the school's focus on creative and self-expression.

Comparative Measures

- **NYSE:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- **NYSE:** Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.
- **Regents:** Each year, the percentage of students in the Total Tested Cohort (students tested in grades 8 and 9) partially meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations for the same grade levels.
- **Optional:** MMM will outperform comparative schools in measures of student engagement and empowerment in ELA as evidenced by student surveys and participation in language arts-related extracurricular activities.

Growth Measure

- **NYSE:** Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 5th – 8th grades will be above the target of 50.
- **Regents:** Each year, 50 percent of students in the Total Tested Cohort (students tested in grade 9) who did not score at or above proficiency on the New York State 8th grade English language arts exam will partially meet or exceed Common Core expectations (scoring at or above Performance Level of 3 or 4 on the Regents Exam in English Language Arts (Common Core)).
- **Optional:** Students' ability to express themselves in written and spoken word will be evidenced by a year-over-year increase in the quality and complexity of student work in ELA.

GOAL II: MATHEMATICS

Goal: MMM will excel in mathematics by providing a robust, problem-based curriculum that integrates STEA+AM (Science, Technology, Arts+Activism, Mathematics) principles to prepare students for academic challenges and real-world problem-solving.

Absolute Measures

- **NYSE:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.
- **NYSE:** Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.
- **Regents:** Each year, 65 percent of students in the Total Tested Cohort (8th and 9th graders who take the Regents exam) will at least partially meet or exceed Common Core expectations (scoring at or above Performance Level 3 on the Regents Exam in Algebra I (Common Core)).

Comparative Measures

- **NYSE:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- **NYSE:** Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.
- **Regents:** Each year, the percentage of students in the Total Tested Cohort (students tested in grades 8 and 9) partially meeting or exceeding Common Core expectations on the Regents Exam in Algebra I (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations for the same grade levels.

Growth Measure

- **NYSE:** Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 4th – 8th grades will be above the target of 50.

- **Regents:** Each year, 50 percent of students in the Total Tested Cohort (students tested in grade 9) who did not score at or above proficiency on the New York State 8th grade Mathematics exam will partially meet or exceed Common Core expectations (scoring at or above Performance Level of 3 or 4 on the Regents Algebra I (Common Core)).

GOAL III: SCIENCE

Goal: MMM students will excel in scientific literacy and inquiry through a curriculum that emphasizes hands-on learning, critical thinking, and engagement with STEA+AM concepts.

Absolute Measures

- **NYSE:** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State science exam.
- **Regents:** Each year, 65 percent of students in the Total Tested Cohort (8th and 9th graders who take the Regents exam) will at least partially meet or exceed Common Core expectations (scoring at or above Performance Level 3 on a New York State Regents Exam Science Exam).

Comparative Measures

- **NYSE:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state science exam will be greater than that of students in the same tested grades in the local school district.
- **Regents:** Each year, the percentage of students in the Total Tested Cohort (students tested in grades 8 and 9) partially meeting or exceeding expectations on a Regents Science Exam will exceed the percentage of comparable students from the district meeting or exceeding expectations for the same grade levels.

GOAL I: GRADUATION & HIGH SCHOOL PREPAREDNESS

Leading Indicators

- Each year, 75 percent of students in the 9th grade cohorts will earn at least ten high school credits (if 44 needed for graduation) or five credits (if 22 needed for graduation).
- **Optional:** Each year we will ensure that 60% of students in the 8th grade cohort are prepared to move into high school within 4 years, and that 95% will be prepared by the end of 9th grade.

GOAL IV: ESSA

Goal: The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

GOAL V: OPTIONAL NON-ACADEMIC STUDENT GOAL(S)

Goal: MMM will support the holistic development of students by promoting a culture of Major Work, Major Joy, Major Pride, Major Love, and Major Light, thereby cultivating a supportive, joyful, and inclusive school community.

GOAL VI: OPTIONAL ORGANIZATIONAL GOAL(S)

Goal I: Fiscal Responsibility

Goal: The school will demonstrate financial responsibility.

- Each year the school will demonstrate that it meets or exceeds standards of generally accepted accounting principles (GAAP).
- Each year, the school will operate a mission-aligned, balanced budget.

Goal II: Enrollment

Goal: MMM will be fully enrolled, with high levels of attendance and re-enrollment.

- Each year, the school will meet projected enrollment targets.
- Of the students who successfully complete the year, 90% will re-enroll for the following year.
- The school will average a daily attendance of at least 95%

Goal III: Meeting the Key Design Elements

Goal: MMM will establish a school culture where gender inclusivity and creative self-expression are reflected in academic achievement and personal development.

- Success in creating a genderful environment will be measured through student surveys assessing their sense of belonging and freedom in expressing their gender identities within the school.

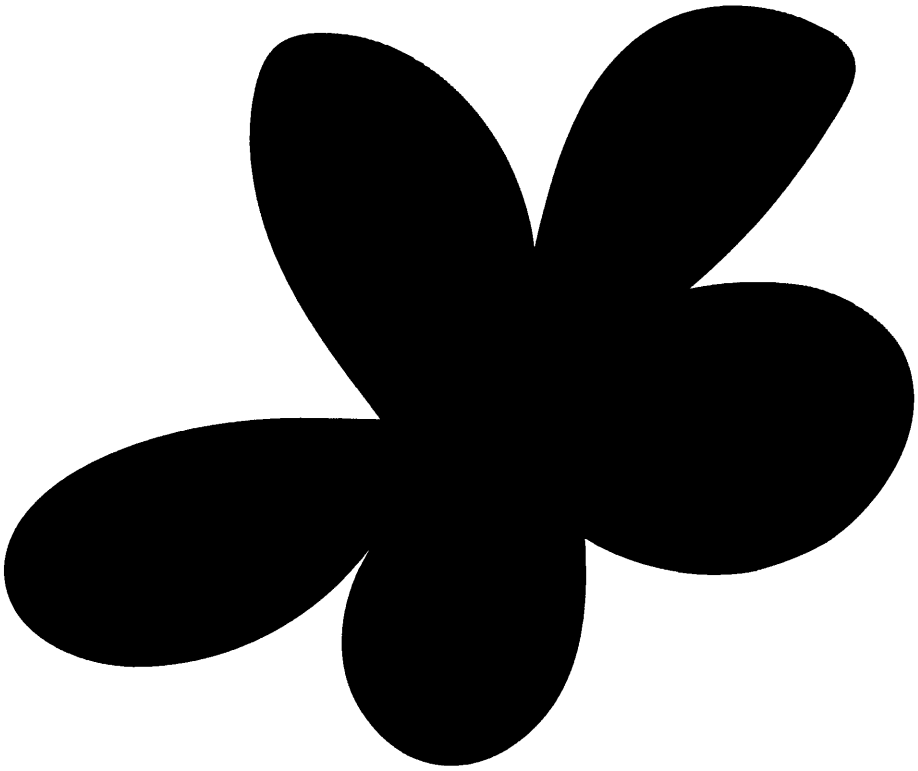
Goal: MMM will promote a safe and brave space for all students, emphasizing physical and emotional well-being, which is integral to the overall educational experience.

- 85% of students will report satisfaction with Student and staff surveys will measure perceptions of safety and emotional well-being, aiming for year-over-year improvements with 90% of students responding
- 85% of students will report satisfaction with the schools communication on an annual survey with 90% of students responding.
- Incident reports for bullying and harassment will be monitored, with goals set for a consistent decrease.
- The effectiveness of restorative practices will be evaluated through a decrease in repeated conflicts and increased resolutions.

Goal IV: Board of Trustees

Goal: The board of trustees will provide effective and sound oversight of the school

- The board will conduct a formal annual review of the Executive Director
- The board will conduct an annual self-evaluation to assess strength/weaknesses
- The board will conduct a formal annual review of bylaws and policies
- The board will conduct an annual review of organizational strengths/weaknesses



R-07AC - Calendar and Schedules

R-07A - School Calendar

MISS MAJOR MIDDLE PUBLIC CHARTER SCHOOL CALENDAR (2025-26)

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	

Key:

Summer Orientation (School Closed to Students)
Holidays and Breaks (School Closed to All)
Family Conferences

DD: Data Days (Staff in Attendance)
Quarter Start Dates
First and Last Days of School (Students)

Total Number of Days of Instruction = 180
Total Numbers of Hours of Instruction = 1080
Weekly PD - Monday afternoons are reserved for Teacher PD. Wednesday afternoons are reserved for Fellow PD.
Regents Exams - MMM will take Regents Exams once at the end of the year when the dates are released by The Board of Regents.

R-07AC - Calendar and Schedules
R-07B - Sample Student Schedule

"All of us are put in boxes by our family, by our religion, by our society, our moment in history, even our own bodies. Some people have the courage to break free."

Geena Rocero, model and transgender advocate

A student's day at Miss Major Middle Public Charter School (MMM) begins at 8:25am. For thirty minutes, students can play sports, games, read books, or just hang out in the multipurpose room. They can even grab a first (or second) breakfast from the cafeteria. At 8:55, classes begin. The school day is segmented into seven learning blocks of 45 minutes each, 15 minutes for lunch, 30 minutes for recess and exercise, and a 5 minute dismissal period. Students will either leave the school at 3:30 or stay for some type of afterschool programming. For Period's 1 and 2 of the school day, students have a double block of either Math or ELA. This guarantees our community of learners a concentrated 90 minutes of learning time to work with their teachers, fellows, and peers on essential content. For 3rd period, students move into either a project-based learning class, a STEA+AM class, or an iReady session where they take time to work on individualized content goals. During 4th period, students have art (three times a week) or History and an additional ELA block once a week at this time. After lunch and recess, during the remaining three periods, students have a range of classes, depending on the day, but always have Advisory and Clubs on Mondays and Wednesdays. See the overarching sample class schedule for an MMM student below:

5th & 6th Grade - Overarching Sample (Class A - ICT)

Period	Time	Mon	Tue	Wed	Thu	Fri
Arrival	8:25 - 8:55 (30)	Open Gym and Breakfast				
1	8:55 – 9:40 (45)	Math	ELA	Math	Math	ELA
2	9:45 - 10:30 (45)	Math	ELA	ELA	Math	ELA
3	10:35 - 11:20 (45)	STEA+AM	PBL	iReady	PBL	PBL
4	11:25 – 12:10 (45)	ELA	Arts	History	Arts	Arts
5	12:10 – 12:55 (45)	Lunch / Recess				
6	1:00 – 1:45 (45)	Advisory	History	Advisory	History	History

7	1:50 - 2:35 (45)	iReady	Math	Arts	ELA	Math
8	2:40 - 3:25 (45)	Clubs	STEA+AM	Clubs	STEA+AM	STEA+AM
Dismissal	3:25 - 3:30 (5)	Dismissal + Snack				
ASP	**3:30 - 5:00**	**Afterschool**				

For the class-specific, "Tuesday/Thursday/Friday" and "Monday/Wednesday" student schedules, see below:

5th & 6th Grade - Class-Specific (Tuesday/ Thursday/Friday)

Period	Time	Class A (ICT)	Class B	Class C (ICT)	Class D
Arrival	8:25 - 8:55 (30)	Open Gym and Breakfast			
1	8:55 – 9:40 (45)	ELA	ELA	Math	Math
2	9:45 - 10:30 (45)				
3	10:35 - 11:20 (45)	PBL	PBL	History	STEA+AM
4	11:25 – 12:10 (45)	Arts		PBL	ELA
5	12:10 – 12:55 (45)	Lunch / Recess			
6	1:00 – 1:45 (45)	History	STEA+AM	Arts	
7	1:50 - 2:35 (45)	Math	History	STEA+AM	PBL
8	2:40 - 3:25 (45)	STEA+AM	Math	ELA	History
Dismissal	3:25 - 3:30 (5)	Dismissal + Snack			
ASP	**3:30 - 5:00**	**Afterschool**			

5th & 6th Grade - Class-Specific (Monday/Wednesday)

Period	Time	Class A (ICT)	Class B	Class C (ICT)	Class D

Arrival	8:25 - 8:55 (30)	Open Gym and Breakfast			
1	8:55 – 9:40 (45)	ELA	History	Math	STEA+AM
2	9:45 - 10:30 (45)	Math	ELA	History	Math
3	10:35 - 11:20 (45)	STEA+AM	Math	ELA	History
4	11:25 – 12:10 (45)	History	STEA+AM	STEA+AM	ELA
5	12:10 – 12:55 (45)	Lunch / Recess			
6	1:00 – 1:45 (45)	Advisory			

Monday:

7	1:50 - 2:35 (45)	iReady	Clubs	iReady	Clubs
8	2:40 - 3:25 (45)	Clubs	iReady	Clubs	iReady
Dismissal	3:25 - 3:30 (5)	Dismissal + Snack			

Wednesday:

7	1:50 - 2:35 (45)	PBL	Arts	PBL	Arts
8	2:40 - 3:25 (45)	Arts	PBL	Arts	PBL
Dismissal	3:25 - 3:30 (5)	Dismissal + Snack			

For a breakdown of the minimum number of weekly minutes MMM devotes to individual core academic subjects in each grade, and the total number of minutes MMM offers per week, see the following page:

Weekly Minutes:

ELA	Math	History	STEA+AM	Arts	PBL	iReady	Recess (Exercise)	Clubs	Advisory
315	315	180	180	180	135	90	150	90	90

Total Instructional Minutes per Week (excluding Arts, Clubs, Advisory, Lunch, and Recess):	1,215

Narrative of MMM - A Student's Perspective

"The best thing [about being trans or non-binary] is being able to express who I am and not having to be limited by the gender binary. I feel complete and amazing!"

_____she/her), 14 (pg 3), from "The Advocate Educators Handbook"

Laine (they/them) is a non-binary and queer educator, writer/artist, college student, and founding member of the MMM Trans+/Queer Advisory Council. Laine created a narrative account of "a day in the life" at Miss Major Middle, based on their experiences and on interviews of gender expansive middle school students. "This is a Place" is a joyful and genderful imagining, emerging from a process of mentorship, collaboration and collection of student voices.

"This is a Place": Rationalizing, Conceptualizing, and Imagining Miss Major Middle

By: Laine

I listen to the voices around me. The morning quiet is filled with laughter and stories, updates from a DnD campaign, excitement over a new set of artist markers. When the day finally starts, I know I am in a special place. Going to piano lessons or summer camp feels different than school, but in a good way. I always feel safe here. Today, the day begins with morning announcements, and we get to spend the rest of the time solving word puzzles as an entire homeroom classroom. Sometimes, we do a guided meditation, or talk about the news, or draw on the whiteboard. Whatever we do, it always feels like a good way to start the day, even on bad days.

This is a place that recognizes the transition between life and school, between waking up and feeling awake, and strives to facilitate that transition in a comfortable and engaging way.

History class is one of my favorite parts of the day. When we learn, we learn about people who are like us. Right now, we are learning about American history. We talked about Marsha P. Johnson, and how she fought for liberation. She also took care of other trans people who were like her with her organization, STAR. Hearing about her made me want to help people too. We also talked about crossdressing laws, and how the police treated queer and trans people, especially trans people of color, in the 1960s. A lot of us didn't know it was illegal to wear certain types of clothes if you were one sex or another, so we talked about what it felt like to learn that. Some people said they were a bit sad, but I was angry. Everyone should be able to wear the clothes that make them feel happy.

This is a place where we recognize that history can be empowering, yet sometimes, hard to learn about. Together, we process the feelings that history, in all its complexity, creates.

My math teacher says that math and numbers are their own language. Some days, it definitely feels like learning a new language! We start class by doing two warm-up questions as a table team: one is always a math problem, and the other is a silly, check-in question. Today it was, "If you could describe how you are feeling today as an animal, what animal would it be?". I didn't know what animal to pick, so I passed, and laughed with my group as they described themselves as frogs, wolves, and even a dragon! Even though math can be confusing, I like that, as a table group, we help each other understand things. And when we all get stumped, we know our teacher can always get us headed in the right direction. Being in class with a bunch of people like me means that I never feel awkward or uncomfortable raising my hand. It doesn't feel like I'm the "weird trans kid" that everyone stares at when they speak up. Instead, we are all a little bit weird in our own ways, and that makes me feel better about asking for help.

This is a place where students support each other without judgment, understand that everyone learns differently, and feel empowered by a genderful classroom to speak up and advocate for themselves.

This week, in science class, we have been learning all about weather, climate, and climate change. We talked about the difference between weather and climate, and how people who don't believe in climate change get the two things confused. Today, we learned about how severe weather and climate change impacts different people. We watched a video about how the weather is actually hotter in lower-income areas, because there are less trees to give shade and more asphalt and cement that absorb heat. We also talked about how the people in those areas are more likely to be people of color, and how when big natural disasters happen, evacuation plans sometimes don't support people in those neighborhoods. Sometimes I feel like science is just a bunch of fancy equations and experiments, but what I learn in class has made me realize that science can help show how the world is unequal, and how we can fix it.

This is a place where students see that science surrounds us, and understands the different-- and often disproportionate-- ways it impacts their community, country, world, and future.

I like that school is filled with creative people. As I walk from class to class, I get to look at all the art that other people made. There are charcoal drawings of dragon eyes and origami flowers in the trans pride flag colors. I like to draw in my notebook during class, but I haven't tried drawing or painting on paper or canvas. Seeing the art on the walls makes me want to try it someday. When some of my friends go to art class, or others go to band, theater or media arts, I go to creative writing. During recess I talk to my friends, planning what my characters will do next. Then, during creative writing class, I get to let the story flow onto the page. I'm always surprised when class is over. The bell

interrupts my train of thought, leaving me to continue my story tomorrow. Whenever I walk out of creative writing class, I feel lighter. If I'm tired, I feel more awake after writing. Even if I'm having a bad day, channeling my emotions into a dramatic death scene or plot twist leaves me feeling better when the bell rings.

This is a place that embraces the power of expressing oneself, and values creativity as a tool to connect with ourselves and others.

We do a lot of activism at school. One of my teachers says that us, learning together in a genderful space, counts as activism by itself! In our classes, we talk about how writing, math, science, and art can be tools for activism, and how there are many different ways to speak up and create change. Last year, I even took an elective class all about activism and community organizing. I learned about how to map power structures, writing speeches for rallies, and how to get people to join your movement. Now, me and my friend want to create a zine about being a trans middle schooler. I feel excited about our zine, because I learned all about how art can be a tool for social justice, and how to advertise your project. Using the activist tools I learned in class makes me feel like I have a voice, and feel inspired to use it.

This is a place where activism lives, where organizing is taught, and dreaming of liberation becomes not just a dream but a toolkit that hones the art of speaking out.

Book club is once a week, in the virtual classroom. Sometimes, we learn about the different characters and themes in the book. Other times, we come to book club with questions to ask each other about how the chapters made us feel, or how they relate to our lives. We've been reading *Orlando,* by Virgnia Woolf, so we started class learning about Virginia Woolf, and how the character of Orlando was based on her girlfriend. After learning that, we talked about how that changes how we read the book. Some of my classmates thought that it made the story more realistic, because there was a LGBTQ+ relationship inspiring the queer themes in the book. Other people thought that it was less authentic, because Orlando's story has more to do with sex and gender than sexuality. We debated it for a while, until our teacher finished class explaining how gender and sexuality was understood differently back then. He said that if we wanted, we could spend some time next book club talking about the different cultures and social movements that inspired *Orlando*, and how they understood gender and sexuality. I hope I get to learn more next week.

This is a place where learning is a constant endeavor, a place where reading connects us to the people and places that inform our world, and introduces us to new ways of thinking.

Sometimes, when I'm in class, I need to step outside and take a break. It helps me calm down and refocus. All of my teachers let us know that if we are ever feeling overwhelmed and need to step out of the classroom, it's important that we take care of ourselves first. If I'm feeling really anxious, I'll go

and talk to a counselor. Their door is always open, and whenever I go, they help me work through ways to calm down. A lot of my friends and classmates talk to them, so it just feels like a normal part of being a middle schooler. Their office is near the front of the school, which looks different than some of the other schools nearby. I know that some schools have police officers on campus, or really tall gates and fences, but we don't. In class we've talked about how the police don't actually keep everyone safe, and I think if there were police at school, it would feel weird and a little scary.

This is a place that values the intersection of mental health, neurodiversity, and gender diversity; where mental wellness is an integral part of campus culture, and student safety is approached from an anti-ableist and abolitionist framework.

When I walk out of school for the day, I feel tired, but in a good way. I walk home with my friends, and we talk about the new season of "The Owl House" and complain about having homework. We make plans to talk on Discord later tonight before book club, and before I step inside, I wish my friend good luck on her HRT consultation appointment this afternoon. I'm lucky to have friends who understand me, and cool teachers who understand what it's like to be trans. Going to school filled with people like me makes me feel less alone when bad things happen, and like I can be whoever I want to be. I know that not every middle schooler like me looks forward to school every day, but whenever I head home for the day, I feel a sense of hope for what the next day can bring.

Middle School and the Gender-Expansive Student - An Afterward

I once heard a mental health clinician describe middle school as "mistake school". Students are learning in an unfamiliar, often larger, environment. Classes work differently, there's more homework, and brains and bodies change in new (and often stressful[1]) ways. This field of newness creates opportunities for growth. Mistakes, whether it be forgetting an assignment or getting into a fight with a friend, are part of the experience. Middle school is a time of learning, self-discovery, and therefore, great vulnerability. Trying new things-- making mistakes, falling down, and getting back up-- is scary regardless of age. But when the middle school experience is central to so much development, and change, it becomes a catalyst for vulnerability.

Gender expansiveness, and targeted threats towards gender-expansive youth, complicate this vulnerability. Whether it be on senate floors or school classrooms, gender diversity has become a target. And, to the already-vulnerable middle school student, the target of gender diversity discourages exploration. In the absence of trans-centered education, the experience of gender-expansive youth is plagued with threats and prying eyes; to try out for the school play, take an art class for the first time, raise your voice, raise your hand, or walk down the hall assumes an

[1] Puberty can be an especially stressful and potentially traumatic experience for gender-diverse youth. For more information about puberty and trans children, see here and here.

additional level of risk. How then, can one expect gender-diverse middle schoolers to learn and thrive if the school structures that are available to them are privy to their exclusion?

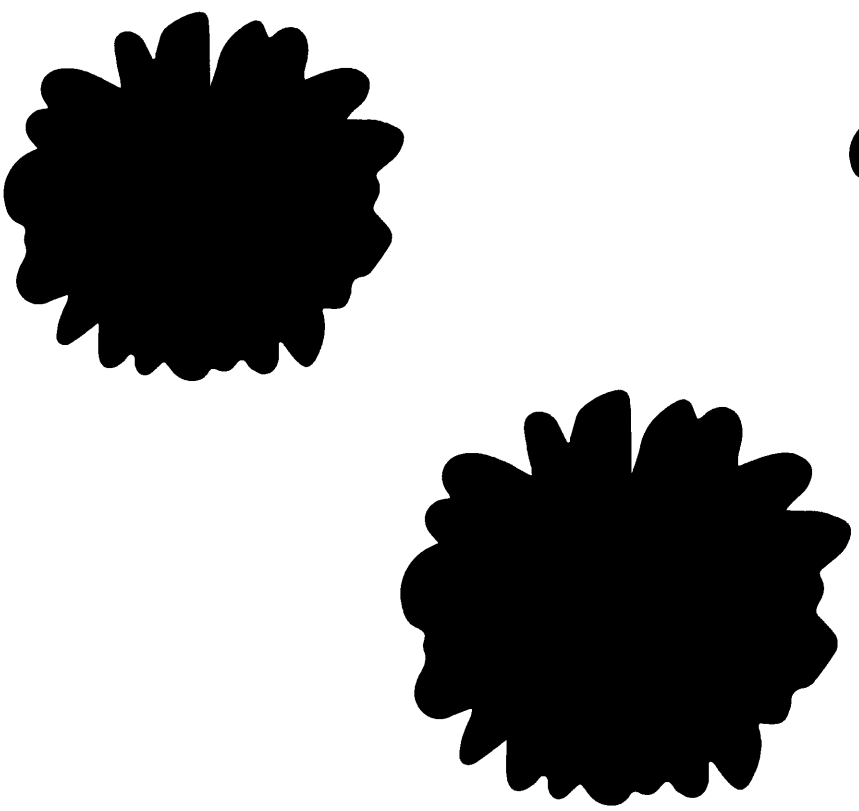
Organizations such as the Trevor Project and GLSEN have documented the current middle school environment's ability to stifle, restrict, and even threaten gender-diverse youth. According to GLSEN's 2019 National School Climate Survey, LGBTQ middle school students were less likely to report trans-affirming policies and curricula and more likely to report a more hostile[2] school climate compared to peers in high school (116). Additionally, almost 85% of transgender students and about half of all nonbinary students surveyed felt unsafe at school due to their gender (95)-- and were more likely to report discriminatory policies and practices at school (94). While GLSEN didn't record data on the challenges gender-diverse middle schoolers face, the available data presents a potential snapshot of what those living at the intersection of both middle school age *and* gender-diversity might experience; namely, an environment where harassment and discrimination are particularly high, and support is notably low.

While, at face value, discrimination at school is a considerable challenge for gender-diverse middle schoolers, data from the Trevor Project's 2022 National Survey on LGBTQ Mental Health highlights dynamic connections between discrimination, LGBTQ students' experiences at school, and mental health outcomes. Trevor Project data found that LGBTQ youth who attempted suicide in the past year were more than twice as likely to have also reported experienced discrimination (18). Synthesizing this data point with the GLSEN statistics above points to the low-support/high-discrimination middle school environment having repercussions beyond the classroom or school. If middle school-age, gender-expansive youth are more likely to be exposed to discrimination at school, then the school environment has the potential to play a primary role in creating negative mental health outcomes that then precipitate a suicide attempt. Though a hostile school environment plays a significant role in worsening LGBTQ youth mental health outcomes, the converse is also proven to be true; one of the Trevor Project's key findings noted that "LGBTQ youth who found their school to be LGBTQ-affirming reported lower rates of attempting suicide" (4). While a significant portion of both the GLSEN and Trevor Project data capture how discrimination impacts youths' school experiences and mental health outcomes, this finding emphasizes the power of safe, affirming spaces. In a world of growing darkness for gender-expansive youth, learning in a place that uplifts you is a protective factor. A safe and joyful place to learn creates a microcosm where, for the 80% of a middle schooler's waking life that they are in or around school, they are encouraged to explore and grow exactly as they are.

If anything, Miss Major Middle (MMM) is a response to this particular finding. We understand the power that educators hold in shaping the lives of youth, especially gender-expansive youth. In establishing an academic and social space with gender-diverse middle schoolers at our core, we build a world where gender-diversity is a source of joy, learning, and community. Scholar Eli Kean asserts

[2] GLSEN included biased language, peer victimization, and anti-LGBTQ discrimination under the category of "hostile". Middle school students were more likely to report all three.

that this centering of gender-diversity and lived experience in educational spaces, "... is crucial in expanding what we know to be possible for ourselves and others" (15). MMM is guided by this knowledge, the understanding that a genderful space, open to all, has the immense power to transform the lives of its students. It expands what is possible in a school, in a classroom, and heightens each students' potential. As we create this space, we imagine what lives and spaces might look like in a world that centers genderful joy, brilliance, and knowledge. And as we imagine, the lives of the gender-expansive youth in our community are enriched, valued, and above all, loved.



R-07AC - Calendar and Schedules
R-07C - Sample Teacher Schedule

"As the LGBTQ liaison for the largest public school system in the country, with over 1 million students and over a third of those students identifying as a part of the LGBTQ community, I receive emails regularly from parents who express the need for a middle school designed specifically for their LGBTQ scholars."

Kalima *Manager of LGBTQ+ Programs, NYC DOE*

All Miss Major Middle Public Charter School teachers have a work day that begins at 8:25am and ends at 4:15pm (just under 8-hour work days) on Monday through Friday.

Sample ELA Teacher Schedule

Period	Time	Mon	Tues	Wed	Thu	Fri
Arrival	8:25 - 8:55 (30)	Open Gym and Breakfast				
1	8:55 – 9:40 (45)	ELA Class A	ELA Class A	ELA Class A	ELA Class A	ELA Class A
2	9:45 - 10:30 (45)	Hist. Class C	ELA Class A	Hist. Class A	ELA Class A	ELA Class A
3	10:35 - 11:20 (45)	ELA Class C	Hist. Class C	ELA Class C	Hist. Class C	Hist. Class C
4	11:25 – 12:10 (45)	Hist. Class A	PREP	Hist. Class A	PREP	PREP
5A	12:10 – 12:35 (25)	PREP	PREP	PREP	PREP	PREP
5A	12:35 – 12:55 (20)	Lunch				
6	1:00 – 1:45 (45)	Advisory	Hist. Class A	Advisory	Hist. Class A	Hist. Class A
7	1:50 - 2:35 (45)	Professional Development	PREP	PBL	PREP	PREP
8	2:40 - 3:25 (45)		ELA Class C	PREP	ELA Class C	ELA Class C
Dismissal	3:25 - 3:30 (5)	Dismissal + Snack (with Advisory Group)				

ASP	3:30 - 4:15 (45)	Prep + Coworking + Coaching Time

(same schedule for both Humanities General Education and Special Education Teachers)

Above is a sample teacher schedule for a 5th (or 6th) grade Humanities general and special education teacher, assuming that these teachers would be co-teaching classes A and C, both integrated collaborative teaching classrooms. Core teaching and prep times for these teachers are as follows:

Core Teaching Responsibilities (includes 45 min advisory on Monday and Wednesday):

- Monday, Tuesday, Thursday, Friday: 5 x 45 mins = 225 min
- Wednesday: 6 X 45 mins = 270 min

Prep Time (includes 45 mins daily from 3:30-4:15 shared planning time for full staff):

- Monday: 70 mins + 90 mins Professional Development Sessions
- Tuesday, Thursday, Friday: 160 mins
- Wednesday: 115 mins

Sample Humanities Fellow Schedule

Period	Time	Mon	Tues	Wed	Thu	Fri
Arrival	8:25 - 8:55 (30)	Open Gym and Breakfast Duty				
1	8:55 – 9:40 (45)	PREP	ELA Class B	PREP	ELA Class B	ELA Class B
2	9:45 - 10:30 (45)	ELA Class B	PREP	ELA Class B	PREP	PREP
3	10:35 - 11:20 (45)	PREP	PBL Class B	PREP	PBL Class B	PBL Class B
4	11:25 – 12:10 (45)	ELA Class D	PBL Class D	ELA Class D	PBL Class D	PBL Class D
5A	12:10 – 12:35 (25)	Lunch Duty	Recess Duty	Lunch Duty	Recess Duty	Lunch Duty
5A	12:35 – 12:55 (20)	Lunch				
6	1:00 – 1:45 (45)	Advisory	PREP	Advisory	PREP	PREP
7	1:50 - 2:35 (45)	clubs	PBL Class D	Fellows' Professional Development	PBL Class D	PBL Class D
8	2:40 - 3:25 (45)	clubs	PREP		PREP	PREP
Dismissal	3:25 - 3:30 (5)	Dismissal + Snack (with Advisory Group)				

ASP	**3:30 - 4:15 (45)**	**Prep + Coworking + Coaching Time**

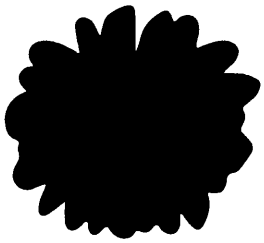
Above is a sample teacher schedule for a 5th (or 6th) grade Humanities Fellow, assuming that these teachers would be co-teaching classes A and C, both integrated collaborative teaching classrooms. Core teaching and prep times for these teachers are as follows:

Core Classroom Responsibilities (includes 45 min advisory on Monday and Wednesday):

- Monday through Friday: 60 mins duties (Breakfast, lunch/ recess, dismissal)
- Monday: 5 X 45 mins = 225 mins
- Tuesday, Thursday, Friday: 4 x 45 mins = 180 min
- Wednesday: 3 X 45 mins = 135 min

Prep Time (includes 45 mins daily from 3:30-4:15 shared planning time for full staff):

- Monday: 135 mins
- Tuesday, Thursday, Friday: 180 mins
- Wednesday: 135 mins + 90 mins Professional Development Sessions



R-08AD - Specific Populations
R-08A - Struggling Students

> **"How do teachers help kids that are struggling? I don't know. Sometimes when I am reading I don't know how to read the longer words... Miss is the one that taught me I can tap out a word."**
>
> *from CSD 13 and future MMM student*

Miss Major Middle (MMM) will determine and identify struggling students within the context of a multi-tiered Response to Intervention (RTI) program. This comprehensive RTI program is a data-driven, prevention-oriented approach to instruction and intervention that seeks to identify and support students who demonstrate academic or behavioral challenges that interfere with their learning.

Definition of "Struggling Student" at MMM:
A "struggling student" at MMM is defined as any learner who is not making adequate progress in the general education curriculum, as indicated by performance data and assessments, and is therefore at risk for not meeting grade-level standards. Teachers who systematically assess student's academic progress to determine their responsiveness to supplemental interventions contribute to a school's collective capacity to provide stronger instruction[1]. This includes students who demonstrate below-benchmark performance on universal screenings, those who do not meet expected levels of progress following high-quality, research-based general education instruction, and students who show signs of behavioral or social-emotional difficulties that impact their learning.

Identification Process:

- **Universal Screening:** All students at MMM will undergo universal screening assessments at the beginning, middle, and end of each academic year in core academic areas. Tools like iReady will be used to measure students' proficiency in Reading, English Language Arts, and Math. These assessments will help in identifying students who may need additional support.

- **Progress Monitoring:** Teachers at MMM will closely monitor the progress of all students through ongoing formative assessments such as exit tickets, unit quizzes, and regular classroom observations. This continuous monitoring helps in promptly identifying students who begin to fall behind.

[1] American Institute for Leaders Using a Response to Intervention Framework to Improve Student Learning: A Guide for State and District Leaders. 2013. Pg. 3-4.

- **Teacher Observations and Referrals:** Teachers, leveraging their daily interactions with students, are key in identifying struggling students. They can refer students who exhibit academic or behavioral concerns to the RTI team for further evaluation and support.

- **Data Review:** The Special Services Team and academic leadership will review assessment data and classroom performance to identify students who may be struggling. This team will also look for trends and patterns that may indicate a need for broader curriculum or instructional adjustments.

- **Parent/Guardian Communication:** Parents and guardians are essential partners in the RTI process. MMM will maintain open lines of communication with families regarding their child's progress and will seek insights from parents/guardians regarding their child's performance and behavior at home.

Response to Intervention (RtI) - Tiered Support:
The RtI program at MMM is dynamic and student-centered, with the flexibility to adapt interventions based on individual student needs. Through a collaborative approach involving educators, families, and students themselves, MMM is committed to supporting each student's journey toward academic and personal success.

MMM's RtI framework involves tiered levels of support, ranging from differentiated instruction in the general education classroom (Tier 1) to more intensive, small-group interventions (Tier 2) and one-on-one support for those with the greatest needs (Tier 3), as outlined below:

- **Tier 1** represents high-quality classroom instruction with differentiation to meet students' needs. If a student is not responding to these strategies, they are considered struggling.

- **Tier 2** involves targeted interventions for students identified from Tier 1 as struggling. Interventions are typically conducted in small groups and are more intensive.

- **Tier 3** is for students who have not made adequate progress in Tier 2 and involves individualized and intensive interventions, which may include Special Education services if the student has an IEP.

Instructional Methods to Support Struggling Students
Working in tandem with our RtI framework, MMM is dedicated to utilizing specific instructional methods to further assist struggling students:

- **Inclusive Classroom Practices:** Central to our model is the belief in the power of inclusivity to enhance learning for every student. This will include implementing differentiated instruction and accommodations within general education classrooms to meet diverse learning needs. By

integrating responsive teaching strategies and affirming diverse identities, MMM seeks to remove barriers to learning and promote a sense of belonging and achievement for all. This aligns with findings from the field of educational psychology, which underscore the importance of culturally responsive pedagogy and positive teacher-student relationships in improving academic engagement and outcomes for students facing challenges[2]. Our Tier 1 supports will be delivered through this model.

- **Integrated Collaborative Collaborative (ICT):** MMM's use of ICT and co-teaching strategies reduces student-to-teacher ratios, allowing for more personalized attention and the ability to address varied learning needs within the classroom.

- **Small Group Instruction:** Small group instruction is a cornerstone of the MMM model, allowing teachers to provide intensive support and differentiated instruction to students based on their specific needs. These groups may be homogenous or heterogenous, depending on the learning objectives and student needs, and are designed to enable focused teaching on key skills or concepts. Systems will include students AND teachers working with ELL, speech, OT, and other specialized educational specialists. These educators will be essential in the success of MMM students.

- **Flexible Grouping and Intervention:** Educators at MMM implement guided practice within lessons to scaffold learning, providing support as students engage with new concepts. This practice enables teachers to give immediate, targeted feedback and adjust instruction based on student responses. We utilize flexible grouping strategies during intervention times, which run in 6-8 week cycles consistent with best practices for evidence-based intervention programs. These intervention groups are formed based on data from diagnostic assessments and are designed to provide targeted instruction in areas where students are struggling.

- **Growth-Based Assessments:** Using tools like iReady, MMM conducts intervention and growth-based assessments that inform instruction and identify the specific academic needs of each student. These assessments are administered several times throughout the year to monitor progress and the effectiveness of interventions. For more details about how we utilize assessments to identify struggling students and create intervention plans based on formative and baseline data, see section R-06B - Assessment Systems.

- **In-the-Moment Data Collection and Response:** MMM trains teachers on the effective use of real-time data collection and response strategies. Teachers use a range of formative assessment techniques, including guided practices and checks for understanding, to monitor student progress and adjust instruction accordingly. Teachers learn to circulate with purpose during

[2] Hammond, Z. (2015). *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin.

lessons, use in-the-moment assessments to adapt instruction, and use scaffolded questions to gather feedback from students about their understanding in real time.

- **Curriculum, Learning Modalities, and Differentiation:** Project- and problem-based learning tasks, dialogic teaching approaches, and differentiated instruction, all part of MMM's instructional model, are intentionally designed to be responsive to the needs of struggling students. The most effective way for students to gain knowledge is through cognitivism and active learning, learning that is meaningful and useful for each student[3]. Teachers differentiate instruction as well as tasks to ensure that we are utilizing what we know about our students to make instructional decisions that will support their growth and development. For more details about how we integrate data into the development of our instructional approach, see section R-06C - Instructional Methods.

- **Use of Technology for Personalized Learning:** Technology is integrated into MMM's instructional approach, with platforms like tablets and computers providing personalized learning experiences through adaptive learning tools. We will utilize the tools provided as part of iReady to identify individual learning gaps and provide personalized instructional paths, supporting data-driven instruction and growth monitoring. This includes adaptive learning technology carefully selected to complement the curriculum and provide interactive, self-paced learning experiences. Through educational software and applications, students can practice and reinforce skills, receive instant feedback, and engage with content that adapts to their individual learning levels.

- **Collaboration and Professional Development:** Teachers at MMM participate in regular professional development sessions tailored to address diverse learning needs, focusing on inclusive instructional strategies for all students, particularly those with disabilities, English language learners and struggling students, to ensure educators are well-equipped to support effective RtI through small group instruction and intervention.

This approach reflects MMM's commitment to a supportive, innovative learning environment where all students are given the opportunity to achieve their full potential. For more details about these methods, see section R-06C - Instructional Methods.

Personnel Supporting Struggling Students:
MMM's staffing model is meticulously designed to support all students, including those who struggle through a multi-faceted approach, engaging a team of specialized personnel who work collaboratively to provide targeted interventions and foster a supportive learning environment.

- **Director of Special Services:** Leads the development and implementation of comprehensive special education services. The Director ensures that services are inclusive, equitable, and meet

[3] Clark, Kevin R. "Learning Theories: Cognitivism." *Radiol Technol* 90: 176-179

the diverse needs of students with disabilities, in alignment with MMM's mission and core values.

- **Dean of Special Education:** Oversees the development and monitoring of Individualized Education Programs (IEPs) and collaborates with the Committee on Special Education (CSE). The Dean also leads professional development initiatives focused on differentiating instruction and implementing accommodations to meet the diverse needs of students with disabilities. Because this position requires deep understanding of complex learning needs, the Dean of Special Education will be able to support the implementation of our RtI system, including supporting evaluation of the needs, learning modalities, and strategies to support struggling students.

- **Director of Student Culture:** They are responsible for devising and implementing strategies that foster a welcoming, secure, and dynamic educational setting conducive to every student's success. Central to their role is ensuring that students facing challenges receive comprehensive support. Additionally, the Director is tasked with equipping staff through professional development to adopt a proactive, affirmative, responsive, and transparent approach in assisting struggling students.

- **Dean of School Culture:** Manages effective behavior support systems and oversees the development of behavior intervention plans. The deans ensure a consistent environment that supports the social-emotional development of students, including cultivating Major Joy in shared spaces and in classrooms. Deans also serve as part of the crisis-intervention team (with the social workers) to respond to students' behavioral challenges.

- **Social Workers:** Embedded in the support structure, social workers provide mandated counseling services, at-risk counseling services, crisis intervention, and general counseling to support student well-being. They play a crucial role in addressing the social-emotional needs of students, supporting educators to have tools and strategies for working with struggling students, and communicating with families and other care providers outside of the school.

- **Director of Fellowship and Teacher Fellows:** The Director leads the Teacher Fellowship program, which provides additional support for struggling students through high-dosage tutoring and differentiated instruction. Fellows work under the guidance of mentor teachers to support instructional delivery and student engagement, ensuring that our inclusive model, proven to support at-risk students, is effectively implemented.

- **Special Education Teachers:** These teachers design and implement IEPs using specialized instructional strategies to meet the unique needs of students with disabilities. They collaborate closely with general education teachers to support integrated and inclusive classroom environments. These teachers can also provide valuable insight and support to supporting

students who have not been identified as having a disability by providing support and strategies to support the needs of complex learners.

Evaluation and Efficacy:

The school will regularly assess the efficacy of its intervention programs[4]:

- **Continuous Data Monitoring:** MMM utilizes a continuous monitoring process where student performance data is collected and analyzed regularly, including 4 full days set-aside during the school year, used as "data days" to assess the needs of students, augment programming based on evaluations of effectiveness, and ensure that our RtI process is serving all students. Our data monitoring includes universal screenings conducted by the Special Services Team, progress monitoring assessments reviewed by Teachers, and observations conducted by Directors and Deans, which provide a comprehensive view of each student's academic and behavioral progress.

- **RtI Framework Evaluation:** The effectiveness of the RtI program is assessed at regular intervals, on 6-8 week cycles. This involves reviewing the progress of students in each tier of intervention to determine if they are making adequate gains or if modifications are needed.

- **Professional Development (PD) Outcomes:** The impact of PD on teacher practice is evaluated through classroom observations and student performance data. This ensures that the training teachers receive is translating into effective instructional strategies for struggling students. For more details about the iterative process used to ensure efficacy of PD, see section R-09C - Professional Development.

- **Family and Student Feedback:** MMM values the input of families and students as part of the evaluation process. Regular feedback is solicited to understand their perspective on the effectiveness of the support provided, including surveys and input forms provided as part of the Family Conference process during each quarter of the school year.

- **Interdisciplinary Team Reviews:** Regular meetings of interdisciplinary teams, including general and special education teachers, social workers, and school culture staff, ensure that all aspects of student support are cohesive and comprehensive. For more details about the types of meetings, structures, and the ways that these meetings monitor student progress, see section R-09A - Instructional Leadership Roles.

- **External Benchmarking:** The school may also benchmark its programs against external standards or compare its data with similar educational institutions to evaluate program effectiveness. This

[4] Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting students struggling with reading: Response to Intervention and multi-tier intervention in the primary grades. *IES Practice Guide. National Center for Education Evaluation and Regional Assistance*

will be done via our selection of iReady to provide nationally normed student achievement results and via NY State Testing results, to see comparative data to our district and state.

- **Annual Program Review:** An annual review of the entire support program for struggling students is conducted. This comprehensive analysis includes looking at the year's data, feedback from all stakeholders, and the effectiveness of the interventions in meeting the school's mission and objectives. This review will be conducted by the Director of Special Services and will be reported to the Academic Committee of the Board.

Based on the collected data and feedback, the RtI team, along with the Special Services department, makes informed decisions about program adjustments. This ensures that interventions are responsive and tailored to the needs of the students. Through this multi-faceted and iterative process, MMM ensures that the strategies implemented are meeting the evolving needs of struggling students, providing them with the necessary support to succeed academically and socially.

Additional Research and Evidence:
The school's approach is informed by educational research and evidence-based practices. This includes studies on the effectiveness of RtI models, differentiated instruction, and the impact of inclusive and culturally-responsive curriculum on student outcomes. By using effective general education strategies with all students and increasing the level of support for some students based on needs identified through screening and progress monitoring. This model has been effective for classrooms since 2008.[5] Researchers Nathan Jones and Marcus A. Winters noted that the effectiveness of co-teaching is more advantageous in middle school settings than elementary schools. His study found "Attending a co-taught classroom improves test scores for students with and without disabilities, especially in math. Test scores for students with disabilities are 2.6 percent of a standard deviation higher in math and 1.6 percent of a standard deviation higher in reading when they are in co-taught classrooms."[6]

The effectiveness of providing inclusive learning environments is well documented and proven to close the achievement gap for students with IEPs and general education students.[7] Our model of co-teaching will enhance our ability to provide structure for students with academic difficulties while maintaining instruction for general education students. Central to our model is the belief in the power of inclusivity to enhance learning for every student. By integrating responsive teaching strategies and affirming diverse identities, MMM seeks to remove barriers to learning and promote a sense of belonging and achievement for all. This aligns with findings from the field of educational psychology, which underscore

[5] Copeland, S. R., & Cosbey, J. (2008). Making progress in the general curriculum: Rethinking effective instructional practices. *Research and Practice for Persons with Severe Disabilities*, 33(4), 214-227
[6] Jones, Nathan and Marcus A. Winters. "Are Two Teachers Better Than One?
The effect of co-teaching on students with and without disabilities" *Education Next,* Vol. 24, no. 1, Winter 2024.
[7] Kurth, J. A., & Mastergeorge, A. M. (2010). Academic and cognitive profiles of students with autism: Implications for classroom practice and placement. *International Journal of Special Education*, 25(2), 8-14

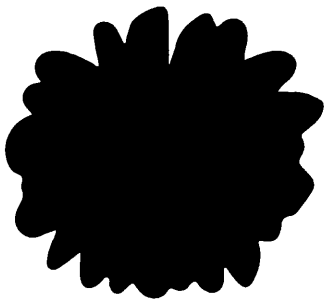
the importance of culturally responsive pedagogy and positive teacher-student relationships in improving academic engagement and outcomes for students facing challenges[8].

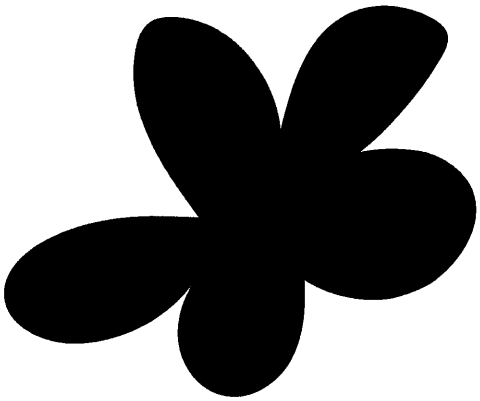
Inclusion with Major Love and Major Pride

"Gender and sexuality are so fluid. It's OK to change your mind a million times and figure out what works for you. It's OK to take your time."

Amandla Stenberg

Every member of the MMM team is responsible not only for the direct provision of services for struggling students, but also for fostering a school-wide culture of inclusivity and support. Our team collaborates to ensure all students have access to the curriculum and participate in the school community fully. The staff is also involved in professional development to stay current on best practices for supporting struggling students, emphasizing the importance of an integrated approach to education that addresses both academic and social-emotional needs. Our approach to identifying and supporting struggling students is characterized by a commitment to research-based interventions, inclusivity, and a holistic understanding of student success.





[8] Hammond, Z. (2015). *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin.

R-08AD - Specific Populations
R-08B - Students with Disabilities

"There is so much joy to be found in acceptance and pride, whether accepting your neurodivergence as a strength and an inherent part of you, or coming to terms with your true gender identity. The world is slowly catching up.[9]"

John Anderson from the Brain Charity, UK (2022)

Our academic program model recognizes the importance of foundational skills, space for differentiated learning models within the general education classroom, and grade-level access to all people. Regardless of a student's abilities, MMM is dedicated to holding rigorous academic expectations for our students and believes that approaches to teaching and learning can be tailored to allow all children access to academic content. This requires our team to commit to accommodations that allow us to meet the needs of all our students, and a curriculum that has rich content that is dependent on a core knowledge approach that builds content, vocabulary, and understanding simultaneously. Unless required by a student's IEP, we will not make modifications to the academic content of our curriculum for a student; instead we will seek to make accommodations that provide access.

Agreement to Assurances[10]:
Miss Major Middle Public Charter School (MMM) agrees to abide by all assurances outlined in Appendix B of the RFP provided regarding Special Education Services. The education corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- The education corporation will adhere to all provisions of federal law relating to students with disabilities including IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.

- The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:
    - Have available to them a free, appropriate, public education ("FAPE");
    - Are appropriately evaluated;
    - Are provided with an Individualized Education Program("IEP");
    - Receive an appropriate education in the least restrictive environment("LRE");

[9] https://www.thebraincharity.org.uk/lgbtqia-neurodiversity-neurodivergent-lgbtq/
[10] http://www.newyorkcharters.org/wp-content/uploads/2017-SUNY-RFP-FINAL-1.pdf

- Are involved in the development of and decisions regarding the IEP, along with their parents; and,
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

- The Education Corporation will employ, at a minimum, a properly certified individual as the school's Director of Special Services and Dean of Special Education, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the Director of Special Services and Dean of Special Education to take on additional school-based duties to the extent that they do not interfere with the coordination responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.

- The education corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE and provide such teachers and personnel with copies of the student's IEP.

- The education corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

- The education corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act ("FERPA") as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked and/or password protected location with limited access.

- The school's Special Services Team will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.

- The education corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.

- The education corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due

process hearings. The education corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.

- Appropriate education corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

Relationship with the Committee on Special Education:
To ensure that all students with disabilities are able to reach the school's academic goals, MMM will work with the local school district Committee on Special Education (CSE) to make certain that all required services are provided under federal special education laws. The school will maintain a collaborative relationship with the district CSE to ensure seamless coordination in the provision of special education services. Regular communication will occur to exchange information, discuss IEPs, and address the unique needs of students. Students with disabilities will be provided with the same services, notices, and access to school sponsored programs and activities as provided to general education students, including appropriate and timely progress reports and IEP progress updates during these same intervals.

Identification Process (Child Find):
In accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and in compliance with Child Find requirements (34 CFR §300.125) MMM will have the necessary processes in place to identify, locate, and evaluate students with disabilities. Upon enrollment, and with the support of families and the CSE (and when applicable, the school from which the student previously attended), we will:

- Secure educational records of incoming students, including all Individual Education Programs (IEPs);
- Work as needed with relevant CSEs to suggest modification to any pre-existing IEPs;
- Cooperate with CSEs to ensure that all services identified on the IEP are provided; and
- Advocate using MMM's special education staff to provide specialized instruction on-site.

MMM Special Services Team Personnel:
Our staffing projections are based on anticipated enrollment of students with special needs and may change based on actual enrollment and mandated programming needs on students' IEPs. Our special education program will be led by our Director of Special Services (DSS), a licensed special education teacher with experience in school leadership, working in conjunction with the Dean of Special Education, who will serve as a coordinator for IEPs. (The Director of Special Services will coordinate IEPs in years 1-2, while the Dean of Special Education will take on this responsibility beginning in year 3.) MMM will have 2

dedicated special education teachers for each grade level of 80 students, and one additional for our small opt-in 9th grade cohort of 36 students. We will develop systems and partnerships to support the hiring, recruiting, and retention of certified and qualified professionals for all positions, and are confident that we will be able to provide these roles, and then develop our teacher Fellows to fulfill these roles as the school grows.

Our staffing model is dedicated to employing professionals with experience in serving students with complex needs, so our DSS will have the support of a full team, and in our initial charter term will receive professional development and coaching specific to special education coordination, supervision, and development in the NYC Charter School landscape. MMM will also partner with the NYC Special Education Collaborative to receive additional support and gain access to the network of special education providers across the city. The administrative responsibilities as well as the personnel allocations that will be provided to support special services are outlined in Response R-12B - Qualifications and Responsibilities.

	2025-26 Year 1	2026-27 Year 2	2027-28 Year 3	2028-29 Year 4	2029-2030 Year 5
Total Student Enrollment	160	240	320	356	356
Grade levels served	5, 6	5, 6, 7	5, 6, 7, 8	5, 6, 7, 8, 9	5, 6, 7, 8, 9
Anticipated SpEd Enrollment*	30	45	61	54	54
SpEd-specific Administrative Staff:	1	1	2	2	2
Projected Staffing: Special Education Teachers	4	6	8	9	9
Counseling Staff: Social Workers	1	2	2	3	3
Behavior Support: Director of Student Culture, Deans of Students	1	2	3	3	3
Intervention Support: Teacher Fellows	6	9	12	15	15

**Enrollment targets are based on SUNY's Special Populations Calculator*

Related Service Providers - District or Third-Party Contract Services:

In certain instances, MMM will opt to contract required related services (i.e. speech and language therapy, occupational therapy, physical therapy) to the local district or a well-qualified third party agency,

should that be in the best interest of the student and the school. Based on the specific student population that is enrolled, MMM may determine that it is in the best interest of students to add additional Special Education Teachers and/ or Service Providers. For example, if our student population has a large enough demand, we may be able to hire a full-time Speech Language Pathologist in Year 3. When we are unable to add roles internally or utilize agencies to provide a service as mandated by an IEP, MMM will work with the CSE and family to secure services through a Related Service Authorization (RSA) and offer space at the school for services to take place.

Resources, Program, and Services:
To develop a Special Education program that best meets the needs of our students, MMM will provide following program model for services:

- **Integrated Collaborative Teaching (ICT):**
  - Two classrooms for each grade level (grades 5-8) and one in grade 9;
  - Two teachers will be assigned to each ICT Classroom, one general education and one special education teacher will work together to provide services;
  - No more than 12 students in a single classroom will have ICT on their IEP within this classroom environment;
  - This will occur during core content classes, for at least 80% of academic instruction.

- **Special Education Teacher Support Services (SETSS):**
  - Small group instructional method providing tailored special education support to no more than 8 students for a specified content period (45 mins);
  - Students with IEPs, and also MMM's model will include "at-risk" students as identified for Tier 2 or 3 intervention;
  - Specially designed and/or supplemental instruction provided by the special education teacher; and
  - Push-in and pull-out models can be used to support SETSS.

- **Counseling (CO):**
  - Provided by a school social worker who is a FTE of MMM beginning in Year 1;
  - Group and individual services as needed; and
  - Counseling will support IEP mandates and "at-risk" services.

- **Related Services:**
  - Speech and Language Pathologist Support (SLP) / Occupational Therapy (OT), and Physical Therapy (PT) will be provided as push-in supports whenever possible, but also as a pull-out service in group and individual settings as prescribed by a student's IEP.

- MMM will consider financial implications of hiring in these related services as employees of the school based on number of students and mandates on IEPs, however will plan to start programming with an outside agency (or if needed, work with the CSE to get RSAs for families) to secure these services. For more details about the process for related services providers, see section R-08A - Struggling Students.

Testing Accommodations for Students with Special Needs

Students with IEPs will take all state, city and internal assessments except in cases where the students' IEP dictates otherwise. In such circumstances, alternative assessments will be developed and administered in accordance with the IEP. Students with IEPs may have mandated testing accommodations. All accommodations are listed in the "testing accommodations" section on the IEP. All teachers working with students with IEPs are expected to know students' testing accommodations and to apply them, when appropriate, within the classroom setting. For all grade-wide required assessments, as outlined in Response R-05b, the special education teachers on each grade level, with support from the Director of Special Services, will develop and share schedules for the administration of such accommodations; making sure that to the extent possible, these are consistent over time with each assessment.

Research and Evidence Supporting Our Integrated Collaborative Teaching (ICT) Model:

We believe in the power of co-teaching. Research has shown that co-teaching is effective to minimize the student: teacher ratio, create more instructional opportunities, increase students' engagement and participation, and improve the academic performance of all students[11]. We commit to two educators in the classroom as often as possible, with dedicated general and special education teachers in all core content areas for at least half of our students, and a teacher and Fellow assigned to the other two classrooms per grade level. We have been intentional in designing our co-teaching model to provide research-driven best practices, guidelines, and support to our educators; providing quality co-teaching increases options, engagement and access to curriculum for all students, leading to higher levels of student achievement[12]. We harness the power of two teachers beyond academic benefits. Students are provided with a daily model of collaborative learning and teamwork structures in an explicitly inclusive classroom environment. This is particularly powerful when students see different teachers working with different students throughout the school day[13]. Our co-teachers share all students, both students with IEPs and their general education peers. MMM's model for planning encourages for both teachers to plan for different subsets of students through differentiation, accommodation, and only when required, modification. Both teachers are jointly responsible for the growth and achievement of students in their classroom. The joint accountability that results from co-teaching supports a sense of collaboration and shared vision.

Co-Teaching IS:

[11] http://www.cehd.umn.edu/TERI/Co-Teaching/Foundations/Research.html
[12] http://etd.fcla.edu/CF/CFE0003005/Parker_Alicia_K_201005_EDD.pdf
[13] http://files.eric.ed.gov/fulltext/ED536927.pdf

- Two qualified educators sharing and leading a classroom.
- Shared and purposeful instruction.
- Both teachers engaged in teaching all students in the classroom.
- Designed for a full class of students ("our kids," not "yours" and "mine"). In other words, co-teaching does not mean that the Special Education Teacher deals with students with IEPs while the General Education teacher deals with the rest; instead, all teachers work with all students strategically to meet academic and socio-emotional goals.
- Joint accountability (both names should appear on report cards, notes home, etc.)
- Both teachers must be responsible for large group and small group instruction within the classroom.

Co-Teaching is NOT:

- An "Assistant" model:One of the most common complaints regarding co-teaching is that one teacher (generally it is the special education teacher) is the assistant in the classroom while the other teacher is the main teacher. We do not endorse this model, and will work through training, coaching, and support to avoid making a classroom feel like a model that does not utilize the strengths of both teachers.
- A "Take Turns" model: Co-teaching is not intended to be the switching back and forth of teaching. While one teacher might be taking the lead in a certain lesson, BOTH teachers are equally engaged in instruction and management at all times.
- An opportunity to "split" students; should this be done, it should not be for longer periods of time, and instead should be designed as an intentional strategy to better meet the needs of students in the classroom.

Both teachers are responsible for all students, including the responsibility to ensure that mandates and goals on a student's IEP are adhered to. Teachers must: provide input to scholars' IEP goals (aligning with curriculum when possible and appropriate), submitting teacher reports (PLOPs), attending IEP meetings, and tracking and communicating IEP progress to scholars, school leadership, and families. A general education teacher is not relieved of any of these responsibilities just because they have a co-teacher[14].For detailed information about the design and implementation of our ICT Model for instruction, see section R-06C - Instructional Methods.

Our multifaceted approach ensures that every student receives instruction that is tailored to their needs, promotes active engagement, and supports their academic growth. It allows teachers and special education staff to effectively collaborate and utilize their expertise to the fullest, while students benefit from a dynamic and responsive learning environment. Further, our approach to providing special

[14] Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41(1), 93-99.

services is rooted in our core values, ensuring that every student receives their academic program in a genderful, brave, and inclusive space.

Educator Coordination Process:

Whenever possible, MMM will ensure that individualized student support is not given at the expense of Arts programming or PBL blocks. When these blocks of time are used, we will seek to make the experience enriching and aligned to the intention of the block of time missed. Whenever possible, we will use inclusive models to provide services including push-in support, to allow the student to remain in an inclusive environment with both special and general education peers. MMM understands that Arts and PBL have an important role in the positive social and academic development of children; electives help children learn, focus, and achieve[15], and by creating a collaborative approach to teaching and supporting students with disabilities, we will better be able to create opportunities for further inclusion. All teachers have a daily planning block that is shared at the end of the school day. This 45 minutes, after students have left the building, provides a shared time for collaboration, including child study team meetings, grade and content team meetings, co-planning meetings, and time to simply collaborate. Further, teachers have planning time throughout the school day so that they can get ahead on individual responsibilities and reserve the shared planning time for collaboration. During the planning year, MMM will further develop our framework for structuring the shared planning block to intentionally meet the goals of each team, with a heavy emphasis on supporting our inclusive model, and requiring teachers and Fellows to collaborate to meet the needs of students with IEPs, and to successfully support students with 504 plans and ELLs.

To ensure that collaboration between teachers align with our instructional approach, our mission and vision, we will ensure that all teachers receive the relevant professional development and support to be able to collaborate effectively. To ensure the provision of services, all MMM educators are[16]:

- Trained during the summer on the expectations of co-teaching, small group instructional methods, co-planning processes, and meeting the needs of students with IEPs;
- Trained on the models of co-teaching (how to match the lesson objective to the co-teaching model, and how to develop equal voice in the classroom for all teachers);
- Given ample time to collaborate during the summer and also during the school day, with resources for curriculum as well as student IEPs accessible to tailor instructional methods and materials to meet the needs of the classroom;
- Analyzing formative data to inform instructional decisions and strategies;
- Informed about any student with a 504 plan including required accommodations or

[15] http://www.edweek.org/tm/articles/2011/04/13/tln_rambo_electives.html
[16] https://www.nmu.edu/education/sites/DrupalEducation/files/UserFiles/Johnson_Christina_MP.pdf

modifications needed, informed of the levels of proficiency for all ELLs as well as of instructional methodologies to best support these students, and and informed of the IEP and IEP goals for all students they teach;

- Given time to design the physical environment to meet the needs of all students;
- Required to have pre-service conversations regarding the collaborative nature and the teaching styles of each co-teacher, including clearly defining, for each teacher, what the role of each person in the classroom will be for each lesson;
- Scheduled a weekly meeting time to meet with one-another, and another bi-weekly meeting time to meet with each other and the "coach" or school leader supporting that classroom;
- Given frequent feedback on the use of co-teaching models to enhance lessons and the dynamic relationship between co-teachers through our professional development cycles (for more details, see section R-09C - Professional Development); and
- Provided adequate support and mediation from a member of the School Leadership Team if a conflict arises.

IEP Coordination Process

MMM's Director of Special Services in conjunction with the school leadership team will oversee the implementation of required services outlined on a student's IEP from his/her Community School District by our trained and certified staff. The IEP will be provided to and required to be reviewed by all of the student's teachers, and all educators that work with our students will be required to understand and support modifications and provide accommodations. Professional Development will be provided by the Director of Special Services, the leadership team, and outside providers, as necessary. Additionally, MMM will leverage the support of the New York City Charter Center to ensure we have the expertise needed to prepare all teachers to support our learners.

A sample timeline of actions that need to be taken in regards to the coordination and implementation of a student's IEP is included below, including the roles for responsible persons, including both special and general education teachers.

Coordination and Responsibilities for the IEP Process

Component of Process	Responsible Persons	Timeline
IEP Meeting is scheduled	Director of Special Services / Dean of Special Education in collaboration with CSE	Throughout the school year as indicated by an annual review of the

		IEP and/or as scheduled for a new case.
Calendar invite is sent to schedule pre-IEP meeting, IEP meeting	Director of Special Services/ Dean of Special Education creates and calendars events and sends to all relevant educators and the leadership team and notifies the parent/guardian	Immediately when an IEP meeting is scheduled. Each month a list of IEP meetings will be shared through the weekly report by the Head of Schools.
Teacher reports (PLOPs) are distributed to all relevant educators	Director of Special Services/ Dean of Special Education. Special education, general education and social workers teachers complete forms.	Reports are distributed immediately when an IEP meeting is scheduled, and are due to the Special Services team one week in advance of the pre-IEP meeting (which is at least one week prior to an IEP meeting).
Call parents to remind of IEP meeting	Director of Special Services	Two weeks prior to IEP meeting
Pre-IEP meeting *(only if needed)*	Director of Special Services/ Dean of Special Education facilitates this meeting.	At least one week prior to IEP meeting
Related Service Provider goals are due *(if relevant)*	Social Worker, speech pathologist, occupational therapist and physical therapist.	1 week prior to IEP meeting
IEP goals and comments are to be entered in to SESIS	Director of Special Services, Dean of Special Education, and special education Teachers.	1 week prior to IEP meeting
Review IEP	Director of Special Services/ Dean of Special Education.	At least 2 days prior to IEP meeting
IEP meeting	Director of Special Services/ Dean of Special Education, special education teachers, at least one general education teacher, social worker and all other relevant service providers.	As scheduled by the CSE

The school will enroll every student that seeks admittance and is admitted through the lottery. Once enrolled, the school will work with the CSE in efforts to provide the appropriate services to the student, irrespective of the severity of the disability. In situations where MMM's staff believes that an existing IEP will not allow the student free and appropriate public education in the least restrictive environment, we will work with both the CSE and the parent to get a re-evaluation, if needed, as quickly as possible. We

will also gain the consent of the student's parent/guardian to either continue with the recommended program as written on the IEP, or to try a tiered intervention for a finite period of time, in order to gather data and support the student within the program that is available at MMM. If there is a circumstance where we are still unable to meet the needs and provide the necessary services required by the child and as prescribed by the CSE, we are dedicated to supporting the family and the CSE to find a placement that can best meet the child's unique needs.

The CSE is responsible for facilitating all IEP meetings; and MMM's Dean of Special Education, under the supervision of the Director of Special Services, is responsible for direct communication with the CSE. We aim to foster a positive and productive relationship with our CSE. We respect the work that it takes on their end to coordinate and evaluate these processes, and will work to comply and support the needs of the CSE when it comes to supporting our students.

Monitoring Student Achievement

We will leverage ongoing assessments and progress monitoring to understand the achievement and progress of students with disabilities. Assessments serve as tools to help students on their journey to lifelong learning, and to support teachers in tailoring their instruction to better support student outcomes. We also recognize the importance and value of ongoing benchmark assessments that will provide clear data regarding student achievement.

Similar to our general education students, students with disabilities will learn that assessments come in many different forms and that evaluation of what one knows is an important part of making sure that we are meeting our goals. MMM will specifically focus on helping our students with disabilities learn how to adapt to new assessments by focusing on the content and skills demanded of them through rigorous and transparent standards. We will also focus on building the independent skill of test-taking, recognizing that it is (in fact) an independent and specialized skill. For students that have testing accommodations, whether through an IEP or 504 plan, we will ensure that they have been taught how to utilize the accommodation before an assessment is administered, and we will monitor the impact of accommodation. We will administer regular assessments that are unit-based or lesson-based, teacher created, commercially developed, previously administered state assessments, and culminate in New York State assessments or NY Regents Exams. More details about our assessments can be seen in section R-06B - Assessment System.

Finally, the MMM Special Services Team will evaluate each individual student's progress toward stated IEP goals and identify achievement and gaps in progress. This information will determine the ongoing academic support that is provided for the individual student. This may result in additional learning supports (pull out and push-in groups for targeted instruction), scaffolded and targeted learning supports, or where appropriate, scaling back support to seamlessly integrate the student into the larger learning ecosystem. For more about how we will monitor individual student progress, see "Grading System" in section R-06B - Assessment System.

Special Services Professional Development:

Our professional development (PD) framework for instructional staff is designed to effectively support and evaluate the progress of students with special needs, integrating our approach to Response to Intervention (RTI), Behavioral Intervention Plans (BIPs), and inclusive instructional practices into our teaching practices. This focus is part of our broader commitment to creating an inclusive, affirming educational environment that respects and celebrates the diversity of all students, including those with disabilities.

- **Leadership and Provision:** Under the leadership of the Director of Special Services in collaboration with the Director of Teacher Support and the Dean of Special Education, MMM curates and delivers PD focused on special education. External experts and organizations known for their work in special education and inclusive practices are also involved, providing additional depth and breadth to our PD offerings. This training will begin for all staff members each summer during orientation and continue throughout the school year. Some sessions that will be developed and facilitated for MMM's team will be: the basics of making referrals for students with suspected disabilities, reading and understanding IEPs, implementing strategies to differentiate instruction, tracking progress toward IEP goals, how to complete a teacher report [Present Levels of Performance (PLOP)], providing interventions based on the RtI model, implementing testing accommodations, co-teaching models, section 504, and mandated reporter training. Our PD sessions explicitly address the needs of special populations, including LGBTQ+ students and students with disabilities, highlighting the intersectionality of identity and learning. Each of these topics will also be integrated into the coaching and support cycles that will be part of every educator's (general education teachers, special education teachers, and Fellows) professional development at MMM. By focusing on inclusive instructional strategies and understanding the unique experiences of these students, we empower our educators to create a learning environment where every student feels valued and supported.

- **Frequency and Format:** Special education-focused PD sessions are woven throughout our annual PD calendar, ensuring comprehensive coverage of strategies, tools, and approaches for supporting students with diverse learning needs. These sessions are interactive and collaborative, emphasizing practical applications and peer learning. PD sessions for teachers take place during the school day and on afternoons on Mondays, while PD sessions for Fellows take place at the same time on Wednesdays. Because of this tiered approach to PD sessions, we are able to tailor and differentiate based on the knowledge of educators in the building, and also leverage the expertise of teachers as leaders to enhance shared practices and effective strategies.

- **Identifying Needs for Special Education Teacher Support:** The impact of our PD on both teacher practice and student outcomes is evaluated through teacher feedback, analysis of student performance data, and classroom observations, which also supports the academic leadership team, in conjunction with the Student Support team to identify additional professional

development needs. MMM is committed to the ongoing professional development and growth of our staff, particularly in the critical area of special education. Through targeted PD, collaborative learning experiences, and a focus on evidence-based practices, we strive to equip our educators with the skills and knowledge necessary to support the diverse needs of our students, fostering an environment where all students can thrive academically and socially.

Our professional development supports inclusion, differentiation, and support within Tier 1 as much as possible. Our academic program has been designed to meet students at all levels while building core knowledge and skills that will support students. For more details about our professional development systems, including how we support all staff to understand and provide services to students with special needs, see section section R-09C - Professional Development. This section also includes more details about MMM's PD structure beyond sessions, including details about our approach to coaching, mentoring, and feedback support systems for teachers.

Program Evaluation:
MMM will analyze results of formative and summative assessments to track progress towards all goals. The key formative assessments will mirror those that are used within our general education population, including interim assessments for each core subject matter (as seen in section R-06B - Assessment System). For our ELL students, progress in speaking will be measured by growth on practice NYSESLAT assessments as well as via our classroom based assessments, including exit tickets (for more details about monitoring progress for ELLs, see section R06C - English Language Learners). The School Leadership Team will review all assessment results monthly, with updated data current to the most recent testing cycle, and all testing will be disaggregated by subgroup. Similarly, the School Culture Team will provide data on behavioral incidents, working with both the Special Services team and Academic Leadership Team via our structured model for leadership (seen in section R11B - School Leadership and Management Structure) to ensure that students with special needs are not only receiving their mandated services, but that they are thriving in MMM's program.

504 Plans and Process:
A student who is suspected of having a disability that is either short-term or that does not require a referral to the Committee on Special Education, but that requires accommodation may require an evaluation for a 504 plan. 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. MMM will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and 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.

Educators that work with a student and/or parents guardians can initiate requests for an evaluation for any student whose learning is substantially limited as a result of such an impairment. A full evaluation will be required, by the school, in such an instance, however an overview of the process is as follows:

1. A referral is made by an educator or parent/guardian that works with the child
    a. Teacher obtains the 504 referral form from the Director of Special Services and completes it; when needed, assistance from an MMM employee for translation or to transcribe information will be provided
    b. Parent/ guardian will submit the request for accommodations form from their doctor
    c. Parent/guardian submits the parent statement request for accommodations form

2. Consent for evaluation on behalf of the school is requested from parent/guardian and will inform of rights and non-discrimination within 5 school days

3. Any additional tests, observations, or other data is gathered

4. Notice of meeting sent to parent/guardian, scheduled within 30 days of the original referral, giving parents notice of at least 5 days

5. Meeting for eligibility determination is scheduled and held; referring educator and parent/ guardian will be in attendance

6. Accommodation plan is developed if deemed necessary to support the student in accessing the general education program of MMM

7. Director of Special Services will document and ensure 504 Accommodation plan is implemented

8. Plans will be re-visited annually, unless authored to occur with a greater frequency, to determine continued eligibility

9. If 504 Accommodation Plan is still needed, parents sign continuation template and receive new copy of the 504 Accommodation Plan

Our Director of Special Services will serve as the Section 504 coordinator to ensure that the legal rights of such students are met. All teachers working with students with 504 plans will implement accommodations.

R-08AD - Specific Populations
R-08C - English Language Learners

"Ethnic identity is twin skin to linguistic identity—I am my language. Until I can take pride in my language, I cannot take pride in myself"

Gloria Anzaldúa from "Borderlands/La Frontera: The New Mestiza"

Miss Major Middle will comply with all applicable federal education laws, including Title IV of the Civil Rights Act of 1964 and the Education Opportunities Act of 1974. We will comply with New York State Education Law 3204, Section 3, which protects the educational standards set for students speaking home languages other than English. MMM's classroom and Integrated Collaborative Teaching (ICT) model will support ELLs through a Structured English Immersion (SEI) instruction model, setting high expectations for ELLs who will be taught in the general education classroom with native English-speaking peers. MMM's staffing model provides support for all students, and provides opportunities for our educators to support the needs of this community of students. Our model includes ICT for ½ of all classrooms. Our ICT model ensures at least one general education and one special education teacher in our classrooms. Each grade level will additionally have 3 "Fellows" assigned to be in classes to support, push-in, pull-out, and support instructional methods in both the ICT and non-ICT teachers. In all future years, we continue to assess our ELL staffing needs, noting that changing demographics year to year within NYC can dramatically impact that number, and thus student needs, year to year.

Identification of English Language Learners

When a student enrolls at Miss Major Middle and they have attended a public school previously, we will request student records from their last school and use the NYCDOE's ATS system to determine if the student has already been identified as an ELL. As part of the enrollment process once a family has accepted a seat with us, we will provide families with a Home Language Survey to understand whether English or another language is spoken at home. This early timeline (typically April of each year) will allow us to plan for all student needs in the upcoming year. We will work with the NYCDOE to administer the New York State Identification Test for English Language Learners (NYSITELL) to assess whether each student needs English language support. For students who are identified as ELLs, we will provide all legally required services, as described below, and we will reassess their need on an annual basis using the NYSITELL in compliance with the legal requirement. For any students identified as ELL and having special needs the Director of Student Supports starting will review the student's IEP and ensure that any assessments administered in a prior school placement were appropriately administered considering the scholar's language need and to ensure there has not been over-identification across subcategories. If there is evidence that such assessments may not have been appropriately modified based on the student's language need, the Director of Student Supports will contact the CSE to initiate a review of the

student's IEP and determine if the student has been misidentified as requiring special education services. Any such student will continue to receive services based on their English language needs.

Services for English Language Learners

Students who are ELLs will have equitable access to all instruction and activities of our school. Our two-teacher model and extended minutes of literacy instruction allow for targeted support and the development of reading, writing, and speaking skills. We will use Structured English Immersion so that students are not separated from their peers or receive lower expectations for growth and achievement. We believe that in-class support through Structured English Immersion will be particularly successful given our anticipated relatively small percentage of ELLs enrolling each year, with 8.7% (9 students) in Y1 growing to 4.7% (17 students) by Y4. Our current staffing plan allows us to successfully provide SEI in all classrooms in all grades in all years (for more details about special population targets, see section R-05B - Target Population Enrollment).

We meet the academic needs of ELLs through our extended time for literacy built into our daily schedule as well as robust model providing small group instruction as well as problem- and project-based learning that provides multiple modalities for students to engage with our curricular materials and grade-level content and standards. All students will receive 315 minutes of ELA instruction each week, 180 minutes of History instruction, 135 minutes of PBL, and 90 minutes of SEL, all providing multiple teachers and Fellows in classrooms structured to support the dialogic needs of all students, and providing opportunities for our ELLs to be immersed in the English language through multiple modalities.

We meet the academic needs of ELLs with small class sizes of 20 students to two teachers (and one Fellow) in ELA and History classes. This structure can allow for three rotating groups, for a learning group size of 7 to 1; one group of 7 students will be with one teacher while another group of 7 will be with the second teacher, and the third group of 6 students will be working with a Fellow or utilizing adaptive instructional technology platforms that individualize learning for each child.

Using daily and weekly achievement data and the feedback of general education, special education, and other educators shared during weekly professional development, the Director of Student Supports, as hired, will ensure that ELLs are receiving the supports they need, and that the school is modifying those supports and plans to address challenges and growth. Our co-teacher model provides natural and continuous opportunities for collaboration between educators, and our weekly professional development schedule provides the scheduling construct to evaluate and share across all instructional staff our students' progress, including that of our ELLs. Should the population necessitate, MMM will evaluate staffing needs and hire additional ESL-certified teachers to support Structured English Immersion. This decision will be made through evaluation of program effectiveness as dictated by academic and social progress of our ELL population, evaluated by the Academic Leadership Team, and brought to the Board for approval of an adjusted staffing model.

Programmatic Details

To further support Miss Major Middle's English language learners (ELLs) in deepening their reading comprehension and text analysis skills, our literacy program implements a range of strategies tailored to their needs:

- **Differentiated Reading Groups**: ELLs and all students will be grouped based on proficiency levels, allowing for targeted instruction that aligns with their reading abilities. Small-group instruction enables teachers to provide personalized support and scaffolded learning experiences.

- **Strategic Close Reading Practices**: ELLs engage with longer narratives and more intricate texts with teacher supports and scaffolds accommodating the student by providing access to content-vocabulary, schema for passages, and paraphrasing as needed, but without significantly modifying texts to ensure rigor is maintained. Teachers will incorporate additional scaffolding such as graphic organizers, and sentence frames to facilitate comprehension and analysis.

- **Diverse Text Selection**: Our curriculum includes a variety of texts, including informational texts relevant to students' interests and backgrounds. Providing exposure to diverse genres and formats helps ELLs build vocabulary and background knowledge essential for understanding complex texts.

- **Explicit Vocabulary Instruction**: Teachers employ explicit vocabulary instruction techniques to build ELLs' background knowledge and support their engagement with complex texts. Incorporating visual aids, realia, and contextual examples enhances vocabulary acquisition and retention.

- **Language Development Across the Curriculum**: Recognizing that language acquisition is integral to content learning, teachers embed language development activities across all subjects. Strategies such as structured academic conversations, language frames, and cooperative learning structures promote language growth while addressing content standards.

- **Family Engagement and Support**: We prioritize effective communication with families by providing translated materials and offering interpretation services during school meetings. Collaborating with community organizations and local translation services ensures that families from diverse linguistic backgrounds are actively involved in their children's education.

- **Equitable Access to Programs**: All students, regardless of their home language or English proficiency level, have equal access to both curricular and extracurricular activities. We embrace a strengths-based approach that values students' diverse linguistic and cultural backgrounds, ensuring that no student is disproportionately referred to intervention or special education programs based solely on English proficiency.

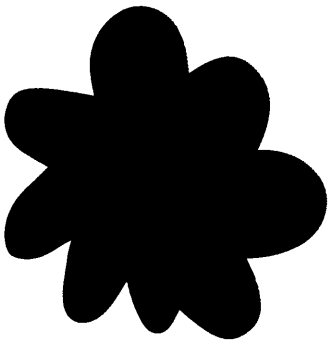
By implementing these comprehensive strategies, we aim to create an inclusive learning environment where English language learners thrive academically and develop the necessary skills for academic success.

Evaluation

We will analyze results of formative and summative assessments to track progress towards all goals. Progress in reading can be measured by assessing performance on our literacy assessment, F&P BAS, for which administration will be determined by our Director of Special Services and aligned to RtI cycles. Progress in speaking will be measured by growth on practice NYSESLAT assessments administered by our ESL teacher every six weeks. The board will review all assessment results monthly, with updated data current to the most recent testing cycle, and all testing will be disaggregated by subgroup. When students identified as English Language Learners score Expanding on the New York State English as a Second Language Achievement Test and three points or above on the New York State English Language Arts assessment in the same year they will no longer be identified as an English Language Learner.

"I want people to fall in love with themselves and to be really proud and full of joy for the space they take up. If someone else appreciates the space you take up, then that's icing on the cake."

Jonathan Van Ness



R-08AD - Specific Populations
R-08D - Gifted and Advanced Students

> ***"There's nothing wrong with you.***
> ***There's a lot wrong with the world you live in."***
>
> *Chris Colfer*

At MMM, our method for identifying and serving academically advanced and gifted students is crafted with an understanding of our unique educational philosophy, embracing our core values of Major Work, Major Love, and Major Pride. We employ a blend of standardized assessments, teacher observations, and classroom performance data to uncover the exceptional academic abilities within our diverse student body. Utilizing iReady and state assessment data, complemented by teacher insights based on classroom dynamics, forms the foundation of our identification process. This strategy is designed to ensure that every student's potential is acknowledged and nurtured, aligning with our mission to foster a supportive educational environment that values individual growth and achievement.

Understanding and Addressing Gifted LGBTQ+ Students' Unique Needs
Research suggests that LGBTQ+ identifying students may need additional support for their gifted talents to be recognized and nurtured effectively than their peers. This need arises from several factors that are common in most traditional school settings, but that are addressed through MMM's design:

- **Combating Invisibility and Underrepresentation:** LGBTQ+ students often face invisibility in educational settings, where their identities and experiences may not be acknowledged or valued. This lack of visibility can extend to their talents and abilities, particularly in areas where they excel[17]. MMM's school design and model is more likely to support educators and parents to recognize and cultivate the giftedness of LGBTQ+ students.

- **Recognizing and Proactively Addressing Social and Emotional Challenges:** LGBTQ+ students often encounter unique social and emotional challenges that impact their academic engagement and performance. Issues such as bullying, discrimination, and identity-related stress detract from their ability to focus on and develop their talents. Supportive interventions, such as those that are standard in MMM's academic model address these challenges will ensure that all gifted students thrive[18].

[17] Whittenburg, H., & Ford, D. Y. (2019). Underrepresentation of diverse students in gifted education: Recommendations for nondiscriminatory assessment. Journal of Applied School Psychology, 35(4), 305-322.
[18] Peterson, J. S., & Rischar, H. (2000). Gifted and gay: A study of the adolescent experience. Gifted Child Quarterly, 44(4), 231-246.

- **Providing Affirmative Mentoring**: Research indicates the importance of affirmative mentoring and support for LGBTQ+ gifted students. Having mentors who acknowledge and support their identity as well as their intellectual and creative abilities can significantly enhance their self-esteem, academic engagement, and talent development[19]. MMM's unique model that incorporates a low teacher to student ratio, the inclusion of teacher Fellows, twice weekly advisory, as well as an opt-in 9th grade cohort provide opportunities for mentoring and supportive grouping and affinity spaces that will foster affirmative mentoring practices.

- **Understanding and Addressing the Value and Impact of Intersectionality:** For LGBTQ+ students who also belong to other marginalized groups (e.g., racial/ethnic minorities, low-income families), the need for support may be pronounced. Intersectionality can compound the barriers to recognizing and supporting giftedness, necessitating targeted interventions that address the multifaceted nature of their identities and experiences[20]. MMM's robust social work program, special services team, and school culture team support us to recognize and support students without overlooking their talents. (For more details about our supportive staffing model, see section R-12A - Staffing Chart and Rationale.)

- **Inclusive Curriculum and Pedagogy:** An inclusive curriculum that reflects diverse identities and experiences, including those of LGBTQ+ individuals, such as that designed for MMM, can help in recognizing and supporting the talents of LGBTQ+ gifted students. Pedagogical approaches that value diversity and encourage all students to explore and develop their interests and abilities can be particularly beneficial[21]. (To learn more about the supportive nature of our inclusive curriculum, refer to section R-06A - Curriculum Selection Process.)

Identification Methods for Gifted and Advanced Students

For identification purposes, students reading more than two grade levels above their designated grade, scoring in the top tenth percentile on nationally normed comparatives, or earning a 4 (Advanced) on the 3-8 NY State Assessment are designated as "gifted." Once identified, gifted students at MMM benefit from a range of strategies and programs designed to accelerate their learning. In general education classrooms, these students are provided with more advanced and conceptually challenging work. They are given reading texts and assignments that offer sufficient challenge to stimulate their intellectual growth and artistic projects to extend in-class learning and provide opportunities to expend creative energy in enriching ways. The school also emphasizes teacher observations and ongoing assessment to tailor the academic experience to each student's unique needs.

Strategies to Support Gifted Students within MMM's General Education Program

In addition to adjustments within general education classrooms, MMM's schedule is designed such that we can consider student-specific creative daily schedules that may allow a gifted student to access

[19] ONeil, M. E. (2018). Supporting and understanding the needs of LGBTQ gifted students. Teaching for High Potential, March 2018, 10-13.
[20] Ford, D. Y. (2013). Recruiting and retaining culturally different students in gifted education. Prufrock Press.
[21] Halstead, M. (2002). Towards a coherent curriculum for gifted LGBTQ students. Roeper Review, 24(4), 182-186.

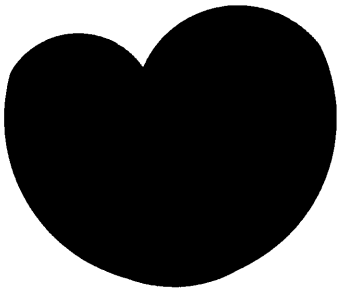
classes in upper grade levels to provide sufficient challenge. Particularly, students identified as gifted in 8th grade will have access to Regents-level classes and exams, instead of the typical 8th grade curriculum and NY State Exam in the content areas of ELA, Math, and Science. Research confirms that "grade acceleration, or grade skipping, helps the underchallenged gifted child by providing more appropriate instruction, intellectual peers, and information[22]." This approach aims to provide a more stimulating and intellectually enriching environment, fostering continued academic growth.

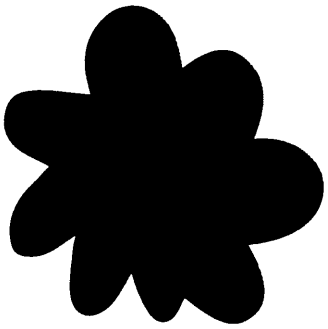
Implementing Strategies to Support Gifted Students in Remote Settings

- Adaptive Remote Learning Platforms: Structured weekly schedules for advanced content access, ensuring gifted students engage with challenging material.
- Training for Virtual Environments: Teachers are trained to adapt instructional methods and utilize online platforms, enhancing the learning experience for gifted students remotely.
- Parental Collaboration: Continuous communication with parents supports a collaborative effort in nurturing gifted talents beyond the classroom.

"It is absolutely imperative that every human being's freedom and human rights are respected, all over the world."

Jóhanna Sigurðardóttir





[22] Rita R. Culross , Jennifer L. Jolly & Daniel Winkler (2013): Facilitating Grade Acceleration: Revisiting the Wisdom of John Feldhusen, Roeper Review, 35:1, 36

R-09AD - Instructional Leadership
R-09A - Instructional Leadership Roles

"I'm in a place where I want everything in my life to mean something. For me, life is about being positive and hopeful, choosing to be joyful, choosing to be encouraging, choosing to be empowering."

Billy Porter

Roles and Responsibilities of Instructional Leadership:
At Miss Major Middle Public Charter School (MMM), our leadership model is designed to scale with integrity and intentionality. Our leadership team, anchored by the Executive Director and Head of School, is the driving force behind emboldening a team of dedicated educational professionals to enact our mission and vision for the school community.

Over the first five years of operation, MMM's instructional leadership team comprises our Executive Director, Head of School, Director of Teacher Support (DTS), Director of Special Services (DSS), Director of School Culture (DSC), and Director of Operations (DOO). Our slow growth model allows for the development and expansion of our leadership team, with a commitment to maintaining a stable and consistent 6-person leadership structure to ensure organizational stability throughout our initial charter term. The responsibilities for each role are described in further detail in R-12b – Qualifications and Responsibilities.

The consistent School Leadership Team, who serve as the Instructional Leaders of the school includes the following roles beginning in Year 1:

- **Executive Director (ED):** In a part-time capacity, the ED's focus is strategic oversight, external relations, and resource development, and ensures fidelity to the school's mission and vision. The ED is responsible for the implementation of the key design elements and ensuring regular progress monitoring and continuous cycles of improvement align with our goals. The ED is charged with ensuring that our Key Design Elements—A Genderful School, Rigorous Academic Programming, Physical and Emotional Brave Space, Creativity, and Self Expression—are vibrantly alive and supporting the success of the school. The ED will report directly to MMM's Board.

- **Head of School (HOS):** Reporting to the ED, the HOS will manage the day-to-day academic operations, and directly supervise the Director of Teacher Support, Director of Special Services, and the Director of School Culture. Our HOS orchestrates the day-to-day educational mission with a deliberate focus on our Academic Program Model. Through the development and

management of the Academic Directors, as well as the continual cycles of monitoring and improvement, the HOS will ensure that MMM's Redefining of the Middle Years is supporting our mission, that our Core Values (Major Work, Major Joy, Major Pride, Major Love, and Major Light) are infused to all aspects of academic planning and implementation, that our Academic Curriculum is being reiterated, improved, and innovated, and that our Teacher Development Program, not limited to the Fellowship, supports our mission and student outcomes.

- **Director of Operations (DOO):** The DOO is a critical member of the instructional leadership team as they will ensure that the school's operational infrastructure supports the academic program's implementation. The DOO reports to the ED, and in conjunction with the ED works directly with our finance consultant. The DOO will collaborate closely with the HOS to ensure that the school's infrastructure seamlessly supports and enhances the academic program.

- **Director of Teacher Support (DTS):** The DTS is charged with driving our Rigorous Academic Programming by providing robust instructional coaching, data-driven and mission-aligned professional development, and leveraging academic data to elevate teaching and learning practices. Our content teachers will report directly to the DTS.

- **Director of Special Services (DSS):** Working closely with the DTS, the DSS will champion the inclusivity of our learning environment, ensuring special education services are delivered with excellence and that every student's educational journey is marked by high levels of rigor, engagement, and success. Our special education teachers will report directly to the DTS, whose responsibility to ensure compliance with special education needs will rely on the full teaching staff. In Years 1 and 2, the DTS will coordinate services for students with IEPs, 504 Plans, and those identified as Multilingual Learners or requiring RTI, ensuring these students meet their academic goals, and eventually working with their own Dean to take on these supports. The DSS will also supervise the Lead Social Worker.

- **Director of School Culture (DSC):** The DSC spearheads efforts to ensure that emotional safe space as well as creative and self-expression are a lived reality for our school community. Our Arts teachers will report directly to the DSC, and the security guard will partner closely with the DCS to ensure a physically safe environment. Monitoring and maintaining inclusivity and joy will take the full school team, and the DSC will ensure that we are measuring and monitoring progress.

In Year 2, three additional non-teaching roles will be added to MMM:

- **Dean of Fellowship:** Reporting to the DTS, this new role will specialize in the professional growth of our Teacher Fellows, spearheading their development through targeted PD sessions, coaching,

and feedback cycles. The DTS will observe and provide feedback on instructional and management practices and will support the Fellows in working toward excellence for our students. The Dean of Fellowship will supervise fellows with the support of their Director.

- **Recruitment Manager:** Joining the team mid-year, this role will bolster our recruitment and enrollment processes, laying the groundwork for our third year and beyond.

- **Dean of Special Education:** Reporting directly to the DSS, the Dean of Special Education will orchestrate the delivery of educational programs as mandated in the Individualized Educational Programs (IEPs) of students attending MMM. This individual will coordinate with the Committee on Special Education to ensure that IEP meetings are scheduled, that notifications are made to families and teachers, that program recommendations are implemented, that students progress and goals are regularly monitored, and that the fidelity of our special education program supports student growth and development.

In Year 3 we will add two additional dean roles:

- **Dean of Students:** Aligned with the DSC, this role will enhance our commitment to student well-being and engagement, essential for the academic and personal success of our community.

- **Dean of High School Preparedness:** Collaborating with the DTS, this role will guide our students through the critical transitions to high school, aligning their academic trajectories with their long-term goals.

In Year 4, when we hit full scale, we will add the Dean of Students to the School Culture Team to ensure our growing community continues to thrive in a space where every voice is honored and every student is equipped to succeed.

We anticipate the structure to remain stable in Year 5, with no changes to the staffing, unless we deem a change beneficial. Such a decision would be based on data from the previous 4 years of operation, as well as the anticipated continual changing needs of our vibrant school community.

Process and Criteria for Identifying and Selecting Instructional Leaders at MMM:
MMM's selection process is fundamentally intertwined with our core values, which serve as guiding principles in identifying leaders who embody our mission and ensure congruence with our key design elements as well as our academic program model.

Instructional Leaders at MMM embolden our mission by upholding our core values:

Major Work - Commitment to Excellence:

- We seek leaders who exhibit a relentless drive for educational excellence and continuous improvement. Candidates must demonstrate a proven ability to elevate academic standards through innovative teaching methods and curriculum development. Leaders at MMM are also learners; they seek new understandings, and understand the development to ensure the needs of students, particularly those identifying as LGBTQ+, need and deserve.
- Qualifications: a history of professional achievement, a forward-thinking mindset, and a dedication to lifelong learning and development.

Major Joy - Cultivators of Happiness: Prospective leaders should possess a passion for creating joyous and vibrant learning environments that celebrate individuality and self-expression. They must show an ability to inspire students and teachers alike, ensuring a genderful school that prioritizes rigorous academics, happiness, and creative exploration.

- **Qualifications:** Experience collaborating to develop an inclusive and enthusiastic school culture, a track record of encouraging positive relationships with students, families, and other educators, and flexibility to meet the changing needs of a school.

Major Pride - Champions of Diversity and Inclusion: Our leaders must be committed to promoting diversity, equity, and inclusion within the school community. They should have experience in implementing policies and practices that ensure every student feels valued and has a sense of belonging.

- **Qualifications:** Skills in cultural competence, empathy, and the ability to lead diverse teams.

Major Love - Advocates of Compassion and Empathy: Ideal candidates will exhibit a strong sense of empathy and service, showing a commitment to nurturing the holistic well-being of students, families, and staff.

- **Qualifications:** Ability to prioritize emotional intelligence and demonstrate a caring approach to leadership, ability to build supportive and trusting relationships.

Major Light - Bearers of Innovation and Vision: Leaders at MMM should be visionaries who can light the way forward, embracing our school mission and vision along the way. We are seeking leaders who are willing to use data and research to bring innovative ideas to the forefront of our implementation.

- **Qualifications:** track record at implementing problem-solving, strategic thinking, and driving change. A background in implementing progressive educational initiatives and leading schools through transformational change is desirable.

Selection Process:

- Our selection process involves a rigorous evaluation process that includes interviews, performance tasks, and an assessment of candidates' alignment with our mission, vision, core values, and academic program model.

- We prioritize internal talent development, aiming to promote from within our community where possible. For external recruitment, we will undertake a broad search, utilizing professional networks and educational platforms to attract candidates who resonate with our mission.

- We require candidates to have a minimum of relevant educational experience, a strong background in urban education settings, and, preferably, advanced degrees in education or leadership.

Monitoring the Effectiveness of the Academic Program and At-Risk Students' Academic Performance:
To guarantee the effectiveness of our academic support for teachers, families, and particularly our at-risk students, MMM's instructional leadership team will implement a structured meeting cadence. These meetings, varying in team composition and focus, will be dedicated to reviewing a range of data to assess the progress and responsiveness of our academic program. This approach is especially focused on students with IEPs or 504 plans, English language learners, students experiencing homelessness, and those facing challenges in our academic and behavioral intervention systems. For more details about how MMM identifies and supports struggling students, see section R-08A - Struggling Students.

In each of these meetings, our team will prioritize discussions that align with MMM's key design elements and core values, ensuring our approach to education remains inclusive, empowering, and reflective of our unique community. This includes examining how our genderful and creative approaches are integrated into our curriculum, how we are meeting the developmental needs of our middle years' students, and how our teachers' professional development aligns with our inclusive and innovative educational philosophy. Additionally, we will focus on strengthening family and community engagement, recognizing its vital role in student success and well-being. Additional details of the meetings are outlined below:

Instructional Leadership Team (ILT) Meetings:

- Members: Executive Director, Head of School and all Directors (DOO, DSS, DTS, DSC)
- Frequency: Biweekly
- Primary Data Sources: ATS (first attend, attendance, enrollment, etc) reports, compliance reports from Epicenter, updated SESIS reports, student assessment, and report card data, discipline reports, teacher/ Fellow observation data, aggregated student academic results, individual teacher academic/ culture data, etc.
- Focus: Review and assess key performance indicators, as aligned to the school's APPR and reporting structures for the Board. Everything from academics to school culture will be reviewed in this meeting.

Academic Leadership Team (ALT) Meetings:

- Members: Head of School and all Academic Directors (DSS, DTS, DSC)
- Frequency: Biweekly (the weeks the ILT doesn't meet)
- Primary Data Sources: Student assessment data, grade book data, teacher/ Fellow observation data, curriculum reviews
- Focus: Instructional support and coaching, professional development in academics

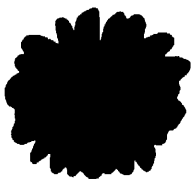
School Culture Team (SCT) / Child Study Team (CST) Meetings:

- Members: Head of School, Director of School Culture, Lead Social Worker, Director of Special Services (teachers, family members, and other Directors/ Deans may be invited)
- Frequency: Weekly - alternating between RJT and CST
- Primary Data Sources: Counseling referrals, attendance records, case management logs, disciplinary referrals, parent contact logs, progress monitoring data, individual student academic results
- Focus RJT: Classroom culture, support for flagged students/families, behavioral support, professional development in culture/ SEL
- Focus CST: Response to Intervention strategies, professional development in intervention, special education, and ELL support

The Head of School will also provide a monthly dashboard update to the Academic Committee of the Board of Trustees. This update will include a comprehensive review of the academic program and disaggregated performance data. The Academic Committee is tasked with reporting these findings and any associated action plans to the full Board of Trustees.

"Students of all gender identities are working hard to understand their place in classroom and school communities, and navigate relationships free from expectations. I notice that nonbinary and trans students often feel excluded from gendered activities, are misunderstood and misgendered by peers, teachers and administration, and experience bullying. One of my third grade students drafted a letter to the Principal asking for a queer affinity space. They described their frustration with other students and teachers assuming their gender identity and expressed a need for a place where they could be surrounded by support from students that were examining the world in the ways they were."

Tiv [redacted] | NYC nonbinary educator



R-09AD - Instructional Leadership
R-09B - Teacher Support and Supervision

> **"Having spent the past six years traveling around the country, visiting schools and LGBTQ+ Youth Centers, I've witnessed the benefits of providing young people with educational opportunities, mentorship and tools to embark on their professional trajectories while at the same time celebrating their queer identities. If we want to contribute to a tomorrow worth living for, one in which every young person is safe, seen, and celebrated in their home and community, I am convinced that we need more spaces where young people are free to express themselves."**
>
> *Celeste [redacted], Co-founder of The Trevor Project*

At MMM, our approach to teacher supervision and support is intricately aligned with our commitment to a genderful, brave and inclusive, creatively enriching, and academically rigorous educational environment. We understand that personalized teacher support is crucial for high-quality instructional planning and implementation. Our systems for professional development (PD) include educator growth coaching cycles, lesson planning review and feedback cycles, observation and feedback protocols, and professional development workshops. These PD systems are designed to be both comprehensive and tailored to the individual needs of each educator, while also meeting the broader school goals, ensuring that we are developing a sustainable, codified program that is meticulously aligned to our mission, vision, key design elements, and academic program model.

Below we have outlined the frequency and forms of support provided for individual teachers based on our overarching professional development system:

Observation and Feedback Protocols:
Conducted by: Executive Director, Head of School, Academic Directors, Academic Deans

Written Observations:

- Frequency: Teachers will receive at least 5-7 detailed written observations each year.
- Focus: Observations will assess instructional strategies, classroom management, and the integration of MMM's core values and key design elements.
- Delivery: Teacher will receive formal written feedback via MMM's electronic teacher portfolio system (SchoolMint Grow or similar) and also will have a one-on-one meeting within 2 work days of the observation.

Informal Observations and/or Pop-Ins:

- Frequency: At least every other week (when a written observation has not already been recorded)
- Focus: Observations will assess instructional strategies and classroom management, focusing on the specific areas that the teacher has already received written feedback regarding. Short, unannounced, frequent, and systematic pop-in observations followed by face-to-face conversations, as recommended by Kim Marshall, author of Rethinking Teacher Supervision and Evaluation, orchestrates improvements in teaching[1].
- Delivery: teachers will receive short written feedback in the form of "strengths" and "areas for growth" via MMM's electronic teacher portfolio system (SchoolMint Grow or similar).

Educator Growth Coaching Cycles:

Conducted by: Executive Director, Head of School, Academic Directors, Director of School Culture, Deans

Bi-Weekly Coaching Sessions:

- Frequency: Bi-weekly meetings with each teacher.
- Focus: These sessions will focus on personalized instructional support, feedback from observations, and ongoing professional development needs.
- Delivery: In-person

One-on-One Development Meetings:

- Frequency: Monthly meetings with each teacher.
- Focus: Individual teacher goals, progress review, professional development planning, and innovative teaching methods.
- Delivery: In-person

Data-Driven Instructional Coaching:

- Frequency: Monthly meetings with each teacher and/ or team (based on synergy of needs).
- Focus: Using classroom and grade/content-level data, we align instructional strategies with schoolwide goals and student targets.
- Delivery: In-person

Lesson planning review and feedback cycles:

- Frequency: Regularly scheduled sessions.
- Focus: Enhancing lesson planning quality and aligning with curriculum standards.

[1] 8 Marshall, Kim. "Visit classrooms early and often, and give new tools to principals." Boston Globe, March 25 2011 http://www.boston.com/news/education/k_12/articles/2011/03/25/visit_classrooms_early_and_often_and_give_new_tools_to_principals/

- Delivery: In-person

Professional Development Sessions:

Conducted by: Executive Director, Head of School, Academic Directors, Director of School Culture, Deans

Professional Development Sessions:

- Frequency: Time allocated on Mondays (teachers) and Wednesdays (fellows), equating to over 50 hours annually.
- Focus: Tailored to support MMM's genderful, inclusive, and creatively enriching educational model. Sessions will cover topics such as integrating gender inclusivity and creative self-expression into curriculum, applying restorative justice practices, enhancing classroom management with a focus on emotional safety, and innovating within the framework of our rigorous academic programming. These sessions are designed to deepen teachers' understanding of our core values—Major Work, Major Joy, Major Pride, Major Love, and Major Light—and how these values translate into effective, culturally responsive teaching practices.
- Delivery: In-person and/or virtual

Reinforcement of School Culture:

- Leadership: The Head of School and Directors will model and lead MMM's school culture, ensuring all teachers embody the values of the school and effectively incorporate cultural relevance into their teaching.

Targeted Support for Underperforming Teachers:

- Approach: Additional coaching and support for teachers whose classes do not meet MMM's mission-aligned goals, with a focus on ensuring all educators meet our high standards.

Documentation and Annual Review:

- Digital Portfolio: Each teacher will have a digital portfolio documenting observations, feedback, and professional development progress.
- Annual Review: Conducted by the Head of School and respective Director, focusing on overall performance, mission alignment, and future development plans.

MMM's approach to teacher supervision and support is multi-faceted, emphasizing individual growth, collaborative learning, and adherence to our school's core values and academic program model. Our entire School Leadership Team takes an active role in modeling and leading MMM's school culture, ensuring that all teachers not only embody the values of our school but also effectively integrate cultural relevance into their teaching practices. We utilize a comprehensive system for documenting and

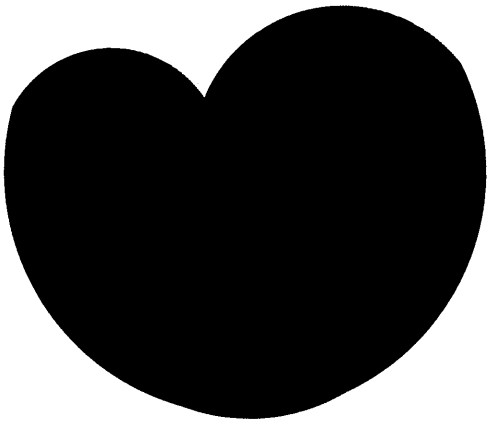
reviewing teacher performance. Each educator maintains a digital portfolio that records observations, feedback, and professional development progress. This approach allows for continuous reflection and growth.

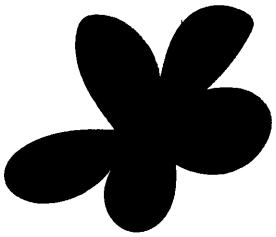
For teachers facing challenges in meeting MMM's mission-aligned goals, we provide additional coaching and support, demonstrating our commitment to ensuring that every educator meets our high standards of teaching and student engagement.

An annual review is conducted for each teacher by the Executive Director or Head of School and the respective Director. These reviews focus on assessing overall performance, alignment with MMM's mission, and planning for future professional development. This holistic approach to teacher support ensures that our educators are not only well-equipped to deliver high-quality instruction but are also continuously growing and aligning with the evolving needs of our vibrant school community.

"Equality means more than passing laws. The struggle is really won in the hearts and minds of the community, where it really counts."

Barbara Gittings





R-09AD - Instructional Leadership
R-09C - Professional Development

> "I have countless times observed my smart, charismatic, talented, and outgoing gender-expansive upper elementary and middle school students shut down, stop succeeding academically, and even start refusing to go to school...This often has to do with social exclusion and bullying, and often is amplified by teacher ignorance and lack of experience in being explicitly inclusive of gender nonconforming children... When these children are affirmed and included, when they have adults who mirror their identities as teachers, when they see themselves positively reflected in the media they use in their classrooms, and when their families are supported by the school staff in supporting them, they thrive...
>
> We need Miss Major Middle School."
>
> *Sarah [redacted] parent of a trans and queer 12 year old*

Professional Development (PD) at MMM focuses on continuous, collaborative, and research-backed approaches. Aligned with our mission and core values, our PD framework is designed to address the multifaceted needs of our educators, enabling them to effectively support our diverse and vibrant student community.

Professional Development Framework

Frequency and Formats:

- **Staff PD Sessions (Workshops):** Aligned with Darling-Hammond et al.'s (2017) findings[2], time is set-aside during the school day (Monday sessions for teachers and Wednesday sessions for fellows) for Professional Development Workshops. Their comprehensive report outlines key features of effective professional development, emphasizing the importance of active learning, collaboration, and sustained duration in PD programs. MMM's PD sessions are designed to provide mission-aligned sessions to support the ongoing development of our teachers, to solidify our instructional model, to invest in student outcomes via data analysis, and to cultivate a collaborative culture among the adults in the building. These differentiated, substantive learning opportunities that cater to the varied experiences and roles within our faculty.

[2] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

- **Observation and Feedback Protocols:** Grounded in the principles outlined by Marzano[3], our structured observation and feedback protocols aim to enhance instructional practice through regular, constructive feedback.

- **Summer Institute (Orientation):** Developed to be an intensive week-long onboarding and re-orientation before school begins each school year. During this time, educators will review curricular materials, reinvest in our mission, vision, and core values, review student data from the previous year to set benchmarks and goals for incoming classes, prepare classrooms, and align with year-long priorities and PD focus-areas as outlined by the Academic Leadership Team.

- **Continuous Cycles of Reflection and Feedback:** Reflective of Desimone's (2009) work on effective PD[4], our academic leadership team will review, provide feedback, and support the development of lesson plans and assessments through continuous learning cycles. Critical components of effective professional development include content focus and active learning, which are integral to MMM's PD approach. These cycles provide specific yet intensive, content-focused feedback, giving teachers active learning opportunities as well as intentional collaboration among educators.

At MMM, we prioritize continuous cycles of learning, reflect using data, and ensure that staff members have both time and training to utilize data-driven decision making.

> **"Past research confirms that few organizations have found ways to allocate and protect time for teachers to regularly examine and reflect on data, which is critical for effective data-driven decision making."**
>
> *Feldman and Tung, 2001: Ingram et al., 2004*

Leadership and Provision:

- Under the leadership of the Head of School (HOS), the Director of Teacher Supports (DTS) will be primarily responsible for developing, communicating, and provisioning support to implement the Professional Development Cycles and Formats outlined above. The DTS will have access to the full Academic Leadership Team, Deans, and Leads to develop programming that is data-driven, mission-aligned, and that holds a rigorous academic standard.
    - The Dean of Fellowship will primarily lead Professional Development Workshops on Wednesdays for Fellows, and will work with them during coaching and observation

[3] Marzano, R. J. (2012). The Two Purposes of Teacher Evaluation. Educational Leadership, 70(3), 14-19.
[4] Desimone, L. M. (2009). Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures. Educational Researcher, 38(3), 181-199.

cycles. The DTS will support, design, and develop PD cycles alongside the Dean of Fellowship, and in that way develop an additional learning loop among adults.

- MMM's PD Cycles emphasize the importance of leadership in fostering a supportive and growth-oriented environment[5]. By delineating coaching and evaluation, we are able to approach professional development as an opportunity to increase effectiveness while also investing in teachers.

- Mentoring and Peer Support: MMM will incorporate mentoring for our Fellows, utilizing the expertise of our teachers to support and develop less seasoned peers. In particular, teacher-to-fellow mentoring has been shown to enrich PD opportunities by fostering mutual learning and professional growth[6]. This research review highlights the positive effects of mentoring on new teachers' effectiveness, informing MMM's inclusion of teacher-to-fellow mentoring in our PD model.

Identifying PD Needs:

- **Data-Driven Approach:** A responsive, data-driven approach to PD topic selection ensures our program meets the specific needs of our school community, aligning with evidence suggesting the importance of linking PD to real classroom challenges to see real-life improvements[7]. MMM has weekly PD as well as daily co-planning time where teachers will have opportunities to analyze data and make instructional decisions to support student learning.The School will also set aside Professional Development Days, full school days when students are not in session that we will call "data days." These days will be allocated four times annually (for more details, see section R-07A - School Calendar). We will utilize these PD times to analyze student data, align with our RTI program model to assign small groups structures and ensure compliance with IEPs, and also will provide professional development workshops aligned with focus areas. More details about how we align data-driven models to our PD can be seen in section R-06B - Assessment System under the heading "Grading and Reporting Structure."

- **Special Populations Focus Areas:** Special sessions will be dedicated to teaching different subsets of our student population, including addressing intersectionality. For example, workshops focused on students with disabilities and ELLs are designed to build competency in inclusive

[5] Kraft, M. A., Papay, J. P., Charner-Laird, M., Johnson, S. M., Ng, M., & Reinhorn, S. K. (2015). Educating Amid Uncertainty: The Organizational Supports Teachers Need to Serve Students in High-Poverty, Urban Schools. Educational Administration Quarterly, 51(5), 753-790.
[6] Ingersoll, R. M., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. Review of Educational Research, 81(2), 201-233.
[7] Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). Teacher Professional Learning and Development: Best Evidence Synthesis Iteration. Wellington, New Zealand: Ministry of Education.

instructional strategies, which aligns with research on effective PD practices[8]. In their research on effective PD, Garet et al. provide evidence on the features of PD that lead to significant changes in teaching practices, such as implementing its PD programs that are responsive and tailored to meet the needs of our special populations.

Support for Diverse Educational Staff

Our PD model acknowledges the unique needs and diverse experiences of our educational staff, emphasizing personalized professional learning pathways. This approach is in alignment with the evidence-based recommendations of Darling-Hammond et. al., who advocate for professional development that is responsive to the individual backgrounds and experiences of teachers[9]. By incorporating differentiated learning opportunities, we cater to the spectrum of teacher expertise, from novice educators embarking on their teaching journey to experienced teachers refining their practice.

In recognizing the diversity of our staff, we also prioritize the inclusion and support of LGBTQ+ educators. Understanding that an affirming and inclusive professional environment directly impacts staff well-being and student outcomes, our PD initiatives actively incorporate content and discussions around LGBTQ+ inclusivity. This focus ensures that all staff, regardless of their identity, feel valued and supported within our community. Such an approach not only enriches our school culture but also empowers our educators to model inclusivity and acceptance for our students.

Moreover, our professional development model embraces a growth mindset, as conceptualized by Carol Dweck[10]. Emphasizing strengths-based feedback aligns with the understanding that educators, like their students, benefit from recognizing and building on their capabilities and achievements. This perspective encourages a culture of continuous improvement and resilience, fostering an environment where educators are motivated to engage in lifelong learning and adaptation. By focusing on strengths, we reinforce the belief that all educators have the potential to grow and excel, contributing to a positive and collaborative school climate.

Evaluation of PD Efficacy: Reflective Practice and Continuous Improvement

Our evaluation approach for PD effectiveness integrates Guskey's (2002) reflective cycle, ensuring our PD program is both responsive and impactful[11]. The evaluation process is twofold, encompassing both formative and summative assessments to gauge the PD's influence on teaching practices and student outcomes.

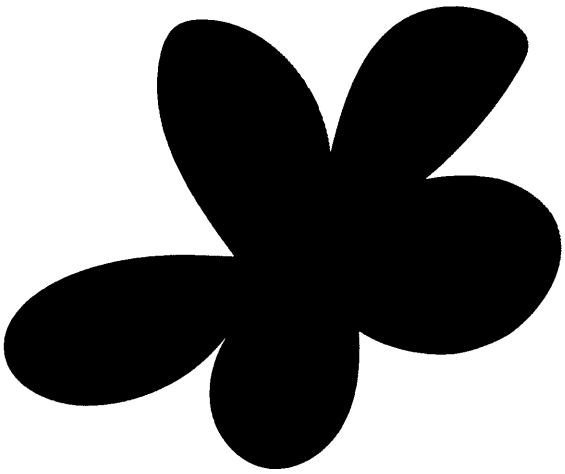
[8] Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. American Educational Research Journal, 38(4), 915-945.
[9] Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.
[10] Dweck, C. (2006). Mindset: The New Psychology of Success. New York: Ballantine Books.
[11] Guskey, T. R. (2002). Professional Development and Teacher Change. Teachers and Teaching, 8(3/4), 381-391.

- **Formative Evaluation:** Ongoing throughout the academic year, this includes teacher surveys, classroom observations, self-assessments, and analysis of teacher evaluations to identify trends in teaching effectiveness. Feedback mechanisms, such as the critical friends protocol[12], allow educators to offer constructive feedback on PD sessions, fostering a culture of open dialogue and continuous improvement. This feedback informs the School Leadership Team in refining PD focus areas, ensuring they meet the evolving needs of our educators.

- **Summative Evaluation:** Utilizes student performance data, such as results from unit exams and interim assessments, to assess the PD program's impact on academic achievement. Significant improvements in student outcomes post-PD indicate program success, whereas areas lacking impact are revisited for enhancement or elimination.

This dual approach ensures our PD remains dynamic, rooted in evidence-based practices, and closely aligned with our mission to support every student's academic journey.

MMM's PD program represents a comprehensive, research-based approach to teacher development, emphasizing the critical role of continuous, collaborative learning in achieving educational excellence. By grounding our professional development program in research-based principles, MMM ensures that our approach is not only innovative and aligned with our unique mission but also supported by evidence from the field of education. Incorporating these elements into our PD model not only supports the varied needs of our staff but also strengthens our commitment to a school culture that is vibrant, inclusive, and aligned with our core values of Major Work, Major Joy, Major Pride, Major Love, and Major Light. Through this holistic approach, we ensure that our professional development program not only enhances instructional practice but also supports the well-being and growth of our entire educational community.



[12] Costa, A. L., & Kallick, B. (1993). Through the Lens of a Critical Friend. Educational Leadership, 51(2), 49-51.

R-09AD - Instructional Leadership
R-09D - Teacher Evaluation and Accountability

> **"The cultural lenses used to develop teacher evaluation models matter. We ask you to be a critical consumer of these models. Who is included? Who is excluded?[13]"**
>
> *María del Carmen Salazar, Jessica Lerner, from Teaching Evaluation as Cultural Practice, (2019)*

MMM has selected the Framework for Equitable and Excellent Teaching (FEET) as our teacher evaluation framework and accountability rubric. The FEET process enhances MMM's comprehensive approach to educator growth and accountability. This integration is a natural extension of our detailed professional development and support systems, as outlined in section R-09B - Teacher Support and Supervision.

Selection of the Framework for Equitable and Excellent Teaching (FEET)

The Framework for Equitable and Excellent Teaching (FEET) is a comprehensive model for evaluating teacher performance, emphasizing equity and social justice. This model assesses teacher skills across four dimensions, 15 competencies, and 60 indicators, aimed at effective and equitable teaching for K-12 learners. It incorporates an anti-racist lens to center the needs and resources of historically marginalized communities in teacher evaluation. This choice is rooted in FEET's alignment with MMM's mission to provide a genderful, brave, inclusive, creatively enriching, and academically rigorous educational environment, particularly catering to the needs of LGBTQ+ youth.

Effectiveness and Rationale for Selecting the FEET Tool

The effectiveness of using FEET to evaluate teacher performance, particularly with an emphasis on equity and social justice, is supported by a series of studies conducted between 2014 and 2016, which proved that when used as designed, teaching proficiency increased over time. Further research indicates that the FEET is a reliable and valid tool for evaluating teacher performance from an equity-centered perspective. It was field-tested at the University of Denver, refined based on feedback for clarity, accuracy, and ease of use. Feedback from supervisors, mentor teachers, and pre-service teachers collected through surveys highlighted the FEET's technical properties, including clarity, accuracy, ease of use, and the inclusion of culturally relevant pedagogy. MMM has selected this tool as our teacher evaluation rubric because of its validity and reliability as well as its alignment with MMM's social justice-oriented model.

MMM's Formal Evaluation System and Accountability for Student Achievement

[13] del Carmen Salazar, M., & Lerner, J. (2019). Teacher Evaluation as Cultural Practice: A Framework for Equity and Excellence (1st ed.). Routledge. https://doi.org/10.4324/9780429446108, pg. 64

The model's formal evaluation process includes summative and formative assessments through detailed rubrics and observation instruments. Observers (MMM's Leadership Team, inclusive of the Executive Director, Head of School, Director of Teacher Support, Director of Special Services, Director of Student Culture, Dean of Fellowship, Dean of Special Education, and the Deans of Students) score each competency based on teacher and teacher-student interactions. Evaluations will be formal and informal, and may include all components of the rubric, or focused components based on individual teacher strengths, goals, and personalized development needs, Formal evaluations utilizing the entire tool will be conducted at least twice each year by the Head of School or the Executive Director, with an additional informal evaluations happening 5-7 times throughout the school year, conducted by the direct manager for each staff member. All teachers and Fellows will receive an annual review that will provide a summary of the feedback that was provided over the course of the year, as well as discussion of growth and next steps. All teacher feedback, including formal evaluation will be captured in a teacher portfolio that will be housed electronically. For more details about observation and feedback cycles, see section R-09C - Professional Development, which outlines the different types of professional development opportunities, including using the teacher evaluation rubric as a tool for developing best practices and competencies.

Establishing and Communicating Expectations

FEET emphasizes critical consciousness in teacher performances, preparing teachers to empower students to express their voices, counter stereotypes, identify oppression, engage in social justice, examine multiple perspectives, ask critical questions, and take critical stances. All of these elements are already critical to MMM's academic program model and align with our core values, and as such will be included and incorporated into all of our professional development avenues, as well as into the daily culture of the school.

- **Expectations for Teacher Performance:** Expectations are derived from FEET's comprehensive dimensions and competencies, focusing on equity, social justice, and the fostering of an inclusive classroom environment. These expectations are explicitly linked to MMM's mission and core values, ensuring that teachers are not only educators but also advocates for social justice and equity.

- **Expectations for Student Achievement:** Student achievement goals are set in alignment with MMM's rigorous academic standards, emphasizing growth, inclusivity, and the celebration of diverse identities. Achievement metrics are communicated through regular professional development sessions, aligning with the school's core values and the specific academic and social-emotional needs of the student population.

- **Communication:** Expectations are communicated to staff through our orientation process, ongoing professional development workshops, and individual coaching sessions. This ensures all staff members are clear about their roles in achieving the school's mission.

Evaluating Teacher Performance

Our evaluation process, detailed below, encapsulates the essence of our mission, ensuring that each teacher's contributions are intentionally assessed, supported, and aligned with our overarching goals.

- **Written Observations:** Teachers receive a minimum of 5-7 detailed written observations each year, focusing on instructional strategies, classroom management, and the integration of MMM's core values. These observations are conducted by the Executive Director, Head of School, Academic Directors, and Academic Deans, using FEET's detailed rubrics. Feedback is provided through MMM's electronic teacher portfolio system, supplemented by one-on-one meetings to discuss progress and areas for improvement.

- **Evaluation Cycles:** Teachers undergo formal evaluation cycles at least twice each quarter, utilizing FEET's observation instruments and competency scores. This structured evaluation process includes both formative assessments, for ongoing development, and summative assessments, for a comprehensive review of teacher performance over the academic year.

- **Criteria for Evaluation:** The criteria for evaluating teacher performance include demonstrated ability to foster equitable and inclusive classroom environments, effectiveness in delivering the curriculum, and contributions to student achievement. This involves both qualitative assessments of teaching practices and quantitative measures of student progress. The detailed FEET rubric is included below in this section, and here is an outline showcasing each of the 3 elements and the student achievement component of the FEET Observation Instrument:

1. Engage		
1.1 Develop Affirming Relationships: Focus on building positive relationships with students and families, expressing value for students' languages, cultures, and communities, fostering positive rapport, and collaborating with families to set shared goals.	1.2 Maintain an Equitable Classroom Environment: Establish classroom norms and routines collaboratively that promote a positive learning community, guide student behaviors positively, and ensure students have the necessary materials for learning.	1.3 Actively Engage Students in Learning: Utilize a variety of strategies to ensure active participation and incorporate multiple modalities to facilitate content learning, aiming for student-centered approaches that include joyful learning and advocacy for social justice.

2. Teach		
2.1 Set Context for Lesson: Clearly outline content and language objectives, connect lessons to students' diversity and prior knowledge, and define performance expectations.	2.2 Facilitate Clear and Rigorous Learning Experiences: Provide clear explanations, use a gradual release model, align learning experiences to objectives, and appropriately pace learning experiences.	2.3 Promote Rigorous Academic Talk: Encourage higher-order thinking and academic language use, facilitate academic conversations, and foster critical consciousness through discussion.
2.4 Make Content and Language Comprehensible: Incorporate students' home languages, preview vocabulary, and use sensory, graphic, and interactive supports.	2.5 Use Assessment Data to Monitor Progress: Collect and analyze data on student progress, engage students in assessing their own progress, and provide specific feedback.	2.6 Differentiate Instruction: Use data to tailor instruction to diverse needs, implement flexible grouping strategies, and collaborate on accommodations
3. Lead		
3.1 Meet Professional Standards of Practice: Adhere to ethical and legal responsibilities, maintain professional demeanor, and collaborate with community and school partners.	3.2 Demonstrate Growth and Commitment: Address personal biases, set goals for instructional improvement, and participate in community initiatives.	

Focus on Student Growth and Development

Content and Language Objectives are critical components in lesson planning, especially in classrooms that serve English Language Learners (ELLs) or in settings aiming for an integrated approach to teaching content and language skills.

- Content Objective specifies what students should know and be able to do in the subject being taught. It focuses on the academic knowledge and skills that the lesson aims to impart.
- Language Objective outlines the language skills or language functions students will need to accomplish the content objective. This can include vocabulary, language structures, discourse functions, or language use strategies pertinent to the lesson's content.

Incorporating both types of objectives into lesson planning ensures that instruction meets students' academic learning needs while simultaneously supporting their language development. This approach is particularly aligned with the principles of equitable and excellent teaching, as it addresses both the

content mastery and language proficiency necessary for all students to succeed, especially those from linguistically diverse backgrounds.

Based on data, teachers report and reflect on: Progress towards objectives, Strengths, Areas for Growth, and then receive an overall rating for this category.

Holding MMM Staff Accountable

- **Accountability for Student Achievement:** Teachers and leaders are held accountable through a combination of student performance data analysis, feedback from the evaluation process, and their contribution to the school's mission-aligned goals. Progress towards these goals is reviewed in semi-annual formal performance evaluations and 5-7 times throughout the school year in informal observation and feedback cycles, as well as through coaching cycles that happen at least bi-weekly.

- **Professional Growth Plans:** Based on evaluation outcomes, individualized professional growth plans are developed for each teacher, focusing on areas for development identified through the FEET model. These plans include targeted professional development opportunities and coaching to support teacher growth.

- **Annual Reviews:** The culmination of the evaluation process is the annual review, conducted by the Head of School and respective Director. These reviews assess overall performance, alignment with MMM's mission, and contributions to student achievement, informing decisions regarding contract renewal, promotion, or the need for additional support.

MMM's adoption of the FEET model for teacher evaluation underscores its commitment to equity, excellence, and the holistic development of both staff and students. Through this model, MMM ensures that its educators are not only effective in their instructional practices but also champions of the inclusive, affirming values at the heart of the school's mission.

The FEET Classroom Observation Instrument and FEET Supervisor Training Protocol are found on the following pages, R-09AD- 6.[14]

[14] EBSCO Publishing : eBook Collection (EBSCOhost) - printed on 11/1/2023 2:01 PM via BANK ST COLLEGE OF EDUCATION
AN: 2006639 ; Mara del Carmen Salazar, Jessica Lerner.; Teacher Evaluation As Cultural Practice : A Framework for Equity and Excellence
Account: s6534621.main.eds

Apprentice teacher: Supervisor/coach: Date: Grade/content:			
Dimension	*Competency and indicators*	*Feedback and evidence*	*Score (1–4)*
ENGAGE Engage students in an inclusive and supportive learning community.	**1.1 Develop affirming relationships with students and families.** • Express value, respect, and asset perspectives of students' language(s), culture(s), and communities. • Foster positive rapport (e.g., patience, caring) with students and facilitate positive interactions between students. • Communicate belief in capacity of all learners to achieve at high levels (e.g., college and career readiness, high expectations, growth mindset). • Collaborate with parents/guardians/families to identify student interests and needs and set shared goals for student learning and development.	• Perspectives of students • Positive rapport • Belief in capacity • Collaborate with parents/guardians /families	
	1.2 Maintain an equitable classroom environment. • Facilitate classroom norms and routines, in collaboration with students/families, that promote a positive learning community (e.g., clear expectations, positive reinforcement, individualized support).	• Classroom norms and routines • Guide student behaviors	
	• Guide student behaviors through teacher moves (e.g., tone, movement, positioning, cues, key phrases, direct speech) and a system of incentives that promotes student empowerment.	• Transition strategies	
	• Use predictable transition strategies to maintain students' focus on learning. • Use a systematic process to ensure students have necessary materials for learning.	• Materials for learning	

	1.3 Actively engage students in learning. • Use a variety of active engagement strategies to ensure each student participates through discussion and movement (e.g., interactive technology, assistive technology, total physical response, call-and-response, storytelling, props, simulations, scenarios, games, music/rhythm, arts integration, visual and performing arts). • Incorporate modalities that facilitate content learning (e.g., auditory, visual, kinesthetic, tactile, and intra/interpersonal, musical, naturalistic, logical, verbal, technological).	• Engagement strategies • Modalities • Joyful learning	
	• Provide opportunities for students to experience joyful learning that includes discovery, application, collaboration, and/or advocacy for social justice issues. • Demonstrate student-centered approach by consistently incorporating student voice, choice, teaching, and leadership.	• Student-centered approaches	
TEACH Teach equitably by setting high expectations and providing support for student growth and development.	**3.1 Set context for lesson.** • Post, preview, and review concise, rigorous, and measurable content and language objective (CLO). • Engage students in discussing lesson rationale that connects content to students' diversity, prior content knowledge and skills, and interests. • Promote real-world application of content in local, national, and global contexts. • Clearly define performance expectations orally and in writing using student-friendly language.	• CLO • Rationale • Real-world application • Performance expectations	
	3.2 Facilitate clear and rigorous learning experiences.	• Explanation of content	
	• Provide clear, concise, and relevant explanations of content (e.g., mental models, culturally responsive examples, accessible language).	• Gradual release	
	• Use gradual release lesson cadence (I do, we do, you do) to scaffold students' independent application of learning. • Align learning experiences to objectives. • Adequately pace learning experiences by attending to student learning cues and progress on learning tasks.	• Alignment of objectives and experiences • Pacing	

	3.3 Promote rigorous academic talk. • Promote higher-order thinking skills by providing opportunities for students to use academic language, make claims, and articulate reasoning. • Facilitate academic conversations by posing high-level questions, and asking students to pose questions and explain their thinking (e.g., elaborate, clarify, provide examples, build on or challenge ideas, paraphrase, synthesize).	• Higher-order thinking skills • Academic conversations • Critical conversations	
	• Set discussion norms with students and facilitate student conversations that foster critical consciousness (e.g., analyze multiple perspectives, ask critical questions, advocate for systemic change).		
	3.4 Make content and language comprehensible for all learners. • Incorporate students' home language (e.g., heritage language, vernaculars, code-switching, translanguaging) into instruction and include materials in students' home language. • Preview vocabulary to support understanding of concepts and context, and development of academic language.	• Home language • Vocabulary • Supports	
	• Incorporate sensory, graphic, and interactive supports (e.g., technology, visuals, manipulative/realia, key vocabulary, graphic organizers, concept maps, sentence stems, total physical response, modeling, and cooperative learning).		
	3.5 Use formal and informal assessment data to monitor student progress toward learning targets. • Collect data on individual student progress toward CLO and analyze data to adjust instruction for individuals and subgroups (e.g., EB/ELL, special needs, gifted).	• Use data to adjust instruction • Students assess own progress	

	• Engage students in continually assessing their own progress toward unit/lesson objectives and personal/group goals. • Provide students with frequent, timely, specific, and individual/group feedback. • Frequently check for understanding and adjust instruction according to evidence of student learning.	• Feedback • Checks for understanding	
	3.6 Differentiate instruction to challenge students and meet diverse student needs. • Use assessment data to differentiate instruction according to student needs (e.g., language levels, special needs, learning modalities, socioemotional).	• Use data to differentiate instruction • Flexible grouping strategies	
	• Implement flexible grouping strategies to meet diverse student needs. • Provide options for differentiated content, learning experiences, and/or assessments that allow for student choice and expression of cultural ways of knowing.	• Options, choice, expression • Accomodations	
	• Collaborate with support specialists to develop and apply specific accommodations for individual students based on language needs, IEPs, and other legal requirements.		
LEAD Lead by exemplifying professionalism and community advocacy.	**4.1 Meet professional standards of practice.** • Adhere to ethical and legal responsibilities for students' learning, behavior, safety, confidentiality, and civil rights as specified in local, state, and federal statutes. • Maintain professional demeanor and communication in accordance with school, district, and/or university policy. • Collaborate with community and school partners to support students' needs (e.g., parents/guardians, community organizations, school psychologists, counselors, social workers, nurses).	• Ethical and legal responsibilites • Professional demeanor and communication • Collaboration	

	4.2 Demonstrate growth and commitment to students and communities. • Recognize own biases and how these affect teaching and learning, and take action to monitor and eliminate bias.	• Biases • Goal-setting • Participation and advocacy	
	• Use feedback and data to set clear and measurable goals to improve instruction and promote student learning and development.		
	• Participate in school, district, and community initiatives and advocate for community needs (e.g., professional development opportunities, school events, community engagement).		

Focus on student growth and development: What CLO did you target? What progress did students make toward meeting the CLO? How do you know?	Objective: Students' progress toward objective: Evidence:			
Strengths: What are your areas of strength?	Apprentice Teacher:		Supervisor/Coach:	
Areas of growth: What are your areas of growth?	Apprentice Teacher:		Supervisor/Coach:	
Interventions to next level of performance: What do you need to develop to the next level? What do your students need?				
Goals: What are three goals to improve your instruction and increase student growth and development?	Former Goals and Progress:		Goals:	
Overall performance rating:	**Unsatisfactory(1)** 1 or more unsatisfactory	**Developing (2)** 1–11 developing 0–2 proficient or advanced	**Proficient (3)** 9–11 proficient or advanced 0–2 developing *must meet proficiency in 1.2 & 3.1	**Advanced (4)** 9–11 advanced 0–2 proficient 0 developing

Note. The Plan competencies are not included because they are not observable in a classroom observation. These competencies are assessed in the program curriculum.

Appendix D: FEET Supervisor Training Protocol

Supervisor Observation Protocols

The section that follows describes the procedures for implementing FEET classroom observation instruments in K-12 classrooms. The FEET requires that observers identify a score (1–4) for each of the competencies based on the degree to which apprentice teacher behaviors and apprentice teacher–student interactions are indicative of levels of performance identified as: unsatisfactory (1), developing (2), proficient (3), and advanced (4).

Each quarter (Fall, Winter, Spring), supervisors will complete a minimum of two formal evaluations, including:

- Observe a full lesson (30–90 minutes).
- Score each competency (1–unsatisfactory, 2–developing, 3–proficient, 4–advanced).
- Complete summative and formative parts of the observation instrument.
- Provide an overall performance rating (unsatisfactory, developing, proficient, advanced) using the following criteria:

Unsatisfactory (1)	**Developing (2)**	**Proficient (3)**	**Advanced (4)**
1 or more unsatisfactory	1–11 developing 0–2 proficient or advanced	9–11 proficient or advanced 0–2 developing *must reach 1.2 & 3.1	9–11 advanced 0–2 proficient 0 developing

- Use the FEET rubrics to distinguish levels of performance.
- Conduct a debrief session with the apprentice teacher (30–45 minutes).

Considerations:

- Focus on teacher behaviors, students' behaviors, evidence of students' progress toward meeting the content and language objective, and evidence of students' growth and development.
- Document specific evidence of indicators of performance. Script actual language. Be concise. Use bullet points. Start with verbs.
- It is not necessary to see all indicators of the competency to score at a particular range; however, the apprentice teacher should demonstrate behaviors that exemplify a majority of the indicators listed.
- Provide formative feedback that is explicit, targeted, and actionable.
- Set two to three specific, measureable, attainable, relevant, and timely (SMART) goals.
- Be aware of bias that may impact evaluations:
  - be cautious of overinflating ratings to adjust for classroom challenges;
  - avoid rating based on what apprentice teachers might have done and focus on what they actually did;
  - be conscious of bias based on personal values and prior experience with the candidate; and
  - be aware of evaluator drift, or the decline of rater scoring accuracy over time.

R-10A - Culture and Discipline

"The notion of 'Brave Education' is never in opposition to the idea of a 'Safe Education'... schools have to, first, be safe enough to honor the bravery so many LGBTQ+ students and educators are already demonstrating.""

Tim'm West, M.Ed., Executive Director, LGBTQ Institute at the National Center for Civil and Human Rights

Our Genderful Culture

MMM's multi-pronged approach to relationship building and brave spaces is conducive to our core goal of creating a genderful school culture. When students feel connected to their schooling environment and feel empowered to engage in self-discovery, students are able to show up as their most authentic selves. As outlined by a study out of University of Connecticut by Chang et al,[1] public health policy must consider the role of parents, teachers, and school policies in promoting pride among LGBTQ+ students, as pride in identity is found to significantly moderate the presence of depressive symptoms among LBGTQ+ youth. MMM's approach to parent-teacher and teacher-student relationship building tackles issues of acceptance that regularly arise in traditional schools. By adhering to our core values and developing strong relationships both in- and out- of the school, we ensure that students can be their most authentic selves.

Research on School Culture and Discipline for LGBTQ+ Students

A 2021 survey of LGBTQ+ youth in NY revealed that more than half of queer-identifying youth feel that they are "lacking companionship, feeling left out, and feeling isolated" sometimes and often. Only 44% of respondents reported feeling supported "mostly," with 15% reporting feeling supported rarely or never[2]." MMM's school culture is designed to combat these statistics and set our students up for success in an affirming environment. "The fact that research consistently demonstrates large inequities in behavioral health among LGBTQI+ adolescents indicates that this is a vulnerable population that needs psychosocial support, equitable social conditions, and access to affirming mental health care[3]." Our school model will aid in this endeavor, creating a supportive environment, with structured Social Emotional Learning (SEL) programming, and multiple social workers, in addition to our robust school culture team spearheaded by our Director of Student Culture.

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[1] Chang, C. J., Feinstein, B. A., Meanley, S., Flores, D. D., & Watson, R. J. (2021). The role of LGBTQ identity pride in the associations among discrimination, social support, and depression in a sample of LGBTQ adolescents. Annals of LGBTQ Public and Population Health, 2(3), 203-219.

[2] Guidry JA, Hou EP, Lopez M, Hatch M, Otting J, "New York State LGBTQ+ Health and Human Services Needs Assessment: 2021 Community Survey," New York: The New York State Network for LGBTQ Health and Human Services, 2022. Pg. 73.

[3] Substance Abuse and Mental Health Services Administration (SAMHSA): "Moving Beyond Change Efforts": Evidence and Action to Support and Affirm LGBTQI+ Youth. SAMHSA Publication No. PEP22 03-12-001. Rockville, MD: Center for Substance Abuse Prevention. Substance Abuse and Mental Health Services Administration, 2023. Pg. 45.

The extant literature regarding the impacts of school culture and exclusionary discipline on students has reached a consensus: the use of suspension and expulsion to manage student behavior does not serve students[4]. Moreover, LGBTQ+ students are disproportionately subjected to these practices when they are permitted[5], especially LGBTQ+ girls[6].

Research consistently documents the pervasive issues of poor perceptions of school climate from LGBTQ+ students. In 2021, "61.5% of LGBTQ+ students who were harassed or assaulted (69.6% of students experiencing harassment or assault) in school did not report the incident to school staff, most commonly because they did not think school staff would do anything about the harassment even if they did report it[7]." Moreover, only 10% of LGBTQ+ students indicated that staff at their school intervened when observing or overhearing harassment and bullying on the basis of sexual orientation or gender identity. Those students that reported victimization at school experienced excessive exclusionary discipline, reported detachment from their school, attended school less frequently, and reported higher levels of depression (Kosciw et al., 2022). These results are further pronounced for LGBTQ+ students of color. The collective adverse experiences of LGBTQ+ students in school suggest a need for MMM's explicitly inclusive environment; we have zero-tolerance for harassment and bullying and our staff is trained in culturally responsive practices.

Recent research suggests the key role that school staff and supportive climate play in fostering inclusive environments for LGBTQ+ students. The presence of Gender Sexuality Alliances (GSAs) in school have been shown to improve LGBQ+ students' sense of belonging in schools, which has been shown to reduce substance abuse issues[8] and improve attendance[9]. Effects for transgender students, however, remain muted, suggesting a need to employ additional strategies to increase the sense of belonging for students in this group. We posit that by developing an entire school model that affirms student identity including trans students, the positive impacts will be compounded and inclusive of a broader array of youth identifying as part of the LGBTQ+ community.

The role of supportive staff cannot be understated. Staff interventions, and intensive training in how to intervene, has been shown to significantly improve belongingness for LGBTQ+ students. However, the likelihood that a staff member will intervene depends on "whether they believe their administration will

[4] Welsh, R. O., Little, S. (2018a). Caste and control in schools: A systematic review of the pathways, rates and correlates of exclusion due to school discipline. Children and Youth Services Review, 94, 315–339.
[5] Welsh, R.O. and Little, S. (2018b). The School Discipline Dilemma: A Comprehensive Review of Disparities and Alternative Approaches. American Educational Research Association, 88(5), 752-794.
[6] Mittleman, J. (2018). Sexual orientation and school discipline: New evidence from a population-based sample. Educational Researcher, 47(3), 181-190.
[7] Kosciw, J. G., Clark, C. M., & Menard, L. (2022). The 2021 National School Climate Survey: The Experiences of LGBTQ+ Youth in Our Nation's Schools. A Report from GLSEN. Gay, Lesbian and Straight Education Network (GLSEN).
[8] Murchison, G. R., Rosenbach, S. B., Poteat, V. P., Yoshikawa, H., & Calzo, J. P. (2021). Gender–sexuality alliance membership and activities: associations with students' comfort, confidence and awareness regarding substance use resources. Health Education Research, 36(3), 295-308.
[9] Day, J. K., Fish, J. N., Grossman, A. H., & Russell, S. T. (2020). Gay-straight alliances, inclusive policy, and school climate: LGBTQ youths' experiences of social support and bullying. Journal of research on adolescence, 30, 418-430.

support teachers and staff who do intervene in bias-based bullying[10]." The inception of MMM is a direct response to the unique challenges faced by LGBTQ+ students in traditional middle schools. MMM's culture and discipline approach includes a teacher-training-centered response to the primary issues LGBTQ+ students face in schools: bullying, harassment, and unsupportive (or simply untrained) staff, and harmful school norms and practices.

Major Light Complements Major Work

> **"We are not what other people say we are.**
> **We are who we know ourselves to be, and we are what we love."**
>
> *Laverne Cox*

MMM believes that access to and engagement with rigorous academic programming is key to building a culture of Major Light and Major Work. Setting high, but attainable, expectations for students allows for them to grow academically[11], especially for low-income students.[12] Moreover, MMM will not only align with state curriculum requirements, but will foster an environment of self-discovery and critical thinking by employing culturally responsive pedagogy (CRP). CRP has been shown to improve students' engagement with academic material and their academic community, as well as students' self-efficacy in the classroom[13]. In addition to our School Culture Team, led by our Director of School Culture, MMM will utilize the expertise of our social work team and outside organizations to ensure that our professional development meets state learning standards through CRP and gender- and sexuality-inclusive professional development[14]. In this work, we will foster the cultural competence and critical consciousness[15] of our staff, and ensure that students are able to experience the middle years through the lens of our core values; Major Work, Major Joy, Major Pride, Major Joy and Major Light.

The use of CRP also aims to increase students' attachment to their schooling environment. Relational trust between teachers and students is a cornerstone to fostering an academically and socially engaging learning environment[16]. When relational trust is strong in schools, students feel more "at home" in their learning environment, allowing for a space in which they are free to explore and express themselves with

[10] McQuillan, M. T., Gill, E. K., & Gong, X. (2023). LGBTQ+-Inclusive Professional Development in Elementary Schools: Does It Matter to Schoolwide Discipline?. Journal of School Leadership, 33(4), 382-408.
[11] Gershenson, S. (2020). Great Expectations: The Impact of Rigorous Grading Practices on Student Achievement. Thomas B. Fordham Institute.
[12] Sorhagen, N. S. (2013). Early teacher expectations disproportionately affect poor children's high school performance. Journal of Educational Psychology, 105(2), 465.
[13] Wah, Y. L., & Nasri, N. B. M. (2019). A systematic review: The effect of culturally responsive pedagogy on student learning and achievement. International Journal of Academic Research in Business and Social Sciences, 9(5), 588-596.
[14] McQuillan, M. T., Gill, E. K., & Gong, X. (2023). LGBTQ+-Inclusive Professional Development in Elementary Schools: Does It Matter to Schoolwide Discipline?. Journal of School Leadership, 33(4), 382-408.
[15] Gay, Geneva. "Preparing for Culturally Responsive Teaching," Journal of Teacher Education, Vol. 53, No. 2 (2002).
[16] Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. Russell Sage Foundation.

their peers and adults. We expect that the use of CRP will be especially important for LGBTQ+ students given their low baseline rates of relational trust in traditional schools due to harassment, bullying, and lack of teacher support[17]. These tenets also align with the Whole Child Approach to education (below), which understands that students learn best when they feel seen, safe, and empowered.

Major Love Supports the Whole Child

To further foster relational trust between teachers and students, research suggests that parental involvement is key[18]. In order to truly consider and understand the whole child, teachers must open dialogues with parents. When these links are strong, they function as a preventative measure for behavioral issues that may negatively impact school climate (Welsh, 2023). Teacher preparation programs often fail to prepare teachers for relationship building with both students and parents. To bridge this gap, MMM's Director of School Culture will also provide explicit support for novice teachers in relationship building. More veteran teachers may also provide mentorship, especially to our novice educators, MMM's Teacher Fellows.

In addition, strong relationships between parents and teachers as well as teachers and students allow for intervention when students may experience familial or community rejection or lack of support. Consequently, MMM will be a place in which students may receive support and resources in bridging the gap between themselves and their families. This may come in the form of improving attitudes of family members toward their LGBTQ+ children through provision of research-based interventions, such as the Family Acceptance Project from San Francisco State University (https://familyproject.sfsu.edu/).

Major Pride + Brave Spaces = Major Love

MMM also seeks to expand the understanding of safe spaces, which are a necessary, but insufficient condition for true academic engagement and self-expression. MMM challenges this boundary through creating Brave Spaces, where students are not only physically and emotionally safe, but are challenged to sit with and work through discomfort. MMM will work hard to develop, implement and maintain a school culture that is structured and predictable. All students, not just those with disabilities, perform at a higher level in an environment that is devoid of chaos[19]. High, consistent behavioral expectations that apply to any classroom, hallway, or office will facilitate the creation of an environment where student learning and mastery of content can be maximized and helps us to reinforce a brave and safe space. Specifically, MMM will employ Restorative Justice and Socio-Emotional Learning techniques to manage

[17] Kosciw, J. G., Clark, C. M., & Menard, L. (2022). The 2021 National School Climate Survey: The Experiences of LGBTQ+ Youth in Our Nation's Schools. A Report from GLSEN. Gay, Lesbian and Straight Education Network (GLSEN).
[18] Welsh, R. O. (2023). Administering Discipline: An Examination of the Factors Shaping School Discipline Practices. Education and Urban Society, 00131245231208170.
[19] https://www.thewatsoninstitute.org/nu_upload/files/PBIS%20Best%20Practices.pdf

community violations and repair harm. These techniques have been shown to reduce disruptive or harmful student behavior in and out of school as well as improve school climate[20].

Adukia et al.[21] outline the core of restorative practices:

> "Broadly speaking, RP (restorative practices) should engender a sense of justice for each party involved. It can involve a conference between the offender and the victim, bringing two victims together who went through similar experiences, promoting interactions between an offender and a victim's family or friend circle, or bringing together two people who committed similar offenses. Each agent has to agree to whatever the process is; a victim will not be forced to participate if they feel that the process will re-traumatize them or if they do not want to discuss their experiences. By design, the precise structure of RJ is intentionally flexible and will vary based on the setting and situation."

MMM will employ restorative conferences and peace circles and logical consequences that ensue depending upon the context of the violation. These practices will be student driven and overseen by teachers and RP coordinators in line with Stanfield's Circles Curriculum[2223]. For example, a peace circle may include the individual who was harmed, and other relevant individuals (e.g., teachers, parents, etc.). An individual is given the opportunity to explain why they engaged in a harmful behavior and the harmed individual will then communicate how that action impacted them. Ultimately, all parties will devise consequences that are proportionate and logical given the severity of the infraction. A peace circle, for example, could be used to address vandalism on school property, with the consequence being a student shadows a member of the custodial staff[24]. Taken together, restorative practices will allow for students to create Brave Spaces, reflect on their actions and process difficult emotions in a space that is conducive to that purpose. Our Brave Spaces approach is rooted in Major Love.

School Culture Team

MMM will employ a variety of actors to execute our vision for a totally inclusive, genderful school. In addition to our Director of School Culture, three social workers and two Deans of School Culture that constitute our School Culture Team, we also have a robust Special Services team that will support with the monitoring and implementation of interventions for struggling students. MMM will have a Dean of Fellowship, a Director of Teacher Support, and a Director of Special Services to train and coach teachers and staff on creating inclusive classrooms and implementing culturally responsive pedagogical practices.

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[20] Augustine, C. H., Engberg, J., Grimm, G. E., Lee, E., Wang, E. L., Christianson, K., & Joseph, A. A. (2018). Can restorative practices improve school climate and curb suspensions. An evaluation of the impact of restorative practices in a mid-sized urban school district, 1-112.

[21] Adukia, A., Feigenberg, B., and Momeni, F. (2023). From Retributive to Restorative: An Alternative Approach to Justice. (EdWorkingPaper: 23-854). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/k310-w337

[22] Adukia, A., Feigenberg, B., and Momeni, F. (2023). From Retributive to Restorative: An Alternative Approach to Justice. (EdWorkingPaper: 23-854). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/k310-w337

[23] See https://stanfield.com/product/circles-curriculum-bundle-w1004-38/ for exact description of the curriculum to be used.

[24] Adukia, A., Feigenberg, B., and Momeni, F. (2023). From Retributive to Restorative: An Alternative Approach to Justice. (EdWorkingPaper: 23-854). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/k310-w337

MMM's School Culture Team will work with the Child Study team to act as a restorative justice action team (RJAT) inspired by the 2015 restorative practices pilot program funded by the NYC City Council. During the planning year, the Head of School will develop a more thorough plan that will be put into action by our Director of School Culture to ensure that professional development for teachers and other staff on restorative practice circles and socio-emotional learning is implemented. All teachers will be trained in the use of the "Circles" curriculum, used to support our Advisory model (for more details, see section R-06A - Curriculum Selection Process). We will incorporate students and families to provide important perspectives as to how restorative practices may be improved to best fit their needs; as this is a key learning from the implementation of similar programs to increase efficacy[25].

> "As the parent of a trans/gender nonconforming High School student, I know first-hand how critical it is for a school environment to be affirming and inclusive. I also know how damaging and destructive it can be if it is not. Middle school is hard enough as it is. For any student to feel othered as a result of their core identity is unacceptable. Miss Major Middle is offering a uniquely accepting environment for our most vulnerable Students."
>
> *Rachel, parent of a trans/ gender nonconforming 14 year old*

[25] Diaz-Mendoza, V. (2020). Doing discipline different: Evaluating the implementation of restorative justice as an alternative to punitive discipline in New York City public schools (Doctoral dissertation, City University of New York).

R-10B - Discipline Policy

"All young people, regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential."

Harvey Milk

MMM Code of Conduct

MMM is dedicated to ensuring a schooling environment that is safe and conducive to learning for all students. We aim to create an environment that minimizes the probability of harmful behavior occurring. This will be accomplished through a disciplinary code that is centered around our core values of Major Love and Major Work. We approach harmful behaviors from a place of love and understanding, while also holding high behavioral expectations and challenge our students to consistently reflect on their behavior and relationship to their school community. In order to accomplish this goal, we will employ our school culture team (consisting of the Director of School Culture, Deans of Students, Director of Special Services, and our three social workers) to create a behavioral matrix with recommendations for teacher and staff responses to minor misbehavior (e.g., lateness to class, unexcused absences), which, in NYCPS's disciplinary handbook is referred to as Level 1-2 infractions.

For more severe infractions, consequences commensurate with the severity of the behavior will be used. These infractions include but are not limited to:

- Disrespect and disruption. Disrespect of teachers, administrators, staff, and other students will not be tolerated. Malicious disruption of the classroom and learning environment for other students will also not be tolerated.

- Harassment and bullying. MMM is a zero-tolerance zone for bullying and harassment on the basis of race, ethnicity, color, nationality, sex, gender, sexual orientation, or disability.

- Cheating. Academic integrity is a cornerstone to MMM. Cheating, plagiarism, or other forms of academic misconduct (e.g., copying other students' work, communicating with others during closed exams, use of unauthorized materials during exams, representing another's work as one's own) violate this norm and will not be permissible.

- Creating an unsafe environment. This includes students that engage in violent or aggressive behaviors (e.g., fighting, threatening violence).

- Truancy. Students are required to attend all classes and must be supervised during school hours.

- Vulgar behavior. Use of profanity, vulgar language or gestures, groping, etc. will not be permitted.

- Theft or destruction of property. Theft or destruction of school, staff, or other student property will not be tolerated.

- Possession, sale, or use of illicit substances. Students may not possess, use, or consume alcohol, tobacco, marijuana, or other illicit substances while on school property.

- Weapons possession. Pursuant to New York State Law, any student found with a weapon (e.g., a gun, knife) on school premises must be suspended and there will be a special suspension hearing to determine the length of the suspension.

Generally, we expect to address most infractions with restorative circles, unless otherwise indicated. In all instances, out-of-school suspensions will only be used in the most severe of cases and will carefully consider the context under which an infraction occurred.

"Our LGBTQ+ youth are in desperate need of safe spaces that are not only inclusive and accepting but provide policies, curricula, and support that allows them to thrive. I have founded and provide leadership for one of the five LGBTQ+ affirming schools in the country. I cannot express the difference this environment has made for our students. As educators, we need to surround this group of students with love, support, and academic opportunities to help them achieve the success that they so deserve."

Kristen

For students with repeated minor violations (e.g., excessive noise, disruption of class, distracting other learners) a Child Study Team Meeting specifically for behavioral referrals (similar to a manifestation determination as used for students with IEPs) will be recommended given the difficulty in disentangling behavior that is manifestation of an underlying disability versus that which is routine misbehavior commensurate with the middle years[1]. Should a students' behavior be determined as a manifestation of disability, a behavioral intervention plan shall be constructed pursuant to NYCPS's guidance on individualized education plans (IEPs).

[1] Al Khafaji-King, Jo. (2024). Disability as Discipline? Effects of the New York City Suspension Ban on Identification of Students with Disabilities. (EdWorkingPaper: 24-902). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/yvwe-dq47

Suspension

Suspension will be used as a last resort generally only used for addressing harmful behavior; however, MMM recognizes that certain situations may require students to be removed from the learning environment to ensure the physical and psychological safety of all students. MMM will employ two types of suspension: in- and out-of-school suspension. Both types will still provide students with learning materials and students will still be required to complete assignments. In-school suspension will remove students to a separate classroom to be monitored by MMM personnel and will be reserved for less severe infractions commensurate with the behavior matrix constructed each year. Out-of-school suspension will remove students completely from school and students will be required to complete their classwork from home for the duration of the suspension. All suspensions must be communicated clearly with families, and be approved by the Head of School. For long-term suspension (greater than 10 days), the Executive must approve the next steps, including duration. MMM will provide alternative learning instruction for all long-term suspensions at an off-site location located in a public space (eg: library, youth center) near the school, or in a remote learning environment. All suspensions will be accompanied by a Restorative Justice circle upon a students' return to the classroom.

MMM will comply with constitutional protections for students that are recommended for suspension. Students and parents will have the opportunity to appeal the suspension. If the suspension is longer than 10 days, students and parents will be granted a hearing and written documentation of the reasoning for the suspension.

Expulsion

In cases of expulsion, a student and their family will be provided with written documentation as to the reason for expulsion. A student and their family will be provided the opportunity to have a hearing as well as appeal the decision of the hearing within 10 days of its conclusion. Infractions that may result in expulsion include but are not limited to:

1. Discrimination and harassment on the basis of sexuality or gender identity, race, disability, nationality;

2. Possession of weapons or other dangerous items (e.g., fireworks) on campus; and

3. Possession or use of illicit substances on campus.

Any expulsion must be approved by both the Executive Director and Board of Trustees. The following procedures will apply to any expulsion decisions:

- The Executive Director may commence an expulsion hearing before the Trustees by providing them with notice of the reasons for the proposed expulsion;

- Prior to any decision by the Trustees to expel a student, the student will be provided with written notice of the following: charges and a statement of the evidence; date, time and place of a hearing; notice of the right at the hearing to be represented by legal counsel (at the student's expense), present evidence, confront and cross-examine witnesses;

- Hearings to consider the expulsion of a student will be held in executive session unless the student or parent requests an open hearing;

- The guardian will have the right to review the student's records;

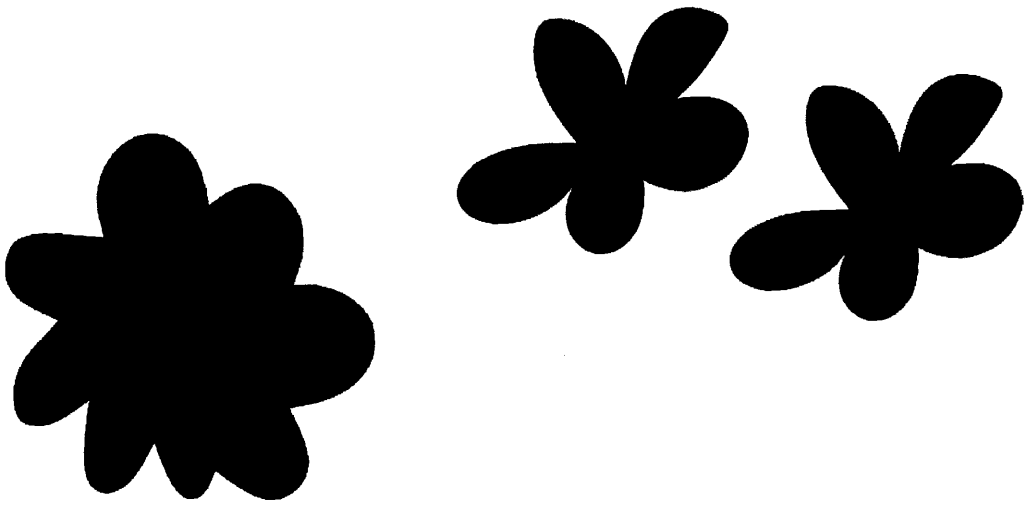
- The decision by the Trustees will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision.

Gun Free School

MMM will comply with the Gun Free Schools Act in that students in possession of a firearm or weapon at school will be suspended for a minimum of one year. In all disciplinary proceedings, behaviors (and their consequences) will be understood within the context in which they occurred.

Due Process

In the event of suspension or expulsion, the student shall be offered: written notice of the charges; the right to be represented by legal counsel (at the student's expense); adequate time to prepare for the hearing; the right to present witnesses and to cross examine witnesses presented by the school and a reasonably prompt, written decision including specific grounds for the decision. Notices and proceedings will be translated into the parents' primary language if necessary.



R-10C - Special Education Policy

"It is not our differences that divide us.
It is our inability to recognize, accept, and celebrate those differences."

Audre Lorde

Discipline Policy – Students with Disabilities

All students are expected to follow the MMM Code of Conduct, unless otherwise determined and written in the student's IEP. Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Director of Special Services or the Head of School.

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation. As indicated in our Discipline Policy that can be seen in section R-10B - Discipline Policy. MMM is also guided by NYC DOE's Citywide Behavioral Expectations to Support Student Learning: Student Intervention and Discipline Code and Bill of Rights and Responsibilities, K-12[1].

Suspension

The Executive Director or the Head of School may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The Head of School, Director of Special Services or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The Head of School, Director of Special Services or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A disciplinary change of placement occurs if the student will be removed from their regular program for (34 CFR 300.536):

[1]1http://schools.nyc.gov/NR/rdonlyres/CD69C859-524C-43E1-AF25- C49543974BBF/0/DiscCodebookletApril2015FINAL.pdf

- more than 10 consecutive school days as a result of a superintendent's suspension;
- more than 10 cumulative school days in a 40-school-day period as a result of three or more disciplinary responses (superintendent's suspension, principal's suspension, and/or teacher removal); or
- more than 10 cumulative school days in a school year as a result of disciplinary responses that the principal determines a pattern of removals.

Manifestation Determination Review

In accordance with all relevant law, in any case that would trigger an expulsion hearing, the CSE would review and determine whether the behavior represents a manifestation of a disability and whether all required services were in place. If the misconduct was unrelated to the child's disability and they were provided all appropriate and required support at the time of the misconduct, we will continue with expulsion proceedings. We will not continue the expulsion hearing if the conduct was related to a scholar's disability or if all appropriate and required supports were not in place at the time of the misconduct. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5) (cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930;
2. Knowingly possesses or uses illegal drugs;
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V;
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531) On the date the decision to take disciplinary action is made, the

student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

- On the date the decision to take disciplinary action is made, the student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

- Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

1. Caused by or had a direct and substantial relationship to the student's disability;

2. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies. If the manifestation review team determines that either of the above conditions apply, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall

conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530). The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Principal or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any school decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The school may request a hearing if the school believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the school shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the school has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission
Readmission procedures for students with disabilities shall be the same as those adopted used for all students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order
The School's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities
Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076) (cf. 5131.7 - Weapons and Dangerous Instruments)

Report to District Committee on Special Education
The Executive Director, Head of School or designee shall report to the Committee on Special Education when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the school and school district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or school personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311. (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other school personnel has expressed specific concerns directly to the district's director of special education or other supervisory school personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

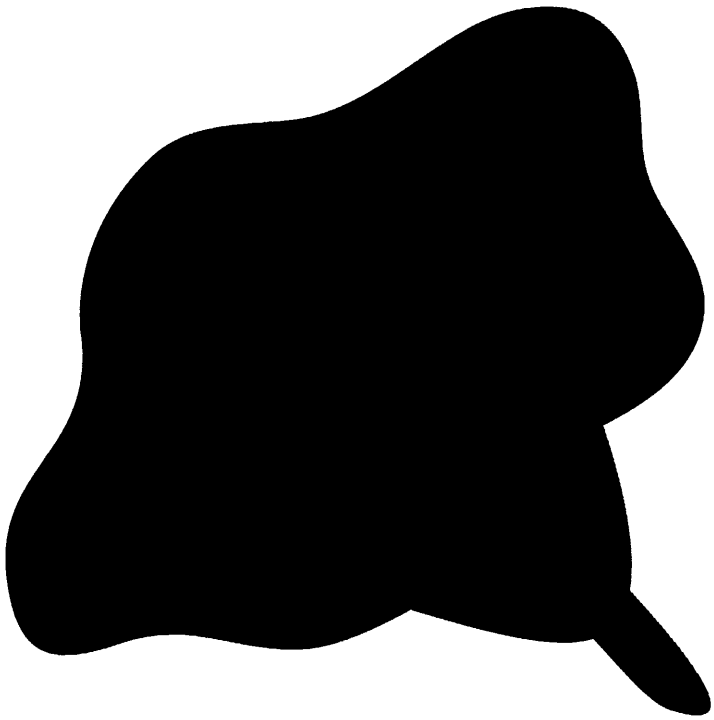
Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs)
If a student with an IEP is subject to a disciplinary response and a determination has been made that the behavior is a manifestation of the student's disability, a functional behavioral assessment must be conducted or updated and a BIP developed or modified. Additionally, even when a student's behavior is determined not to be a manifestation of a student's disability, a functional behavioral assessment can help provide a more in- depth understanding of the student's behavior.

A functional behavior assessment (FBA) is an evaluation used to determine why a student with a disability engages in behaviors that impede learning and how the student's behavior relates to the environment.

The FBA must be based on multiple sources of data, obtained across multiple settings and times of day including, but not limited to: information obtained from direct observation of the student; information from the student, the student's teacher(s), related service provider(s) and others with whom the student interacts; and a review of available data and information from the student's record and other sources, including any relevant information provided by the student's parents/caregivers. An FBA must be conducted by a team; the principal will designate the team and its facilitator.

A behavioral intervention plan (BIP) is based on the results of an FBA and includes, at a minimum: a description of the problem behavior; global and specific hypotheses as to why the problem behavior occurs; and intervention strategies that include positive behavioral supports to address the behavior. The BIP must identify intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide responses for the targeted inappropriate behavior(s) and alternative acceptable behavior(s). Baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness. The BIP must be monitored (and reported to the parent) using the same data collection measures (frequency, intensity, duration and/or latency) that were used to collect baseline data for the FBA. The goal is for the problem behavior to decrease as the replacement behavior increases.

After an FBA has been conducted, the IEP team must be convened to review the results of the FBA, develop a corresponding BIP (if appropriate), and update the student's individualized education program (IEP) to indicate if a particular device or service, including an intervention, accommodation or other program modification, is needed to address the student's behavior.



R-10D - Dress Code Policy

"We're not supposed to conform. We're not supposed to be like somebody else. We're not supposed to act like somebody else. And as long as you stay true to exactly who you are, you will be rewarded in ways that you can't imagine."

Ellen DeGeneres

At MMM, our dress code is designed to foster a school environment that is inclusive, respectful, and supportive of all students' right to express their individual identity. Our policy is guided by our core values of Major Work, Major Joy, Major Pride, Major Love, and Major Light, and applies equally to all students regardless of gender, gender identity, or gender expression.

Dress Code Principles:

- **Self-Expression:** Students are encouraged to wear attire that expresses their individual identity and culture. Our school celebrates diversity, and we believe that what students wear can be a joyful expression of who they are.
- **Equity:** The dress code applies equally to all students. There are no different standards for different genders; all students are expected to dress in a way that is comfortable for them and appropriate for a school setting.
- **Respect and Safety:** Clothing should respect the school community and the educational environment. Attire should not display offensive language or imagery, or promote harmful behavior.
- **Comfort and Practicality:** Students should wear clothing that is suitable for the range of school activities, including physical education and artistic performances. Clothing should allow for free movement and participation in all school functions.

Dress Code Guidelines:

- Clothing should cover the body in a way that is appropriate for a community setting, including tops, bottoms, and shoes suitable for all scheduled classroom activities.
- Attire should be safe for all school environments, including any accessories worn by students and closed-toes are required on footwear.
- Hats and other headwear may be worn for cultural, religious, or personal reasons.

Implementation:

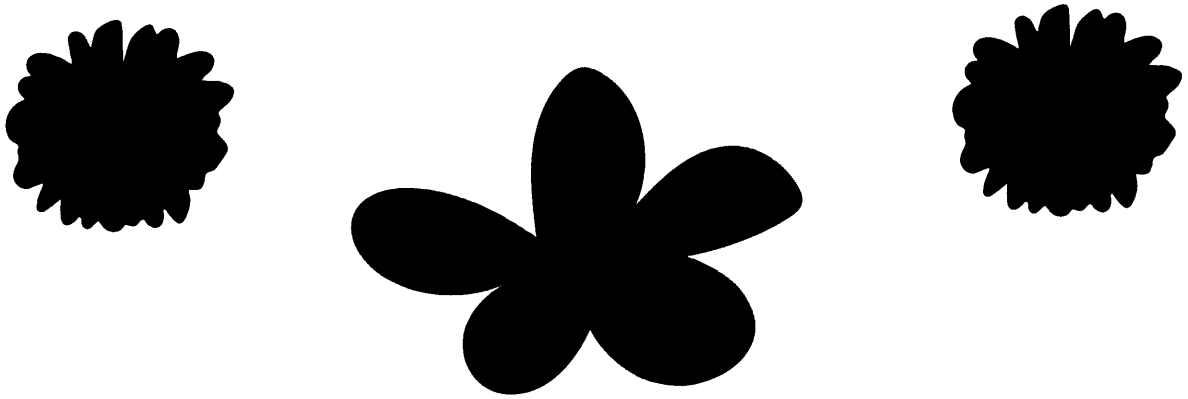
- The dress code is implemented with sensitivity and respect for all students.
- Students and families will receive clear communication about the dress code at the start of the school year and as needed throughout the year.
- Should there be concerns about a student's attire, staff will address it and work to provide a collaborative solution that maintains the students' dignity, privacy, and attendance in school.
- Enforcement of the dress code will be respectful, consistent, and nondiscriminatory.

Review and Adaptation:

- MMM will regularly review the dress code policy to ensure it aligns with our evolving understanding of gender, inclusion, and student needs.
- Feedback from students, families, and staff will be considered in any revisions to ensure the dress code continues to reflect our community's values and priorities.

"Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life; define yourself."

Harvey Fierstein

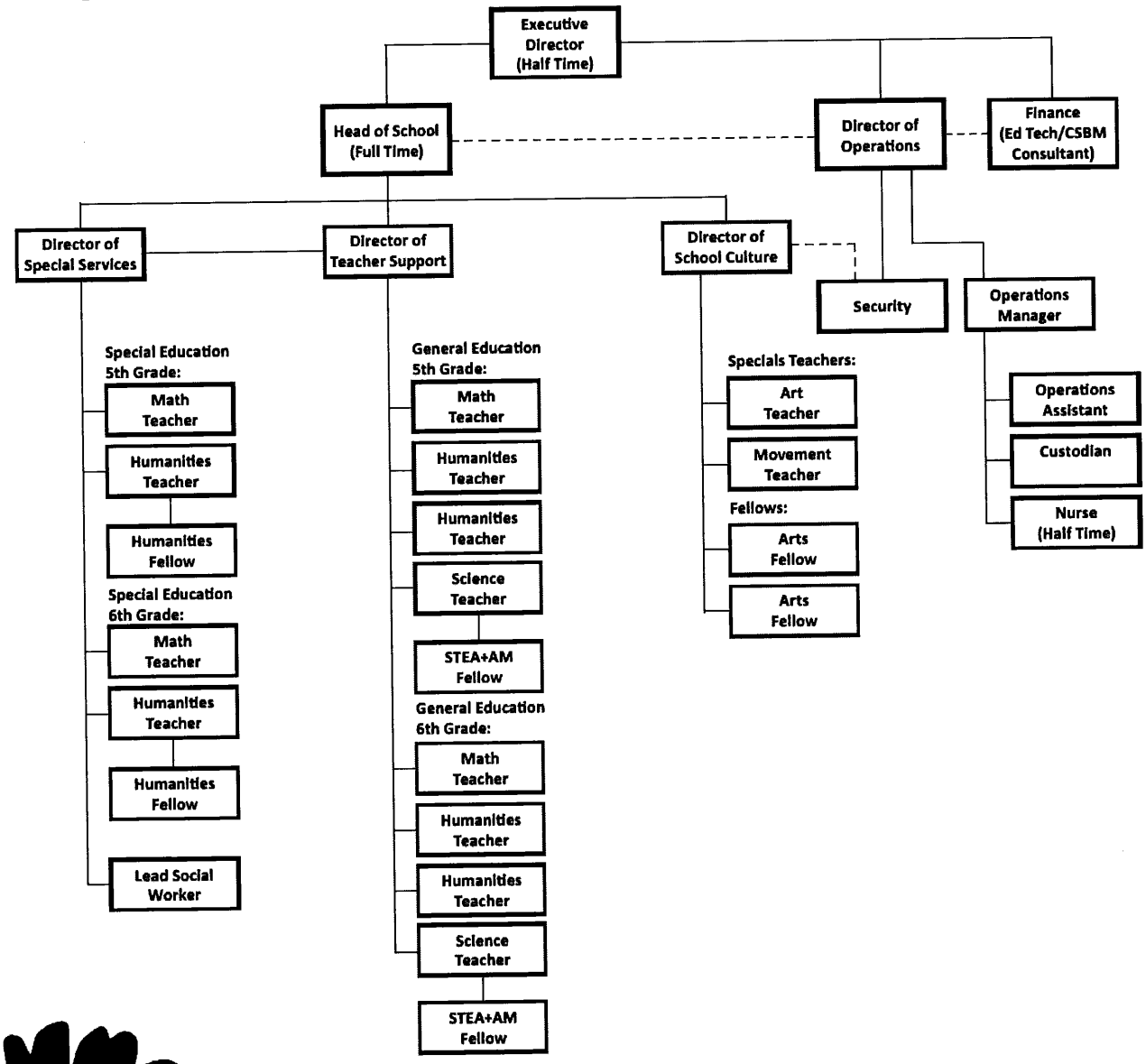


R-11AB - School Management and Leadership

R-11A - Organizational Chart

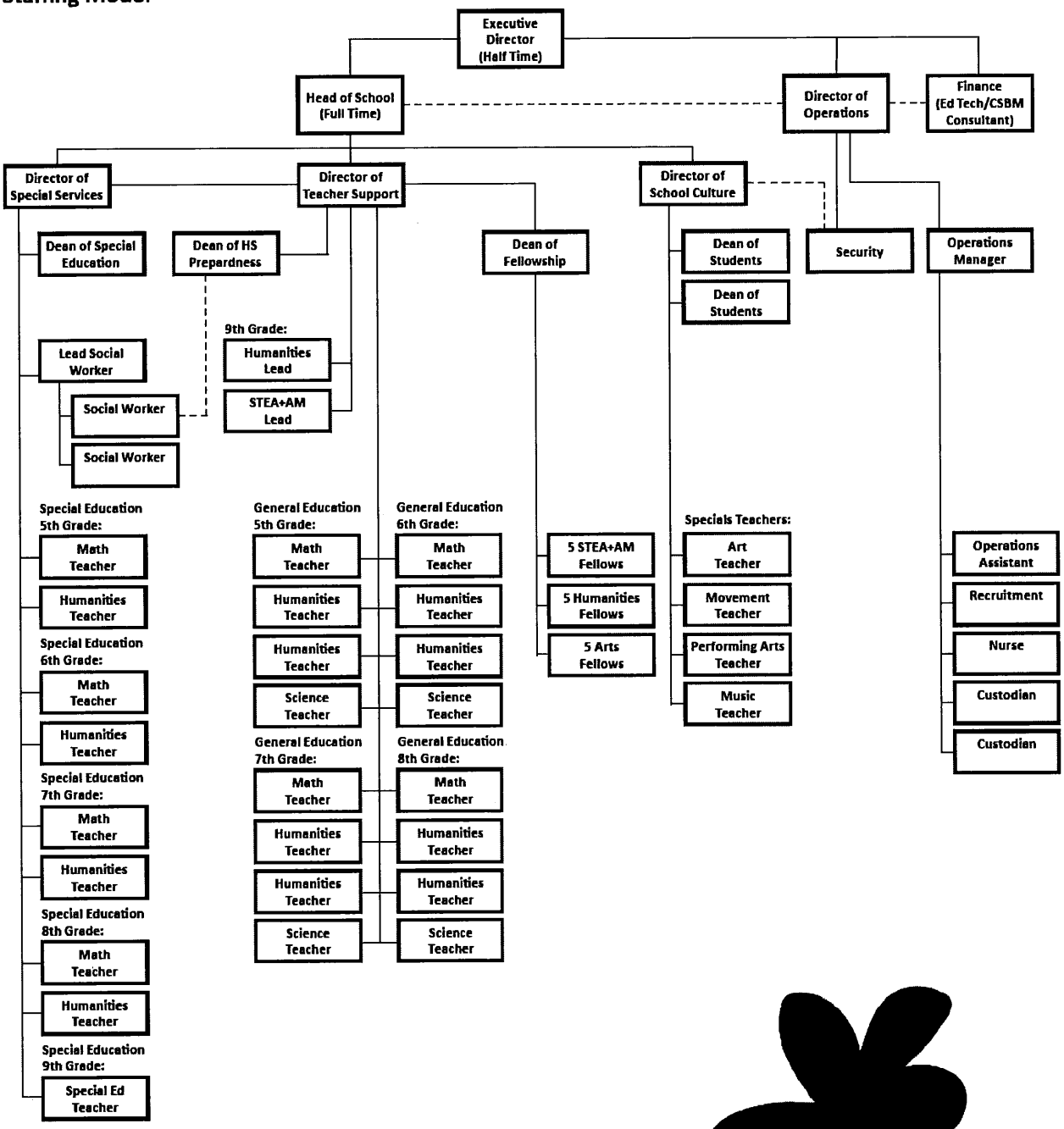
Year 1: School Year 2025-2026

Staffing Model



Year 5: School Year 2029-2030 (full scale)

Staffing Model



R-11AB - School Management and Leadership
R-11B - School Leadership and Management Structure

> **"Our trans youth deserve a space where they don't have to put all of their mental energy into surviving as a trans person. When that happens, they can flourish and not only excel academically, but excel interpersonally, and make meaningful connections without having to defend their identity all day as they do in systems that aren't inclusive. All of our students deserve to be educated, protected, supported, and loved for who they are."**
>
> *Andrew [redacted], former NYC DOE trans middle school teacher*

At Miss Major Middle Public Charter School (MMM), our management practices are deeply rooted in our core values and key design elements. Decision-making is a collaborative process, involving leadership, staff, and community input to ensure that all decisions support our mission of providing a genderful, brave, inclusive, creatively enriching, and academically rigorous education. MMM is an independent charter school governed by its Board of Trustees. The Board of Trustees ("Board") is a community of diverse, high capacity individuals with a deep commitment to the school's mission and our community. The Board will assume responsibility for the school's overall governance and will ensure that the school acts in accordance with all applicable laws and regulations as described further in R-14ad – Governance. The Board will hire, oversee, and evaluate the Head of School and will delegate management of the academic and operational functions and responsibilities to the Executive Director.

Management Practices and Procedures

- **Strategic Planning and Oversight:** At MMM, strategic planning and oversight are collaboratively spearheaded by the Executive Director (ED) and the Head of School (HOS). This process is centered around establishing clear, mission-aligned priorities and making pivotal organizational decisions that resonate with the needs and aspirations of our diverse community. The ED leads the charge in setting the overarching strategic direction, ensuring the school's alignment with its ambitious mission and vision, while the HOS translates these strategic priorities into actionable academic and cultural initiatives, overseeing their implementation to guarantee educational excellence and a nurturing school environment.

- **Operational Excellence and Support:** Under the leadership of the Director of Operations (DOO), the operational framework of the school is meticulously crafted to support and enhance the academic and cultural objectives set forth by the ED and HOS. This includes managing the day-to-day operational logistics, resource allocation, and infrastructure maintenance, ensuring that the school environment is conducive to learning, creativity, and community engagement.

The Director of Operations acts as a critical bridge between strategic planning and operational execution, ensuring that every facet of the school's operations is aligned with MMM's core values and educational goals.

- **Collaborative Leadership and Stewardship:** Together, the ED, HOS, and Director of Operations form a dynamic leadership trio, acting as the dedicated stewards of MMM's mission and vision. This structure is deliberately chosen to foster a holistic approach to school leadership, ensuring that strategic planning, academic excellence, and operational efficiency are seamlessly integrated. Through their collaborative efforts, this leadership team guarantees that MMM remains a vibrant, inclusive, and empowering educational community, where every decision is made with the best interest of students, staff, and the wider community at heart. Their unified approach to management and decision-making underscores MMM's commitment to being a genderful, brave, and academically rigorous institution that champions diversity, creativity, and social justice.

School Leadership Team Structure

To better understand the Leadership structure, we have outlined the roles regarding each member that is responsible for the management of the school:

Executive Director
• Strategic Oversight: The ED is primarily responsible for the overarching strategic direction and long-term goals of MMM, ensuring that the school remains aligned with its mission, vision, and key design elements. • External Relations: This role involves developing and maintaining relationships with external partners, stakeholders, and the wider community to support the school's mission. The ED serves as the school's primary advocate and spokesperson. • Resource Development: The ED leads efforts in fundraising, securing grants, and other financial resources to ensure the school's sustainability and growth. • Board Liaison: Acts as the primary liaison between the school and its Board of Trustees, ensuring that the board is informed of the school's progress and needs. • Academic Oversight: While the ED does not manage the day-to-day academic program, they oversee the Head of School to ensure that academic goals, systems and procedures, and fidelity to our rigorous academic program are implemented with fidelity. • Operational Oversight: While the ED does not manage day-to-day operations, they oversee the Director of Operations to ensure that the school's infrastructure supports its academic program. • Fiscal Oversight: In partnership with the Finance Committee of the Board, and in conjunction with both the Director of Operations and our finance consultant, the ED is responsible for the fiscal soundness of MMM.

Head of School

- Academic Leadership: The HOS is directly responsible for the school's day-to-day academic operations, focusing on the implementation of MMM's rigorous academic program, curriculum development, and instructional quality to ensure high student achievement.
- Staff Supervision and Development: Oversees the instructional staff, including the Director of Teacher Support, Director of Special Services, and Director of School Culture. The HOS is responsible for ensuring that staff are effectively supporting teachers and students, and aligning with MMM's mission and core values.
- School Culture and Climate: Works closely with the Director of School Culture to cultivate a positive, inclusive, and supportive school environment that reflects MMM's commitment to a genderful and brave educational space.
- Professional Development Oversight: Leads the planning and execution of professional development programs for teachers and staff, focusing on pedagogical skills, content knowledge, and the integration of core values into teaching practices.
- Operational Collaboration: Collaborates with the Director of Operations to ensure that operational systems and infrastructure effectively support the academic and cultural needs of the school, facilitating a seamless integration of operational support with academic excellence.
- Evaluation and Feedback: Implements a comprehensive system for evaluating teacher performance, providing regular feedback, and fostering a culture of continuous improvement among the teaching staff.
- Academic and Operational Alignment: Ensures that the day-to-day academic and operational activities are in alignment with the strategic direction set by the ED, maintaining fidelity to the school's mission, vision, and key design elements.

Director of Operations

- Operational Management: Directly responsible for managing the school's day-to-day operational and administrative functions, ensuring a safe, efficient, and effective learning environment.
- Resource Allocation: Works in collaboration with the ED and HOS to allocate resources in a manner that supports MMM's academic goals and operational needs, ensuring optimal use of funds and materials for school improvement.
- Facility and Safety Oversight: Oversees the maintenance and safety of the school facility, coordinating with external vendors and ensuring compliance with health and safety regulations.
- Community and Parent Engagement: Supports the HOS in building strong relationships with families and the community, acting as a key point of contact for operational concerns and fostering an inclusive school environment.
- Financial Planning and Management: Assists the ED in the financial management of the school, including budgeting, financial reporting, and ensuring fiscal policies and procedures are followed.

- Compliance and Reporting: Ensures that the school meets all operational compliance requirements, including state and federal regulations, and contributes to the reporting processes established by the ED and Board of Trustees.

Rationale for Leadership Structure:
MMM's leadership structure is intentionally designed to optimize strategic alignment, ensure focused leadership, promote collaborative decision-making, and maintain a strong alignment with the school's mission and vision. This structure is supported by educational leadership research and best practices, making it well-suited to meet the unique needs of the MMM community and its commitment to providing a genderful, inclusive, and academically rigorous education. Extensive experience, research, and collaboration among the founding team has led to this strategic leadership structure. In the design of our model, we have:

Optimized Strategic Alignment and Oversight:
The structure of having the Executive Director (ED) report directly to the Board of Trustees while the Head of School (HOS) and Director of Operations report to the ED is designed to ensure a streamlined approach to strategic alignment and oversight. This arrangement allows the ED to maintain a high-level perspective on the school's direction, focusing on long-term goals, external relations, and resource development. It ensures that the school's mission and vision are consistently reflected in strategic planning and decision-making processes. Research supports this model, suggesting that effective school leadership is crucial for implementing educational innovations and improving student outcomes[1].

Focused Academic and Operational Leadership:
By having the HOS and Director of Operations report to the ED, MMM ensures focused leadership in both academic and operational domains. The HOS is empowered to concentrate on the day-to-day academic operations, closely supervising instructional practices and school culture, which aligns with findings that instructional leadership is key to enhancing student achievement[2]. Simultaneously, the Director of Operations can direct attention to optimizing the school's infrastructure, resources, and daily logistics, ensuring that the academic program is supported by a robust operational foundation.

Designed Systems that Require Collaborative Decision-Making:
This leadership structure promotes collaborative decision-making, allowing for a holistic approach to addressing the needs of the school community. The ED, HOS, and Director of Operations work in concert, bringing together strategic, academic, and operational perspectives to every discussion. This

[1] Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). How Leadership Influences Student Learning. University of Minnesota, Center for Applied Research and Educational Improvement.
[2] Robinson, V., Lloyd, C., & Rowe, K. (2008). The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. Educational Administration Quarterly.

collaborative approach is aligned with research indicating that leadership teams that share responsibilities and collaborate closely are more effective in driving school improvement[3].

Center each Role on Mission and Vision Alignment within Key Areas of Expertise:
Having the ED as the sole direct report to the Board allows for a clear and consistent communication channel regarding the school's progress and challenges. It ensures that the Board's strategic vision is accurately translated into operational and academic strategies by the ED, who then works with the HOS and Director of Operations to implement these strategies effectively. This model supports the principle that a strong alignment between the school's leadership and its governing body is essential for mission and vision fidelity[4].

Increase Flexibility and Responsiveness for Day-to-Day School Function:
Finally, this leadership structure provides MMM with the flexibility and responsiveness needed in a dynamic educational environment. The ED's strategic oversight, combined with the HOS's focus on academic excellence and the Director of Operations' attention to the operational integrity, allows MMM to adapt to changing needs and opportunities efficiently. This responsiveness is critical for schools aiming to provide a high-quality, inclusive, and adaptive educational experience.

Evaluation Procedures for Staff in Management Positions:
Management staff are evaluated on their ability to embody our core values, execute their responsibilities effectively, and contribute to the achievement of our school's strategic goals. These evaluations are designed to ensure accountability and alignment with MMM's mission, vision, and core values, fostering a leadership environment that prioritizes academic excellence, operational efficiency, and a supportive school community.

All Leadership Team Evaluations involve:

- Performance Reviews: Conducted annually, focusing on achievements, areas for improvement, and alignment with MMM's strategic objectives.

- 360-Degree Feedback: Collecting input from peers, subordinates, and the school community to provide a comprehensive view of each manager's performance.

[3] Harris, A. (2013). Distributed Leadership Matters: Perspectives, Practicalities, and Potential. Corwin Press.
[4] Bryk, A.S., Sebring, P.B., Allensworth, E., Luppescu, S., & Easton, J.Q. (2010). Organizing Schools for Improvement: Lessons from Chicago. University of Chicago Press.

School Leadership Team Evaluative Components

Executive Director

The evaluation of the ED by the Board of Trustees is designed to assess the ED's effectiveness in leading the school towards achieving its strategic goals, aligning with its mission and vision, and successfully managing both academic excellence and operational efficiency. This evaluation process is outlined as follows:
• **Annual Performance Review:** The ED undergoes an annual performance review conducted by the Board of Trustees. This review is based on predefined performance indicators that align with the school's strategic goals, mission, and vision.
  ○ Evaluation of Strategic Goals Achievement: Part of the evaluation focuses on the ED's success in achieving the strategic goals set at the beginning of the year, including academic outcomes, community engagement, resource development, and school culture.
  ○ Assessment of Leadership and Management: The evaluation assesses the ED's leadership and management skills, including the ability to develop and maintain a strong leadership team, oversee the school's academic and operational strategies, and foster a positive school culture.
  ○ Analysis of Effectiveness of Stakeholder Engagement: The ED's effectiveness in engaging with various stakeholders, including students, families, staff, and the wider community, is also reviewed.
  ○ Compliance and Fiscal Management: The Board reviews the ED's compliance with legal and educational regulations and effective fiscal management, including budgeting, financial planning, and resource allocation.
 	
This structured evaluation process ensures that the ED's performance is thoroughly assessed against clear and measurable criteria, promoting transparency and accountability within the school's leadership

Head of School
• **Annual Performance Review:** The HOS is subject to an annual performance review conducted by the Executive Director, focusing on leadership effectiveness, academic program management, staff development, and student achievement.   ○ Leadership and Instructional Management: Evaluation criteria include the HOS's ability to lead and manage the instructional program effectively, ensuring high-quality teaching and learning, curriculum implementation, and integration of MMM's core values into daily practices.

- Staff Development and Supervision: The effectiveness of the HOS in supervising, supporting, and developing teaching staff and instructional leaders, including the implementation of professional development plans and feedback mechanisms.
- School Culture and Climate: The HOS's role in fostering a positive, inclusive, and supportive school culture that aligns with MMM's mission and core values, including student engagement, safety, and well-being.
- Operational Collaboration: The ability of the HOS to work collaboratively with the Director of Operations to ensure that operational systems effectively support the academic and cultural objectives of the school.
- Strategic Contribution: The contribution of the HOS to strategic planning and decision-making processes, aligning school operations with MMM's long-term goals and mission.

Director of Operations

- **Annual Performance Review:** Conducted by the Executive Director, the review assesses the DOO's management of the school's operational infrastructure, efficiency, compliance, and support for the academic mission.
  - Operational Efficiency and Effectiveness: Evaluation of the DOO's success in managing daily school operations, including facilities management, safety protocols, financial operations, and technology systems.
  - Fiscal Management and Compliance: The DOO's ability to manage the school's budget, financial planning, and resource allocation in alignment with fiscal policies and educational regulations.
  - Support for Educational Objectives: The effectiveness of operational systems in supporting the school's educational objectives, including the provision of resources and materials, maintenance of learning environments, and implementation of operational strategies that enhance the teaching and learning experience.
  - Stakeholder Engagement: Assessment of the DOO's role in engaging with families, staff, and external partners to support school operations and build a strong school community.
  - Strategic Planning Contribution: The DOO's involvement in strategic planning, providing insights and operational perspectives that support the school's long-term goals and mission.

School Leader Recruitment Process, Criteria, and Selection

For the recruitment of school leaders at Miss Major Middle (MMM), the process will emphasize alignment with MMM's mission, vision, core values, and the distinctive needs of its student and staff community. Drawing on best practices for recruitment and retention in educational leadership, the strategy will encompass a comprehensive, inclusive, and mission-aligned approach, and will be similar among the Director-Level roles; emphasizing the importance of the Executive Director, Head of School, and Director of Operations Roles.

Recruitment Process and Criteria:

1. **MMM's Board will Establish a Selection Committee:** A selection committee will be formed, comprising Board of Trustees members, key stakeholders including already-hired Directors, parents, MMM staff representatives, and external advisors with expertise in LGBTQ+ inclusive education (MMM will utilize the expertise of the T+/QAC). This diverse committee ensures a broad perspective in the selection process, aligning with MMM's commitment to inclusivity and community engagement.

2. **Utilizing MMM's Leadership Criteria:** Criteria for the school leader roles have been outlined in section R-12B - Qualifications and Responsibilities, and have a heavy emphasis not only in experience and qualifications, but also on MMM's core values of Major Work, Major Joy, Major Pride, Major Love, and Major Light.

3. **Developing a Recruitment and Outreach Campaign:** The committee will conduct a wide-ranging search to attract a diverse pool of candidates, utilizing professional networks, educational job boards, social media, and partnerships with organizations committed to educational equity and LGBTQ+ advocacy. When possible, we will seek candidates from within MMM as well as those from outside the organization.

4. **Screening and Interviews:** Candidates will undergo a rigorous screening process, including initial reviews of applications, structured interviews focusing on alignment with MMM's mission and values, and scenario-based assessments to evaluate problem-solving skills and leadership styles.

5. **Stakeholder Engagement:** Finalist candidates will participate in forums or meet-and-greets with teachers, staff, as well as parents, and students for the Executive Director and Head of School roles. This step ensures the selected leader resonates with and is committed to the school community's diverse needs and aspirations.

6. **Final Selection and Board Approval:** The selection committee will recommend a candidate to the Board of Trustees for final approval, based on comprehensive evaluation and stakeholder feedback.

Participants in the Selection Process

- Board of Trustees: Provides oversight and final approval of the selected candidate.

- Faculty and Staff Representatives: Ensure the candidate's alignment with the educational and operational needs of the school.

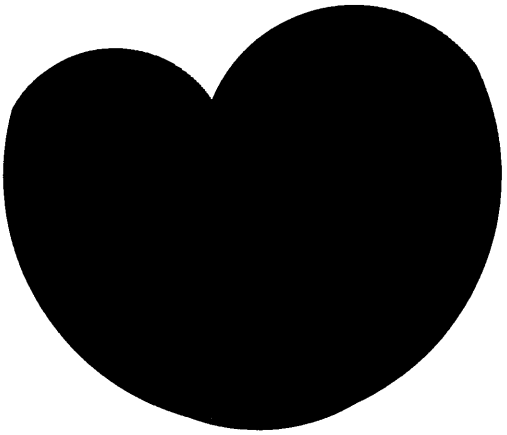
- Parent and Community Members: Offer perspectives to ensure the leader can connect with and serve the broader school community effectively.

- External Advisors: Specialists in educational equity, LGBTQ+ advocacy, and urban education (members of MMM's T+/QAC) will provide insight into the leadership qualities necessary for MMM's unique environment.

This process is designed to be transparent, inclusive, and rigorous, reflecting MMM's values and the critical role of our school leadership to embody and advance the school's mission. By involving a broad spectrum of stakeholders and focusing on mission alignment and proven leadership capabilities, MMM aims to recruit a school leader who not only meets the high standards of educational excellence but also champions the inclusive, affirming, and innovative spirit that defines the school[5]. Drawing on best practices in educational leadership recruitment, this process incorporates elements recommended by leading education research organizations and reflects a commitment to diversity, equity, and inclusion at every step[6].

"Owning our story and loving ourselves through that process is the bravest thing we'll ever do."

Brené Brown, from "The Gifts of Imperfection"



[5] Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). How Leadership Influences Student Learning. University of Minnesota, Center for Applied Research and Educational Improvement.
[6] The Wallace Foundation. (2013). The School Principal as Leader: Guiding Schools to Better Teaching and Learning.

R-12AC - Personnel
R-12A - Staffing Chart and Rationale

"It takes courage to grow up and become who you really are."

E.E. Cummings

Miss Major Middle Public Charter School (MMM) has designed a staffing model specific to our mission, vision, and Rigorous Academic Programming model. The staffing chart is below. It represents the administrators, operations members, teachers and other faculty members, and other staff members for the first five years, starting with an enrollment of 160 in grades 5-6 and moving up to 356 students 5-9 in year five of the charter.

MMM Staffing Chart, Years 1-5:

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30	
	Grades	5-6	5-7	5-8	5-9	5-9	
	Enrollment	160	240	320	356	356	
ADMINISTRATIVE PERSONNEL FTE		FTE					Description of Assumptions
Executive Management		1.5	1.5	1.5	1.5	1.5	Executive Director (0.5), Head of School (FTE)
Instructional Management		4.0	4.0	4.0	4.0	4.0	Director of Special Services, Director of Teacher Support, Director of School Culture, Director of Operations (Y1-Y5)
Deans, Directors & Coordinators		0.0	1.0	4.0	5.0	5.0	Dean of Fellowship (Y2-5), Dean of RTI (Y3-5), Dean of HS Placement (Y3-5), 1 Dean of Students (Y3), 2 Deans of Students (Y4 e
CFO / Director of Finance		0.0	0.0	0.0	0.0	0.0	(consultant: EdTech or CSBM)
Operation / Business Manager		1.0	1.0	1.0	1.0	1.0	Operations Manager (Y1-5)
Administrative Staff		1.0	1.5	2.0	2.0	2.0	Administrative Assistant (Y1-5), Recruitment .5(Y2),FT (Y3-5)
TOTAL ADMINISTRATIVE STAFF		7.5	9.0	12.5	13.5	13.5	
INSTRUCTIONAL PERSONNEL FTE							
Teachers - Regular		8.0	12.0	16.0	18.0	18.0	Math, ELA, STEAAM, History per 2 classrooms in a grade
Teachers - SPED		4.0	6.0	8.0	9.0	9.0	1 Math, 1 Humanities for grdes 5-8, one additional for 9th
Substitute Teachers		0.0	0.0	0.0	0.0	0.0	
Teaching Assistants		6.0	9.0	12.0	15.0	15.0	1 STEAAM Fellow, 1 Arts Fellow, 1 Hum Fellow per grade
Specialty Teachers		2.0	2.0	3.0	4.0	4.0	Performing Arts, Visual Arts (Y1-5), Music (Y3-5), Spanish (Y4-5)
Aides		0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors		1.0	2.0	2.0	3.0	3.0	Lead Social Worker (Y1-5), 1 SW (Y2-3), 2 SW (Y4-5)
Other		0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL		21.0	31.0	41.0	49.0	49.0	
NON-INSTRUCTIONAL PERSONNEL FTE							
Nurse		0.5	1.0	1.0	1.0	1.0	
Librarian		0.0	0.0	0.0	0.0	0.0	
Custodian		1.0	1.0	2.0	2.0	2.0	
Security		1.0	1.0	1.0	1.0	1.0	
Other		0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL		2.5	3.0	4.0	4.0	4.0	
TOTAL PERSONNEL SERVICE FTE		31.0	43.0	57.5	66.5	66.5	

Rationale for Staffing Structure and Numbers:

Our approach is to begin with a core leadership team that remains consistent (The School Leadership Team will be comprised of the Executive Director, Head of School, Director of Operations, Director of Teacher Support Director of Special Services, and the Director of School Culture from onset), and additional leadership team members will scales progressively, with the growth of the school. This will

ensure each new role is filled to meet the growing demands of our school community, while also maintaining fiscal responsibility and ensuring that each role is essential and sustainable.
Our staffing numbers are determined by a student-centered model that prioritizes small class sizes and individualized attention, including MMM's teaching Fellowship. Our staffing model ensures that we can implement our rigorous academic program and provide the emotional and educational support our students require. The model aligns with evidence-based research suggesting small class sizes improve academic outcomes, particularly in schools serving marginalized communities[1].

Comparative Source for Staff Salaries:
In setting our average assumed budget for staff salaries, we are committed to providing competitive compensation that reflects the qualifications, experience, and the critical work our educators and staff undertake. We benchmark our salaries against the New York City Department of Education's teacher salary schedule[2], and benchmarks that include an average 5% above the DOE schedule, as based on best-practices and extended time commitments required in NYC's charter schools. In this way, MMM supports retention by acknowledging the value of their contributions to our school community.

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	5-6	5-7	5-8	5-9	5-9
	Enrollment	160.00	240.00	320.00	356.00	356.00

		WAGES					Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %		3.00%	3.00%	3.00%	3.00%	Salaries to keep pace with per pupil increases
Executive Management	$ 135,000	$ 202,500	$ 208,575	$ 214,832	$ 221,277	$ 227,916	
Instructional Management	$ 92,000	$ 368,000	$ 379,040	$ 390,411	$ 402,124	$ 414,187	
Deans, Directors & Coordinators	$ 82,714	$ -	$ 82,714	$ 333,337	$ 426,052	$ 438,833	
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 70,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786	
Administrative Staff	$ 62,000	$ 62,000	$ 94,860	$ 128,708	$ 132,567	$ 136,544	
TOTAL ADMINISTRATIVE STAFF		$ 702,500	$ 837,289	$ 1,141,550	$ 1,258,510	$ 1,296,265	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 75,000	$ 600,000	$ 918,000	$ 1,245,540	$ 1,432,906	$ 1,475,893	
Teachers - SPED	$ 75,000	$ 300,000	$ 459,000	$ 622,770	$ 716,453	$ 737,947	
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 60,000	$ 360,000	$ 550,800	$ 747,324	$ 949,744	$ 978,236	
Specialty Teachers	$ 75,000	$ 150,000	$ 154,500	$ 234,135	$ 316,159	$ 325,644	
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 62,000	$ 62,000	$ 125,860	$ 129,636	$ 195,525	$ 201,391	
Other	$ 62,000	$ -	$ -	$ -	$ -	$ -	
TOTAL INSTRUCTIONAL		$ 1,472,000	$ 2,208,160	$ 2,979,405	$ 3,610,787	$ 3,719,111	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ 62,000	$ 62,000	$ 63,860	$ 127,776	$ 131,609	$ 135,557	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ 150,000	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ 62,000	$ 63,860	$ 127,776	$ 131,609	$ 135,557	
TOTAL PERSONNEL SERVICE WAGES		$ 2,236,500	$ 3,109,309	$ 4,248,730	$ 5,000,906	$ 5,150,933	

All roles outlined within our application are accounted for in the staffing chart, reflecting the integrity of our proposed model. Each position is integral to the realization of our vision and mission, from the Executive Director to our teaching Fellows.

[1] Blatchford, P., Bassett, P., & Brown, P. (2011). Examining the effect of class size on classroom engagement and teacher-pupil interaction: Differences in relation to pupil prior attainment and primary vs. secondary schools. Learning and Instruction, 21(6), 715-730.
[2] https://www.uft.org/your-rights/salary/doe-and-city-salary-schedules/teacher-salary-schedule

R-12AC - Personnel
R-12B - Qualifications and Responsibilities

"What I liked about the rainbow is that it fits all of us. It's all the colors. It represents all the genders. It represents all the races. It's the rainbow of humanity."

Gilbert Baker

Roles, Responsibilities, and Qualifications
The table below outlines each member of MMM's staff, including their role, responsibilities and qualifications:

Role: Executive Director

Reports to: Board of Trustees

Core Responsibilities:

- Strategic Leadership: Champion the vision and mission of MMM, steering strategic planning and implementation in alignment with our genderful and inclusive educational philosophy.
- Financial Stewardship: Ensure sustainable management and growth of school resources, upholding accountability and transparency.
- Academic Excellence: Manage the Head of School with the day-to-day supervision of teachers and staff, including ensuring fidelity to our Rigorous Academic Program and alignment to MMM's mission and core values.
- Operational Excellence: Manage the Director of Operations with the day-to-day operations and administrative functions, fostering an environment that supports MMM's mission and core values.
- Community Engagement: Strengthen relationships with students, families, staff, and external partners to nurture a supportive and collaborative community.
- Advocacy and Representation: Serve as MMM's primary advocate and spokesperson, promoting LGBTQ+ inclusive education and equitable practices in all forums.
- Continuous Improvement: Lead the evaluation of educational programs and initiatives, ensuring they meet the high standards set by MMM's academic and social objectives.

Qualifications and Alignment with MMM's Core Values:

- Major Work (Commitment to Excellence):
  - Master's degree in Education, Leadership, or related field, with at least 5 years of leadership experience in an educational setting.
  - Demonstrated success in elevating academic standards, innovative curriculum development, and fostering a culture of continuous improvement.
- Major Joy (Cultivators of Happiness):
  - Proven ability to create joyous and vibrant learning environments that celebrate diversity, creativity, and self-expression.
- Major Pride (Champions of Diversity and Inclusion):
  - Strong background in developing and implementing DEI initiatives, with a focus on LGBTQ+ inclusivity and support for historically marginalized populations.
  - Experience in urban education settings, demonstrating an ability to navigate and enrich diverse educational landscapes.
- Major Love (Advocates of Compassion and Empathy):
  - Exceptional emotional intelligence, with a track record of building supportive, empathetic relationships across the school community.
  - Commitment to nurturing the holistic well-being of students, families, and staff, with particular sensitivity to the needs of LGBTQ+ youth and other marginalized groups.
- Major Light (Bearers of Innovation and Vision):
  - Visionary leadership skills, with a demonstrated commitment to educational innovation and excellence.
  - Ability to use data-driven insights to bring forward-thinking ideas to fruition, driving transformative change within the school.

Additional Requirements:

- Excellent oral and written communication skills, capable of articulating MMM's vision and values both internally and externally.
- Five+ years of experience founding and running urban charter schools, preferably ith experience in the NYC Charter Landscape.
- Previous experience as a school leader, with responsibilities managing teams and working directly with a Board of Trustees.

- Valid Teaching Certification, and ideally school leadership certification, underscoring a foundational understanding of educational best practices and pedagogical strategies.

Role: Head of School

Reports to: Executive Director

Core Responsibilities:

- Academic Leadership: Direct the day-to-day academic operations, ensuring the implementation of MMM's Rigorous Academic Program and alignment with the school's mission and core values.
- Instructional Supervision: Supervise and support the Director of Teacher Support, Director of Special Services, and the Director of School Culture in their efforts to elevate instructional practices and foster an inclusive, empowering learning environment.
- Curriculum Development: Collaborate with academic directors to oversee curriculum planning, and assessment processes, ensuring they reflect MMM's genderful, inclusive, and creative educational philosophy.
- Teacher Development: Oversee professional development initiatives, ensuring they are aligned with MMM's mission and support the growth of all educators.
- Student Success: Ensure strategies are in place to support every student's academic and social-emotional development, particularly focusing on the needs of LGBTQ+ youth and other marginalized groups.
- Operational Collaboration: Work closely with the Executive Director and Director of Operations to ensure that operational systems support and enhance the academic program.
- Community and Family Engagement: Actively engage with families and the community to foster partnerships that support student learning and well-being.
- Policy Implementation: Oversee the implementation of school policies, ensuring they are equitable, inclusive, and support the mission of MMM.

Qualifications and Alignment with MMM's Core Values:

- Major Work (Commitment to Excellence):
  - Advanced degree in Education, Educational Leadership, or a related field.

- Minimum of 3 years of experience in a school leadership role, with demonstrated success in improving student outcomes and teacher performance.

- Major Joy (Cultivators of Happiness):
  - Experience in creating and maintaining a positive, vibrant school culture that encourages joy, creativity, and self-expression among students and staff.

- Major Pride (Champions of Diversity and Inclusion):
  - Demonstrated commitment to diversity, equity, and inclusion, with experience in implementing practices that promote inclusivity and respect for all students, especially LGBTQ+ youth.
  - Knowledge and understanding of the challenges faced by marginalized populations in educational settings.

- Major Love (Advocates of Compassion and Empathy):
  - Strong interpersonal and leadership skills, with the ability to foster a culture of empathy, support, and compassion within the school community.
  - Proven ability to build trusting relationships with students, families, and staff, and to create an environment where everyone feels valued and supported.

- Major Light (Bearers of Innovation and Vision):
  - Visionary thinking and a forward-looking approach to education, with a track record of implementing innovative educational strategies and programs.
  - Ability to lead the school through growth and change, ensuring that MMM continues to be a leader in genderful and inclusive education.

Additional Requirements:

- Oversee HR systems to ensure accurate tracking and management of teacher attendance and performance, fostering accountability and reliability within the teaching team.
- Exceptional communication skills, with the ability to effectively articulate the vision, mission, and values of MMM to a variety of stakeholders.
- Experience in urban education settings, demonstrating an ability to navigate and positively impact diverse educational landscapes.
- Valid Teaching Certification, and ideally school leadership certification, underscoring a foundational understanding of educational best practices and pedagogical strategies.

Role: Director of Operations

Reports to: Executive Director

Core Responsibilities:

- Staff Support and Development: Work closely with the Head of School to ensure operational staff receive the support and professional development they need to excel in their roles. Manage the Operations Manager to support academic operations as well as parent communication regarding student attendance.
- Operational Excellence: Ensure the smooth operation of school facilities, technology, and resources, aligning with MMM's mission to create a safe, inclusive, and conducive learning environment.
- Financial Management: In collaboration with the Executive Director and Financial Consultant, oversee budgeting, financial planning, and fiscal operations including procurement for the school, ensuring financial stability and accountability.
- Compliance and Risk Management: In collaboration with the Executive Director, manage compliance with state and federal regulations, including health and safety standards, to protect students, staff, and the school community.
- Resource Allocation: Strategically allocate resources to support MMM's academic programs, extracurricular activities, and special projects, prioritizing efficiency and effectiveness.
- Facility Maintenance and Development: Oversee the maintenance and improvement of school facilities, ensuring they meet the needs of students and staff and reflect MMM's genderful and inclusive values. Further, this role will supervise MMM's Security officer, ensuring that the safety and security of our students is paramount.
- Human Resources Systems and Staff Attendance: Oversee HR systems to ensure accurate tracking and management of teacher attendance and performance, fostering accountability and reliability within the teaching team.
- Technology Integration: Lead the integration of technology in school operations and academic programs, ensuring access and effective use to support teaching and learning.

Qualifications and Alignment with MMM's Core Values:

- Major Work (Commitment to Excellence):
  - Bachelor's degree in Business Administration, Education Management, or related field; Master's preferred.

- At least 3 years of experience in operations management within an educational or nonprofit setting, demonstrating a track record of operational success and efficiency.

- Major Joy (Cultivators of Happiness):
  - Ability to create a supportive operational environment that contributes to the overall joy and well-being of the school community.

- Major Pride (Champions of Diversity and Inclusion):
  - Experience in fostering an inclusive operational environment that respects and celebrates diversity among students and staff.
  - Understanding of the nuances in creating spaces that are welcoming and affirming for LGBTQ+ individuals and other marginalized groups.

- Major Love (Advocates of Compassion and Empathy):
  - Strong leadership and interpersonal skills, with a focus on empathetic management and support for all school staff.
  - Demonstrated ability to engage with and support diverse communities with sensitivity and understanding.

- Major Light (Bearers of Innovation and Vision):
  - Innovative thinking in operational management, with a willingness to explore new solutions to enhance the efficiency and effectiveness of school operations.
  - Visionary approach to integrating sustainable practices and technologies that advance MMM's mission and educational goals.

Additional Requirements:

- Excellent organizational, planning, and project management skills, with the ability to manage multiple priorities simultaneously.
- Strong communication skills, capable of effectively collaborating with staff, external partners, and the community.
- Proven ability to work within the constraints of a budget, maximizing resources to benefit the educational program.

Each of the following Director-Level positions will have the same Qualifications, as outlined below:

- Major Work (Commitment to Excellence):

- Master's degree in Education, Curriculum and Instruction, or related field preferred, Bachelor's required, with significant experience in instructional coaching and teacher development.

- Experience as an excellent teacher with a proven track record in elevating teaching practices and student achievement through effective instructional leadership and professional development.

- Major Joy (Cultivators of Happiness):
  - Ability to inspire and motivate teachers to create engaging and inclusive classroom environments that reflect joy and creativity.

  - Desire to engage in processes of continual learning, exploring new pedagogies that foster joy and creativity in the classroom.

- Major Pride (Champions of Diversity and Inclusion):
  - Demonstrated commitment to diversity, equity, and inclusion in educational settings, with expertise in developing and implementing culturally responsive teaching practices.

  - Experience working with LGBTQ+ youth and understanding of the unique needs and challenges faced by these students in educational environments.

- Major Love (Advocates of Compassion and Empathy):
  - Strong emotional intelligence and the ability to foster positive, supportive relationships with and among teachers.

  - Commitment to nurturing the professional growth and well-being of teachers, with a focus on empathetic leadership and constructive feedback.

- Major Light (Bearers of Innovation and Vision):
  - Innovative thinker with a passion for educational technology and pedagogical strategies that engage students in deep learning.

  - Visionary leadership skills, capable of guiding teachers in the integration of creative and effective teaching methods that align with MMM's mission.

- Collaboration and Data-Driven Decision-Making:
  - Ability to collaborate with peers effectively, fostering a team-oriented approach to problem-solving and instructional improvement.

- Strong analytical skills with the use of data to drive decisions in the best interest of students, ensuring that teaching strategies are responsive to student needs and aligned with MMM's academic goals.

- **Additional Requirements:**
  - Ensure alignment to teacher observation, feedback, and record-keeping of teacher performance via MMM's systems.
  - Excellent communication and collaboration skills, capable of working effectively with the Head of School, other directors, and the teaching staff to achieve MMM's educational objectives.

Role: Director of Special Services

Reports to: Head of School

Core Responsibilities:

- Special Education Program Leadership: Lead the development and implementation of comprehensive special education services, ensuring they are inclusive, equitable, and meet the diverse needs of students with disabilities in alignment with MMM's mission and core values.

- IEP and 504 Plan Management: Oversee the development, implementation, and monitoring of Individualized Education Programs (IEPs) and 504 Plans, ensuring compliance with state and federal regulations and alignment with MMM's inclusive educational practices.

- Multilingual Learner Support: Supervise programs and strategies designed to support multilingual learners, ensuring language acquisition and content mastery are supported in every classroom.

- Professional Development for Special Education: Design and deliver professional development specifically focused on strategies for differentiating instruction, understanding diverse learners, and implementing accommodations and modifications.

- Manage Robust Special Services Team: Directly oversee the Dean of Special Education, ensuring effective collaboration with the Committee on Special Education (CSE) and the comprehensive implementation of IEP programs. Manage the Lead Social Worker to align social-emotional support with academic objectives, fostering an integrated approach to student well-being and success. Manage, coach, and implement MMM's observation and feedback cycles for Special Education teachers.

- Data-Driven Special Education: Utilize student performance and progress monitoring data to refine special education services and interventions. Work in tandem with the Academic Leadership Team, the Dean of Special Education, the Lead Social Worker, and teaching staff to ensure data-informed decisions that support the academic and social-emotional growth of students with special needs.

- Collaboration with General Education: Foster strong collaborative relationships between special education and general education teachers to support integrated and inclusive classroom environments.

- Family and Community Engagement: Act as a liaison between the school and families of students receiving special services, ensuring open communication and partnership in support of student success.

- Compliance and Reporting: Ensure all special education services and programs are in compliance with applicable laws and regulations, managing all necessary reporting and documentation requirements. Collaborate with the Director of Operations to ensure accurate per-pupil invoicing and compliance with mandated service requirements for students with IEPs.

- Resource Allocation: Manage the allocation of resources, including personnel and materials, to effectively meet the needs of students receiving special services.

- Assessment and Evaluation: Lead the assessment and evaluation process for students suspected of having disabilities, coordinating evaluations and ensuring timely eligibility determinations.

Additional Responsibilities:

- Interdisciplinary Collaboration: Work closely with the Director of Teacher Support, Director of School Culture, and other academic leaders to ensure special services are integrated throughout all aspects of MMM's academic and social-emotional programs.

- Innovative Program Development: Explore and implement innovative special education programs and services that align with MMM's mission of providing a genderful, inclusive, and academically rigorous education.

- Staff Development and Supervision: Directly manage the Dean of Special Education Services, special education teachers, and related service providers, supporting their professional growth and ensuring high-quality service delivery.

- Data-Driven Decision Making: Utilize data to inform programmatic decisions, monitor student progress, and adjust services as needed to maximize student achievement and well-being.

Role: Director of Teacher Support

Reports to: Head of School

Core Responsibilities:

- Instructional Coaching and Development: Lead robust instructional coaching and professional development initiatives, tailored to individual teacher needs and aligned with MMM's academic program and core values.
- Curriculum and Instruction Oversight: Supervise curriculum implementation and instructional practices, ensuring alignment with MMM's mission and standards for academic excellence.
- Teacher Management: Directly manage the Dean of Fellowship, the Dean of High School Preparedness, our Humanities Lead, and our STEA+AM Lead.
- Data-Driven Instruction: Utilize student performance data to guide instructional strategies, support teachers in data analysis, and foster a culture of evidence-based practice in coordination with the Academic Leadership Team, Deans, Leads, and Teaching staff.
- Professional Development Planning: Design and deliver a comprehensive professional development program that addresses pedagogical skills, content knowledge, and the integration of MMM's core values into teaching practices.
- Teacher Evaluation and Feedback: Conduct regular teacher evaluations and provide constructive feedback aimed at continuous improvement, leveraging MMM's teacher evaluation framework.
- Collaboration and Team Building: Facilitate collaborative planning and learning among teachers, promoting a cohesive and supportive professional community.
- Innovation in Instruction: Encourage and support teachers in exploring innovative teaching methods and technologies that enhance student engagement and learning outcomes.

Additional Responsibilities:

- Excellent communication and collaboration skills, capable of working effectively with the Head of School, other directors, and the teaching staff to achieve MMM's educational objectives.

Role: Director of School Culture

Reports to: Head of School

Core Responsibilities:

- Cultural Leadership and Vision: Establish and maintain a school culture that embodies MMM's core values of Major Work, Major Joy, Major Pride, Major Love, and Major Light. Develop and implement strategies that promote an inclusive, safe, and vibrant learning environment for all students.

- Management of School Culture Team: Directly oversee the Deans of Students and Arts Teachers, fostering collaboration and professional growth to ensure the delivery of a holistic and supportive educational experience.

- Safety and Well-being: Work closely with the school's security officer to ensure the physical safety of students and staff. Implement programs and practices that prioritize the emotional and psychological well-being of the school community.

- Collaboration with Academic Leadership: Collaborate with the Academic Leadership Team to integrate school culture initiatives with academic goals, ensuring a cohesive and supportive educational environment.

- Development of Restorative Practices: Spearhead the adoption and implementation of restorative justice practices, facilitating conflict resolution, and fostering a community of empathy, respect, and understanding.

- Professional Development for School Culture: Lead professional development efforts focused on building staff capacity to create and maintain a positive school culture, including training on diversity, equity, inclusion, and restorative practices.

- Community Engagement: Engage families and the wider community in the development and sustainment of a positive school culture. Encourage community involvement in school events and initiatives.

Additional Responsibilities:

- Innovation in School Culture: Encourage innovation in the creation of cultural and artistic expressions within the school. Support the Arts Teachers in integrating creative arts into the school's curriculum and extracurricular activities.

- Data-Informed Culture Practices: Use data to monitor the effectiveness of school culture initiatives, making data-informed adjustments to ensure continuous improvement in creating a supportive and inclusive environment for students and staff."

- Integration of SEL and RJ Principles: Champion the integration of Social Emotional Learning (SEL) and Restorative Justice Education (RJE) principles into the school's culture. Develop and implement strategies that support students' social-emotional development and foster a restorative approach to conflict and discipline.

- Collaboration with Special Services: Collaborate closely with the Director of Special Services and their team to design and implement behavior intervention plans that support students with diverse needs, ensuring alignment with MMM's inclusive and supportive educational approach.

- Student Attendance Monitoring and Support: Work in partnership with the Operations team and social workers to monitor student attendance, identifying patterns and implementing targeted strategies to support regular attendance and engagement.

Each of the Dean-Level and Lead positions will have the same Qualifications, as outlined below:

- Major Work (Commitment to Excellence):
  - Bachelor's degree in Education or related field required. Experience in instructional coaching and teacher development preferred.
  - Experience teaching with a proven track record in improving student outcomes through effective instructional and management practices.

- Major Joy (Cultivators of Happiness):
  - Ability to inspire and motivate students to engage in an inclusive classroom environment that reflects joy and creativity.
  - Desire to engage in processes of continual learning, exploring new pedagogies that foster joy and creativity in the classroom.
  - Experience in developing and teaching a curriculum that celebrates diversity and promotes an inclusive, genderful learning environment.

- Major Pride (Champions of Diversity and Inclusion):
  - Demonstrated commitment to diversity, equity, and inclusion in educational settings, with a passion to implement culturally responsive teaching practices.
  - Experience working with LGBTQ+ youth and understanding of the unique needs and challenges faced by these students.

- Major Love (Advocates of Compassion and Empathy):
  - Ability to foster positive, supportive relationships with and among students and peers.

- Major Light (Bearers of Innovation and Vision):
  - Innovative thinker with a passion for pedagogical strategies that engage students in deep learning.

- Collaboration and Data-Driven Decision-Making:
  - Ability to collaborate with peers effectively, fostering a team-oriented approach to problem-solving and instructional improvement.

  - Strong analytical skills with the use of data to drive decisions in the best interest of students and meeting the schools' academic and SEL goals.

Role: Dean of Special Education

Reports to: Director of Special Services

Core Responsibilities:

- IEP and Special Education Program Oversight: Oversee the development, implementation, and evaluation of Individualized Education Programs (IEPs) for students with disabilities, ensuring compliance with state and federal regulations.

- CSE Collaboration: Serve as the primary liaison with the Committee on Special Education (CSE), coordinating meetings, facilitating communication between school and families, and ensuring program recommendations are effectively implemented.

- Professional Development: Collaborate with the Director of Special Services to develop and facilitate professional development for staff on best practices in special education, understanding students' IEPs, differentiation, and accommodations to meet the diverse needs of students with disabilities.

- Student Support and Progress Monitoring: Monitor and support the academic progress and social-emotional development of students with IEPs, utilizing data to inform instruction and interventions.

- Collaboration with Academic and Culture Teams: Work closely with the Director of Special Services, academic leadership, and the school culture team to integrate special education services into the broader educational program, promoting an inclusive school environment.

- Coaching and Development of Special Education Teachers: Provide coaching and professional support to special education teachers through ongoing development, observation, and feedback cycles, aimed at enhancing instructional effectiveness and student outcomes.

Role: Dean of High School Preparedness

Reports to: Director of Teacher Support

Additional Qualifications:

- Experience in the NYC High School Placement Landscape: Deep familiarity with NYC DOE high school placement processes, including navigating the application systems for boarding and private schools. Demonstrated experience in securing tuition assistance and scholarships for students, highlighting a comprehensive understanding of the requirements and opportunities available to support students in achieving their high school educational goals.

Core Responsibilities:

- High School Placement Strategy: Develop and implement comprehensive strategies for high school placement, starting from 7th grade, to ensure successful transitions for students into high schools that match their academic and personal aspirations. This includes managing the placement process for students participating in the opt-in 9th-grade program to secure sophomore year placements.

- Academic Support Coordination: Collaborate with social workers to provide targeted support for academically struggling students, facilitating interventions and strategies to improve grades and pass classes. This includes ensuring that students with IEPs have the necessary supports in place, in coordination with the special services team.

- Transcript and Compliance Management: Work closely with the academic leadership team to ensure student transcripts are accurate and reflect students' achievements. Oversee compliance with Academic Tracking System (ATS) protocols for tracking student achievement and attendance.

- Application Process Support: Guide students through the high school application process, providing resources, workshops, and one-on-one assistance to navigate applications, interviews, and decision-making.

- Alumni Support and Tracking: Establish and maintain a support system for alumni to ensure their continued success beyond MMM. This includes tracking alumni progress, offering resources for academic and personal development, and fostering a network of support among former students.

- Collaboration with School Leadership: Engage in strategic planning with school leadership, including the Head of School and Directors, to align high school preparedness initiatives with MMM's broader educational objectives and core values.

- Parent and Community Engagement: Actively engage parents and the broader community in the high school placement process, ensuring they are informed, involved, and supportive of their children's educational pathways.

- Collaboration with Advisors: Partner with Advisors to support their cohorts of students through the high school placement process, assisting in setting and achieving individual student goals related to academic performance and behavioral development.

Role: Humanities Lead

Reports to: Director of Teacher Support

Additional Qualifications:

- Valid New York State teaching certification in a humanities content area for high school grade levels.

- Innovative thinker with experience in leading curriculum development efforts that incorporate best practices in humanities education, aligning with MMM's mission and academic model.

Core Responsibilities:

- Instructional Leadership: Guide and mentor humanities teachers and fellows, emphasizing the integration of dialogic supports and peer learning communities to enhance teaching and learning in line with MMM's academic model.

- Regents Exam Preparation: Strategically prepare students for the Common Core ELA Regents exam, utilizing MMM's innovative curriculum that promotes critical thinking and aligns with state standards.

- Mentorship and Coaching: Provide mentorship and coaching to teachers and fellows, focusing on the utilization of ICT frameworks and embedding MMM's key design elements and core values into humanities instruction.

- Curriculum Development: Collaborate in the curriculum development process, ensuring that it reflects MMM's mission of inclusivity, equity, and creativity, and supports the academic success of all students, particularly those identifying as LGBTQ+.

- Professional Development: Lead professional development initiatives that support the humanities department's growth, focusing on dialogic teaching methods, ICT integration, and the promotion of a genderful and inclusive classroom environment.

Role: STEA+AM Lead

Reports to: Director of Teacher Support

Additional Qualifications:

- Valid New York State teaching certification in high school Mathematics, with a proven track record in guiding students to pass the NY Regents exam in Algebra I.
- Experience in embedding principles of Science, Technology, Engineering, Arts + Activism, and Mathematics (STEA+AM) into an inclusive and equitable curriculum, particularly in ways that resonate academic and social justice mission.
- Demonstrated ability to innovate within STEA+AM education, incorporating project-based learning, digital literacy, and activism into the curriculum in ways that engage and empower all students, especially those from historically marginalized communities.
- Curricular Innovation and Instructional Leadership: Spearhead curricular development and instructional strategies across STEA+AM subjects, ensuring alignment with MMM's commitment to a genderful, inclusive, and justice-oriented educational approach. Promote interdisciplinary learning that integrates arts and activism into STEM subjects to foster critical thinking, creativity, and social responsibility.
- Regents Exam Preparation and Academic Achievement: Implement targeted strategies to prepare students for success on the NY Regents exams in Algebra I, leveraging adaptive learning technologies and differentiated instruction to meet diverse learner needs. Monitor and analyze student performance data to continually refine and enhance exam preparation efforts.
- Professional Development and Teacher Support: Lead professional development workshops focused on the integration of STEA+AM principles into classroom instruction, emphasizing innovative teaching methods, use of technology, and the incorporation of social justice themes. Provide ongoing mentorship and coaching to STEA+AM teachers and fellows, fostering a collaborative professional community committed to academic excellence and equity.
- Collaborative Curriculum Development: Work closely with the Director of Teacher Support, humanities lead, and special services team to co-create a cohesive and interdisciplinary curriculum that reflects MMM's mission. Ensure that STEA+AM courses are rigorous, relevant, and responsive to the needs and interests of all students, particularly those identifying as LGBTQ+.
- Community Engagement and Partnerships: Develop partnerships with local STEA+AM organizations, universities, and community groups to enrich the curriculum with real-world learning opportunities, guest speakers, and project collaborations. Engage families and the

broader community in STEA+AM initiatives, showcasing student work and fostering an appreciation for the role of STEA+AM in addressing societal challenges.

Additional Responsibilities:

- Contribute to the school's culture of continuous improvement by actively participating in the school's academic leadership team meetings, sharing best practices, and soliciting feedback to refine STEA+AM programs.

- Ensure that STEA+AM education at MMM not only meets academic standards but also serves as a platform for students to explore their identities, advocate for social justice, and develop as well-rounded, critical thinkers prepared to contribute positively to their communities and the world.

Role: Dean of Students

Reports to: Director of School Culture

Core Responsibilities:

- Behavioral Support and Intervention: Implement and manage effective behavior support systems in alignment with MMM's restorative justice principles. Oversee the development and execution of behavior intervention plans for students, ensuring a nurturing and supportive environment.

- Knowledge of Restorative Justice Practices: Strong background in restorative justice practices and their application in a school setting. Ability to train and guide staff in these practices.

- Student Engagement and Well-being: Spearhead initiatives that promote student engagement, mental health, and well-being. Organize and facilitate activities, clubs, and programs that support MMM's inclusive and joyous school culture.

- Safety and School Climate: Collaborate closely with the Director of School Culture and the school's security officer to maintain a safe, respectful, and welcoming environment for all students and staff. Implement strategies to ensure physical and emotional safety.

- Attendance Monitoring and Support: Work with the operations team and social workers to monitor student attendance, identifying trends and developing interventions to improve student participation and engagement.

- Family and Community Engagement: Serve as a liaison between the school and families, fostering strong relationships and open communication. Engage families in the educational process and school activities.

Additional Responsibilities:

- Collaboration with Academic Teams: Work in close collaboration with the academic leadership team to support students' academic and social-emotional needs. Assist in the integration of school culture initiatives with academic goals.

Role: Lead Social Worker

Reports to: Director of Special Services

Additional Qualifications:

- Licensure and Credentials: Must hold an LMSW and have the credentials required for supervising other social workers, ensuring compliance with professional standards and ethical practices.

Core Responsibilities:

- Mental Health and Well-being Support: Implement and oversee programs that support the mental health and well-being of students, providing direct services and coordinating with external resources as needed.
- Crisis Intervention: Lead efforts in crisis intervention, providing immediate support and follow-up services for students facing emotional, social, or behavioral crisis.
- Supervision and Team Leadership: Manage and provide supervision for the social work team, ensuring high-quality service delivery and professional development.
- Professional Development: Offer professional development and training for school staff on recognizing and responding to student mental health needs, creating a supportive school environment, and understanding mandated reporting requirements.
- Family and Community Engagement: Facilitate communication and collaboration with families, external counseling agencies, and community-based organizations to support student well-being and academic success.
- Behavioral Intervention Support: Collaborate with the Director of Special Services and the Director of School Culture to develop and implement behavioral intervention plans, ensuring alignment with MMM's inclusive and restorative approach.
- Mandated Reporting Training: Responsible for monitoring and training staff on mandated reporting requirements, ensuring all staff are informed and compliant with legal obligations to protect students.

- External Collaboration: Work with outside counseling agencies and community-based organizations to facilitate access to additional support services for families and students as needed.

General Education, Special Education, and Fellow will have the same core Qualifications:
For General Education Teachers, Special Education Teachers, and Teacher Fellows at MMM, the following qualifications aligned with our core values are essential:

- Major Work (Commitment to Excellence):
  - Demonstrated ability to design and implement engaging, rigorous, and culturally responsive lesson plans that meet the diverse needs of all students, including those identifying as LGBTQ+, students with disabilities, and English language learners.
  - A track record of utilizing assessment data to inform instruction, set high academic expectations, and achieve outstanding student outcomes.
- Major Joy (Cultivators of Happiness):
  - Proven experience in creating a positive and inclusive classroom environment that encourages creativity, exploration, and joy in learning.
  - Ability to integrate arts, activism, and the exploration of diverse identities into the curriculum to enhance student engagement and foster a sense of belonging.
- Major Pride (Champions of Diversity and Inclusion):
  - Commitment to equity, inclusion, and social justice in education, with experience in implementing strategies that affirm the identities of all students and reduce educational disparities.
  - Skills in culturally responsive teaching and the ability to create an educational space where students of all backgrounds feel valued and understood.
- Major Love (Advocates of Compassion and Empathy):
  - Strong interpersonal skills and emotional intelligence, with the ability to build trusting relationships with students, families, and colleagues.
  -

- Experience in supporting students' social-emotional learning and well-being, with strategies to address the unique challenges faced by LGBTQ+ youth and other marginalized groups.

- Major Light (Bearers of Innovation and Vision):
  - A willingness to embrace and lead innovative educational practices, including the use of technology, project-based learning, and interdisciplinary approaches that align with MMM's academic model.

  - A commitment to professional growth and learning, actively seeking opportunities to expand one's pedagogical toolkit to better serve the evolving needs of students and the school community.

Role: General Education Teacher and Special Education Teacher

Reports to: Director of Teacher Support and Director of Special Services (or designee)

Additional Qualifications for General Education Teachers:

- Proven ability to integrate MMM's core values into teaching practices.
- Experience with ICT models and utilizing adaptive technology to enhance learning.
- Commitment to continuous professional development in culturally responsive pedagogy and innovative teaching methods.

Additional Qualifications for Special Education Teachers:

- Individualized Instruction: Design and implement IEPs (Individualized Education Programs), utilizing specialized instructional strategies to meet the unique needs of students with disabilities.
- Collaboration with Special Services: Work closely with the Director of Special Services and other related service providers to coordinate support and interventions for students with IEPs or 504 Plans.

Core Responsibilities for all teachers:

- Curriculum Development and Instruction: Develop and deliver a curriculum that aligns with state standards, MMM's core values, and our genderful and inclusive academic model. Ensure lessons are differentiated to meet the diverse learning needs of students, including the use of ICT (Integrated Co-Teaching) models and adaptive technology where applicable.

- Assessment and Evaluation: Utilize a variety of assessment tools to monitor student progress towards learning objectives. Implement formative and summative assessments to inform instruction and provide feedback to students and families.

- Classroom Management: Create a safe, inclusive, and supportive classroom environment that fosters a sense of community and encourages student engagement and self-expression. Employ restorative justice practices to address classroom conflicts and build a culture of empathy and respect.

- Professional Development: Engage in ongoing professional development activities to improve instructional practices, with a focus on culturally responsive pedagogy, social-emotional learning, and innovative teaching methods. Participate in peer learning communities and collaborative planning sessions led by the Humanities Lead, STEA+AM Lead, or Director of Teacher Support.

- Family and Community Engagement: Communicate regularly with families and caregivers about student progress, curriculum highlights, and opportunities for involvement in the school community. Collaborate with school leadership and support staff to connect families with resources and support services as needed.

- Collaboration and Teamwork: Work collaboratively with other teachers, support staff, and school leadership to plan interdisciplinary units, share best practices, and support school-wide initiatives. Contribute to the creation of a cohesive and dynamic learning community that reflects MMM's core values.

Role: Fellow

Reports to: Dean of Fellowship

Additional Responsibilities for Fellows:

- Mentorship Participation: Engage actively in the mentorship and coaching process, receiving guidance from the Dean of Fellowship, Humanities Lead, or STEA+AM Lead to refine teaching practices and integrate MMM's academic model and core values into daily instruction.

- Commitment to educational equity and inclusion, particularly in supporting LGBTQ+ youth and other marginalized groups.

- Desire to engage in continual learning processes and professional growth within an innovative educational setting.

- Support with Advisory, Small Group Instruction, lunch and recess duties, and other school-wide monitoring to ensure engagement, and safety for students.

Core Responsibilities:

- Instructional Support: Assist in the delivery of curriculum under the guidance of mentor teachers and the Dean of Fellowship.
- Professional Learning: Actively participate in a structured mentorship program, focusing on developing teaching competencies and integrating MMM's core values.
- Assessment Assistance: Support the implementation of assessment strategies to monitor student learning outcomes.
- Classroom Management Support: Contribute to creating a positive learning environment that reflects the school's mission and core values.
- Collaborative Engagement: Participate in professional development sessions and collaborative planning with mentor teachers and fellows.

Role: Social Worker

Reports to: Lead Social Worker

Qualifications:

- Major Work (Commitment to Excellence):
  - Master's degree in Social Work (MSW) with state licensure (LMSW or LCSW) and a minimum of 2 years of experience in a school setting or working with youth in educational or community-based settings.
- Major Joy (Cultivators of Happiness):
  - Demonstrated ability to foster a positive and supportive environment for students, aiding in their social and emotional development.
- Major Pride (Champions of Diversity and Inclusion):
  - Strong commitment to diversity, equity, and inclusion, with experience providing culturally competent services to LGBTQ+ youth and other marginalized groups.
- Major Love (Advocates of Compassion and Empathy):
  - Exceptional interpersonal and communication skills, with a proven track record of building trusting relationships with students, families, and staff.
- Major Light (Bearers of Innovation and Vision):
  - Ability to employ innovative approaches in social work practice, utilizing data and evidence-based strategies to support student well-being and achievement.

Core Responsibilities:

- Mandated Counseling Services: Provide mandated counseling services to students as outlined in their Individualized Education Programs (IEPs) or as needed, ensuring services are delivered with sensitivity and in alignment with best practices in social work.
- Collaboration with Dean of High School Preparedness: Work closely with the Dean of High School Preparedness to support students in their high school application process, aligning efforts to ensure students' emotional and social needs are addressed during this critical transition period.
- School-Wide Support: Offer general counseling and support services to all students, focusing on emotional well-being, social skills development, and conflict resolution.
- Mission Alignment: Ensure all interventions and support strategies are in harmony with MMM's mission, vision, and core values, promoting an inclusive and supportive school environment.
- Interdisciplinary Collaboration: Work closely with teachers, administrators, and the special services team to implement comprehensive support plans for students, including behavior intervention plans and social-emotional learning initiatives.

Role: **Operations Manager**

Reports to: Director of Operations

Qualifications:

- Major Work (Commitment to Excellence):
  - Bachelor's degree in business administration, education management, or a related field preferred, with a minimum of 3 years of experience in operational or administrative roles within an educational or similar setting required.
- Major Joy (Cultivators of Happiness):
  - Proven ability to create and maintain a positive, organized, and efficient operational environment that supports a joyful and inclusive school culture.
- Major Pride (Champions of Diversity and Inclusion):
  - Experience in implementing and managing operations that promote diversity, equity, and inclusion, with a specific understanding of the needs of LGBTQ+ and other marginalized communities.

- Major Love (Advocates of Compassion and Empathy):
  - Strong interpersonal skills and the ability to communicate effectively with a diverse range of stakeholders, demonstrating empathy and a commitment to resolving issues with compassion.

- Major Light (Bearers of Innovation and Vision):
  - Innovative operational thinker with a track record of improving processes and systems to support educational excellence and the strategic goals of the school.

Core Responsibilities:

- Instructional Support: Ensure that all teachers and classrooms are equipped with the necessary instructional materials, coordinating closely with the Director of Teacher Support to align resources with the academic calendar and curriculum needs.

- Exam Administration: In collaboration with the Director of Special Services and the Director of Teacher Support, manage the scheduling and administration of exams, ensuring smooth operation in line with school-wide academic schedules and standards.

- Compliance and Safety: Monitor and ensure compliance with all safety protocols, including the organization and documentation of safety drills, in collaboration with the Director of Operations to maintain a secure learning environment.

- Front-Office Management: Serve as a primary point of contact for families and visitors, addressing inquiries and concerns promptly and efficiently, facilitating a welcoming and inclusive atmosphere.

- Operational Efficiency: Oversee daily operational tasks, including facility management, technology support, and vendor coordination, to ensure the smooth functioning of the school environment.

- Data Analysis and Reporting: Assist in data analysis and reporting tasks, providing operational insights to the Director of Operations for strategic decision-making and reporting to external stakeholders.

Role: Student Recruitment and Retention Manager

Reports to: Operations Manager

Qualifications:

- Major Work (Commitment to Excellence):
  - Demonstrated experience in student recruitment and retention, with a track record of meeting enrollment targets in an educational setting.

- Major Joy (Cultivators of Happiness):
  - Strong interpersonal and communication skills, capable of engaging effectively with a wide range of stakeholders including students, families, and community organizations.

- Major Pride (Champions of Diversity and Inclusion):
  - Deep commitment to equity and inclusion, with experience in outreach to diverse communities and understanding of the unique challenges faced by LGBTQ+ youth and other marginalized groups.

- Major Love (Advocates of Compassion and Empathy):
  - Empathy and sensitivity to the anxieties and concerns of new and prospective families, with the ability to provide supportive and informative guidance.

- Major Light (Bearers of Innovation and Vision):
  - Creative thinker with the ability to innovate in recruitment and retention strategies, leveraging data to drive decisions and improve outcomes.

Core Responsibilities:

- Student Recruitment: Design and implement strategies to attract and enroll a diverse student body, aligned with MMM's mission and core values, including outreach to underserved communities.

- Retention Strategies: Develop and execute programs and initiatives aimed at retaining students, focusing on creating an inclusive and supportive environment that addresses the needs of all students, including LGBTQ+ youth and students with special needs.

- Family Engagement: Build strong relationships with families and the community, serving as a primary point of contact for inquiries and support throughout the enrollment process and beyond.

- Data Management and Analysis: Maintain accurate student records and data, utilizing this information to inform recruitment and retention strategies and report on progress to school leadership.

- Collaboration and Communication: Work closely with the academic and school culture teams to ensure that MMM's educational offerings and culture are accurately represented in recruitment materials and events.

Role: Operations Assistant

Reports to: Operations Manager

Qualifications:

- Major Work (Commitment to Excellence):
  - Associate's or Bachelor's degree preferred, with experience in an administrative or operational role within an educational setting.

- Major Joy (Cultivators of Happiness):
  - Strong interpersonal skills, with a natural ability to create a welcoming and positive experience for families and visitors.

- Major Pride (Champions of Diversity and Inclusion):
  - Demonstrated commitment to fostering an inclusive environment, with sensitivity to the needs of a diverse student body and community.

- Major Love (Advocates of Compassion and Empathy):
  - Excellent communication skills, capable of empathetic interactions and effectively resolving concerns.

- Major Light (Bearers of Innovation and Vision):
  - Proactive and resourceful, with a willingness to take initiative and support the school's mission through operational excellence.

Core Responsibilities:

- Front Office Management: Serve as the primary family-facing personnel, embodying MMM's mission and vision while managing day-to-day front office operations.

- Support for Operations: Assist the Operations Manager in ensuring that all instructional materials are readily available and that school compliance measures, including safety drills, are executed effectively.

- Communication and Collaboration: Act as a liaison between families and the school's leadership team, addressing concerns and facilitating solutions in a manner consistent with MMM's core values.

- Resource Coordination: Coordinate the distribution of resources to support academic and operational needs, ensuring efficiency and alignment with educational goals.

- Data Management: Assist in the collection and analysis of school data to support continuous improvement efforts and compliance reporting.

Role: Custodian

Reports to: Operations Manager

Qualifications:

- Major Work (Commitment to Excellence):
  - Experience in custodial, maintenance, or similar roles, demonstrating a commitment to high standards of cleanliness and facility care.
- Major Joy (Cultivators of Happiness):
  - Ability to work effectively both independently and as part of a team, contributing to a positive school environment.
- Major Pride (Champions of Diversity and Inclusion):
  - Respect for all members of the school community, showing sensitivity to the diversity of the school's population.
- Major Light (Bearers of Innovation and Vision):
  - Flexibility and adaptability in responding to the needs of the school, demonstrating problem-solving skills and a proactive approach to facility management.

Core Responsibilities:

- Facility Maintenance: Ensure cleanliness and upkeep of school facilities, following health and safety guidelines to create a safe and welcoming environment for students, staff, and visitors.
- Resource Management: Manage cleaning supplies and equipment, ensuring efficient use and inventory control.
- Support for School Events: Provide logistical support for school events and activities, including setup and cleanup, to facilitate smooth operations.
- Compliance and Safety: Assist in maintaining compliance with safety regulations, participating in safety drills and contributing to the overall security of the school environment.

Selection Process:

Our selection process involves a rigorous evaluation process that includes interviews, performance tasks and/or demonstration lessons, and an assessment of candidates' alignment with our mission, vision, core values and academic program model. We prioritize internal talent development, aiming to promote from within our community where possible. For external recruitment, we will undertake a broad search, utilizing professional networks and educational platforms to attract candidates who resonate with our mission. See section R-12C - Staff Recruitment and Retention for more information about the selection process.

R-12AC - Personnel
R-12C - Staff Recruitment and Retention

"I want to make sure that any young person, or anyone really, who is looking up to me — who sees a glimpse of who I am as a person — that they see no shame. That they see pride, and that I'm truly unabashed about the person that I am."

Samira Wiley

Staff Recruitment:
For the recruitment of qualified teachers and staff at Miss Major Middle, our approach will be rooted in the school's mission and vision, the unique needs of our students, and the strong connections within our community. Aligning with best practices for educational staffing, MMM will bring Major Joy into our search processes. Recruitment will be based on criteria that emphasize not just qualifications and teaching experience, but also a strong alignment with our core values. This ensures candidates are not only skilled educators but also passionately committed to the school's mission and the unique needs of its students.

MMM will form a Teacher Selection Committee that includes existing school leaders, faculty representatives, and at least one member of the Trans+/Queer Advisory Council (T+/QAC) to ensure a comprehensive perspective in the recruitment process. This committee's diversity aligns with MMM's commitment to inclusivity and represents the school's values and community needs. The committee will initiate an extensive outreach campaign to attract a diverse pool of teaching candidates. This will include leveraging educational job boards, social media, professional networks, and partnerships with organizations focused on educational equity and LGBTQ+ advocacy. Priority will be given to candidates who have experience or a strong interest in LGBTQ+ inclusive education and those who demonstrate a commitment to creating an affirming classroom environment.

Applicants will undergo a thorough screening process that includes structured interviews, teaching demonstrations, and evaluations of their ability to integrate MMM's values into their teaching practice. This multi-stage process ensures that selected candidates are highly qualified and mission-aligned. Potential hires will have the opportunity to interact with the school community, including teachers, parents, and students, to gauge fit and ensure mutual alignment with MMM's educational philosophy and community expectations.

Our recruitment and hiring process is designed to bring strong, mission-aligned educators and staff into our school community. With a holistic approach that values diversity, inclusion, and a passionate

commitment to our core values, we are setting a high standard for who gets to shape the minds and hearts of our students. MMM commits to building a team that not only excels academically but also champions the school's core values of Major Work, Major Joy, Major Pride, Major Love, and Major Light, ensuring that every member contributes to a learning environment where all students feel valued, understood, and empowered.

Staff Retention:

Teachers are the Major Light of our school community and preventing burnout requires thoughtful, meaningful, and compassionate investment in staff retention. At MMM, we create supportive schedules that lead to life-work balance. We budget for equitable salaries, provide multiple opportunities for relevant professional development experiences and, more than anything, our administrators actively solicit feedback and listen to our teacher community. Just as Major Love is at the center of our core values, teachers are at the center of our school model. We will retain great teachers because we are a middle school that prioritizes their well being at every level.

For our teachers, MMM commits to providing:

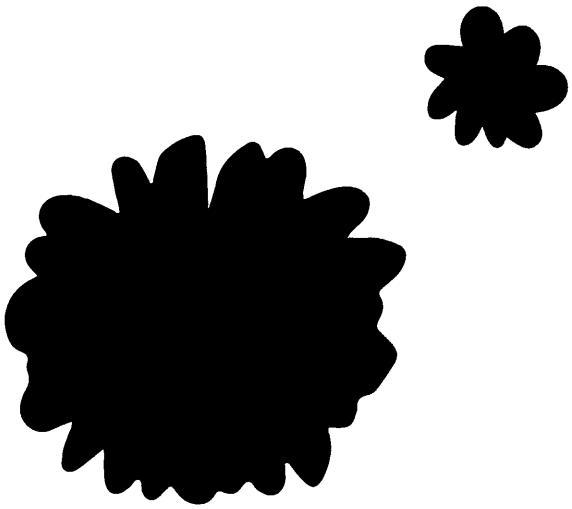
- **A Supportive School Culture:** By fostering a supportive, collaborative, and inclusive school environment, MMM aims to retain high-quality teachers. This includes creating a schedule that allows for ample prep time, breaks, cross-curricular conversations and partnerships, mentorship programs, peer support networks, and open channels for feedback and communication. We will put Major Work into creating mentorships to support new teachers and we will approach teacher development and training with brave, transparent, and supportive guidance and feedback. We support teachers who have caretaking responsibilities outside of the school and have built in weekly professional development during the school day which allows teachers to leave at 4:15PM.

- **Meaningful Professional Development:** MMM will offer continuous professional development opportunities tailored to the needs of the staff, focusing on areas such as inclusive curriculum design, LGBTQ+ issues in education, and innovative teaching methodologies. We will encourage staff to bring their passions, interests, and perspectives into our planning sessions, encouraging teachers to form planning and affinity groups. We will regularly gather feedback from our staff in regards to what types of professional developments are working and what changes could be made when they're not. Teachers will want to stay at MMM because their voices are heard.

- **Recognition and Growth Opportunities:** Recognizing and rewarding excellent teaching and providing clear pathways for professional growth and leadership within the school will be key strategies for retaining top talent. Utilizing our Framework for Equitable and Excellent Teaching (FEET) teacher evaluation framework, we will support an engaging and collaborative

methodology for developing teacher practices and affirming growth. As teachers will have multiple moments of success, we will have daily reasons to draw attention to these successes. MMM will take every opportunity to appropriately highlight our teacher's wins and will celebrate each success with Major Joy!

- **Work-Life Balance:** MMM is committed to ensuring a healthy work-life balance for its teachers, recognizing the importance of personal well-being in sustaining high-quality teaching and staff morale. We will encourage and practice various strategies of mindfulness. We will not just respect but affirm teachers' needs for rest and rejuvenation throughout the working day and school year. We know a teacher's whole self and spirit go into the Major Work of their practice and MMM's job is to create structure and guidance that will lead to true teacher sustainability.



R-12D - Personnel Policies

Miss Major Middle

2025-2026 Personnel Policies

DRAFT

These policies contained in this Handbook are designed to assist in achieving consistent personnel practices and to best utilize the human and other resources of Miss Major Middle Charter School (MMM) in the achievement of its goals and objectives. These personnel practices do not constitute a contract between Miss Major Middle and its employees.

The Board of Trustees of Miss Major Middle is the source of authority concerned with setting personnel objectives and issuing policy statements. All staff will be under the policy authority of the Board of Trustees. The Executive Director will be responsible for the implementation of this policy statement and for the development of detailed procedures consistent with its intent and individual objectives.

While it is the role of the Board of Trustees to develop and adopt these policies, it is the role of the Executive Director to interpret and implement them. Each employee of Miss Major Middle will be provided with a copy of this personnel policy manual and oriented as to its implementation.

These personnel policies may be amended by the Board of Trustees at any time, with a copy of any changes provided to all employees within 90 days. This policy statement will be reviewed at least annually by the Board of Trustees. The Executive Director may take recommendations to the Board for changes at any time.

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Section 1 - General School Policies

1.1 INTRODUCTION

Welcome to Miss Major Middle Charter School! Thank you for joining our team and genderful community. We are all excited to share Major Light and experience Major Joy with our teachers, staffe, students and our families. We have Major Pride in our community and know you will bring Major Love into the Major Work we do together. We wish that your employment at Miss Major Middle is a rewarding experience and we look forward to the opportunity of working together to create a successful school for our community.

Sincerely,

Jill Glassbrook & Joji Florence, Co-Founders

1.2 MISSION/VISION/DESIGN ELEMENTS

Mission
Miss Major Middle Public Charter School (MMM) empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive, and genderful environment.

Vision
MMM creates a space where students are agents of justice, where their identities are affirmed, their voices are heard, and their humanity is celebrated.

The spirit of our school is embodied by our namesake, Miss Major Griffin-Gracy. Miss Major is a Black transgender activist who played a pivotal role in the Stonewall Uprising and has dedicated her life to advocating for the rights and well-being of transgender and gender-nonconforming individuals.

MMM is founded upon four key design elements:

1. **A 'Genderful' School:** MMM lives at the intersection of gender, choice, liberation, joy and creativity. Our 'genderful' students explore their gender, embrace their own identity, and decide how they will authentically walk through the world.

2. **Physical and Emotional Brave Space:** MMM creates a shared space where we work toward physical and emotional safety for all students. We prioritize total inclusivity by ensuring that policies and resources are designed with and for trans, gender-nonconforming, queer and ally students and families.

3. **Rigorous Academic Programming:** We establish a standards-aligned, justice-oriented, and culturally-responsive curriculum to achieve a high standard of excellence. MMM is committed to delivering a robust problem- and project-based curriculum that marshals the power of discourse and iterative discovery to prepare students for the complexities of life.

4. **Creative and Self Expression:** We harness the power of creative and self expression as a tool for community engagement, self-preservation, and academic exploration. We embed arts (performing, visual, tactile, digital) into our daily schedules, community gatherings, social justice focus areas, and academic programming.

1.3 EQUAL EMPLOYMENT OPPORTUNITY POLICY

The School is an Equal Employment Opportunity (EEO) employer and supports the principles of equal opportunity and diversity in employment. The School seeks to ensure that no person encounters discrimination on the basis of race, color, religion, sex, national origin, age, disability, genetic information, ancestry or ethnicity, alienage or citizenship status, or any other federally protected category. In addition, School policy prohibits discrimination against any candidate or employee on the basis of marital status, partnership status, sexual orientation, gender identification, or domestic violence victim status. This commitment applies to all School employment practices including, but not limited to, hiring, termination, retention, promotion, recruitment, or compensation.
The board will support with all compliance with these policies and the various Federal laws enacted to prohibit discrimination in all aspects of employment. These laws include but are not limited to:

- Title VII of the Civil Rights Act of 1964 (Title VII), as amended
- Age Discrimination In Employment Act of 1967 (ADEA), as amended
- Title I, Americans With Disabilities Act, as amended
- Equal Pay Act of 1963 (EPA), as amended
- Civil Rights Act of 1991, as amended

Employee awareness of workplace discrimination, harassment and retaliation is essential in helping Miss Major Middle achieve our goals. The School provides awareness training using a variety of methods including but not limited to special briefings for all new employees on their first workday, traditional classroom training, and the utilization of publications and technology to inform all employees of their legal obligations and protections in the context of daily work situations.

1.4 DISABILITY NON-DISCRIMINATION AND REASONABLE ACCOMMODATION

Miss Major Middle will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental disability if such accommodation would not impose an undue hardship on the School and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to

perform the essential functions of his or her job should notify his or her supervisor and/or the Executive Director and request such an accommodation. The School will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation. The individual is encouraged to fully cooperate with the School in seeking and evaluating alternatives and accommodations. The School may require medical verification of both the disability and the need for accommodation.

The School will attempt to make reasonable accommodations for staff members observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on School operations. If you desire a religious accommodation, you are required to make the request in writing to your supervisor and/or the Executive Director as far in advance as possible.

1.5 POLICY AGAINST SEXUAL HARASSMENT

Policy Statement

It is the policy of Miss Major Middle to provide and maintain a work environment that is free from sexual harassment. Sexual harassment, like any other form of harassment, will not be tolerated at the School. This policy applies to all employees, at all levels of the School, regardless of their position. Sexual harassment in the workplace is unlawful and represents a serious violation of School policy.

Prohibited sexual harassment includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or offensive working environment. Sexual harassment also includes a supervisor, male or female, making submission to sexual advances, performance of sexual favors, or verbal or physical conduct of a sexual nature, either explicitly or implicitly, a term or condition of employment or a basis for an employment decision.

An employee who engages in sexual harassment is subject to disciplinary action, up to and including termination of employment. Sexual harassment refers to behavior: (1) that is not welcome; (2) that is, or would be, offensive to a person of reasonable sensitivity and sensibilities; (3) that fails to respect the rights of another; and (4) that unreasonably interferes with an employee's work performance and effectiveness or creates an intimidating, hostile or offensive working environment. Behavior with intentions to be playful in nature, or joking is unacceptable, and will be deemed the same as sexual harassment.

The following are examples of sexual harassment:

- An employee engages in a pattern of unwelcome sexual language or conduct that is sufficiently severe or pervasive that it interferes with the job performance of another employee.

- An employee refuses to have an affair with his or her supervisor, and, in retaliation, the supervisor terminates the employee's employment.

The following are examples of conduct that all employees should avoid. Such conduct may violate School policy against sexual harassment, whether or not it constitutes sexual harassment under the law.

This is not an exhaustive list.

- Unwanted sexual advances, flirtation, touching, propositions, or contact with supervisors or coworkers.
- Display of sexually suggestive objects, posters, or pictures.
- Unwelcome verbal remarks of a sexual nature, in the form of degrading comments, propositions, or jokes.
- Threats or suggestions that an employee's job, promotion, wages, or benefits are subject to or influenced by submission to sexual demands or tolerance of harassment.
- Repeating words or conduct of a sexual nature after the person addressed has indicated that such words and/or conduct are unwelcome.

Complaint Procedure

If you believe that you have been subjected to sexual harassment, whether by a supervisor, co-worker, or any other person with whom you come into contact in connection with your work for Miss Major Middle, you should immediately report the incident to your supervisor or the Executive Director. A complaint against the Executive Director should be reported directly to the Chair of the School's Board of Trustees.

Miss Major Middle will conduct a prompt and impartial investigation of the complaint. This investigation may include (but will not necessarily be limited to) interviews with the employee who made the complaint, interviews with the alleged harasser, and interviews with other employees who may have witnessed the reported incident or incidents.

The School strives to release information arising out of a complaint or an investigation of sexual harassment only on a need-to-know basis. You should be aware, however, that information must be shared in order to conduct an effective investigation. Likewise, Miss Major Middle expects any supervisor who receives a complaint of sexual harassment from an employee, or who otherwise has reason to believe that an employee is being or has been subjected to sexual harassment, to report the incident or incidents promptly to the Executive Director for investigation.

Miss Major Middle will make determinations as to claimed violations of this policy on a case-by-case basis after taking into account all of the relevant circumstances. It is the School's policy to impose discipline, up to and including termination of employment, on any employee who violates this policy.

Any employee who makes a report in good faith of harassment may do so without fear of reprisal. Miss Major Middle will not tolerate retaliation against an employee for making such a complaint under this policy or for participating in an investigation regarding a claimed violation of this policy. Any such retaliation will result in discipline, up to and including termination.

An employee with a complaint of harassment may also contact the New York District Office of the United States Equal Employment Opportunity Commission ("EEOC") at 33 Whitehall Street, 5th Floor, New York, NY 10004 (212-336-3620) or the New York State Division of Human Rights, Office of Sexual Harassment, 55 Hanson Place, Suite 900, Brooklyn, NY 11217 (718-722-2060).

1.6 POLICY AGAINST OTHER FORMS OF HARASSMENT

Miss Major Middle strives to provide and maintain a work environment that is free from intimidation, hostility, and other offenses that may interfere with employee work performance. Harassment of any kind, including use of verbal or physical harassment based on race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, or other legally protected status is unlawful and will not be tolerated. If you believe that you have been subject to any such harassment, you are encouraged to report the matter promptly, using the complaint procedure outlined in Section 1.5 (above) for sexual harassment matters.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequences because of such report. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. The complete Whistleblower Policy is included in section 1.12 below, and is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School. The Whistleblower Policy is not an employment contract and does not modify the employment relationship between the School and its employees, nor does it change the fact that employees of the School are employees at will. Where provisions exist elsewhere under law and/or School policy governing the disclosure of information and other obligations, and /or retaliation relative to such disclosure, such laws and/or School policies shall govern.

1.7 ALCOHOL, SMOKING, AND DRUG POLICY

Miss Major Middle is committed to providing an environment for its employees and students that is free of the problems associated with substance abuse. The School prohibits employees from reporting to work while impaired or under the influence of alcohol, illegal drugs, or lawfully prescribed medication that is being abused or misused in any manner. The School also prohibits employees from smoking in all school buildings and on school buses and from unlawfully using, possessing, soliciting, distributing, transferring, or selling controlled substances on school premises. E-cigarettes, for the purposes of this policy, are considered under the same violation as regular cigarettes, and if needed by an employee must be used outside of the school premises and at least 20 feet away from school property. Violators of this policy will be subject to discipline, up to and including termination of employment.

The proper use of prescription medication, if prescribed for the employee by a licensed physician, is permitted, provided such use will not impair the employee's ability to do his or her job effectively or otherwise pose a risk to the safety of the employee, students, or others. Only the employee may use such medication. Distribution of prescription medicine to other employees or any other member of the school community is not allowed. Employees must advise their supervisor if they are taking any prescribed medication or over-the-counter medication that may adversely affect job performance or safety.

If you have knowledge of an incident involving smoking or alcohol or drug use in violation of school policy, you are responsible for immediately notifying your supervisor. All reports will be promptly investigated. The School strives to release information arising out of a report or an investigation only on a need-to-know basis. You should be aware, however, that information may need to be shared in order to conduct an effective investigation. If an investigation confirms that a violation of this policy has occurred, appropriate disciplinary action will be taken, up to and including termination of employment.

1.8 ETHICS AND CONFLICTS OF INTEREST POLICY

Employees are required to scrupulously avoid situations or positions that present an actual or potential conflict of interest (as defined below) or that may give rise to the appearance of a conflict or an actual conflict between the employee's personal interests and his or her duties to Miss Major Middle.

If an employee believes he or she may have a conflict of interest, the employee is required to report such concerns in writing to his or her supervisor or the Executive Director as soon as possible. In this event, the employee shall refrain from further actions in pursuit of such conflict until such time as the conflict can be reviewed and resolved. Violators of this policy may face disciplinary action, up to and including termination of employment.

A "conflict of interest" occurs when an individual is in a position to influence a decision that may result in a personal gain to the individual or a relative as a result of any transactions or business dealings involving the School. "Personal gain" may result when the employee or a relative receives any kickback, bribe, gift, job benefit, special compensation, or other special consideration as a result of any transaction or business dealings involving the School. For the purposes of this policy, an employee's "relatives" include those persons related to the employee by blood, marriage, or adoption, and all members of the employee's household.

Outside Employment and Activity Policy

While Miss Major Middle recognizes that its employees may desire to be involved in outside employment and activities, outside employment or activities must not interfere or conflict with an employee's position at Miss Major Middle. Employees are required to report to their supervisor any outside employment or activities that may conflict with the employee's position at Miss Major Middle.

Miss Major Middle may not retain the services of any person employed by any of its funding sources. No employee, officer, or agent of Miss Major Middle shall participate in the selection, award, or administration of a contract supported by federal funds if there is a conflict of interest or the appearance of conflict of interest. Officers, employees or agents of Miss Major Middle shall not solicit or accept gratuities, favors or anything of monetary value for personal gain from contractors, potential contractors or parties to sub-agreements. No person may offer to give any officer or employee of any funding source any item of value pursuant to an understanding that such officers or employees vote, official action or judgment would be influenced thereby.

Gift Policy

Employees are not permitted to accept gifts of any kind of a value exceeding one hundred dollars ($100.00), including, but not limited to, money, goods, food, entertainment, or services, from students or their families. If an employee is offered a gift in excess of $100.00, even if the employee refuses it, the employee must report the matter to the Executive Director immediately.

1.9 CONFIDENTIALITY POLICY

Employees may develop, learn about, and/or have access to the School's Confidential Information (defined below). Employees are required to comply with the School's policies in effect from time to time for protecting Confidential Information and shall not, at any time during or after termination of employment for any reason, disclose or use the School's Confidential Information, other than as required by applicable law or for the proper performance of the employee's duties and responsibilities to the School.

Miss Major Middle follows all procedures to ensure the protection of student education records consistent with the requirements of applicable law. Employees should consult with their supervisor, the Head of School, or the Executive Director before releasing any information contained in a student's education records. Employees are strictly prohibited from disclosing information of a confidential or personal nature about a student to any unauthorized persons.

For purposes of this policy, "Confidential Information" refers to any and all information of the School or its affiliates, whether regarding the School's students, employees or otherwise, that is not publicly known or that is only publicly known through a wrongful act on the employee's part or on the part of any other person having an obligation of confidentiality to the School or its affiliates. Confidential Information includes any information that the School or its affiliates has received, or may receive, with any understanding, express or implied, that the information would not be disclosed. Confidential Information also includes information contained in student education records.

Violations of this policy may result in disciplinary action, up to and including termination of employment. Any materials containing Confidential Information must be returned to an employee's supervisor or the Executive Director upon termination of employment for any reason (including resignation). Please note that the confidentiality restrictions contained in this policy shall continue to apply after employment terminates, regardless of the reason for such termination.

1.10 MANDATORY REPORTING OF CHILD ABUSE POLICY

Miss Major Middle strives to protect its students from child abuse and maltreatment and is committed to responding effectively to incidents involving either of the same. Consistent with this policy and the requirements of applicable law, the School will investigate and report suspected child abuse and maltreatment.

All employees of Miss Major Middle are "mandated reporters" under New York law. This means that Miss Major Middle employees are required to report suspected child abuse, maltreatment, or neglect,

when you have reasonable cause to suspect that such abuse, maltreatment, or neglects has occurred or is occurring. For more information concerning your obligations, you should consult with the School Social Worker or Head of Schools, who will provide you with information concerning the School's abuse and neglect policy. You can also find more information on the website of the New York City's Administration for Children's Services, at the following URL: http://www.nyc.gov/html/acs/html/child_safety/mandated_reporters.shtml.

Any employee who makes a report in good faith of child abuse, maltreatment, or neglect may do so without fear of reprisal. Miss Major Middle will not tolerate retaliation against an employee for making such a complaint under this policy or for participating in an investigation regarding a claimed violation of this policy. Any such retaliation may result in disciplinary action, up to and including termination of employment.

1.11 POLICY AGAINST CORPORAL PUNISHMENT

Corporal punishment is prohibited by Miss Major Middle, is against the law, and will result in disciplinary action, up to and including immediate termination of employment. If an employee becomes aware of an incident of corporal punishment, the employee must report the matter immediately to his or her supervisor, the Head of School or the Executive Director. Failure to report corporal punishment will result in disciplinary action, up to and including termination of employment.

1.12 WHISTLEBLOWER POLICY

The School requires all employees to observe a high standards of business and personal ethics as they relate to Miss Major Middle in the conduct of their duties and responsibilities. Employees and representatives of the School must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. Employees and representatives of the school are expected to be honest and to act with integrity in fulfilling their responsibilities and are expected to comply with all School policies and applicable laws and regulations.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the Schools assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations. Under the Occupational Safety and Health Act (OSH Act), employees may file complaints with OSHA if they believe that they have experienced discrimination or retaliation for exercising any right afforded by the OSH act. This includes incidents that are related to workplace safety or health hazards; or for participating in OSHA inspection conferences, hearings, or other OSHA-related activities. Under the Asbestos Hazard Emergency Response Act (AHERA), employees may file complaints with OSHA if they believe they have experienced discrimination or retaliation for reporting alleged violations of environmental laws relating to asbestos in elementary and secondary school systems.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy. Employees may make such a report to their supervisor or to the Executive Director. If an employee has a complaint is about the Executive Director, the employee should report the matter immediately to the Chair of the School's Board of Trustees.

Section 2 - Nature Of Employment

2.1 AT-WILL EMPLOYMENT

The Executive Director will be hired by the Board of Trustees. All other personnel will be hired by the Executive Director or Head of School. All persons selected will receive a written copy of the signed employment agreement which will include position, title, starting salary, exemption status, and overtime rate (if applicable).

Unless otherwise specified in writing in an employment contract between the employee and the Head of Schools or the Executive Director of the School, **all employees are employed by Miss Major Middle "at-will,"** which means that both the employee and the School may terminate the employment relationship at any time for any reason, with or without notice. Employees are not guaranteed employment for any length of time.

This employee handbook is not intended to and does not establish any promise of continued employment nor does it establish any contractual rights between you and Miss Major Middle. Rather, this employee handbook is only intended to provide a general outline of the School's policies, practices and benefits in effect from time to time, which the School may change at its discretion at any time and from time to time.

2.2 CRIMINAL BACKGROUND CHECKS

Applicable state law requires that a new employee successfully clear a criminal background check before the employee's first day of employment at the School. All job applicants shall be subject to general background checks for credit and criminal records and all credit checks shall be conducted strictly under the requirements of the Fair Credit Reporting Act. The background check is administered by the State Education Department, which will notify the School when applicants for employment are cleared to begin work.

In some cases, the Department will issue a conditional appointment where state records show no basis for denial of employment but where the FBI record is delayed. In rare cases, when an emergency vacancy occurs, the School may also issue an emergency conditional appointment. In the case of any such conditional appointment, measures will be taken to ensure that the conditionally appointed employee is supervised on a regular basis to ensure the safety of students.

While background checks must be performed for all new staff members, it is vital that staff members are aware that they must disclose to the School any new convictions while employed.
Laws for Fingerprinting and Background Check Requirements NY can be seen here:
http://www.highered.nysed.gov/tcert/ospra/fingerprintingcharts.html
Resources for Fingerprinting NY Charter Center fingerprinting service can be seen here:
http://nyccharterSchools.org/lead/for-teachers/fingerprinting

Convictions during Employment

Employees have a continuing obligation to inform the School of any convictions that occur during his/her employment at the school. Additionally, the School will receive any updates about arrests or convictions from state and federal authorities. If a conviction is reported or discovered, the School must investigate and determine whether termination is appropriate.

2.3 EMPLOYMENT STATUS

Regular Employment
All employees of Miss Major Middle shall be hired according to one of the following classes of employment. They are notified of their class of employment before they accept a position with Miss Major Middle. Employees hired as full-time regular employees are eligible for all benefits as described in this manual. The School may also hire part-time employees. Part-time employees are those who are scheduled to work for fewer than 30 hours per workweek. Part-time employees are not eligible for benefits or paid leave as stated in this manual, with following exception; all employees have worker's compensation coverage.

Full-time Employees
Full-time employees are those who are assigned to an established position at the School with a regular work week of at least forty (40) hours. They receive all mandatory benefits and are generally eligible for all of Miss Major Middle's discretionary employee benefits, subject to the terms, conditions and limitations of each employee benefit program, in effect from time to time.

Full-time employees may be employed either as eleven-month employees or twelve-month employees. Miss Major Middle's teachers are typically eleven-month employees. Miss Major Middle's administrative employees are typically twelve-month employees. This determination is made at the employee's time of hire or transfer to a new position.

Temporary Employees
Temporary employees are those who are hired for short-term periods, usually no longer than six (6) months. They will receive all legally mandated benefits but are not currently eligible for Miss Major Middle's discretionary employee benefits.

On-Call Employment
An on call employee has no specific period of employment and is hired on an as needed basis. On-call employees are not eligible for paid holidays, paid leave or any other benefit to which employees with regular status are entitled.

2.4 EMPLOYMENT CLASSIFICATIONS

Fair Labor and Standards Act (FLSA)
Positions that employees hold will also be classified as either exempt or non-exempt pursuant to the Fair Labor Standards Act and in respect to eligibility for overtime pay. An employee is exempt from the overtime provisions of the Fair Labor Standards Act when s/he holds a position that meets specific standards for executive, administrative or professional categories provided by FLSA. An employee who is considered exempt is not paid overtime for hours worked in excess of forty (40) per week. A non-exempt

employee is one which occupies a position which is covered by the overtime provisions of the FLSA and must be paid time and one half for hours worked in excess of forty per week. The computation for hours worked in excess of forty does not include holidays, vacation, sick leave, or other time off. See the Overtime policy in next section for additional information.

2.5 COMPENSATION

Salary Advances
No advances will be granted to any employee under any circumstances.

Wage Garnishment
The School complies with any and all court orders, the Consumer Credit Protection Act, and any other applicable laws or orders with regards to wage garnishments and/or wage attachments. On receipt of a court order, the School will notify the employee immediately, begin withholding the specified portion of the employee's wages, and provide the employee a copy of the order.

Policies for Errors in Pay
Every effort is made to avoid errors in your paycheck. If you believe an error has been made for any reason, including, but not limited to, an overpayment or underpayment, please contact the Head of School or Executive Director immediately. Paycheck errors of less than $200.00 (overpayment or underpayment) will be corrected on the next regularly scheduled payroll period. Paycheck errors over $200.00 will be handled on an individual basis depending on the circumstances.

If an employee believes a mistake has occurred with respect to overtime pay or if the employee has any questions, the employee should use the complaint procedure set forth in the Fair Labor Standards Act Safe Harbor Policy below.

2.6 PAY DAYS

Paychecks are issued on a semi-monthly basis. There are twenty-four (24) pay periods each year and contributions for benefits are allocated across the twenty-four paychecks. Staff members who begin employment in the middle of a pay period will be paid on a prorated basis from the first day they work. If the pay date falls on a weekend or holiday, employees will be paid on the prior business day.

Time and Place of Payment
If you have direct deposit, your pay will be deposited into an account at your financial institution using the account information that you have provided. If you do not have direct deposit, your paycheck will be mailed to your home address on record with the School. We encourage employees to take advantage of the direct deposit option. All employees are encouraged to use direct deposit. Direct deposit enrollment forms will be provided to employees along with their hiring materials once they accept employment.

Paychecks will be administered on the 15th and the final day of the month. In the event that the 15th or the final day of the month falls on a weekend, the pay date may be the prior business day.

All employees are paid on a twelve-month schedule, regardless of whether they are eleven-month employees or twelve-month employees. A pay schedule will generally be circulated during staff pre-service for the academic year and is available upon request.

If an employee is given a paper pay check and loses that check, he or she must submit a written request to his or her supervisor or the Executive Director for a new check to be issued. The request must indicate the date on the check, the pay period it covered, and the amount. The employee must also certify that he or she believes the check to be lost and that if the employee finds the check, he or she will return it to Miss Major Middle's Director of Operations. A new pay check will be issued to the employee as soon as practicable after the request is submitted.

Work Days and Work Week

All employees are required to work according to a schedule determined by the School. Regular attendance is essential to the School's efficient operation and is a necessary condition of employment. Employees are expected to report to work as scheduled and on time. The standard work week for Miss Major Middle instructional staff will be Monday to Friday 8:00 a.m. to 4:30 p.m.; Professional Development sessions will be included during these work hours, and all staff are required to attend. The non-instructional staff schedule will be set at the discretion of the Head of School or his or her designee.

The School reserves the right to make changes to its work schedule at any time as needs dictate. If it is impossible to report for work as scheduled, employees must call or text the Head of School by 7:00a.m. on the day the employee is scheduled to work (or earlier if possible). Employees will also need to send an email to the Director of Operations as well as the Head of School and the direct supervisor. If the absence is to continue beyond the first day, the employee must notify the Head of School or his/her designee on a daily basis unless otherwise arranged.

Absence for three consecutive workdays without notifying the Head of School or his/her designee will be considered voluntary termination.
If you're arriving to work late, you must advise the Head of School when you expect to arrive for work. If you are unable to call in yourself because of an illness, emergency or for some other reason, you are required to have someone call for you.

Parent Workshops & Required Work Events

Each year Miss Major Middle has approximately 10 parent and community focused events that occur on Weekday evenings and/or Saturday morning/afternoon. Community and family involvement is a core pillar of Miss Major Middle; all employees are expected to be present at least 80% of these events. The events will be made known in the school calendar prior to the beginning of the school year and throughout the school year. If a staff member cannot attend one of these events they are expected to notify the Head of School or Assistant Principal two weeks prior to the event. Staff will not receive additional compensation for these events.

Summer Recess

Non-exempt employees will not receive additional compensation during the summer for classroom preparation or planned professional development. Classroom preparation and professional development will not be compensated beyond the regular payment schedule.

Overtime Pay
For non-exempt employees, hours worked in excess of forty (40) per week must have the Head of School or Executive Director's advance approval.

2.7 EMPLOYMENT RECORDS

It is Miss Major Middle's policy and practice to accurately compensate employees and to do so in compliance with applicable state and federal laws. To ensure that the employee is paid properly for all time worked and that no improper deductions are made, the employee must record correctly all work time and review his or her paychecks promptly to identify and to report all errors. Non-exempt employees must not engage in any off-the-clock or unrecorded work.

Access to Employment Records
In recognition of individual rights to privacy, we maintain only those records and collect only personal information that is necessary for organizational purposes. We make every effort to maintain the confidentiality of all personal information. However, the School will cooperate with and provide access to personnel files to local, state and federal agencies in accordance with applicable law. Employees who wish to inspect their personnel file may do so in the presence of a School representative. Employees will not be allowed to view investigation records or any letters of reference. Please contact your supervisor if you would like to review your personnel file. It is important that your personnel records are kept updated at all times. Please promptly report any changes in the following items to your Director of Operations:

1. Legal name
2. Home address
3. Home telephone number (or cell phone, if applicable)
4. Emergency contact person (and contact information)
5. Dependents/beneficiaries
6. Marital status
7. Change of insurance beneficiary(s)
8. Exemptions on your W-4 tax form
9. Certification status
10. Professional licenses

Medical Records
Confidential health and medical records are not included in your personnel file. The School will safeguard such records from disclosure and will divulge only that information:

(1) as allowed by law, as referenced in the Health Insurance Portability and Accountability Act of 1996 ("HIPA") or other federal or state law;
(2) to the employee's personal physician upon written request of the employee;
(3) as required for Workers' Compensation cases;

(4) on a need-to-know basis, in connection with matters in which the employee has put his or her health or ability to perform his or her job in issue; or
(5) as otherwise required by law.

Pre-employment
Pre-employment and other background investigations are conducted in accordance with federal and state laws regarding individuals offered employment by the Miss Major Middle.

Notification of Arrests
Employees must notify the Head of School or Executive Director within 48 hours of being arrested or charged with any local, state or federal crime, misdemeanor or other offense, unless the criminal action or proceeding has already been terminated in favor of the employee. Such notification will not necessarily disqualify you from continued employment.

Verification of Employment
The School will provide dates of employment when employment verification is requested. The School will provide wage/salary information if the appropriate authorization and release has been provided by the employee. The School is not required to provide recommendations and/or terms of separation and/or rehire status unless required by law.

Form I-9
The School is required to maintain employment eligibility verification on U.S. Citizenship and Immigration Services Form I-9 for each of its employees, along with copies of the documents used to establish the employee's identity and employment authorization.

Section 3 - Insurance And Retirement Benefits

3.1 BENEFITS SUMMARY

All full-time regular staff members will receive the insurance and other benefits offered by the School. Eligibility, coverage, deductibles and carriers of such benefits are subject to modification or termination at any time at the sole discretion of the School or the respective insurance carriers. These benefits may be modified or discontinued at the sole discretion of the School at any time. Benefits are only available to full-time regular employees who are regularly scheduled to work a minimum of forty (40) hours per week. Part-time employees, temporary employees and employees who are regularly scheduled to work less than forty (40) hours per week may not be eligible to receive the benefits. If elected, health insurance coverage begins the first of the month following thirty days of employment as a full-time regular employee.

Certain other employee benefits, such as Workers' Compensation, Disability, Social Security, and Unemployment Insurance, are provided to all employees (regardless of whether full-time, part-time, or temporary), to the extent required by law.

Domestic Partner Policy

Miss Major Middle offers domestic partner health coverage along with individual and family plans. The employee requesting coverage for a domestic partner (or any other family member) must be able to show documentation of familial relationships as required by the selected policy.

Medicare

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

3.2 MEDICAL AND DENTAL INSURANCE

Miss Major Middle will offer group medical and group dental insurance coverage to eligible full-time employees, consistent with the terms and requirements of applicable plan documents. Regular part-time employees and temporary employees are not currently eligible for group medical or group dental insurance coverage through the School. Group medical and dental insurance coverage is optional for eligible employees.

Employee co-payment for group medical and group dental insurance premiums will be required and will vary depending upon the level of coverage selected by the employee (*e.g.*, individual or family coverage). Employee contributions to insurance premiums will be deducted from the employee's bi-monthly paychecks on a pre-tax basis.

3.3 403(B) RETIREMENT PLAN

Miss Major Middle will offer a 403(b) retirement plan to eligible full-time employees, consistent with the terms and requirements of applicable plan documents. Participating employees may elect to contribute to their 403(b) retirement plan through pre-tax compensation reduction. Contributions and the amount of compensation taken into account under the plan are subject to applicable limits under federal law. Participating employees may opt out of the 403(b) plan or make changes to their deferral elections in accordance with the administrative procedures established by the School or the plan administrator from time to time. Miss Major Middle will make employer contributions to match the employee's deferral contributions to the 403(b) plan up to 3%. The School may, however, decide, in its discretion, in the future to modify, suspend, or terminate these employer contributions in whole or in part, with or without notice. In the event of a discrepancy between the summary provided in this handbook and the 403(b) plan's official plan documents, the official plan documents will control.

3.4 DISABILITY INSURANCE

Miss Major Middle provides disability insurance coverage for all employees in accordance with the requirements of the State of New York at no cost to the employee, consistent with the terms of applicable plan documents. Details of the School's disability insurance plan coverage, including benefit amounts, when benefits are payable, limitations, restrictions, and other exclusions are described in the summary plan description provided to eligible employees.

Long-Term Disability

Miss Major Middle offers long-term disability ("LTD") insurance coverage to eligible full-time employees at no cost to the employee, consistent with the terms of applicable plan documents. Details of the School's current LTD insurance plan coverage, including benefit amounts, when benefits are payable, limitations, restrictions, and other exclusions are described in the summary plan description provided to eligible employees.

3.5 LIFE INSURANCE

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

3.6 WORKERS' COMPENSATION INSURANCE

All employees of the School are covered by workers' compensation insurance for occupational illness or injury. If an employee sustains a work-related injury or illness, the employee must report the matter to his or her supervisor and the Director of Operations immediately. No matter how minor the illness or injury may seem, it is important that it be reported immediately. Failure to report an illness or injury could jeopardize an employee's entitlement to benefits. Neither Miss Major Middle nor the insurance carrier will be liable for the payment of Workers' Compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity (regardless of whether sponsored by Miss Major Middle), unless otherwise required by law.

3.7 UNEMPLOYMENT INSURANCE

Miss Major Middle provides unemployment insurance coverage for all employees in accordance with the requirements of the State of New York at no cost to the employee.

3.8 COBRA

Upon certain "qualifying events" (such as voluntary or involuntary job loss, certain reductions in hours worked, transition between jobs, the employee's death, and divorce) where coverage under group medical and group dental insurance plans might otherwise end, employees and their qualified beneficiaries who participate in the School's group health or group dental insurance coverage may be eligible to elect to continue their coverage at group rates for a period of time through the federal law known as "COBRA." Employees and their qualified beneficiaries who elect to continue their insurance coverage through COBRA must ordinarily pay the full monthly premium cost, plus a two percent (2%) administration fee.

Section 4 - Time Off and Breaks

4.1 LEAVE POLICY

From time to time, employees may need to take time off from work pursuant to one or more of the policies described below. Excessive absenteeism, even pursuant to the policies set forth below, may result in disciplinary action, up to and including termination of employment. **Employees are expected to provide sufficient advance notice, to the extent possible, before taking time off from work pursuant to these policies.**

For the purposes of calculating the leave allowances in this section, a "week" is the equivalent of five business days. Employees who need a reasonable accommodation to perform the essential functions of their job should notify their direct supervisor or the Executive Director pursuant to the Disability Non-Discrimination and Reasonable Accommodation policy set forth in Section 1.4 above.

General Leave with or without Pay
General leave with or without pay may be granted at the discretion of the Executive Director.

4.2 NO-FAULT DAYS AND SICK DAYS

No-Fault Days

Miss Major Middle expects its employees to report to work on-time for all scheduled work days. Employees are required to arrange for doctor's appointments and other personal business outside of the regular work day. The School recognizes, however, that there are times when an employee's personal life may interfere with the regularly scheduled work day. For this reason, among others, the School offers all full-time employees on the active payroll up to four (4) paid "no-fault" days each academic year, subject to the prior approval of the employee's supervisor. No-fault days may be requested for medical appointments or personal business that cannot be scheduled outside of the regular school day, caring for a sick family member, or other personal reasons. Regular part-time employees and temporary employees are not eligible for no-fault days. Eligible full-time employees may request "half-day" no-fault days (which must start or end at 12:00 p.m., unless otherwise agreed to in writing by the employee's supervisor) or whole-day no-fault days.

Eligible full-time employees should request permission to take a no-fault day at least two (2) weeks in advance whenever possible, and if earlier notice is not possible, in all events no later than 4:20 p.m. on the business day prior to the requested no-fault day, or such other time specified by the employee's supervisor.

Approval is subject to staffing needs, student coverage, and other operational considerations at the School. For this reason, employees are encouraged to request no-fault days as far in advance as possible. Requests for no-fault days will not ordinarily be granted during the first few weeks and final few weeks of the academic year or during teacher or staff orientation or training, immediately before or after scheduled vacation days, school breaks or holidays, or during such other times determined by the School from time to time in its sole discretion.

Employees hired after August 1 in any given year are granted a pro rata portion of the four (4) no-fault days for that twelve (12) month period immediately upon the first day of employment. Unused personal leave days will roll-over from year to year up to five (5) total personal leave days. No-fault days are forfeited upon termination of employment (regardless of reason). Employees are not eligible to be compensated for unused no-fault days upon termination of employment or at any other time.

Sick Days

Miss Major Middle permits full-time employees to take up to four (4) paid sick days each academic year for days when the employee is unable to work because of his or her own illness or injury that is not job-related. (Employees should request no-fault days to care for a sick family member.) Regular part-time employees and temporary employees are not generally eligible for paid sick days. Sick days do not have to be scheduled in advance, but the employee must notify his or her supervisor by phone call or in person no later than 7:00 a.m. on each sick day that the employee is absent, unless the employee is physically unable to do so, as well as each day of absence thereafter, unless, in the case of a continuing absence, the supervisor has authorized less frequent call-ins. If the supervisor is not available, the employee must notify the Executive Director or his designee. Leaving a message with a coworker is not sufficient. Likewise, requesting that a doctor's office submit medical documentation regarding the need for a sick day does not satisfy the employee's obligation to notify his or her supervisor by telephone or in person regarding the absence. If an employee fails to notify his or her supervisor as required by this policy, unless otherwise physically unable to do so, the employee will be deemed a "no-call, no-show" and may be subject to disciplinary action, up to and including termination of employment.

An employee's account will only be charged for two (2) sick days in the event of an absence from work for three (3) or more consecutive days due to the employee's own illness or injury, when such illness or injury is supported by sufficient documentation from the employee's doctor. The School reserves the right to amend, terminate, suspend, or replace this policy from time to time as it determines appropriate, with or without notice.

If the employee is absent from work for three (3) or more consecutive days due to an illness or injury, or for repeated periods of lesser duration, or in other circumstances where the School deems it appropriate, the School may require medical certification or other documentation regarding the absence and medical clearance to return to work, where applicable, through the employee's doctor.

Sick days do not carry over from one academic year to the next and are forfeited upon termination of employment (regardless of reason). Employees are not eligible to be compensated for unused sick days upon termination of employment or at any other time.

4.3 VACATION DAYS

Vacation Days for Eleven-Month Employees

Full-time and regular part-time eleven-month employees, including those employees who start mid-year, are eligible to take vacation days as outlined in the School calendar. Eleven-month employees are

required, however, to attend in-service training, even when this training is scheduled during a School break. Vacation days do not carry over from one academic year to the next and are forfeited upon termination of employment (regardless of reason). Eleven-month employees are not eligible to be compensated for unused vacation days upon termination of employment or at any other time.

Vacation Days for Twelve-Month Employees

Full-time twelve-month employees on the active payroll accrue up to eleven (11) days of vacation annually. Regular part-time twelve-month employees on the active payroll are eligible for vacation time on a prorated basis, depending on the number of hours they are regularly scheduled to work each week. For example, an eligible part-time employee who is regularly scheduled to work twenty (20) hours per week is eligible for up to five and one half (5.5) days of vacation annually.

Twelve-month employees may not use more than one (1) vacation day in each of the first three months of the academic year, unless they specifically request and receive prior approval from a supervisor. In addition, eligible twelve-month employees may be permitted to take vacation days as outlined in the School calendar, subject to the prior approval from the employee's supervisor. A twelve-month employee, however, should generally be prepared to work during School breaks.

Eligible twelve-month employees should request vacation days as far in advance as possible, but not less than two (2) weeks prior to the first day of any requested vacation. Employees will be notified by their supervisor regarding whether their request to take a vacation day has been granted. Approval is subject to staffing needs, student coverage, and other operational considerations at the School. For this reason, employees are encouraged to request vacation days as far in advance as possible. Requests for vacation days will not ordinarily be granted during the first few weeks and final few weeks of the academic year, during teacher or staff orientation or training, or during such other times determined by the School from time to time in its sole discretion.

Eligible twelve-month employees who work on the Instructional Leadership Team generally may not take more than two (2) consecutive days of vacation time during days when School is in session, and are encouraged to use vacation days when School is out of session. Other eligible twelve-month employees generally may not take more than five (5) consecutive days of vacation time during days when School is in session. Extended vacation time should be planned to coincide with school breaks or during the summer when School is out of session.

Generally, unused vacation days do not carry over from one academic year to the next and are forfeited upon termination of employment (regardless of reason). However, twelve-month employees may carry-over up to five (5) vacation days from the previous academic year, which must be used before summer orientation begins in August for the following academic year. Any days that are carried over, but not used as of the start of orientation will be forfeited. The School reserves the right to amend, terminate, suspend, or replace this policy from time to time as it determines appropriate, with or without notice.

Employees who fail to comply with this policy may be subject to disciplinary action, up to and including termination of employment.

4.4 HOLIDAYS, SCHOOL CLOSURE, AND OTHER BREAKS

Miss Major Middle closes on certain holidays and other days, all of which are indicated on the School calendar. In cases of conflict, the School calendar prevails, and Miss Major Middle reserves the right to amend its School calendar as needed at any time with the approval of the Board of Trustees.

Holidays and School closure days will not be deducted from an employee's accrued vacation time. All full-time employees are eligible for pay at their regular rate on these holidays. Regular part-time employees may be eligible for pay at their regular rate for the hours they are regularly scheduled to work on a holiday. Temporary employees are not eligible to receive holiday pay.

School Closure
The School will close due to inclement weather or other conditions whenever the local public School district (e.g., the New York City Department of Education) closes all of its Schools. Additionally, notices will be placed on the School's voicemail system and website. At the discretion of the Executive or his/her designee, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the School year.

Severe Weather and Emergency Conditions
In the event of severe weather conditions or other emergencies, the Executive Director may decide to close the School for all or part of the day. If this decision is made, you will be notified as soon as possible. For fulltime employees, no loss of pay will occur as a result of early dismissal for this reason. Likewise, if such employees report to work and find that the School is unexpectedly closed due to an emergency, no loss of pay will occur. Any employee who was on a previously approved leave day during a declared emergency shall not be charged leave for the emergency period.

Lunch Hours
Each full-time employee and part-time employee working more than 6 hours per day may select to take either a half hour or full hour lunch without pay as approved and scheduled by the Head of School. For day shift staff, lunch hours may be taken from 11:00 a.m. to 2:00 p.m. For staff starting at 3:00 p.m. or later, lunch hour shall be taken between 6:00 p.m. and 8:00 p.m. the Head of School may approve a different lunch hour for employees who work split shifts.

Nursing Parents Policy
The School will abide by the "Breastfeeding Mothers Bill of Rights" which requires employers to provide reasonable break time for an employee to express breast milk for her nursing child for one year after the child's birth each time that employee has need to express milk. The School will make a concerted effort to accommodate mothers who choose to continue to breastfeed after returning to work.

The School will attempt to provide a private room, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public, or space that is sanitary and close to an employee's work area, to express milk during work hours. The School will endeavor to provide a room

with an electrical outlet, comfortable chair and nearby access to running water. Employees who have a private office area may use it for breastfeeding or milk expression. Employees will provide their own breast pump. Employees may use their own cooler packs to store expressed breast milk or may store milk in a designated refrigerator/freezer. Employees should provide their own containers, clearly labeled with their name and the date. The School will attempt to provide a breastfeeding employee with adequate breaks for flexible breastfeeding or pumping. The time used for these purposes should not exceed the normal time allowed for lunch and breaks unless prior approval has been granted by the Head of School or Executive Director.

4.5 LEAVES OF ABSENCE

Although Miss Major Middle is not a covered employer under the federal Family and Medical Leave Act, the School voluntarily chooses to grant leaves of absence to eligible employees in accordance with the provisions set forth below.

Eligibility for Leave

A full-time or regular part-time employee may request an unpaid leave of absence for medical or other urgent personal reasons. Temporary employees are not generally eligible for a leave of absence.

Except for leaves required by state or federal law, all unpaid leaves of absence and extensions are granted at the discretion of the School on a case-by-case basis. In addition to considering the staffing and other needs of the School in deciding whether to grant a requested leave or extension of leave, Miss Major Middle will consider the employee's length of service, attendance record and work performance, the likelihood of the employee's continued employment with the School, and the reason or reasons for the request.

Requests for Leave

A request for leave must be made to the employee's supervisor as far in advance of the proposed starting date of the leave as possible. The School may require documentation before considering requests for leave (or an extension).

Benefits During Leave

A leave of absence is unpaid. However, a full-time employee may use available sick days and a twelve-month employee may choose to draw down unused vacation time during any otherwise unpaid portion of the leave. Such time will be payable at the usual pay periods. In addition, an employee who is unable to work as a result of a work-related injury may be eligible for workers' compensation insurance benefits, and may also qualify for New York State Disability Insurance benefits.

If an employee is on an unpaid leave of absence, he/she may maintain participation in the School's health, dental, and vision plans by continuing to pay the full premium cost of coverage from month to month during the leave. Participation in any other School benefit plans during leave is determined by the terms of the applicable plan, as in effect from time to time, and will be at the employee's cost.

Return from Leave

Because the School has limited staff, when an employee is on a leave of absence, it may be necessary to fill the employee's position, depending on the duration of the leave, the nature of the employee's position, staffing, coverage and/or other considerations. Therefore, Miss Major Middle cannot guarantee reinstatement following leave. Whenever practicable, however, an employee who returns from leave will be reinstated to his/her original position or to one comparable to it. If such a position is not available, the employee may be given preferential consideration when a comparable position for which the employee is then qualified becomes available.

An employee returning from medical leave must provide the School with certification from his or her treating physician that the employee is medically able to return to work. An employee who is reinstated at the conclusion of a leave of absence will retain his or her continuity of service as of the date his/her leave began, and will retain all benefits earned prior to the commencement of the leave, except to the extent such benefits were used or exhausted during the course of the leave.

If, due to medical reasons, an employee is unable to return to work at the end of a leave of absence, or at the end of any extension granted by the School, his or her employment may be terminated. An employee who otherwise fails to return to work at the end of a leave of absence, or at the end of any extension granted by the Company, will be considered to have resigned without notice.

Reporting While on Leave

During any leave of absence, an employee is expected to maintain periodic contact with his or her supervisor, the Head of School and/or the Executive Director to advise them of his or her progress and anticipated return-to-work date.

No Retaliation

The School does not retaliate against any employee for requesting a leave of absence under this policy in good faith or who takes a leave of absence under this policy in accordance with its terms.

4.6 FAMILY CARE: MATERNITY, PATERNITY, AND ADOPTIVE LEAVE

Full-time employees who have been employed by the School for at least ninety (90) days will be entitled to a paid or unpaid leave of absence for family care, maternity, paternity, or adoption based on employee status and reason.

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

An employee may request up to twelve (12) weeks of leave per year for purposes of the birth or adopting a child and subsequently caring for that newborn or adopted child. Generally, one (1) week of the 12-week leave for this purpose will be paid. An additional period of up to seven (7) weeks of the

12-week leave will be paid to eligible employees during the period of the employee's disability after giving birth. The remaining portion of the leave is unpaid. However, twelve-month employees may elect to draw down their unused vacation time during any unpaid portion of leave. Employees may not use consecutive no-fault days or sick-days to cover the unpaid portion of the leave. To avoid any doubt, both paid and unpaid leave run and are calculated regardless of School holidays. For example, if an employee is on paid leave during one week December holiday, that week is still counted towards the seven weeks of paid post-birth disability leave.

Adoption Leave Requests

Employees who are adoptive parents will be permitted to take the same leave and upon the same terms as natural parents for the adoption of a child upon the start of the parent-child relationship.

Requested leave of absence for adoption (and/or foster care) will be granted on a case-by-case basis, and leave will be permitted to employees who adopt children of pre-School age or younger or who are under the age of 18 and deemed to be "hard to place" or handicapped under the New York Social Services law.

A request for leave under this policy must be made in writing to the employee's supervisor and the Executive Director as far in advance as possible, and in all events at least two (2) weeks' prior to the proposed starting date of the leave, except when such notice is not possible because of early delivery or unexpected placement of a child for adoption. Such notice must indicate:

- the anticipated date of departure;
- an intention to return to work; and
- the anticipated date of return.

4.7 LEAVE TO DONATE BLOOD

Employees will be provided with up to three (3) hours of leave time in each calendar year to donate blood. Employees seeking leave to donate blood must give reasonable notice to their supervisors of at least three (3) working days prior to taking leave for blood donation. Non-exempt employees will receive paid leave to donate blood if the donation occurs at a blood drive at the School or at a School sponsored blood drive. Leave to donate blood will be unpaid, however, if the nonexempt employee's donation occurs at a blood drive or facility that is not sponsored or otherwise connected with the School. As required by the Fair Labor Standards Act, exempt employees taking leave to donate blood under this policy will do so without a loss or reduction in pay. All employees taking leave to donate blood through a non-School-sponsored blood drive or at a blood drive away from the School may be required to provide proof of their blood donation. The School will not retaliate or tolerate retaliation against an employee for requesting or taking blood donation leave.

4.8 LEAVE OF ABSENCE FOR BONE MARROW DONATIONS

Miss Major Middle will grant a leave of absence to an employee who is regularly scheduled to work at the School at least twenty (20) hours per week for purposes of undergoing a medical procedure to donate bone marrow, consistent with the requirements of applicable law. The length of leave will be

determined by the employee's treating physician, but may not exceed twenty-four (24) work hours. This leave will be unpaid, unless otherwise required by law.

Employees requesting leave under this policy must provide the employee's supervisor with at least two (2) week's notice, except in cases of medical emergency attested to in writing by the treating doctor. The School may require verification from the employee's doctor about the purposes and length of leave requested under this policy.

4.9 BEREAVEMENT LEAVE

Miss Major Middle understands that the loss of a loved one can be a very difficult and stressful period and therefore provides full-time employees with paid bereavement leave for such circumstances. In the event of a death of an employee's immediate family member (as defined in this policy), full-time employees may take up to four (5) consecutive work days of paid bereavement leave. Requests for additional days of paid or unpaid bereavement leave may be granted at the discretion of the Executive Director.

"Immediate family members" include an employee's spouse, domestic partner, child, sibling, grandparent, grandchild, parent/guardian, aunt, uncle, niece, nephew, cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, parent of a domestic partner, and child of a domestic partner.

An employee who needs to take bereavement leave should notify his or her supervisor as early as possible so that arrangements can be made to cover in the employee's absence. In the event that bereavement leave is requested for a non-immediate family member, the employee shall make a request, and it can be accepted or denied, with or without pay, at the discretion of the Executive Director.

4.10 LEAVE TO SERVE ON JURY OR TO APPEAR AS A WITNESS IN A CRIMINAL TRIAL

Miss Major Middle understands that employees must fulfill their civic responsibilities by serving jury duty when required. The school expects and strongly urges that employees will make efforts to postpone their jury duty service to coincide with the School's vacation schedule whenever possible.

Jury Duty

Full-time regular employees who are called for and report to jury duty will be paid their regular rate of pay. An employee must provide his/her supervisor with written notification of the jury duty obligation as soon as possible (preferably the next business day or within 48 hours of receiving jury summons) following his or her receipt of notice.

At the end of jury duty, employees must provide certification of having served jury duty and the amount of money that was received in connection with such service, if any. Employees who have the option to serve "on call" are required to do so and to report to work if they are not called for the day. Employees must report to work when excused or dismissed from jury duty

Leave to Appear as Witness or Victim in Criminal Proceeding

Miss Major Middle permits employees to take a leave of absence to serve as a witness in a criminal trial. Leave for this purposes is generally unpaid, unless otherwise required by law. An employee requesting leave to serve as a witness in a criminal trial must submit the request in writing at least two (2) weeks in advance of the requested leave date. The employee will be required to provide verification of the subpoena or similar document requesting or requiring his attendance as a witness.

4.11 MILITARY LEAVE

The School will grant an unpaid leave of absence to employees for military or reserve duty, including service with the Reserves, National Guard or other Uniformed Services (collectively referred to as "military leave") in accordance with the provisions of the Uniformed Services Employment and Reemployment Rights Act ("USERRA") and applicable state law. Military leave will be granted regardless of whether the employee is called to duty or volunteers for duty. Employees are required to submit copies of their military orders to their supervisor as soon as possible after receiving them. Military leave is unpaid. However, a twelve-month employee may choose to draw down unused but unused vacation during any otherwise unpaid portion of the leave.

Full-time and regular, part-time employees who serve in the Uniformed Services shall normally be permitted to return to Miss Major Middle with all seniority, status and pay, as if they had not taken a leave of absence. Reinstatement rights are limited to those available under USERRA or applicable state law and do not apply to temporary employees, to employees who are discharged from the military under a disqualifying discharge or other than honorable conditions, to employees whose cumulative absences from the School for reason of service in the Uniformed Services exceed five (5) years (subject to certain exceptions), and/or for other reasons set forth in USERRA and/or applicable state law. Employees are required to report back to work in a timely manner, within such time periods as specified by applicable law.

Military Spouse Leave

An employee who is the spouse of a member of the United States armed forces, national guard or reserves who has been deployed during a period of military conflict (to a combat zone of operations or a combat theater) may be allowed up to ten days unpaid leave to be used when the employee's spouse is on leave. An employee who seeks leave under this section may be required to provide documentation to support their request for leave. For purposes of this policy, "period of military conflict" means a period of war declared by the U.S. Congress or in which a member of a reserve component of the armed forces is ordered to active duty.

4.12 CANCER SCREENING LEAVE

Employees are eligible to take up to a maximum of four (4) hours of excused, paid leave each school year to obtain a screening for breast or prostate cancer. Such leave will not be deducted from accrued sick leave or any other accrued leave. Employees are required to submit a written request for such leave to the Head of School or the Executive Director at least one (1) week in advance. The employee must provide documentation from his or her physician immediately after such leave is taken.

4.13 TIME OFF TO VOTE

The School encourages all employees to fulfill their civic responsibilities and to vote in public elections. Most employees' schedules provide sufficient time to vote either before or after working hours. Employees will be provided with time off to vote where they do not have sufficient time outside of their working hours to do so.
Up to two hours' time off for this purpose will be permitted without loss of pay. However, if the polls are open for at least four consecutive hours before or after your scheduled workday, you are deemed to have sufficient time outside of work hours to vote. Employees intending to take leave to vote should inform their supervisor that they will need leave to vote at least two (2) working days prior to the election. The School will not penalize any employee for properly requesting leave or properly taking leave under this policy.

Section 5 - Professional Expectations & Professional Development

5.1 EMPLOYEES' PRIMARY RESPONSIBILITIES

Employees are required to perform the duties and responsibilities outlined in the offer letter or employment contract signed by the employee and the Executive Director, as well as any other duties and responsibilities that the School may reasonably assign to the employee from time to time. Staff members are also expected to perform regularly assigned duties each school day including but not limited to supporting breakfast, lunch, recess, snack-time, and dismissal.

Miss Major Middle believes that meaningful professional development results in higher levels of student achievement. Employees will be required to participate in regular professional development, both on and off-site during school hours. Staff may also be asked to attend such professional development outside of work hours without additional pay, and will be able to accept or deny this opportunity at the employee's sole discretion.

Political Activities
Employment will not be offered as a consideration or reward for the political support of any political party or candidate for public office. No employee may use work time, property or materials of Miss Major Middle to try to affect proposed legislation.

Reporting and Investigation
Miss Major Middle is unable to effectively address bullying if incidents aren't reported. Members of our school community are encouraged and expected to make a verbal and/or written complaints to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, [0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment]. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor, the Head of School, or the Executive Director. All incidents of bullying

will be reported to the New York State Education Department on at least an annual basis, so that the state can evaluate Miss Major Middle's performance under the policy. Such incidents may be included in the Violent and Disruptive Incident Reporting (VADIR) system, as applicable.

All school personnel are required to report any incidents of student-to-student and staff-to-student bullying that they observe to their supervisor, the Head of School or the Executive Director. The results of any investigation will be reported to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

Disciplinary Consequences/Remediation
While we commit to a steady focus on prevention of bullying, when these incidents do occur offenders will be given remedial supports with in-school guidance regarding making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration. If the behavior rises to the level of criminal activity, law enforcement will be contacted. Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and will be consistent with both the district's and Miss Major Middle's Code of Conduct.

5.2 HOURS OF WORK

All employees are expected to sign in and sign out on each school day at the times specified in their respective employment contracts, unless a later start or earlier finish is required by the employee's supervisor or the Executive Director or otherwise approved in advance.

All full-time employees are encouraged and in some cases required to attend School events occurring outside of school hours. Employees are generally expected to attend and assist with Report Card Nights and occasional after-hours events, such as pot-luck dinners, picnics, and other events and activities identified by the School from time to time, but no more than two (2) days per month.

The School reserves the right to make exceptions to assigned start times and finishes in individual cases so that employees can pursue advanced degrees or continuing education programs that do not interfere with classroom instruction or other business critical meetings, including without limitation child study team meetings, grade level meetings, professional development sessions, and report card nights, among others. The School's decision about whether to grant an exception in a particular case shall be in the School's sole discretion and may depend on a number of factors, including the employee's tenure at the School, the employee's performance to date, the School's business needs, and other business considerations.

5.3 ATTENDANCE, PUNCTUALITY, AND PROCEDURES FOR REPORTING TARDINESS AND ABSENCES

Miss Major Middle expects regular attendance and punctuality from all employees. Employees are expected to make medical and other personal appointments during non-working hours whenever possible. If an employee knows that he or she will be unable to report to work or is going to be late, the employee must notify his or her supervisor in person or by telephone as early as possible, but no later

than 7:00 a.m. on the day of the absence or lateness, unless physically unable to do so, as well as each day of absence or lateness thereafter, unless, in the case of a continuing absence, the supervisor has authorized less frequent call-ins. If the supervisor is not available, the employee must notify the Head of School or Executive Director. Leaving a message with a coworker is not sufficient. Likewise, requesting that a doctor's office submit medical documentation regarding the need for a sick day does not satisfy the employee's obligation to notify his or her supervisor by telephone or in person regarding the absence.

If the employee is absent from work for five (5) or more consecutive days due to an illness, injury, or other reason, or for repeated periods of lesser duration, or in other circumstances where the School deems it appropriate, the School may require medical certification or other documentation regarding the absence and medical clearance to return to work, where applicable, through the employee's doctor. Employees who have more than two (2) unplanned absences during the academic year may, among other things, be required to provide their supervisor with requested documentation for any additional lateness or absence, regardless of duration.

If an employee fails to notify his or her supervisor as required by this policy, unless otherwise physically unable to do so, the employee will be deemed a "no-call, no-show" and may be subject to disciplinary action, up to and including termination of employment. An absence for three (3) consecutive days without proper notification is regarded as a voluntary resignation without notice, effective as of the start of the third workday.
Excessive absenteeism, repeated tardiness, and failure to properly notify the employee's supervisor are all violations of the School's attendance policy that may result in disciplinary action, up to and including termination of employment. Nothing contained in this policy, however, is intended to or does alter the at-will nature of the employment relationship. The School in its sole discretion shall make determinations as to whether termination of employment is appropriate in a particular case.

5.4 PROFESSIONAL DRESS

Miss Major Middle strives to demonstrate to parents, students and the larger community the importance of our School's work and the professionalism of our educators. Miss Major Middle requires employees to dress professionally in neat and clean attire that is not distracting to students or others whenever employees report to work and during School-related meetings and events, especially during parent-teacher conferences. A neat appearance and personal hygiene are required regardless of whether you are a member of the administrative staff or work in a classroom. Typically, male employees are expected to wear a shirt and tie and female employees are expected to wear comparably professional attire. Miss Major Middle will sponsor events from time to time when employees are permitted to wear more casual attire, including, for example, jeans and sneakers. Some examples of clothing that should not be worn, even when more casual clothing is permitted include: tight or revealing attire, such as uncovered tank or halter tops, mini-skirts, bike shorts, cut-off shorts, exercise clothing, tee-shirts (unless identifiable as promoting an educational institution), beach wear, and sandals/ flip-flops.

Employees who violate the School's dress policy may be subject to discipline and may be sent home to change clothing. Nothing contained in this policy, however, is intended to or does alter the at-will nature

of the employment relationship. The School in its sole discretion shall make determinations as to whether termination of employment is appropriate in a particular case.

5.5 PROFESSIONAL EVALUATION PROCESS

Miss Major Middle is committed to constant improvement and learning and considers all instructional time an opportunity to improve. Observations of instructional and professional practice will occur on a regular, ongoing basis and will include formal, informal, and pop-in classroom visits and observations. Educators will be observed in formal as well as informal settings, and all interactions at the work-place, or during an off-site experience as a representative of Miss Major Middle are considered experiences that are part of your professional obligations. Most observations will be unannounced with the goal of viewing instruction and interactions at different points in the academic schedule. Observations will be followed by prompt written and/or face-to-face feedback that outlines next steps for improving practice.

Formal evaluation meetings will be a culmination of formal and informal observations, professional expectations, and general job performance. Staff will be evaluated at least two (2) times each academic year; and Miss Major Middle's Rubric for Excellent Teaching will serve as a tool to support performance reviews and evaluations. From time to time, student achievement results (both growth and absolute achievement) will also be included in evaluations. Areas of strength and areas where growth is required will be discussed and goals will be set for further development in those areas.

Results of Negative Performance Evaluations

Miss Major Middle expects that all employees will carry out their responsibilities fully and to the best of their abilities and conduct themselves in a manner that best serves the School's interests. If an employee's work performance does not meet satisfactory standards, his or her supervisor, in conjunction with the Executive Director, may decide to take any one or more of the following steps, among others:

- Meet with the employee to identify areas of weakness and create a Plan to address deficiencies, called a "Performance Improvement Plan" (PIP);
- Counsel and recommend ways to address weaknesses within a specified time frame;
- Warn the employee verbally or in writing, with a copy to the employee's personnel file;
- Impose other discipline, such as an unpaid suspension;
- Terminate the employee's employment.

The steps outlined above are not progressive in nature and do not alter the at-will nature of employment. The School reserves the right in each case to take whatever corrective or disciplinary action it deems appropriate, up to and including termination of employment.

The PIP focuses primarily on area(s) in which the employee must demonstrate improvement, and outlines explicit, time-specific goals that the employee should work to meet. The PIP also defines the support and supervision that the employee can expect to receive from his or her supervisor while working to meet those goals. The School reserves the right to administer a PIP at any time, not just following a formal evaluation. Additionally, failure to show growth in specified areas on a Professional Improvement Plan could lead to further disciplinary action up to and including termination.

Corrective Action

Miss Major Middle 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 termination. All forms of substandard performance, work of unacceptable quality or quantity, excessive absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, any other form of improper conduct, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge. Most performance problems will be addressed using progressive discipline, which may include an oral warning, a written warning, a probation period, and then discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

5.6 PROFESSIONAL DEVELOPMENT

Miss Major Middle believes that the professional development of teachers and staff is integral to the academic success of students. We are committed to providing opportunities for professional development to all employees. Many of these opportunities will occur at the School, and will be led by a member of the Miss Major Middle staff or an outside consultant. Miss Major Middle may also support employee participation in off-site professional development activities conducted by outside organizations, however these opportunities may not be guaranteed. An employee can request such additional Professional Development by reaching out to his/her supervisor. Further, the school may request that an employee attend training; in this event, all costs associated with the required professional development would be covered by the school.

Educational Assistance Program

As part of its commitment to professional development, Miss Major Middle has established an Educational Assistance Program to provide educational benefits under Section 127 of the Internal Revenue Code to eligible employees of the School.

Eligible Educational Opportunities and Expenses

Through the Educational Assistance Program, Miss Major Middle will provide financial assistance to help employees pay for courses, certification programs, and examinations requested by the School or voluntarily pursued by employees interested in furthering their formal education particularly in the area of special education, and ELL or intervention services. Miss Major Middle's financial assistance may be used to pay for expenses including tuition, fees, and books, but may not be used to pay for meal, lodging, or transportation expenses incurred by the employee while pursuing the educational opportunity. The educational opportunities and expenses covered through this Educational Assistance Program must be approved in advance by the School.

Eligible Employees

Educational assistance is available to all Resident Teachers employed by Miss Major Middle, and will be considered for any other educator who is interested in pursuing certification in special education, ELL services, or other similar licensure that will empower that employee to best serve students with exceptional needs. Employees may pursue educational opportunities during active employment or

during an approved leave of absence; each case (outside of the Teacher Residency Program) will be considered on a case-by-case basis.

Program Benefits

Miss Major Middle will require specified programs, with costs covered by the school, for all teacher Residents. Additionally, the school will consider financial assistance totaling $1,000 per calendar year to each eligible employee (non-teacher residents) interested in furthering certification and/or licensure needed to support students with exceptional needs. The School will consider offering greater financial assistance to eligible employees on a discretionary basis. For tax purposes, an eligible employee who receives financial assistance through this Educational Assistance Program is entitled to exclude the assistance from their gross income, up to a maximum of $5,250 per calendar year.

While successful completion of a course of study improves an employee's educational background, such accomplishment does not obligate Miss Major Middle to reward an employee who participates in this Educational Assistance Program with promotion, reassignment, compensation increase, or other employment-related benefits.

Program Procedures

Employees interested in participating in this Educational Assistance Program (those that are not employed as "Teacher Residents") must contact the Director of Operations as well as his/her direct supervisor for approval at least thirty (30) days before course, program, or examination registration. Following approval, Miss Major Middle will determine the amount of educational assistance and the appropriate method of payment (*i.e.,* reimbursing the employee or paying the educational institution directly on the employee's behalf).

Upon the employee's completion of an approved course, program, or examination, Miss Major Middle reserves the right to receive a copy of the employee's grade report.

5.7 NO SOLICITATION OR DISTRIBUTION POLICY

It is the policy of Miss Major Middle not to permit private or personal solicitation by one School employee of another employee for any purpose during working time or in student areas. Distribution by School employees of private or personal advertising materials, handbills, or printed or written literature of any kind to any other employee during working time or in student areas is also prohibited. In addition, employees are not permitted to use the School's e-mail systems to solicit for outside commercial ventures, religious or political causes, or third-party organizations. Loitering by School employees on or about the premises after work hours is not permitted.

This policy does not apply to solicitation or distribution of materials, handbills, or printed or written literature by the School or its management for legitimate business purposes (as determined by the School in its sole discretion).

5.8 SCHOOL PROPERTY

All School property belongs to Miss Major Middle, including but not limited to, desks, chairs, bookcases, laptop computers, school phones, and file cabinets. Employees do not have any right to privacy with respect to this property. School equipment is intended for school-related business, and personal use should be kept to a minimum without prior approval from the Executive Director.

5.9 INTELLECTUAL PROPERTY

It is the policy of Miss Major Middle to encourage educational innovation among its staff. As a result, any writings and other creations that an employee prepares, creates, writes, initiates or otherwise develops on they, them, his or her own, without relying on previously created or developed Miss Major Middle materials, belongs to the employee. However, all employees have agreed to, and are bound by, a Confidentiality / Ownership of Intellectual Property / Work Product or similar provision in their signed offer letter which guarantees that the School will forever have the right to use such intellectual property free of charge. Those provisions also prohibit employees from trying to sell intellectual property developed in connection with their employment at Miss Major Middle while they remain employed by the School.

To avoid any confusion or doubt, any creations or materials specifically developed in exchange for additional compensation are considered to be the intellectual property of the School.

5.10 EXPENSE REIMBURSEMENTS

All expenses must be approved in advance by the Head of Schools of the Executive Director. Requested reimbursement for all expenses must meet the following requirements to be eligible for reimbursement:

- The request must be made within six (6) weeks (thirty (30) business days) of the date the expense was incurred.
- The request must be in writing to the employee's direct supervisor as well as either the Head of School or the Executive Director.
- The request must list each expense incurred and must provide an accompanying receipt (or, in the case of mileage reimbursement, a written description of the location of the professional development activity and the number of miles traveled).

The final decision on whether to reimburse an employee for any expense will be made by either the Head of School or the Executive Director. Sales Tax will not be reimbursed; employees will be encouraged to show proof of NFP status of the school when purchasing items as to avoid this expense.

5.11 PERSONAL PROPERTY

Miss Major Middle is not responsible for loss or damage of the personal property or any employee, even if the damage or loss occurs on School grounds. Employees are expected to take precautions to protect their personal property and should leave valuable property at home.

Section 6 - Separations and Terminations

6.1 VOLUNTARY TERMINATIONS

While employment is at-will and the employee may resign at any time, the School asks all employees who decide to resign from employment to submit a written notice of resignation to the Head of School and Executive Director at least one (1) month (or 4 weeks) prior to the suggested resignation date. Whenever feasible, the School asks employees to provide more notification if possible. The Executive Director, upon resignation, is asked to provide at least two (2) months' written notice to the Board of Trustees.

6.2 INVOLUNTARY TERMINATION

To ensure orderly operations and provide the best possible work environment, Miss Major Middle expects employees to follow rules of conduct that protect the interests and safety of the School and its students, employees, and other service providers. Employees should remember that unless otherwise specified in an offer letter or employment contract, your employment is "at-will," which means that both you and the School may terminate the employment relationship at any time, for any reason, with or without notice or cause.

The School reserves the to take whatever corrective or disciplinary action it deems appropriate, up to and including termination of employment in situations in which school rules have been broken, safety is compromised, or where the day-to-day operations of the school are unstable as a result of the actions of an employee

6.3 POST-TERMINATION BENEFITS AND POLICIES

The final date of employment is the final date on which the employee serves his or her duties at Miss Major Middle and not necessarily the date upon which the employee receives his or her final paycheck. Employees who are terminated or who resign for any reason will be entitled to all earned but unpaid salary or wages through the date of termination.

Each of the following applies to employees who are terminated from employment with the School or who resign or decide not to return to the School for any reason:

- Employees will generally not receive compensation for unused vacation days, no-fault time, or sick days.
- Employees will not generally be entitled to severance pay.
- Employees will be advised of their rights, if any, under the federal law known as "COBRA" to continue group health and group dental insurance coverage for themselves and their dependents at group rates, but at their own expense.
- Employees must return all school property, materials and supplies in their possession or control to the employee's supervisor.

- Employees may not take any documents, files, or copies of such documents or files, including, but not limited to memos, computer-stored items, lists, or other similar information without the express permission of their supervisor or the Executive Director.

6.4 EMPLOYEE REFERENCES

It is the School's general policy to provide only the following information in response to reference inquiries: confirmation of name, dates of employment, job titles during employment, and if asked, final wages or salary.

Section 7 Workplace Safety and Environment

7.1 CODE OF CONDUCT

Each employee has an obligation to observe and follow the School's policies and to maintain proper standards of conduct at all times. All employees must avoid any behavior that might be harmful to themselves, co-workers, students or the School, or that might be viewed unfavorably by those with whom the School does business, by our students or families, or by the community. The following list includes unacceptable activities (this is not an exhaustive list) of conduct that can result in disciplinary action, up to and including suspension without pay and/or termination, and that nothing in this section of the Manual or on this list alters the at-will nature of employment at Miss Major Middle.

(1) Violation of any School rule or any action that is detrimental to the School's efforts to operate successfully;
(2) Negligence or any careless action which endangers the safety of another person;
(3) Possession, use or sale of any controlled substances (except medications prescribed by a physician that do not impair work performance) during working;
(4) Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on School premises or when representing the School; fighting, or provoking a fight on School property, or negligent damage of property;
(5) Insubordination or refusing to obey instructions properly issued by your supervisor, the Head of School, or the Executive Director pertaining to your work or the refusal to perform a special assignment;
(6) Theft or unauthorized possession of School property;
(7) Dishonesty or misrepresentation on any official school paperwork, including but not limited to application for employment, resume, status of teacher certification or other important and official documentation;
(8) Immoral conduct or indecency on School property;
(9) Unsatisfactory or careless work; failure to meet performance standards as outlined by a direct supervisor, in your job description, or as explained and trained in a professional development or meeting;
(10) Excessive tardiness or absences; leaving work before the end of a workday or not being ready to work at the start of a workday without explicit approval of the Head of School;
(11) Sleeping or loitering during working hours

(12)Obscene or abusive language toward any member of the school community; rudeness towards parents, students or employees; and/or antagonistic conduct on the School premises; and
(13)Failure to immediately report injury or harm to a student.

7.2 DIGNITY FOR ALL

Dignity Act: Respect for All

All pupils have the right to attend a safe, secure, and peaceful school environment. Miss Major Middle recognizes that all forms of discrimination including but not limited to harassment, hazing and bullying are detrimental to student outcomes. Miss Major Middle prohibits all forms of discrimination on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that commences outside of school grounds that can be reasonably expected to materially and substantially interfere with operation of the school or impinge on the rights of students are also prohibited, and may be subject to disciplinary consequences. This includes acts that are motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

Bullying
Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression. In order to facilitate implementation of this policy and to prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term "harassment") to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination.

Discrimination
Discrimination is the act of denying rights, benefits, justice, equitable treatment or access afforded to all others, to an individual or group of people because of the group, class or category to which that person belongs.

Hazing
Hazing is an induction, initiation or membership process involving harassment which leads to public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Harassment
The Dignity for All Students Act (10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's

actual or perceived: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression). In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

Prevention

The School setting provides an opportunity to teach children, and emphasize among staff, that an inclusive school environment means that we have a deep respect and seek to gain understanding of others. Miss Major Middle's core pillars are designed to prevent incidents of bullying and support our school community to have supportive relationships among staff, students, and families. Staff members and students will be sensitized, through professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues regarding bullying and discrimination. Intervention and remedial responses to such incidents are essential to building the school community that allows Miss Major Middle to be inclusive of all types of people and learners. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation. Staff is prohibited from any behavior that could constitute bullying, harassment, or discrimination; whether it be among fellow staff, or in regards to students and should one staff member become aware of these actions by another staff member, s/he must report it to his/her direct supervisor or the Executive Director.

Provisions for Students Who Don't Feel Safe at School

Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the Head of School and the Executive Director. The school team with the student and his/her family will work together to define and implement any needed accommodations. Each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

Non-Retaliation

All complainants and those who participate in the investigation (as long as they have been in complete compliance with the law), who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

False Claims

Students or staff who make false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks. A bullying complaint form will be available through the main office, and through the school social worker. The School will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

7.3 RELATIONSHIPS

The success of the School depends upon the quality of the relationships between the School, our educators, parents, students and the general public.

FERPA

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.

Relationships with Stakeholders

The perception parents' have of the School and their interest and willingness to enroll their children in Miss Major Middle depends on the people who serve them. Regardless of your position at the school, as an employee you become a School ambassador. We ask that all employees assume the benefit of the doubt, follow the procedures outlined in this handbook to solve frustrations with the school, and that you help give parents and students a good impression of the Miss Major Middle. We expect all employees to:

1. Act competently and perform your responsibilities to the best of your ability;
2. Be courteous and respectful at all times when you are representing Miss Major Middle;
3. Communicate pleasantly and respectfully with others;
4. Seek support when you need it and accept feedback as support;
5. Follow up on concerns and questions promptly, and provide professional replies to inquiries and requests;
6. Take pride in your work.

Relationships with Students

School employees are strictly prohibited from engaging in personal relationships with students, which are outside the scope of a professional adult/student relationship regardless of the location of this relationship. Similarly, employees are forbidden from engaging in relationships with students that have an appearance of being outside of a professional adult/student relationship. Employees who violate this policy may be subject to disciplinary action, up to and including immediate termination. If the conduct is believed to constitute a crime under state laws, Miss Major Middle has the obligation to report the relationship to law enforcement agencies and/or Child Protective Services as well as the family of the student involved in the relationship.

Staff Relationships

Miss Major Middle recognizes that employees may develop personal relationships in the course of their employment. Co-workers are strongly discouraged from dating or pursuing romantic or sexual relationships with each other, and should report such relationships to direct supervisors. There will be no retaliation for such reporting.
To avoid conflicts of interest or other concerns, supervisory employees are not permitted to date or engage in sexual relationships with subordinate employees. In the event that a dating or sexual relationship develops between a supervisor and a subordinate, the supervisor is required to promptly report the relationship to the his or her immediate supervisor and the Executive Director. One of the parties may be required to transfer, if a position is available, or they may be required to choose which of them will resign. Violation of this policy may result in disciplinary action, up to and including termination of employment.

Nepotism
If an Miss Major Middle staff member has an immediate family member that is also hired at Miss Major Middle, certain policies regarding nepotism will apply. Any family member in a supervisory role may not be in a supervisory role to his/her family member under any circumstances. All such familial relationships must be reported to the board; if the relationship is deemed to create an unfair or to create a conflict of interest, action may need to be taken. One of the parties may be required to transfer, if a position is available, or they may be required to choose which of them will resign. Violation of this policy may result in disciplinary action, up to and including termination of employment. Additionally, regarding relationships with family members also employed at Miss Major Middle:

- Employees cannot be directly managed by members of their own family.
- Employees may be coached and supported by family members
- Evaluations for all staff members must be completed by someone other than a family member
- In the event that a family member is coached by his/her family member, any evaluation must be reviewed by the Executive Director, who will provide input.
- Only non-family members can recommend an employee for promotion; this ultimate decision will be at the discretion of the Executive Director.

7.4 IMMIGRATION LAW COMPLIANCE

Miss Major Middle 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.

7.5 E-MAIL AND INTERNET – TELECOMMUNICATIONS POLICIES

Right to Access, Review, and Limit Employees' Use of Technology
Miss Major Middle provides computer and communication systems to support the School's business activities. The School's "computer and communication systems" include, but are not limited to, laptops and personal computers, software, cell phone and/or telephone, voicemail and e-mail systems, all centralized computer equipment, networks, and access to the Internet through this equipment.

All data stored in Miss Major Middle's computer and communication systems (including, but not limited to, documents, and other electronic files, e-mail and recorded voicemail messages) is the property of Miss Major Middle and is subject to monitoring, consistent with the requirements of applicable law. The School reserves the right, among other things, to access and review employee's voicemail messages, e-mail messages, and internet activity, including reviewing a list of websites accessed by individual users on Miss Major Middle's computer and communication systems. Employees should not expect that any message transmitted using this equipment or these systems will be private.

The School may disclose the contents of voicemail and e-mail messages and Internet activity when it determines that there is a business or other appropriate reason to do so. All such messages and records of Internet activity are also subject to "backup" or other form of electronic storage or reproduction. Miss Major Middle may also restrict access to certain websites that it deems are not necessary for business purposes.

Appropriate Use of School Technology

Voicemail, e-mail, and Internet access are provided by the School for use by School employees primarily for School business. When employees transmit material by e-mail (internally or externally), voicemail, or the Internet, or by "posting" to an Internet web site from School equipment, employees must comply with good business practice, common sense, and all School policies regarding communications with third parties or the public at large (especially with respect to protecting the disclosure of confidential information, about students, other employees, or otherwise). In composing and sending e-mail, employees should also take into consideration the fact that e-mail messages are considered documents, just like any other writing, and might be subject to discovery in any litigation or dispute involving the employee or the School.

Miss Major Middle's computer and communication systems may not be used to create, transmit, access, receive, print, download or solicit material that is illegal, unauthorized, inappropriate, derogatory, obscene, sexually explicit or offensive, including material containing slurs, epithets, or anything that may be construed as harassment or disparagement based on race, color, national origin, sex, disability, age, religion, genetic information, or other protected category or characteristic. For example, the display or transmission of sexually explicit images, messages, jokes and cartoons is not allowed.

Similarly, Miss Major Middle's e-mail systems may not be used to solicit for outside commercial ventures, religious or political causes. In addition, employees are not permitted to download or disseminate copyrighted material, load or execute unlicensed software on Miss Major Middle's computers or conduct any other activity in violation of applicable laws, regulations, or School policies. Employees are prohibited from intentionally disrupting the network, destructing or altering information, interfering with private information, and providing access to confidential information to unauthorized persons.

An employee who violates this policy may be subject to disciplinary action, up to and including termination of employment. Employees should notify their immediate supervisor or the Executive Director upon learning of any violation of this policy.

Responsibility of the Employee to the School for Damages to School Property

Employees assume all risks associated with using the School's computers and communications systems; the school will work with the employee to replace any damaged, broken, or stolen items, however it is the ultimate responsibility of the employee to take care of these belongings. Employees will be required to indemnify the School and hold it harmless to the fullest extent permitted by law, if the School is required to pay for damages caused by the employee on or through the School's property.

7.6 VIOLENCE-FREE WORKPLACE

Miss Major Middle strives to provide a workplace that is safe and free from all threatening and intimidating conduct. Therefore, Miss Major Middle will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to Miss Major Middle employees, students, guests, vendors, and persons doing business with Miss Major Middle. It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Any violation of this policy will result in disciplinary action.

7.7 DISPUTE RESOLUTION

It is the policy of Miss Major Middle to treat employees in a fair and impartial manner, and believes that all conflicts should be addressed in a transparent manner in order to allow for quick resolution that best supports the whole school community. A grievance is any significant and documented employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their coworkers or between employer and employees. Verbal complaints will not necessarily be considered grievances; employees whom require a formal grievance procedure will be required to put this request into writing addressed to both the immediate supervisor and the Executive Director. In the event that an employee wishes to file a grievance against the Executive Director, this should be sent directly to the Chair of the Board. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution and to respectfully resolve conflicts in a mutually beneficial way. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Executive Director where both employees are present. The resolution of the Executive Director shall be considered final. Section 1 of this handbook includes additional details about complaints.

7.8 NON-DISCRIMINATION STATEMENT

Miss Major Middle does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin in administration of its policies and programs.
Miss Major Middle commits to working relentlessly to empower all members of our school community of all racial and ethnic backgrounds to achieve their full potential. The adult community of the School will model the best practices and professional behavior of a diverse team. Any grievance regarding

discrimination shall be handled through the Executive Director and in consultation with the Board of Trustees when appropriate.
No person within Miss Major Middle shall intentionally commit any of the following acts for reasons prohibited by this policy:

- Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment.
- Make any comments, display, or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.
- Deny a person any service or other program benefits based on the individual's legally protected classification.
- An employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the leadership team.
- It is the policy of the School, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, ability to pay, or any other status as protected by law.

7.9 ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES

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

7.10 WORKPLACE SEARCHES

To safeguard the safety and property of our employees, students and Miss Major Middle, 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 Miss Major Middle to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including termination of employment.

Miss Major Middle

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

I acknowledge that I have received a copy of the Miss Major Middle Charter School Employee Handbook. I agree to read the employee handbook and abide by the policies and procedures contained therein.

I understand that the policies, procedures and benefits contained in this employee handbook may be added to, modified, suspended, or terminated at the sole discretion of the School at any time. I understand that the most current version of this employee handbook replaces any and all prior employee handbooks and policies of the company.

I have entered into my employment relationship with Miss Major Middle voluntarily and understand that unless my offer letter or employment contract between me and the School specifies otherwise, my employment with the School is "at-will," meaning that my employment relationship with Miss Major Middle may be terminated by me or the School at any time, with or without notice or cause.

I understand that nothing contained in this employee handbook or any other statement of policy or procedure shall be construed as guaranteeing my employment for a fixed term or definite period of time or any promise of future employment with, or benefits from, Miss Major Middle. I understand that Miss Major Middle may vary from the general guidelines contained within this Handbook on a case-by-case basis and whenever the School deems it appropriate to do so.

I understand that it is my responsibility to read and comply with the policies contained in this employee handbook and any revisions made to it from time to time. I understand that I should consult with my supervisor regarding any questions I have that are not answered in the employee handbook.

PRINTED NAME_____

DATE _____

SIGNATURE _____

R-13A - Partner Organizations

At the time of submission of this application, this response is ***not applicable****. However, because we are engaged in exploratory conversations with potential partner organizations, and should these external relationships lead to formal collaborations that align with our mission and educational objectives, we felt it necessary to outline the due diligence process we will undertake to further explore the potential.*

"History isn't something you look back at and say it was inevitable. It happens because people make decisions that are sometimes very impulsive and of the moment, but those moments are cumulative realities."

Marsha P. Johnson

Exploratory Partnerships:

Miss Major Middle Public Charter School (MMM) has initiated exploratory discussions with Future Leaders Incubator (FLI), specifically with their founder and Executive Director, Jill Glassbrook, to assess the feasibility of a potential formal partnership. Future Leaders Incubator (FLI), has contributed significantly to the development of MMM. FLI has contributed the time and effort of several of their staff members, including that of Jill, who is also MMM's proposed ED. FLI's program currently provides inclusion-focused professional development and support for NYC Charter schools. If MMM were to formally partner with FLI, we anticipate we would adopt their already-successful Educator Project Fellowship model for underrepresented aspiring teachers to MMM's fellowship and broader teacher development programming.

MMM has initiated exploratory discussions with The Door and Broome Street Academy (BSA), specifically with their [redacted], to assess the feasibility of a potential co-located space. This could allow The Door to expand their program offerings to Brooklyn, while also prioritizing mission-aligned afterschool programming and additional services to MMM's families. The Door's program currently provides crucial services such as afterschool programs, tutoring, academic support, health and legal services to the students of BSA in lower-Manhattan.

Finally, we will consider avenues to collaborate more deeply with the Brooklyn Community Pride Center, PFLAG and other LGBTQ+ and youth-faciling organizations.

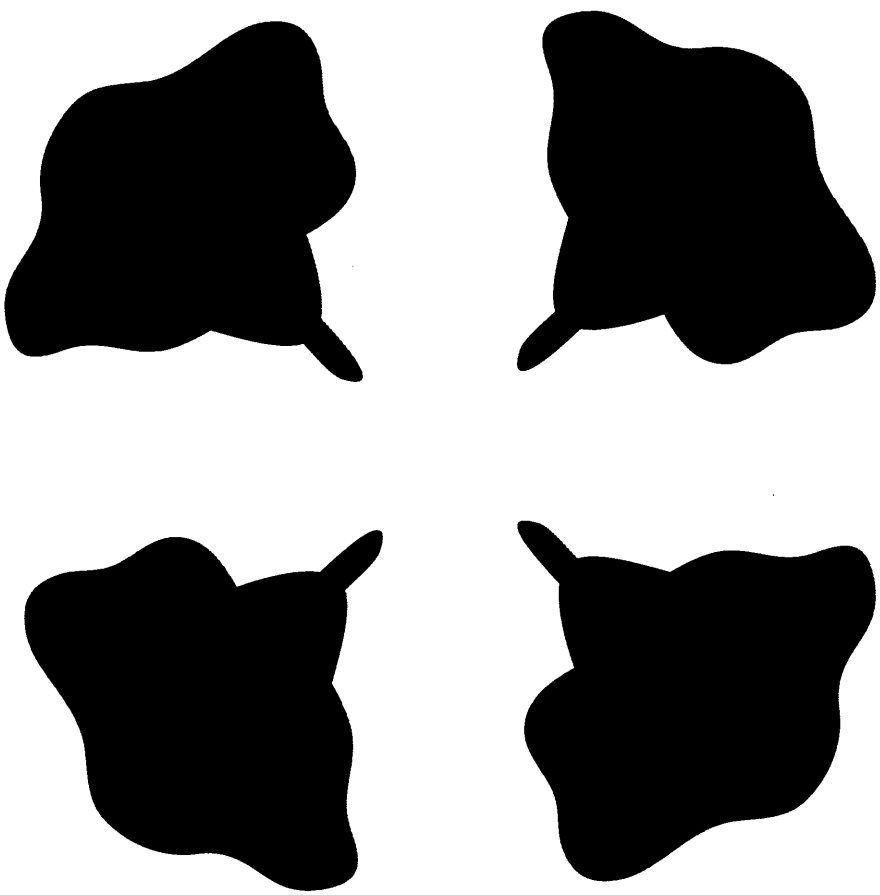
Due Diligence Process:

The due diligence process for selecting potential partners involves:

- **Examine Mission Alignment:** At a minimum, any partner organization must align with MMM's mission, vision, and core values.
- **Capability Analysis:** Scrutinize the organization's capacity and proven ability to deliver services.

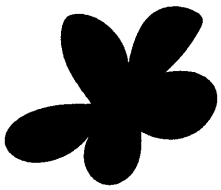
- **Stakeholder Engagement:** Engage with our board members, school leadership, and the T+/QAC to gather input and perspectives on potential partnerships.
- **Legal and Compliance Review:** Ensure the organization is authorized to operate in New York and that any partnership complies with state and local regulations and fiscal soundness.

Next Steps:
Should these exploratory conversations mature into formal partnerships, we will provide detailed information regarding the nature and purpose of these relationships, contact information for liaison personnel, and any affiliations between proposed school board members and the organizations to the SUNY Charter Schools Institute. We will ensure transparency and adherence to the legal requirements for doing business in New York.



R-13B - Partner Commitment

Not applicable



R-14AD - Governance
R-14A - Board Members

"Our society needs to recognize the unstoppable momentum toward unequivocal civil equality for every gay, lesbian, bisexual, and transgender citizen of this country."

Zachary Quinto

The Founding Board of Trustees for Miss Major Middle Public Charter School brings together a dynamic mix of skills, experiences, and expertise necessary to ensure the successful launch and ongoing rigorous oversight of a high-performing, financially viable, and legally compliant charter school. Reflecting our deep commitment to diversity, equity, and inclusion, a majority of our board members identify as LGBTQ+, directly aligning with the school's mission and values. Five of our seven board members are residents of Brooklyn, with three living within Community School District 13, illustrating our board's strong local connections and understanding of the community we aim to serve. This geographical proximity is vital in ensuring that our decisions and strategies are deeply rooted in the community's needs and aspirations.

The formation of our board was driven by a community-centered approach, emphasizing organic connections and networking. Our founding team spent ten months focusing on cultivating a board through direct referrals and personal interactions within our community. Each member of our board has engaged in numerous meaningful discussions with our founding team, demonstrating their dedication and alignment with our vision. Over the past six months, these meetings have laid a foundation of mutual understanding and shared goals.

Our board's cohesiveness has already been evidenced through their collaborative work on our RFP and governance documents, including bylaws and conflict of interest policies. The personal connections formed among board members, fostered through shared meals and discussions, have established a culture of active listening, compassionate decision-making, and a gracefulness in management, mirroring the supportive and inclusive environment MMM aspires to create.

Please see following page for the "Proposed Board Member Table"

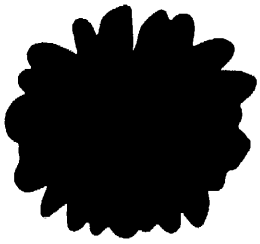
Proposed Board Members

	TRUSTEE NAME	Pronouns	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE	VOTING
1.	David O'Connell	he/him	Board Chair	Chair of the Executive Committee	Governance	Yes
2.	Rafa Pérez-Segura	he/him	Board Vice-Chair		Education	Yes
3.	Leslie Rich	she/her	Board Treasurer	Chair of the Finance Committee	Finance	Yes
4.	Beck Zucker	he/him	Board Secretary		Organizational Management	Yes
5.	Candace Hurley	she/her	Board Member	Academic Committee	Education	Yes
6.	Julie Shapiro	she/her	Board Member		Governance	Yes
7.	Anna Lemmons	she/her	Board Member	Chair of Academic Committee	Special Education	Yes

Further committee affiliations will be determined at the first meeting of the board after approval and ratification of the bylaws.

"As a parent invested in the educational journey of my child, I believe that Miss Major Middle will play a crucial role in providing a safe,inclusive, and empowering environment for students. I am eager for my daughter to continue her educational journey in a school that celebrates gender diversity, and where teachers share their lived experience with their students both as academic examples and as role models of Queer excellence."

Avi [redacted] queer parent of a trans 6 year old



R-14AD - Governance
R-14A - Education Corporation Board Roles and Responsibilities

"It's about finding your values, and committing to them. It's about finding your North Star. It's about making choices. Some are easy. Some are hard. And some will make you question everything."

Tim Cook

MISS MAJOR MIDDLE PUBLIC CHARTER SCHOOL
EDUCATION CORPORATION BOARD ROLES AND RESPONSIBILITIES

When authorized, Miss Major Middle School ("MMM" or "the School") will be an independent charter school governed by its Board of Trustees ("the Board"). The Board will legally hold the School's charter. The Board will be formally installed and its officers elected at an organizational planning meeting within a reasonable time after authorization.

The Board is the School's oversight and policy-making body. As such, the Board is responsible for ensuring that the School meets or exceeds all academic and organizational goals, complies with all federal, state, and local laws, and is financially sound.

As limited by applicable laws (including but not limited to Education Law § 2853(1)(f)) and its Bylaws, the Board may delegate certain responsibilities directly related to the School's daily operation and duties to the School's Executive Director, Head of School, Directors, or other staff. The Board will remain ultimately responsible and accountable for the action of any person to whom it delegates responsibility.

All Board members will execute their duties in good faith and with the diligence, care, and skill that a reasonably prudent person in a similar position would use under similar circumstances, and will be trained on and accept these responsibilities and standards of care. Additionally, the Board is charged with caring for the School without self-interest, discharging all governance responsibilities while in service, and obeying the Board's decisions and applicable laws. The Board will execute its responsibilities in accordance with the School's mission, vision, and values as detailed in this charter application.

All Board members have been trained (or will be trained on) and accept the duties and responsibilities contained herein and as further detailed in the Charter, Bylaws, Conflict of Interest Policy, and Code of Ethics.

To ensure the successful execution and fulfillment of the School's mission and ensure its longevity, the Board undertakes the following responsibilities:

- Establish and oversee the mission, vision, and values expounded in the charter application;
- Ensure that the School implements its programs in a manner consistent with the mission, goals, terms, and condition of the School's charter, as well as in compliance with all applicable federal, state, and local laws;
- Ensure that the School implements its programs so that the School operates in an educationally sound manner;
- Monitor the School's academic performance;
- Approve all policies for the Board and the School, including Bylaws, Code of Ethics, Conflict of Interest Policy, Fiscal Manual, Staff Handbook, and Student and Family Handbook;
- Annually review Bylaws and all Board, Fiscal, Personnel, and School policies, and update as needed;
- Govern the policies pertaining to and/or affecting the School's performance;
- Serve as the School's fiscal agent by overseeing financial operations of the School, including approving the School's annual budget, reviewing regular financial updates, and ensuring that the School operates in a fiscally sound manner and as a responsible steward of public funds;
- Obtain federal tax-exempt status within one year from approval (as required under Education Law § 2853(1)(a));
- Establish the job description of, set compensation for, and hire the Executive Director;
- Annually evaluate the Executive Director for effectiveness;
- Overseeing the evaluation of staff by the Executive Director or his/her/their designee;
- Act in accordance with the Board's Bylaws, Code of Ethics, and Conflict of Interest Policy, and all applicable federal, state, and local laws;
- Annually assess the School's strengths and weaknesses, and respond as needed;
- Issue an Annual Report on the School's academic, fiscal, and organizational health and the School's progress towards goals established in R-06G - Accountability Plan;
- Advocate on behalf of the School as needed, including but not limited to establishing partnerships with institution of higher learning, government organizations, community-based organizations, and corporate entities;
- Supporting the School with additional fundraising, marketing, and other services as needed for the School to realize its mission and value (on an as-needed basis);
- Any other obligations contained in the Bylaws, Code of Ethics, Conflict of Interest Policy, and/or any applicable laws.

Beginning in the school planning year, the Board will be responsible for reviewing and approving on an ongoing and annual basis all governance, staff, fiscal, school, and family policies, including but not limited to:

- All personnel policies in the Staff Handbook;
- All school and student policies in the Student and Family Handbook (which is expected to include, but is not limited to, policies governing attendance, discipline, promotion, school enrollment, complaint, and bullying);
- Fiscal controls and segregation of duties policies as captured in the Fiscal Manual

Selecting the Executive Director and Approving a Succession Plan

After authorization, the Board will review and approve the job description for the Executive Director, establish the position's annual compensation, and vote to hire the Founding Executive Director for MMM.

Annually, the Board will formally evaluate the Executive Director based on the criteria in the School's Accountability Plan. In its review, the Board will consider all relevant data, including but not limited to the School's academic performance, financial data from the Board's Finance Committee, staff attrition rates and exit survey data, and family, staff, and student feedback. The Board Chair will deliver the evaluation to the Executive Director and will ensure that the written evaluation is maintained within the Executive Director's personnel file.

During the School's planning year, the Board will approve a School Leadership Succession Plan. The Executive Director will draft the plan and submit it to the Board for approval. The plan will codify the procedures for leadership transition in the event of the Executive Director's planned or unplanned departure. This plan will define the process for recruitment, search and selection of a new Executive Director, and will identify the most appropriate designee from the school's leadership team to serve as the Interim Executive Director while the Board conducts a formal search for the successor. The plan will also identify all key responsibilities of the Executive Director and who within the School will be prepared to execute those responsibilities as needed while the Board conducts a formal search for the successor.

The Executive Director will be the sole employee hired, evaluated, and managed by the Board and will be the sole staff member formally reporting to the Board. Hiring decisions for all other positions will be delegated to the Executive Director. However, the Board will have the following responsibilities pertaining to School personnel:

- Approve and annually review and update:
    - The School's organizational chart
    - Job descriptions
    - The School's personnel handbook, including the staff grievance policy
- Approve salary ranges for each role and corresponding budget line as part of the annual budget approval process
- Hear any staff grievances as contained in the personnel handbook

Budget Approval and Financial Oversight

The Board appreciates the gravity of its role as stewards of public funds. The Board is responsible for:

- Reviewing and approving the annual budget;
- Reviewing of monthly financial statements ;
- Reviewing of the monthly financial statements, which will report key financial indicators, including days of cash on hand, net surplus or deficit compared to budget, and fund development;

- Assuring adequate financial resources for all short- and long-term needs of the School;
- Hiring of the auditor, review of the annual audit, ownership of the action steps and response to audit (as needed);
- Working with the Executive Director and/or financial consultant to complete and ensure submission of all necessary financial records to the authorizer;
- Ensuring the School's compliance with all state and local regulations related to procurement for charter schools;
- Approving all major spending (greater than $5,000) that impacts finances of the School;
- Ensuring the School has appropriate bank accounts with appropriate signatories;
- Approving fiscal policies on investment, and training all board members on the policy

The Board may delegate the above responsibilities to its Finance Committee as it sees fit. The Finance Committee will educate all Board members on the organization's budget, fiscal policies, financial performances, and responsibilities as stewards of public funds.

Between January and June of each year, the Board's Finance Committee (including the Board's Treasurer), the Executive Director, and, on an as-needed basis, financial consultant will build the budget for the following fiscal year with the following timeline to ensure that the budget is finalized by June 30 of each year and submitted to the SUNY Charter Schools Institute by that date:

- January and February - the Executive Director will establish the priorities and needs for the upcoming fiscal year in alignment with the Schools' mission and the School's needs.
- March - the Executive Director will present the proposed budget to the Finance Committee, which will review the proposed budget to determine if it is balanced, aligned with the School's mission, ensures financial soundness, and serves the needs of the School and its students. The Finance Committee will provide edits to the proposed budget and work with the Executive Director to tweak the budget as needed so that the budget is ready to be presented to the full Board in April.
- April - the Treasurer, on behalf of the Finance Committee and the Executive Director, will present the final budget to the full Board for consideration and deliberation.
- May - the Board will vote to approve the annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter.

Establishing Student Enrollment

During the planning year, the Board will oversee the enrollment process to ensure that the School sets and meets clear enrollment targets to enroll students in our inaugural class (details of enrollment are in R-05AC). The Board's Academic Committee will be primarily responsible for overseeing enrollment through the planning year and after the School opens. The Academic Committee will work with the Executive Director on achieving enrollment targets. The Executive Director will update the Academic Committee on a monthly, or more frequently as needed, on the progress of community outreach, collection of enrollment forms, acceptance of all seats with appropriate paperwork, and numbers of successful touch points with each enrolled family.

The Academic Committee will notify the full Board no later than March 1, 2025, of student enrollment status. If the School is more than 10% under its enrollment targets, then, starting in March 2025, the Board will assist with community outreach efforts to ensure that the School meets its enrollment targets. The Executive Director and chair of the Academic Committee will, together or separately, provide the Chair of the Board with biweekly progress reports towards the School's enrollment targets. The progress report will include efforts taken, which efforts are most effective, and an action plan based on what is most effective in outreach.

Beyond the planning year, the Academic Committee will continue to oversee enrollment and work in tandem with the Executive Director and/or designees on enrollment.

Academic Oversight

While the Board will delegate managing the School to the Executive Director, the Board will remain responsible for overseeing and ensuring the School's academic performance. To do so, the Executive Director will submit to the Board a monthly report, which will include:

- New York State assessment results
- Interim assessment results in the core academic areas (ELA, mathematics, science, social studies)
- Relevant internal assessment and grading results
- Enrollment and attendance data
- Status and growth rates for students identifying as at-risk, not limited to students with IEPs, 504 plans, and those identified as ELL
- Disciplinary actions including suspension data
- Staff retention data
- Any other data that the Chair of the Board requests as pertinent to evaluate the School's academic performance

Ensuring Facilities

The Board, through its Facilities Committee, will be responsible for evaluating all viable facility options for temporary or permanent use by the School. The Facilities Committee, with support from the Executive Director and any consultants or designees deemed appropriate by the Board, will negotiate lease terms on behalf of the School. Authority to approve all final agreements related to facilities, renovation, and planning remains with the Board, and will occur before the School opens. The Committee will discuss and adjust the plan as necessary based on tracking toward planned enrollment outcomes.

R-14AD - Governance
R-14C - Education Corporation Board Design

**"I am no longer accepting the things I cannot change.
I am changing the things I cannot accept."**

Angela Davis

Education Corporation Board Design
The Board of Trustees ("the Board) Miss Major Middle Public Charter School ("MMM" or "the School") will have between five (5) and eleven (11) trustees. This range will enable the Board to effectively distribute work and provide a diversity of perspectives on school matters while also ensuring productivity, efficiency, and accountability.

The Board will meet on a monthly basis. Its committees may meet as needed. The Board is committed to holding its meetings in compliance with New York State's Open Meetings Law ("OML"), the Charter Schools Act of 1998, and other applicable laws. Accordingly, the Board will:

- Publicize meeting times and locations at least one week prior to the meeting. The notice will provide the date, time, and location of the meeting.For meetings with a regular meeting place and time, we may exercise the allowance in the law to create a yearly schedule and post it at the start of the year. We will follow the procedures for an individually scheduled meeting for any modification of a meeting previously scheduled in an annual notice.

- Ensure that all meetings of the Board and its committees are open to the public and in facilities that are accessible to the public. To the extent possible, we will ensure that the meeting location is accessible to individuals with disabilities.

- Publish materials subject to the Freedom of Information Law ("FOIL").

- Take minutes of the Board's open meetings, which shall include a record or summary of all motions, proposals, resolutions, and other matters formally voted upon and the vote thereon. We will publish these minutes within two weeks.

- Take minutes of the Board's executive sessions. Executive session will be entered only after the Board has officially started its meeting with the public and after a Board member makes a motion in public to enter into executive session. Minutes of an executive session shall include a record or summary of the final determination of any action taken in executive session, the date, and the outcome of a vote taken in the executive session. However, the minutes will not include

information not subject to disclosure under FOIL. Executive session minutes shall be published within one week.

Board Training and Development

The Board is dedicated to ensuring that each Trustee is thoroughly educated on the Board's responsibilities and the School's mission, vision, and goals. As such, the Board will commit resources to ensure the continuing professional development of its members, with $5000 being set aside in the budget during the planning year to uphold this commitment. The Board will identify opportunities for professional development, such as partnering with outside expert organizations to provide training to its members and officer transitions.

The Board will develop a means of evaluating itself to assess its efficacy in executing its responsibilities. The Board may consult with outside expert organizations to conduct a self-evaluation.

New Trustee Orientation Process

As with training and development, the Board is committed to ensuring that new Trustees are thoroughly educated on the Board's responsibilities and the School's mission, vision, goals, and accountability measures. The Board will ensure that each new Trustee receives a packet ("the New Trustee Packet") containing the Request for Information form, a description of their role, a copy of the Board's Charter, Bylaws, Code of Ethics, and Conflict of Interest Policy, recent meeting minutes, and any other documents that may be helpful. Each new Trustee is to receive this packet prior to their orientation session.

The Board Chair will lead an orientation session with the Chair or a member of the Board to whom the Chair has delegated orientation responsibilities. The orientation session will occur prior to the new Trustee's installation. At this orientation session, the Chair or their designee will review the New Trustee Packet with the new Truste. The orientation session will also cover key elements of the Open Meetings Law, and provide an opportunity for the new Trustee to ask questions not covered in the interview process. Under the Chair or their designee's supervision, the new Trustee will review and sign the Board's Code of Ethics and Conflict of Interest Policy at the orientation.

Board Officers

As outlined in the the School's proposed Bylaws (Section 4.1), which can be found in section R-14E - Bylaws, the Board will have the following officers:

- **Board Chair:** The Chair is the senior volunteer leader of the Board, presides at all meetings of the Board, serves as the Chair of the Board's Executive Committee, and oversees implementation of the Board's and the School's policies. The Chair will stay informed on all work happening amongst the Board's Committees. As needed, the Chair will act as the face of the Board and/or the representative of the School to the public.

- **Vice Chair:** The Vice Chair is the second most senior volunteer leader of the Board. In the absence or disability of the Chair, the Vice Chair will discharge the powers and responsibilities of the Chair. The Vice Chair may also share in responsibilities of the Chair as appropriate. The Vice Chair reports to the Chair of the Board.

- **Treasurer:** The Treasurer is responsible for overseeing all financial matters within the School and is the chief financial management officer. As such, the Treasurer is the Chair of the Board's Finance Committee. The Treasurer reports to the Chair and the Board of Trustees, and provides support to the Head of School and Executive Director to ensure the School's financial well-being. The Treasurer ensures that the Board stays apprised of the School's financial status, including ensuring that financial reports reach the Board as scheduled. The Treasurer is the point of contact on the Board for the Head of School and/or Executive Director regarding the annual budget process. The Treasurer presents the annual budget to the board, oversees any audits, and educates other Board members on all matters regarding the School's financial health. The Treasurer reports to the Chair of the Board.

- **Secretary:** The Secretary is the custodian of the Board's records (except for financial records). As such, the Secretary is responsible for maintaining the Board's minutes and records as required by law and taking minutes at all meetings of the Board (or assigning someone to take notes in their absence). The Secretary is also responsible for serving all notices of the School. The Secretary reports to the Chair of the Board.

Board Committees

As outlined in the the School's proposed Bylaws (Section 3.1), which can be found in section R-14E - Bylaws, the Board will have the following standing committees:

- **Executive Committee:** The Executive Committee will be chaired by the Chair of the Board and will have at least five (5) members. The Executive Committee may transact business on behalf of the School as authorized by the Board.

- **Finance Committee:** The Finance Committee will be chaired by the Treasurer and will have at least three (3) members. The Finance Committee ensures that the School is financially healthy and that the Board is up-to-date on the School's financial state. The Finance Committee's responsibilities include, but are not limited to, working with the Executive Director to create an annual budget, presenting the annual budget to the full Board, reviewing the School's financial documents, maintaining records of the School's financial documents, ensuring that the School has appropriate bank accounts, assisting the Treasurer with executing their duties, and any other tasks that the Board may delegate to it.

- **Academic Committee:** The Academic Committee will have at least three (3) members. The Academic Committee shall be responsible for assisting the Executive Director with ensuring that

the School achieves its student enrollment targets, review data and reports to ensure that the school is achieving and, as possible, exceeding its academic requirements, and any other tasks that the Board may delegate to it.

- **Facilities Committee:** The Facilities Committee will have at least three (3) members. The Facilities Committee is the custodian of the School's physical space. As such, it is responsible for obtaining a physical location for the School, negotiating lease terms, addressing concerns regarding the School's facilities. However, the Board retains the authority to approve all final agreements (such as leases and other contracts) pertaining to facilities.

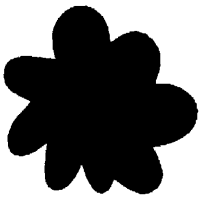
The Board may delegate responsibilities to committees as needed, and may create other committees as needed.

Ex-Officio Members
At the time of submission of this charter application, the Board has not identified any ex-officio members, either voting or non-voting. While the Board does not anticipate adding ex-officio members, the Board will revisit this option should the School's needs be served by having such members.

Information to be received from the CMO, Partners, School Leadership, Staff, or Contractors (as applicable)
At the time of submission of this charter application, the Board has not identified any partner organizations. The Board will receive from the Executive Director financial statements and the annual budget. The Executive Director will provide other data and records as requested by the Board so that the Board may fulfill its oversight obligations.

"As a mom to the most amazing, smart, creative genderfluid kid, having a school where the teachers and kids truly understands you and strive to fully embrace your ever-changing beautiful self is so important. Even though my kid's school tries their best to help and understand my child there is a big disconnect that makes my child sad at times to go to school. A place like Miss Major Middle would be a blessing for so many kids!"

Henchy | mom to genderfluid 12 year old



R-14AD - Governance
R-14D - Stakeholder Participation

> **"You have to give people who are new to this movement and to activism in general some way in."**
>
> Toshio Meronek, Miss Major Speaks: Conversations with a Black Trans Revolutionary (2023)

At Miss Major Middle School (MMM), our governance approach is deeply intertwined with our core values of Major Work, Major Love, Major Pride, Major Joy, and Major Light, reflecting our unwavering commitment to fostering an inclusive, empowering, and joy-filled educational community. We prioritize the meaningful inclusion of all voices in our decision-making processes, especially those of our students, families, and staff, to ensure that our policies and actions resonate with the needs and aspirations of our diverse community.

Strategic Stakeholder Engagement:
To ensure broad and effective participation in governance, we collaborate closely with renowned organizations and friends-of-MMM, including The National Coalition of LGBTQ+ Schools, The Future Perfect Project, The Door, The Brooklyn Pride Center, and The Stonewall Foundation. This collaboration enriches our understanding and approach to engaging with our community, allowing us to:

- **Craft Informed Feedback Mechanisms:** Leveraging the specialized knowledge of our partners, we design feedback channels that accurately capture the unique experiences of our families, students, and staff. This ensures that our engagement strategies are not only comprehensive but also deeply reflective of the needs of the LGBTQ+ community we serve.

- **Enhance Continuous Improvement Cycles:** Our partnership extends beyond feedback collection; it is a dynamic exchange of knowledge and resources that bolsters our school's growth and responsiveness. By tapping into the collective expertise of these organizations, we remain at the cutting edge of educational innovation and inclusivity.

Annual Insight Gathering:
To facilitate meaningful participation from all stakeholders in the governance of our educational corporation, we implement a series of structured yet flexible engagement strategies with families, staff, and students:

- **Comprehensive Stakeholder Surveys:** Annually, we engage our school community through detailed surveys that delve into the effectiveness of our programs, the climate of our school, and the overall satisfaction levels of our stakeholders. This critical feedback loop informs our

strategic decisions, ensuring they are guided by the genuine needs and perspectives of those we serve.

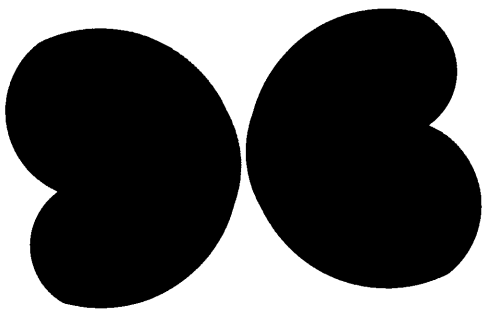
Inclusive Governance in Collaboration with MMM's Trans+/Queer Advisory Council (T+/QAC):
The T+/QAC plays a pivotal role in shaping our school's strategic direction, ensuring our policies, curriculum, and community engagement strategies authentically reflect the needs and values of Trans+ and Queer identities. Their expertise is invaluable in maintaining a governance model that is not only inclusive but also celebratory of the diversity within our community.

"I can't give someone a playbook on how to come out, but I can help create a safe space for others to be heard and feel loved — just like the one my mom provided for me. I know who I am. I've lived in this body for the last 27 years, and I'm very confident in the power that I hold."

Mauree Turner

Operationalizing Our Core Values in Governance:
The T+/QAC is instrumental in providing strategic advice and insights that shape our school's direction. Their contributions are vital in ensuring that MMM's environment is not only inclusive but also celebratory of Trans+ and Queer identities. By advising on policies, curriculum content, and community engagement strategies, the T+/QAC ensures our governance model is reflective of and responsive to the nuanced needs of our students and families.

Our approach to stakeholder participation in governance is a testament to our belief in the power of community, collaboration, and shared vision. By integrating diverse perspectives, particularly those of the LGBTQ+ community, into every level of our decision-making process, we ensure that MMM is not just a school, but a beacon of empowerment, learning, and growth for all. Through this inclusive governance model, we uphold our commitment to our mission and vision for MMM.



R-14E - Bylaws

Miss Major Middle

MISS MAJOR MIDDLE PUBLIC CHARTER SCHOOL
BOARD OF TRUSTEES
BYLAWS

Article I
The Corporation and Definitions

Section 1.1 Name and Formation – Miss Major Middle School ("the Corporation" or "the School") is a not-for-profit corporation organized under the laws of the State of New York.

Section 1.2 Definitions - As used in these Bylaws, the following terms shall have the meanings prescribed herein:

Section 1.2.1 - "The Board" refers to the Board of Trustees of Miss Major Middle School
Section 1.2.2 - "The Charter Entity" refers to the SUNY Trustees
Section 1.2.3 - "The Corporation" refers to Miss Major Middle School
Section 1.2.4 - "Educ. Law" refers to the New York State Education Law
Section 1.2.5 - "GML" refers to the New York State General Municipal Law
Section 1.2.6 - "N-PCL" refers to the New York State Not-For-Profit Corporation Law
Section 1.2.7 - "OML" refers to the New York State Open Meetings Law
Section 1.2.8 - "POL" refers to the New York State Public Officers Law
Section 1.2.9 - "The School" refers to Miss Major Middle School

Unless otherwise specified in these Bylaws, the general provisions, rules of construction, and definitions contained in the N-PCL, Educ. Law, and GML shall govern the construction of these Bylaws.

Section 1.3 Headings - The headings contained herein are for reference and convenience, and do not limit or define the scope of any provision.

Section 1.4 Purpose - The School empowers all students to learn and achieve individual success within an academically rich, joyful, inclusive, and genderful environment. The purpose of the School is to further its mission by (a) operating a charter school in the City and State of New York pursuant to its governing

Charter Agreement; (b) exercising all rights and powers conferred by the laws of the State of New York as applicable to not-for-profit corporations; and (c) engaging in any other activity connected with or in advancement of the foregoing purposes, provided that the School and its Board, Officers, and employees shall act in accordance with the purposes of School and in compliance with all applicable laws.

Section 1.5 Location and Offices – The Corporation's principal place of business shall be located in the City and State of New York. The Corporation may have such other offices, either within or without the State of New York, as the Board of Trustees ("the Board") may determine or as the affairs of the Corporation may require. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.

Section 1.6 Membership – The Corporation has no members. The rights which would otherwise vest in the members vest in the Trustees of the Corporation. Actions which would otherwise require approval by a majority of all members shall require approval of a majority of the Directors of the Corporation or approval by the Board.

Article II
Board of Trustees

Section 2.1 Powers – The business, property, and affairs of the Corporation shall be managed and controlled by the Board of Trustees. All corporate powers shall be vested in and exercised by the Board, except as otherwise provided by applicable laws, the charter governing the Corporation, and/or these Bylaws.

Section 2.2 Composition, Vacancies, and Removal – The composition of the Board shall be as follows:

Section 2.2.1 Composition - The number of Trustees constituting the initial Board of Trustees ("the Board") shall be five (5) to eleven (11). Thereafter, the number of Trustees may be changed by amendment of these Bylaws in compliance with applicable laws, but at all times the Board will have a minimum of five (5) members. Board members shall be sought who reflect the qualities, qualifications, principles of the Corporation, and diversity determined by the Board and delineated in the Job Description of the Board of Trustees.

Section 2.2.2 Qualifications – All members of the Board must be at least 18 years old. All members must have a demonstrated interest in and commitment to the School's purpose. The Board may enumerate additional qualifications as it sees fit.

Section 2.2.3 Vacancies – Any vacancy arising at any time and from any cause (including but not limited to a newly-created Trusteeship or the resignation or removal of a Trustee) may be filled at any meeting of the Board by vote of a majority of the Trustees regardless of their number. In the event of a vacancy created due to resignation, removal, or death of a Trustee, the Trustee

elected to fill the vacancy shall serve for the balance of his/her/their predecessor's unexpired term, and shall comply with limitations set forth in the School's Code of Ethics and Conflict of Interest Policy, and applicable laws.

Section 2.2.4 Removal – In accordance with Educ. Law § 226(8), the Board may remove or suspend from office any Trustee for cause by a majority vote of the entire Board, excluding the Trustee subject to removal. The Board shall provide an individual subject to removal with at least one week's written notice of the proposed action.

Section 2.2.5 Resignation – A Trustee may resign at any time by filing a written resignation (specifying an effective date) with the Chair of the Board. To the extent required by law, any Trustee that fails to attend three (3) consecutive regular meetings without an excuse accepted as satisfactory by the Board may, at the Board's discretion, be deemed to have resigned, and the ensuing vacancy shall be filled in accordance with these Bylaws. Acceptance of a resignation shall not be necessary for the resignation to be deemed effective.

Section 2.2.6 Notification to Charter Entity - Within five (5) days of any resignation, removal, or vacancy on the Board, the Board shall notify the Charter Entity of such change in the Board's composition.

Section 2.4 Term – Each Trustee shall hold office for a term of 3 years (except for Cohort I, as specified in Section 2.4.1), or until death, resignation, or removal. Terms are renewable. A full term shall be considered to have been served upon the passage of 10 annual meetings. After election, the term of a Trustee may not be reduced except for cause as specified in these Bylaws.

Section 2.4.1 Staggered Terms - To ensure continuity and stability in the Board's and the School's operations, Trustees shall serve staggered terms as follows:

A. At the inaugural annual meeting of the Founding Board, a majority of the Board will elect Trustees in two cohorts. Each cohort shall consist of half of the Trustees (or as close as possible to ensure equal cohorts).
    a. Cohort I shall serve a term of two years.
    b. Cohort II shall serve a term of three years.
B. Each Trustee so elected will serve from the date of the Annual Meeting at which such Trustee is elected and until the expiration of the Trustee's term coincident with the Annual Meeting occurring at such time.
C. These cohorts shall apply only to the Founding Board as this election procedure will establish staggered terms and thereby prevent turnover of all Board members in one election.

Section 2.5 Duties – The duties of the Board shall be as follows:

A. To govern and oversee the School for the purpose of achieving its mission;

B. To take actions necessary for the School and Corporation to satisfy their obligations under applicable laws;
C. To hire, fire, oversee, evaluate, guide, and support the Executive Director;
D. To financially manage the School, including but not limited to budget development, budget monitoring, establishing fiscal controls, and effectuating audits as required by law or otherwise prudent;
E. To develop, approve, implement, and monitor achievement of the School's accountability plan as required by law;
F. To set, implement, and enforce, or delegate the implementation and enforcement of School policies in regards to:
    a. The Code of Ethics and policies governing Trustees, Officers, and employees;
    b. Admissions;
    c. Curriculum, teaching, and learning;
    d. Employment and other personnel matters;
    e. Student discipline;
    f. Special education;
    g. English language education for English language learners;
    h. Dress code;
    i. Transportation;
    j. Student food services;
    k. Student health services;
    l. Communication with students' families;
    m. Communication with governmental and regulatory agencies;
    n. Public relations and outreach;
    o. Hearing complaints as required by the New York Charter Schools Act § 2855(4) (the enforcement of which shall not be delegated, notwithstanding the foregoing); and
    p. Any other policies necessary to effectuate the School's mission and business in furtherance thereof.
G. To comply with the School's Code of Ethics and Conflict of Interest Policy.

Section 2.6 Responsibilities and Performance of Duties – Each Trustee shall:

A. Perform all the duties of a Trustee enumerated above, as well as serve on a Board committee. Each Trustee shall perform all duties in good faith and with the diligence, care, and skill that a reasonably prudent person in a similar position would use under similar circumstances.
B. Perform their duties in accordance with the Code of Conduct, Conflict of Interest, Confidentiality Policy Statements, and applicable laws.
C. 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.

Section 2.6.1 Compensation – Members of the Board of Trustees shall not receive a salary or other compensation for their service as a Trustee, committee members, or other services on behalf of the Corporation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation. A Trustee seeking reimbursement shall submit receipts and other necessary documents to prove expenses.

Section 2.6.2 Entering Contracts - Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into a contract or execute and deliver an instrument on behalf of the School, provided that such authority is contained in a writing specifying the purposes, limits, and, if applicable, expiration of such authority. Unless so authorized, no Officer, agent, or employee shall have the power to bind the School by contract or other instrument, to pledge the School's credit, or to render the School liable for any purpose or amount.

Section 2.7 Meetings – Meetings of the Board shall comply with the OML as applicable. The Board shall establish its own meeting format subject to limitation by applicable law. The Board's annual meeting shall occur as required by Educ. Law § 2563(1). Regular meetings of the Board will be held at the School once a location has been identified and the School has taken occupancy. Until that time, meetings may be held at a time and location to be determined by the Board and with such notice as required by these Bylaws and applicable laws. The Board shall meet no fewer than the minimum times required by applicable laws and regulations. A majority of the Trustees present at a meeting, whether or not a quorum is present, may adjourn the meeting to another time and place.

Section 2.7.1 Notice of Meetings – The Chair of the Board shall provide written notice to all Trustees of each annual and/or regular meeting at least thirty (30) days in advance of the meeting. To the extent possible, the Chair shall provide each Trustee with a written agenda for the meeting. In the event that the Board must meet under exigent circumstances, the Chair of the Board will provide notice to the extent possible under such circumstances and in accordance with Section 2.7.5 of these Bylaws.

Section 2.7.2 Attendance – The Board shall maintain a written record of attendance for all meetings. An absentee Board member/Trustee is not permitted to designate an alternate to represent him/her/them at any meeting.

Section 2.7.3 Executive Sessions – Per OML § 102(3), an executive session is a portion of a meeting not open to the general public. Per OML § 105(2), attendance at an executive session shall be permitted to any member of the public and any other persons authorized by the public body. All executive sessions shall be conducted as part of an open meeting; they are not considered a separate meeting. No public funds may be appropriated during an executive session. Any Trustee may move for an executive session. Such motion may be made orally or in writing prior to or during a regular or annual meeting. The motion must specify the subject(s) to

be discussed during the executive session. A majority vote of the entire Board is required to approve the motion. An executive session may only be held by the Board for one or more of the following matters:

A. Matters which imperil public safety if disclosed to the public;
B. Matters which may disclose the identity of a law enforcement agent or informer;
C. Matters relating to current or future investigation or prosecution or a criminal offense that would imperil or obstruct effective law enforcement if disclosed to the public;
D. Pending or proposed litigation;
E. Matters applying to school employees or collective negotiations within the scope of Article 14 of the Civil Service Law;
F. Medical, financial, credit, employment history, or similar sensitive information of a particular person or corporation;
G. Preparation, grading, or administration of exams; or
H. Proposed acquisition, sale, or lease of real property or securities, or sale or exchange of securities held by such the Board when publicity would substantially affect the value of that security.

Section 2.7.4 Videoconferencing and Telephone Conferencing – Subject to the OML, the Board may conduct meetings via videoconferencing. For meetings at which a Trustee intends to participate via videoconference, the Board shall provide written notice to the public specifying the videoconference location for the meeting and that the public has a right to attend the meeting at the videoconference location. Beyond a quorum, other Trustees may participate by telephone conference. The Corporation shall provide the public an opportunity to hear and participate in the teleconference discussion.

Section 2.7.5 Special Meetings – Special meetings are any meeting other than the Board's annual and regular meetings. Such meetings shall be held upon four (4) days' written notice to the Board. The written notice shall specify the date and time of the meeting, and the purpose of such meeting.

Section 2.7.6 Open Meetings – All meetings of the Board shall comply with the OML and Article 7 of the POL, including but not limited to the following:

A. All meetings of the Board and committees of the Board shall be open to the general public.
B. A calendar of all scheduled Board meetings shall be posted at the school as soon as such schedule is available.
C. Minutes shall be published in compliance with the OML and as specified below.

Section 2.8 Quorum and Voting – Unless otherwise specified in these Bylaws, a majority of the entire number of Trustees in office at the time of a meeting or vote shall constitute a quorum for purposes of

the Board conducting any business. Except as otherwise specified in these Bylaws, the vote of a majority of the Board constituting the quorum thereof shall be an act of the Board, except that a vote of three quarters of the Trustees eligible to vote shall be required to amend these Bylaws. Only Trustees physically present or participating by videoconference may vote or count for purposes of determining whether a quorum is present, unless otherwise disqualified from voting as specified in the Code of Ethics and/or Conflict of Interest Policy. In the event of a tie vote, the highest-ranking member in attendance shall cast a deciding vote to determine the outcome.

Section 2.9 Minutes – Pursuant to the OML, the Board shall take minutes at all open meetings of the Board. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the meeting date. Minutes of executive sessions will be available within one week of the meeting. Minutes taken at all open meetings of the Corporation shall contain the following information:

A. The date and time of the meeting;
B. A list of Trustees in attendance;
C. A list of Trustees absent, specifying whether the absence is excused or unexcused;
D. A summary of all motions, proposals, resolutions, and any other matter formally voted upon;
E. A record of how each Trustee voted on each matter; and

For any executive session, a record of the final determination of any action taken and the date and vote thereon, provided, however, that such summary need not include any matter which is not required to be made public by the Freedom of Information Law.
Minutes of open meetings and executive sessions shall be made available to the public as required by the OML.

Section 2.9.1 Procedure - The Secretary will act as or designate another to take minutes for each meeting of the Board of Trustees. In the absence of the Secretary, the presiding officer of the meeting will appoint a Secretary of the meeting.

Section 2.10 Right of Inspection – Subject to restrictions imposed by applicable law on access to or the use or dissemination thereof, every Trustee shall have the right to inspect and copy at his/her/their expense all books, records, and documents of the Corporation and to inspect the physical properties of the Corporation, provided that such inspection is conducted at reasonable times upon reasonable notice (not less than 10 days' written notice) in writing to the Corporation.

Article III
Committees and Task Forces

Section 3.1 Committees - The Board may create committees as the Board deems necessary and/or as required by law. Committee members shall be chosen from among the Board's members. Each committee and member thereof shall serve at the pleasure of the Board. A committee shall have all the powers delegated to it by the Board, except that no committee shall have the power to:

A. Change membership of, or to fill vacancies in, the Board or any committee of the Board;
B. Fix the compensation of Trustees for serving on the Board or any committee thereof;
C. Amend or repeal these Bylaws or adopt any new Bylaws;
D. Amend or repeal any resolution of the Board; or
E. Exercise any other powers denied the committee by resolution of the Board or by applicable law.

Section 3.1.1 Executive Committee - In accordance with Educ. Law § 226, the Board shall elect an Executive Committee of not less than five (5) members, who may transact business of the School as the Trustees may authorize, except to grant degrees or make removals from office. The Chair of the Board will also serve as the Chair of the Executive Committee.

Section 3.1.2 Finance Committee - The Finance Committee shall consist of at least three (3) members of the Board.The Finance Committee shall be responsible for overseeing the School's finances and financial well-being. The Treasurer will serve as the Chair of the Financial Committee. The Finance Committee's responsibilities include, but are not limited to, working with the Executive Director to create an annual budget, presenting the annual budget to the full Board, reviewing the School's financial documents, maintaining records of the School's financial documents, ensuring that the School has appropriate bank accounts, assisting the Treasurer with executing his/her/their duties, and any other tasks that the Board may delegate to it.

Section 3.1.3 Academic Committee - The Academic Committee shall consist of at least three (3) members of the Board. The Academic Committee shall be responsible for assisting the Executive Director with ensuring that the School achieves its student enrollment targets, review data and reports to ensure that the school is achieving and, as possible, exceeding its academic requirements, and any other tasks that the Board may delegate to it.

Section 3.1.4 Facilities Committee - The Facilities Committee shall consist of at least three (3) members of the Board. The Facilities Committee shall be responsible for obtaining a physical location for the School, negotiating lease terms, addressing concerns regarding the School's facilities (i.e. renovations), and any other tasks that the Board may delegate to it. However, the authority to approve all final agreements related to facilities, renovation, and planning remains with the Board.

Section 3.2 Committee Governance – Each committee shall appoint its chairperson by vote of a majority of the committee. A committee may empanel one or more subcommittees. A majority of a committee shall constitute a quorum for the transaction of business. Except as otherwise provided by these Bylaws, the vote of a majority of a committee constituting the quorum thereof shall be an act of the committee.

A quorum of the committee shall be a majority of the entire number of Trustees in office at the time of a meeting or vote.

Section 3.3 Committee Meetings – Committee members may participate in the committee's meeting via videoconference or teleconference, provided such meeting and notice thereof comply with applicable requirements of the OML. Each committee shall maintain minutes of each committee meeting and shall file copies of the minutes with the corporate records as required by applicable law.

Article IV
Officers

Section 4.1 Officers – At all times, the Board shall have the following Officers: Chair, Vice Chair, Secretary, and Treasurer, and any such other Officers, if any, that the Board may elect. The same person may hold more than one office, with the following limitations: no individual may serve as both the Chair and Secretary, and no individual may act in more than one capacity when the action of two or more Officers is required.

Section 4.1.1 Chair - Subject to limitation by the Board, the Chair shall have general supervision, direction, and control of the Corporation. The Chair shall preside at Board meetings. The Chair shall have the power to sign alone, in the name of the Corporation, all contracts authorized by the Board and to execute and deliver other documents and instruments. The Chair shall also have other powers and perform such other duties as the Board may designate to him/her/them. The Chair shall stay informed of all of the Board's and its Committees' work.

Section 4.1.2 Vice Chair - The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers and responsibilities of the Chair subject to the same limitations as the Chair. The Vice Chair shall share in responsibilities of the Chair as needed to support the Chair, and shall also have other powers and perform such other duties as the Board may designate to him/her/them.

Section 4.1.3 Secretary - The Secretary shall be responsible for maintaining accurate minutes and other records as required by law from all meetings of the Board, serving all notices of the Corporation, and acting as custodian of all of the Corporation's records (except for financial records). The Secretary shall also have other powers and perform such other duties as the Board may designate to him/her/them.

Section 4.1.4 Treasurer - The Treasurer shall:

A. Be responsible for the oversight of all financial matters within the Corporation, including but not limited to maintaining accurate financial records of the Corporation and acting as the custodian of the Corporation's financial records;
B. Make available for inspection to any Trustee the Corporation's financial records;

C. Deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name with the depositors designated by the Board;
D. Disburse or cause to be disbursed any the Corporation's funds as the Board directs;
E. Furnish, as requested by the Board but at least once every fiscal year, an accounting of the Corporation's financial transactions;
F. Prepare or cause to be prepared reports on any financial issue as requested by the Board;
G. Serve as the Chair of the Finance Committee;
H. Assist the and
I. Have other powers and perform such other duties as the Board may designate to him/her/them.

Section 4.2 Compensation - Persons serving as Officers shall not receive compensation or salary for their services. An Officer may be entitled to reimbursement for reasonable expenses incurred while carrying out his/her/their duties as an Officer.

Section 4.3 Election and Term of Officers - All Officers shall be elected by the Trustees from among them. The Board shall elect its officers at the Board's annual meeting. Each Officer shall hold office for a term of one year or as otherwise provided by the Board. Each Officer shall remain in office until the expiration of his/her/their term, or his/her/their death, resignation, or removal in accordance with these Bylaws including until his/her/their successor has been elected and qualified.

Section 4.4 Resignation or Removal - Any Officer may be removed, with or without cause, by a majority vote of the Board, excluding the Trustee subject to removal. Any Officer may resign at any time upon written notice to the Corporation. For any Officer vacancy, the unexpired term shall be filled by Board action.

Section 4.5 Financial Obligations - Except as otherwise specified by Board resolution, checks, drafts, promissory notes, orders for payment of money, and other evidence of indebtedness of the School may be signed by the Board's Chair or Treasurer, the Executive Director, and/or Head of the School. Such items in the amount of $10,000.00 or greater must be signed by two of these individuals.

Article V
Amendment

Section 6.1 Amendment - A majority of the Board may amend or repeal these Bylaws subject to approval by the Charter Entity. The Board may promulgate procedures for amending the Bylaws. Upon Board approval of an amendment, the Board must submit a copy of the amended and ratified Bylaws, along with a signed resolution or minutes of the meeting at which the Board deliberated and ratified the amendment, to the Charter Entity. A vote of three quarters of the Board is required to ratify an amendment.

Section 6.2 Content of Amendments - Any amendments must comply with the School's Charter and applicable laws.

Section 6.3 Notice of Amendment - Notice of any meeting at which the Board will discuss and vote on amendment of the Bylaws must comply with meeting notice requirements contained in these Bylaws and with applicable law, including but not limited to the OML and Educ. Law.

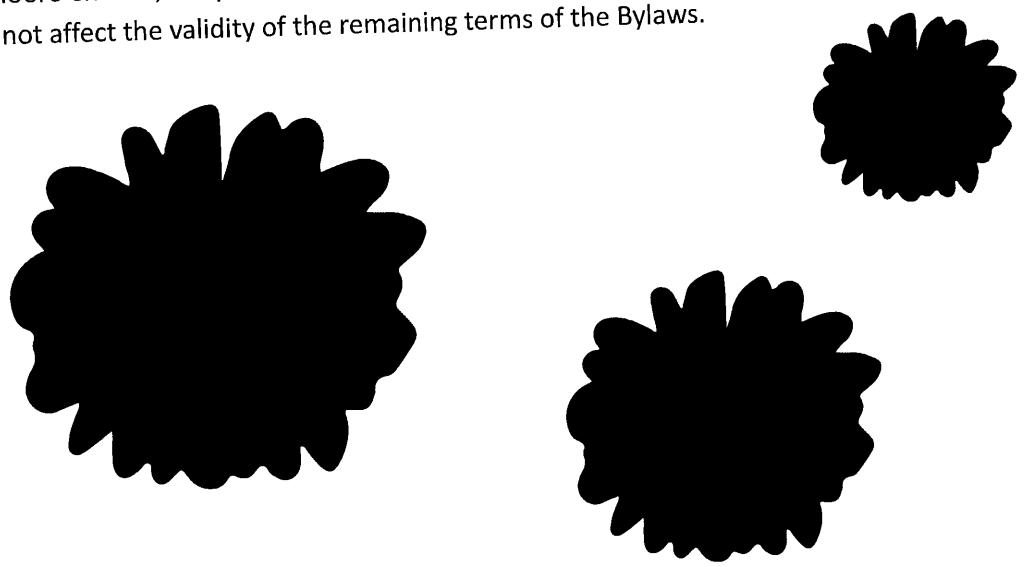
Article VI
Miscellaneous Provisions

Section 6.1 Liability - No Trustee shall be personally liable for the Corporation's debts, liabilities, or other obligations.

Section 6.2 Employees and Other Agents - The Board may hire such employees and appoint such agents as it deems appropriate.

Section 6.3 Self-Dealing Transactions - In order to protect the best interests of the School when entering into an agreement or a transaction that might also benefit the private interest(s) of a Trustee, Officer, or employee of the School, the Board shall not engage in self-dealing transactions, except as approved by the Board. These Bylaws incorporate the procedure for addressing self-dealing transactions as set forth in the School's Code of Ethics and Conflict of Interest Policy.

Section 6.5 Severability and Conflict - Whenever a provision of these Bylaws conflicts with the provisions of the School's Charter, the provision of the Charter shall control. The conflicting term shall be severed and shall not affect the validity of the remaining terms of the Bylaws.



R-14F - Code of Ethics and Conflict of Interest Policy

Miss Major Middle

MISS MAJOR MIDDLE PUBLIC CHARTER SCHOOL
CODE OF ETHICS

Article I
General Provisions

Section 1 - The Board of Trustees (collectively "the Board," including its Officers; individually, "Trustee") and employees of Miss Major Middle School ("the School" or "the Corporation") shall comply with this Code of Ethics during the entirety of his/her/their tenure on the Board or employment with the School. The Board and employees of the School must conduct their affairs in the best interest of the School; avoid conflict, or the appearance of conflict, between their personal interests and those of the School; and ensure that they do not obtain any improper personal benefit from their position or affiliation with the School. The Board, experts, advisors, and School staff are subject to the gift policy set forth below.

Section 2 - Trustees, Officers, and employees of the School shall conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of all applicable laws, including but not limited to the New York State Education Law, New York State General Municipal Law, and New York State Not-For-Profit Corporation Law, and the School's Charter and Bylaws, as applicable.

Article II
Prohibited Conduct

Section 2.1 - No Trustee, Officer, or employee of the School shall engage in a self-dealing or related party transaction except as approved by the Board in accordance with the Conflict of Interest policy.

Section 2.1.1 - A self-dealing transaction is a transaction in which the School is a party and one or more of the individual Trustees, Officers, or employees of the School has a financial interest.

Section 2.1.2 - In respect to any transaction which the School and/or Board is considering or to which the School and/or Board is already a party, any Trustee, Officer, or employee of the School shall make a "Self-Dealing Disclosure," as defined below, if he/she/they:

A. Is or proposes to be a party to the transaction in conflict of official duties;

B. Holds an ownership or investment interest in an entity which is a party to the transaction in conflict of official duties;
C. Is employed by or is otherwise compensated by or is otherwise compensated by an entity which is a party to the transaction in conflict with official duties;
D. Is a trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties; and/or
E. A relationship as a spouse or person within the sixth degree of relationship with the Trustee, Officer, or employee that falls within the above-enumerated scenarios.

Section 2.1.3 - A "Self-Dealing Disclosure" shall be comprised of a full and candid public, written disclosure using applicable form promptly made to the Board and/or to his/her/their immediate supervisor (if applicable) of one's interest (or interest of a blood or marital relation) giving rise to the Self-Dealing Disclosure obligation. Every Trustee, Officer, and employee is obligated to remain informed of matters under consideration by the Board by timely reviewing publicly available information and making further inquiries as a reasonably prudent person would regarding such matters to determine if disclosure is required.

Section 2.2 - Trustees, Officers, and key persons (as defined in N-PCL § 102[25]) cannot have an interest in any for-profit contract with the School. Contracts with not-for-profit entities are not necessarily prohibited, but must be disclosed to the Board as outlined in the School's Code of Ethics, Conflict of Interest Policy, and Bylaws and any applicable law.

Section 2.3 - No Trustee, Officer, or employee of the School shall have an interest in any contract with the School when such person, individually or as a member of a board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder, (b) audit bills or claims under the contract, or (c) appoint an officer or employee who has any of the powers or duties set forth above

Section 2.4 - No chief fiscal officer, treasurer, or such person's deputy or employee shall have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the municipality of which he/she/they is an officer or employee. The provisions of this section shall in no event be construed to preclude the payment of lawful compensation and necessary expenses of any individual in one or more positions of public employment, the holding of which is not prohibited by law

Section 2.5 - All Trustees, Officers, and employees of the School shall avoid at all times engaging in activities that appear to be unduly influenced by persons with a special interest in matters under consideration by the Board or relating to the School, including but not limited to the following:

A. Directly or indirectly solicit any gift, or accept or receive any gift, having a value of seventy-five (75) dollars or more, whether in the form of money, service, loan, travel, entertainment,

hospitality, item or promise, or any other form, under circumstances that could reasonably be inferred as the gift influencing, or expected to influence, performance of official duties or intended as an award for any official action;

B. Disclose confidential information acquired in the course of his/her/their official duties or use such information to further his/her/their personal interests;

C. Receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School or Board of which he/she/they is a Trustee, Officer, or employee or of any School, Board committee or similar entity over which he/she/they has jurisdiction or to which he/she/they has the power to appoint any member, officer or employee; or

D. Receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School or Board and any of its committees, whereby he/she/their compensation is to be dependent or contingent upon any action by such entity with respect to such matter, provided that this paragraph shall not prohibit fixing fees based upon the reasonable value of services rendered.

If a Trustee, Officer, or employee violates this provision, such individual shall comply with the above-described Self-Dealing Disclosure procedure and any applicable provisions of the School's Conflict of Interest policy. The Trustee, Officer, or employee's interest may be reflected in the Board minutes.

Section 2.6 - Trustees, Officers, and employees shall not engage in, solicit, negotiate for, or promise to accept private employment, present or future, when that employment creates a conflict with or impairs the proper discharge of his/her/their official duties.

Section 2.7 - Trustees, Officers, and employees shall not invest or hold any investments that directly conflict with his/her/their official duties.

Section 2.8 - Trustees, Officers, and employees shall not, after termination of his/her/their service or employment with the Board and/or the School, appear before the Board or any committee of the Board in relation to any matter in which he/she/they personally participated while serving on the Board and/or employed by the School. This provision shall not bar or prevent timely filing by a present or former Trustee, Officer, or employee of any claim, account, demand, or suit permitted by law against the School on the individual's behalf or on behalf of his/her/their family.

Article III
Miscellaneous Provisions

Section 3.1 - Any Trustee, 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 School shall publicly disclose the nature and extent of such interest in writing to the Board and as applicable,

his/her/their immediate supervisor as soon as he/she/they has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. Such written disclosure may trigger the procedure for addressing conflicts of interest contained in the School's Conflict of Interest Policy.

Section 3.2 - Trustees, Officers, and employees of the School shall, at the start of their service and/or employment with the Board or School and annually thereafter, sign a statement acknowledging receipt and review, and agreement to comply with the Code of Ethics. The Board's Secretary shall maintain record of these statements.

Section 3.3 - Any Trustee, Officer, or key person (as defined in N-PCL § 102[25]) who knowingly and intentionally violates any of the provisions in this Code of Ethics, GML §§ 806 or 805-a, or other applicable law may be fined, suspended, or removed from office or employment with the School.

MISS MAJOR MIDDLE PUBLIC CHARTER SCHOOL
CONFLICT OF INTEREST POLICY

Article I
Definitions

Section 1 - In addition to terms defined in the Bylaws and the Code of Ethics, the following terms shall, in accordance with applicable law, have the following meanings:

A. Interest - An "interest" is a direct or indirect pecuniary or material benefit accruing to a Trustee, Officer, employee, or member of a Board committee of the School.
   a. Financial Interest - A person has a financial interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement (including direct or indirect remuneration or gifts in excess of seventy-five [75] dollars), or other arrangement involving the School.

B. Interested Person - An interested person is any Trustee, Officer, employee, or member of a Board committee who has a direct or indirect financial interest.

C. Key Person - A key person is any person, other than a director or officer, whether or not an employee of the School, who:
   a. Has responsibilities, or exercises powers or influence over the School as a whole similar to the responsibilities, powers, or influence of the Trustees and Officers;
   b. Manages the School or a segment of the School that represents a substantial portion of the activities, assets, income, or expenses of the School; or
   c. Alone or with others controls or determines a substantial portion of the School's capital expenditures or operating budget.

Article II
Scope and Purpose

Section 2.1 - This Conflict of Interest Policy ("Policy") supplements, but does not replace, any and all applicable state and federal laws governing conflicts of interest applicable to the School. This Policy supplements the School's Bylaws and Code of Ethics.

Article III
Self-Dealing/Related Party Transaction and Duty to Disclose

Section 3.1 - Under this Policy and coterminous with the Code of Ethics and Bylaws, if the School considers entering into a self-dealing transaction, the Board (or a committee of the Board) must determine if the transaction is fair, reasonable, and in the best interests of the School.

Section 3.2 - If at any time during his/her/their term of service or employment with the School a matter comes before the Board in which a Trustee, Officer, or employee of the School has, or has a related party

with, an actual or potential interest as defined in Article I, Section I(A) of this Policy, that individual must promptly disclose that interest in writing to the Board, including the nature of the interest and all relevant and material facts. The Board will then follow the procedures set forth in Article IV of this Policy.

Section 3.3 - A Trustee, Officer, or employee's failure to promptly disclose to the Board known interests or a known self-dealing transaction may be grounds for removal from the Board or termination of employment by the Corporation. The additional may be subject to fines or other punishment under applicable law.

Article IV
Disclosure, Voting Procedure, and Records

Section 4.1 - As discussed above and in the School's Code of Ethics, an interested person must disclose the existence of an interest in writing to the Board. The Board shall then provide the individual with an opportunity to disclose and discuss all material facts with the Board at a meeting of the Board.

Section 4.2 - After disclosure and a chance to be heard, the interested person shall leave the meeting of the Board while the Board deliberates the matter. The Board, excluding the individual who disclosed the conflict, shall decide by a majority vote if a conflict of interest exists.

Section 4.3 - If appropriate, the Chair of the Board, or committee to whom appropriate responsibility has been delegated, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the Board or a committee of the Board shall determine whether the School can with reasonable effort obtain a transaction or arrangement that would not give rise to a conflict of interest. If such arrangement is not possible, the Board or committee of the Board shall determine by majority vote of the disinterested Trustees whether the subject transaction or arrangement is in the best interests of the School and whether it is fair and reasonable. In accordance with the foregoing, the Board or committee of the Board shall by majority vote determine whether to enter into the transaction or arrangement.

Section 4.4 - If the Board or a committee thereof has reason to believe that a Trustee or other person subject to this Policy, Code of Ethics, and Bylaws has failed to disclose an actual or possible conflict of interest, the Board or committee shall inform such person in writing of the basis for such belief and provide the person with an opportunity to address the situation.

Section 4.5 - The interested person shall not attempt to improperly influence the deliberation and/or vote upon the matter giving rise to such conflict.

Section 4.6 - The conflict and resolution of the conflict shall be documented in the corporate records of the School. minutes of the Board and its committees shall contain:

A. The names of individuals disclosing an interest;

B. The nature of the interest;
C. Any action taken to determine whether a conflict of interest exists;
D. The names of individuals present for discussions relating to the transaction or arrangement and potential conflict;
E. Notes on the discussion of the transaction or arrangement, including proposed alternatives;
F. The Board or committee's vote and determination on whether a conflict exists; and
G. The Board of committee's vote on whether to undertake the transaction or arrangement.

Section 4.7 - The Board or a committee thereof may promulgate written procedures for determining whether a conflict of interest exists that effectuate this Policy.

Section 4.8 - Prior to election and annually thereafter, all Trustees shall file with the Board's secretary a written statement identifying any entity that the School has a relationship with and for which the Trustee is an officer, director, trustee, member, owner or employee.

Article V
Miscellaneous Provisions

Section 5.1 - A voting member of the Board who receives compensation for services, directly or indirectly, from the School is prohibited from voting on matters pertaining to that member's compensation.

Section 5.2 - A voting member of any committee of the Board whose jurisdiction includes compensation matters and who receives compensation for services, directly or indirectly, from the School is prohibited from voting on matters pertaining to that member's compensation.

Section 5.3 - Prior to election and annually thereafter, all Trustees and Officers shall sign an annual statement affirming that he/she/they has received, read, and understands this Policy, agrees to comply with the Policy.

Section 5.4 - The Secretary of the Board or a designated compliance officer shall safeguard the signed statements discussed in Article V, Section 5.3 of this Policy.

Miss Major
Middle

MISS MAJOR MIDDLE PUBLIC CHARTER SCHOOL
COMPLAINT POLICY

Purpose and Scope

New York State Education Law § 2855(4) provides that any individual or group has the right to bring a complaint with the Board of Trustees ("the Board") of Miss Major Middle School ("the School") alleging a violation of Article 56 of the New York State Education Law, the School's charter, or any other provision of law relating to the management or operation of the School. This policy sets forth the process for filing such a complaint, and is to comply with applicable laws.

This policy shall be made readily available to the parents and/or guardians of students enrolled in the School, and made readily available to all others requesting a copy of the policy. Each member of the Board shall also receive a copy of this policy. The School's staff shall also be provided a copy of this policy and the complaint resolution form.

This policy pertains to complaints about matters such as, but not limited to, instructional materials, personnel, emergency, or urgent facilities conditions posing a threat to the health and safety of pupils or staff, teacher vacancies, or missed assignments. This policy will also serve as a uniform complaint procedure for investigating complaints of:

- Discrimination on the basis of age, sex, sexual orientation, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other protected basis under law;
- Personnel issues;
- Academic issues; and
- Any person or combination of staff, student, fellow parent, family, or volunteer that appears to compromise and/or conflict with the School's mission and/or charter, violate applicable laws and regulations pertaining to categorical aid programs, child development, counseling, special education, and nutrition services.

Complaints that address unlawful discrimination in violation of or otherwise lack of compliance with certain federal and state programs may be subject to different requirements as governed by applicable

federal or state law. In the event that such federal or state law is implicated, the complaint procedure contained therein shall govern. This complaint policy addresses only complaints that fall within the policy's specified scope.

Persons responsible for conducting investigations shall be or become knowledgeable about the matters under investigation.

The Board or, in the event of an informal complaint, any employee of the school, shall maintain a detailed record of all complaints and related actions, including all information required for compliance with school mandates, procedures, and policies as required by the SUNY Charter School Institute ("the Institute"), the New York State Department of Education, and the School's mission and charter. This record shall include the date the complaint was received, steps taken to address the complaint, and the results of any investigation necessitated by the complaints. All complaints and responses shall be public records. Complainants and student(s) of a complainant shall not be subject to retaliation for filing a complaint.

Complaints shall be processed according to the steps outlined below. Any Title 1 complaints shall be processed, resolved, and recorded in accordance with the steps below, and will be identified as a Title 1 parent complaint.

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.

Process for Filing Formal Complaints

A complaint concerning a violation of the law or of the School's charter constitutes a formal complaint. Pursuant to the requirements of New York State Education Law § 2855(4), the Board or its designee shall adhere to the legally required procedures for formal complaints.This policy effectuates Section 2855(4)'s requirements.

Step 1 - Filing the Complaint

To file a formal complaint, the complainant must submit their complaint in writing to the Board using the complaint form. Complaint forms will be available at the main office and will be forwarded to the Board or its delegate. The complaint should include the date of the complaint, a detailed account of the circumstances giving rise to the complaint, and the requested remedy. A complainant may include as much text as they feel is necessary to explain the issue. If a complainant is unable to complete the form, the Board or its delegate shall work with the complainant to record their complaint through other means. The complainant shall be provided a copy of their complaint and the complaint procedure.

Step 2 - Investigation of the Complaint

Upon receipt of the complaint, the Board or its delegate shall take all appropriate steps and make all reasonable efforts within its authority to timely investigate the complaint and to work towards

resolution of the complaint. The investigation shall include, but is not limited to, interviewing the complainant and/or the complainant's representative and any other person believed to have relevant knowledge concerning the complaint.

Step 3 - Response and Final Decision

The Board or its delegate shall remedy a valid complaint within a reasonable time period not to exceed 14 days from the date that the complaint was received. The Board shall complete its written response/report within 21 days of the initial filing, and place a copy in the Board's files and, if applicable, a teacher, employee, or student file.

The Board or its delegate's response/report will clearly set forth the reasoning of the Board's decision, and be given to the complainant within a reasonable time not to exceed 45 days, unless a sound reason exists for delay.

The Board shall provide a copy of the response/report, with redactions in accordance with relevant laws, upon request.

The response/report shall be written in English and, when required and feasible and/or required by law, in the complainant's language.

A complainant may take voluntary steps before filing a formal complaint with the Board. These voluntary steps are first speaking with the Head of School and then, in the event that the issue persists, speaking with the Executive Director. As these steps are voluntary, a complainant is not required to bring their issue to the Head of School or Executive Director prior to filing a formal complaint.

Appeal Process

If the complainant believes that the Board's response/report does not adequately address their formal complaint, the complainant has the right to file an appeal with the Institute. The Institute shall investigate and respond according to their rules and regulations. If the Board fails to comply with this policy for addressing complaints, the complainant may file an appeal with the Institute. The Institute and the Board of Regents have the power to take appropriate remedial action as they deem appropriate.

If, after presentation to the Institute, the complainant feels that the Institute has not adequately addressed their complaint, the complainant may present the case to the SUNY Board of Trustees, who shall investigate and respond according to their rules and regulations.

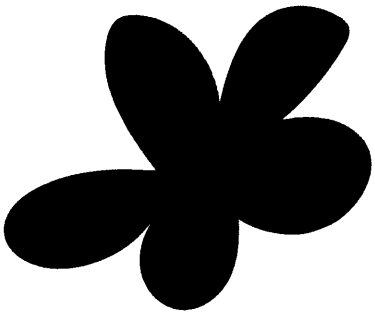
Process for Filing Informal Complaints

A complaint regarding any issue unrelated to the law or fulfillment of the School's charter shall be regarded as an informal complaint. Resolution of informal complaints are best resolved by communication between the parties most immediately involved. The School encourages informal resolution to informal complaints when possible.

The School encourages informal complaints to first be brought to the parties involved. If the parties are unable to resolve the issue, then they may bring the issue to the Head of the School. If the parties and the Head of School are unable to resolve the issue, then they may bring the issue to the Executive Director.

Any party(ies) who believe that their informal complaint has not been adequately addressed by the Head of the School may bring their complaint during the public comment portion of a meeting of the Board. However, the Board is not required to address such complaints directly or in writing; the Board may do so at its discretion.

If a member of the Board believes that an informal complaint brought to its attention constitutes a performance concern in its management of the Head of School, a member of the Board may raise discussion of the complaint as a new business for the full Board to discuss. If the Board believes that disciplinary action is justified, the Board may vote to pursue such action pursuant to the School's personnel policy.



R-14H - Board Member Resumes

David O'Connell | [redacted]

PROFESSIONAL EXPERIENCE

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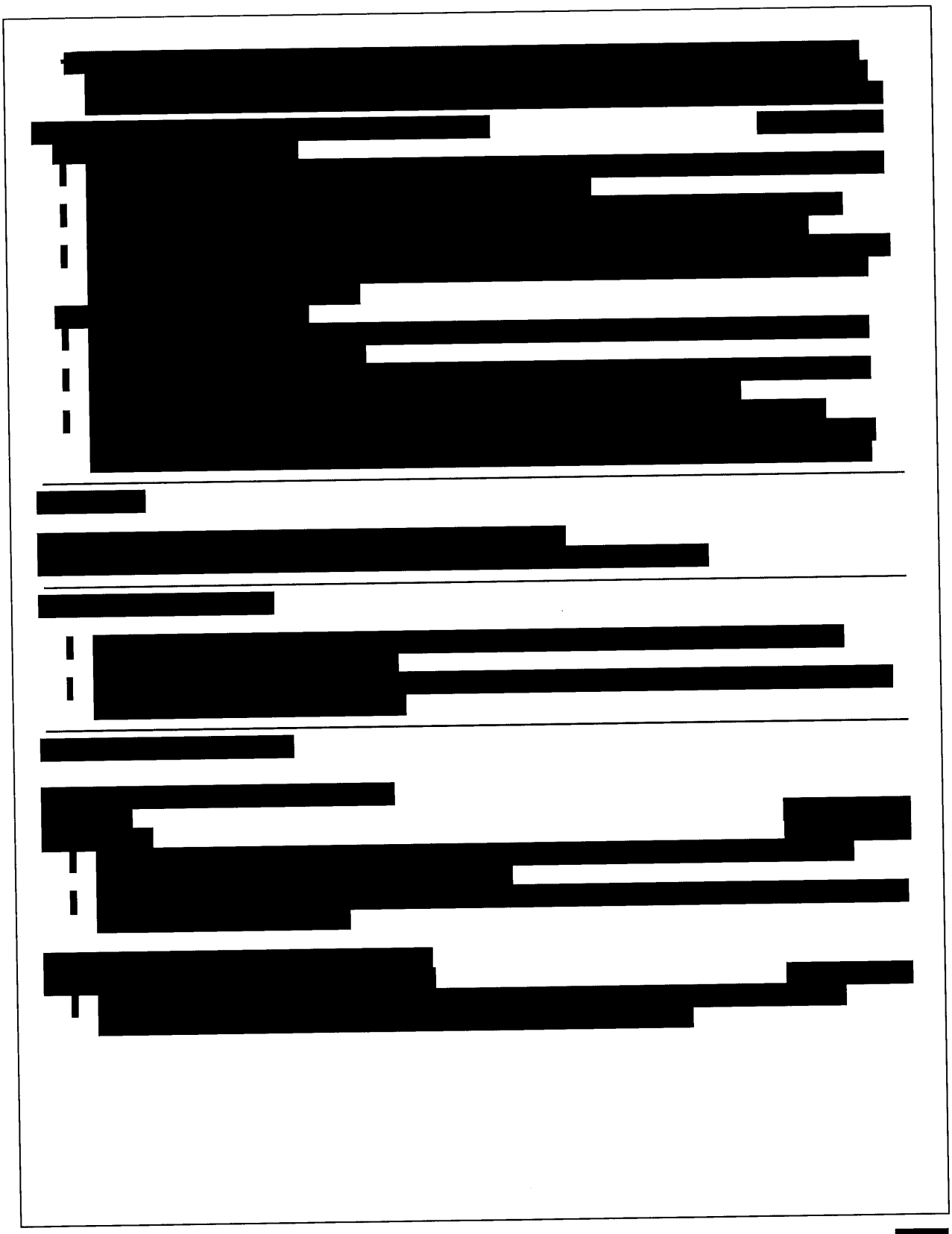

Rafael Pérez-Segura

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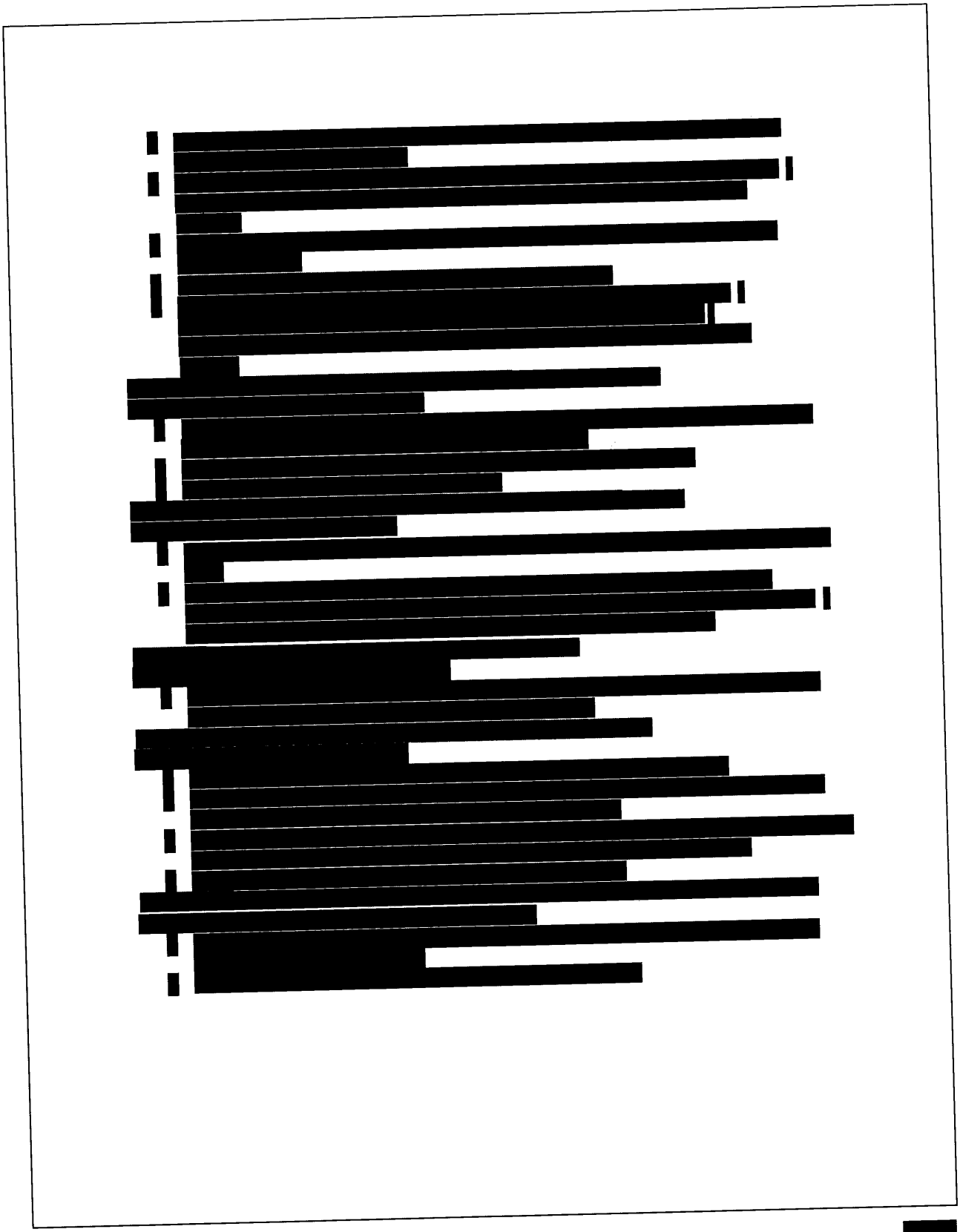
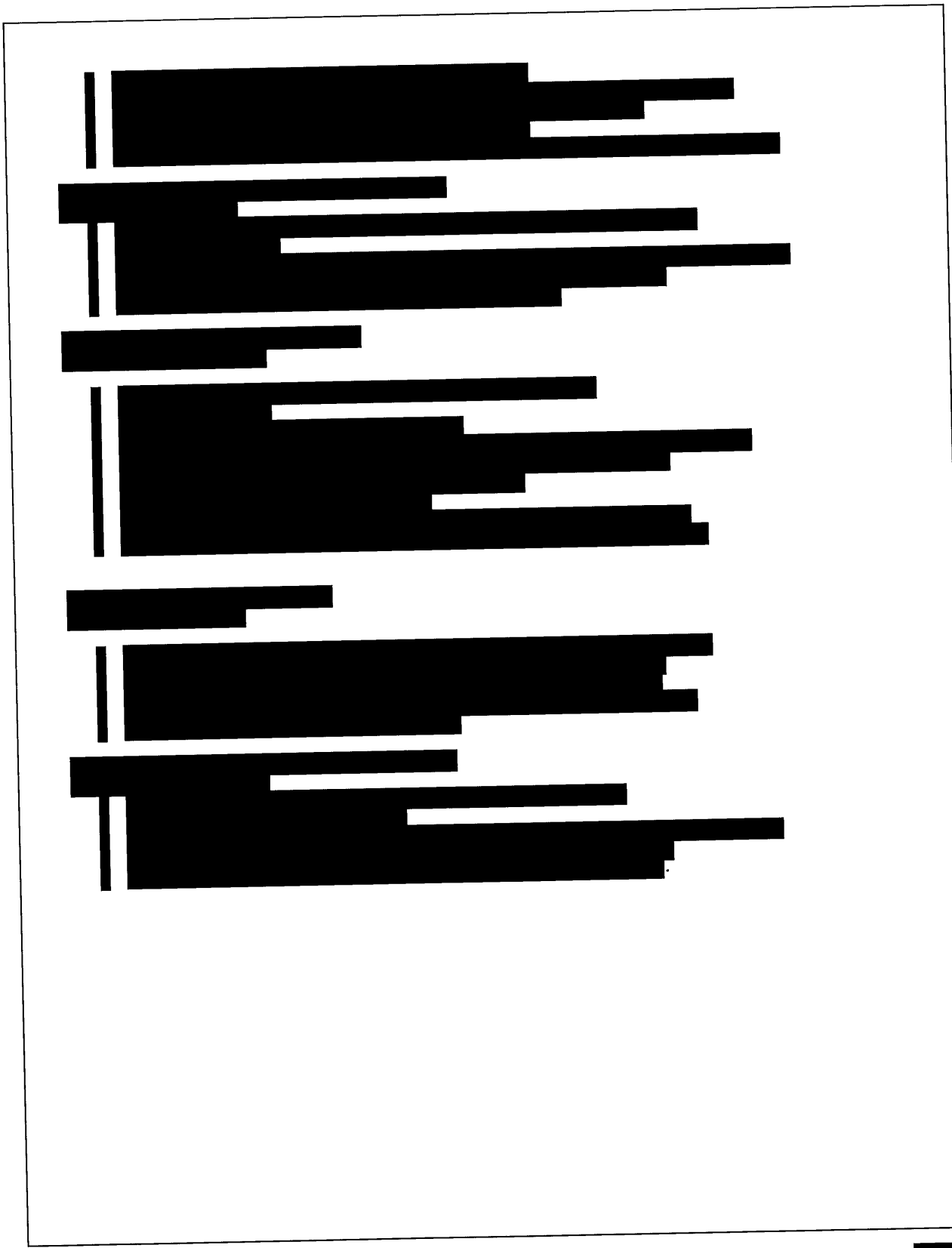


[redacted]

Leslie Rich

[redacted]



BECK ZUCKER

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[redacted]

JULIE L. SHAPIRO

[redacted]

PROFESSIONAL EXPERIENCE

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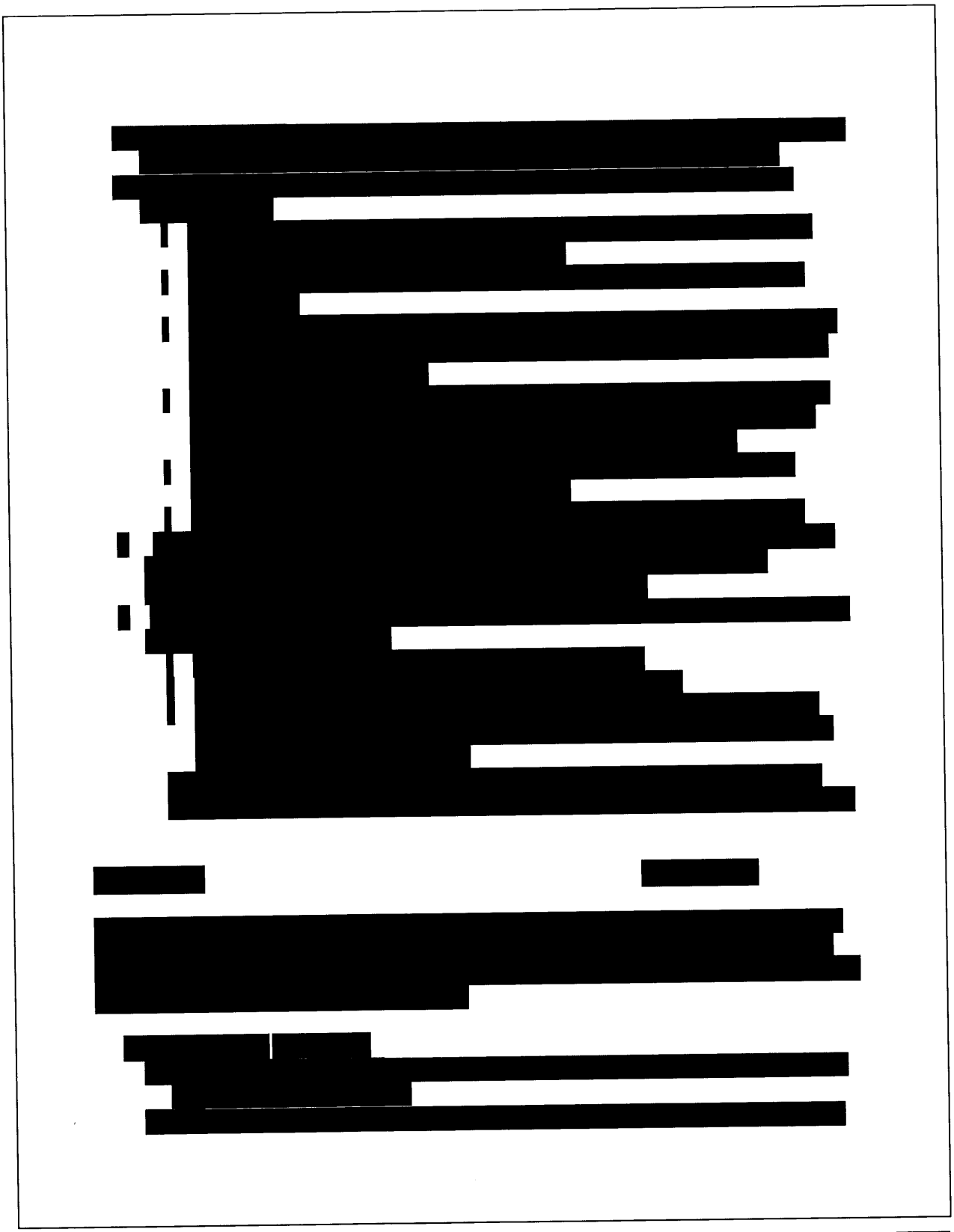
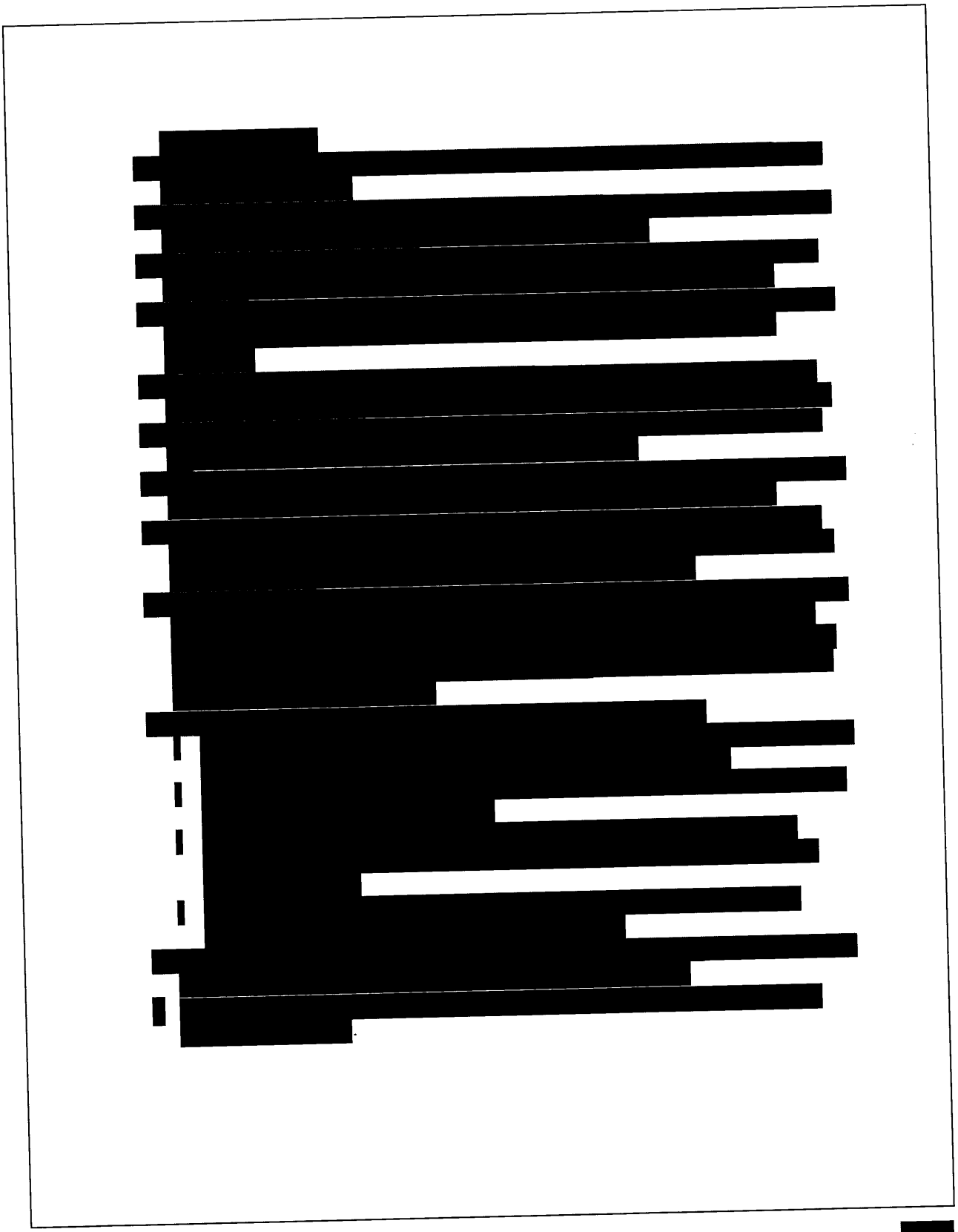
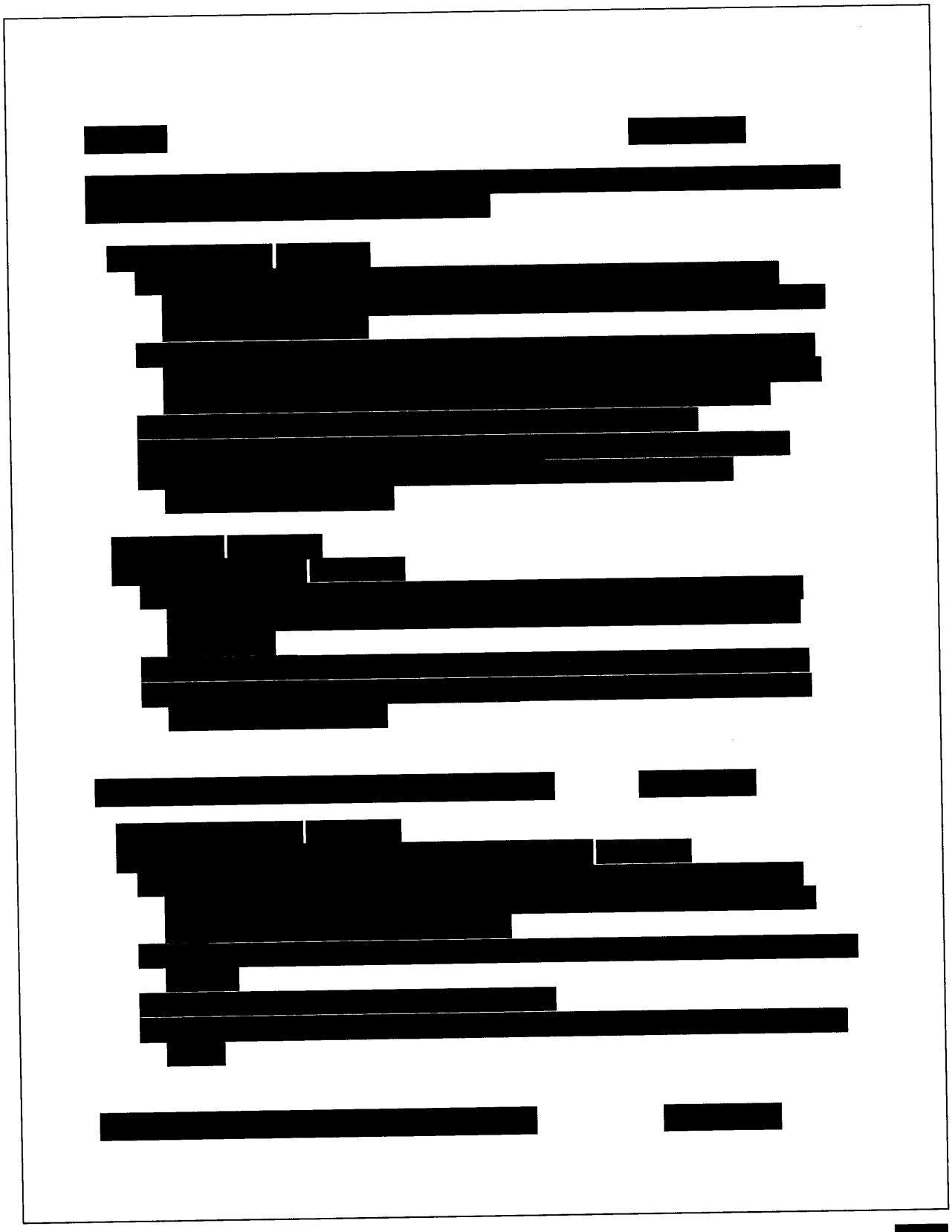
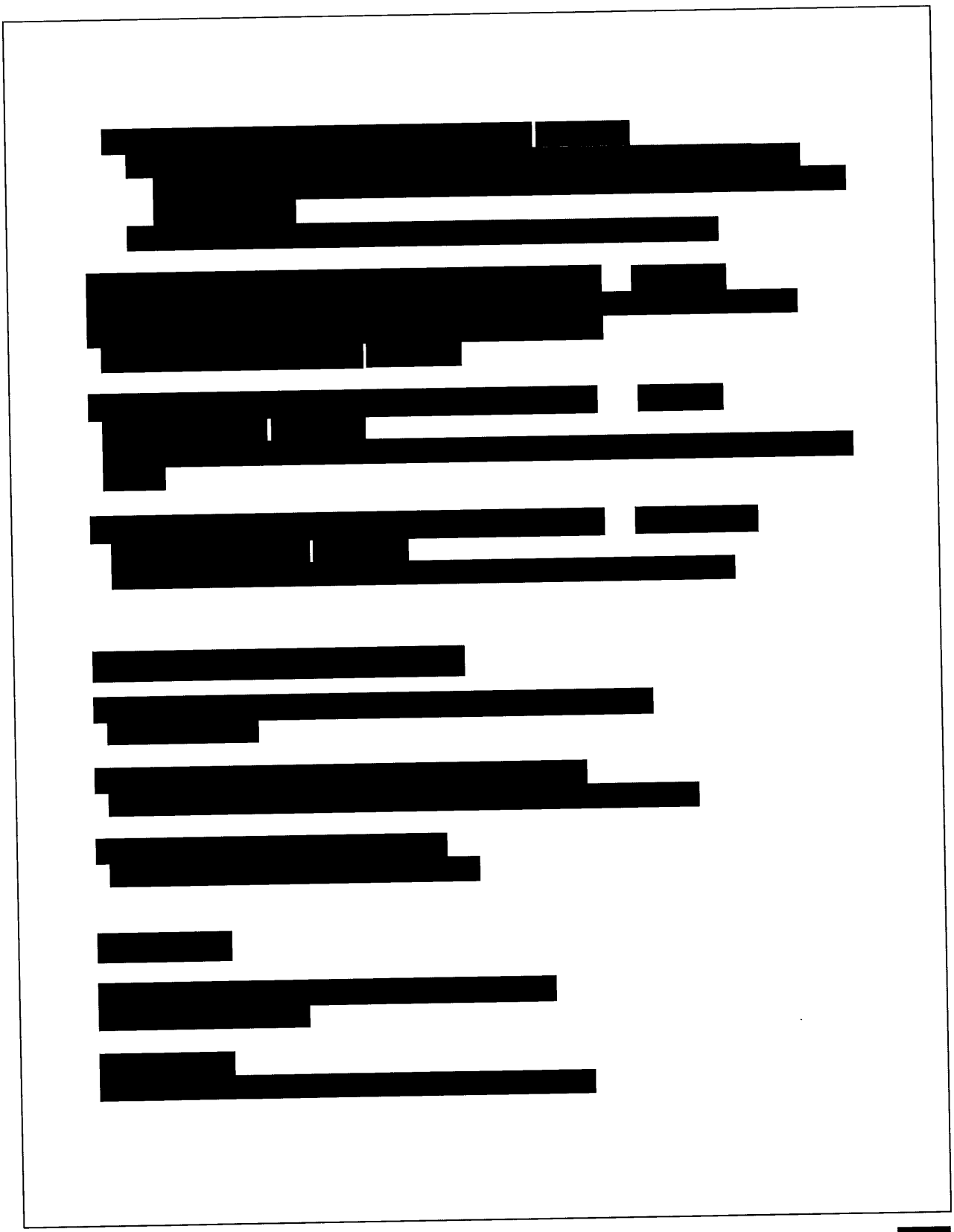


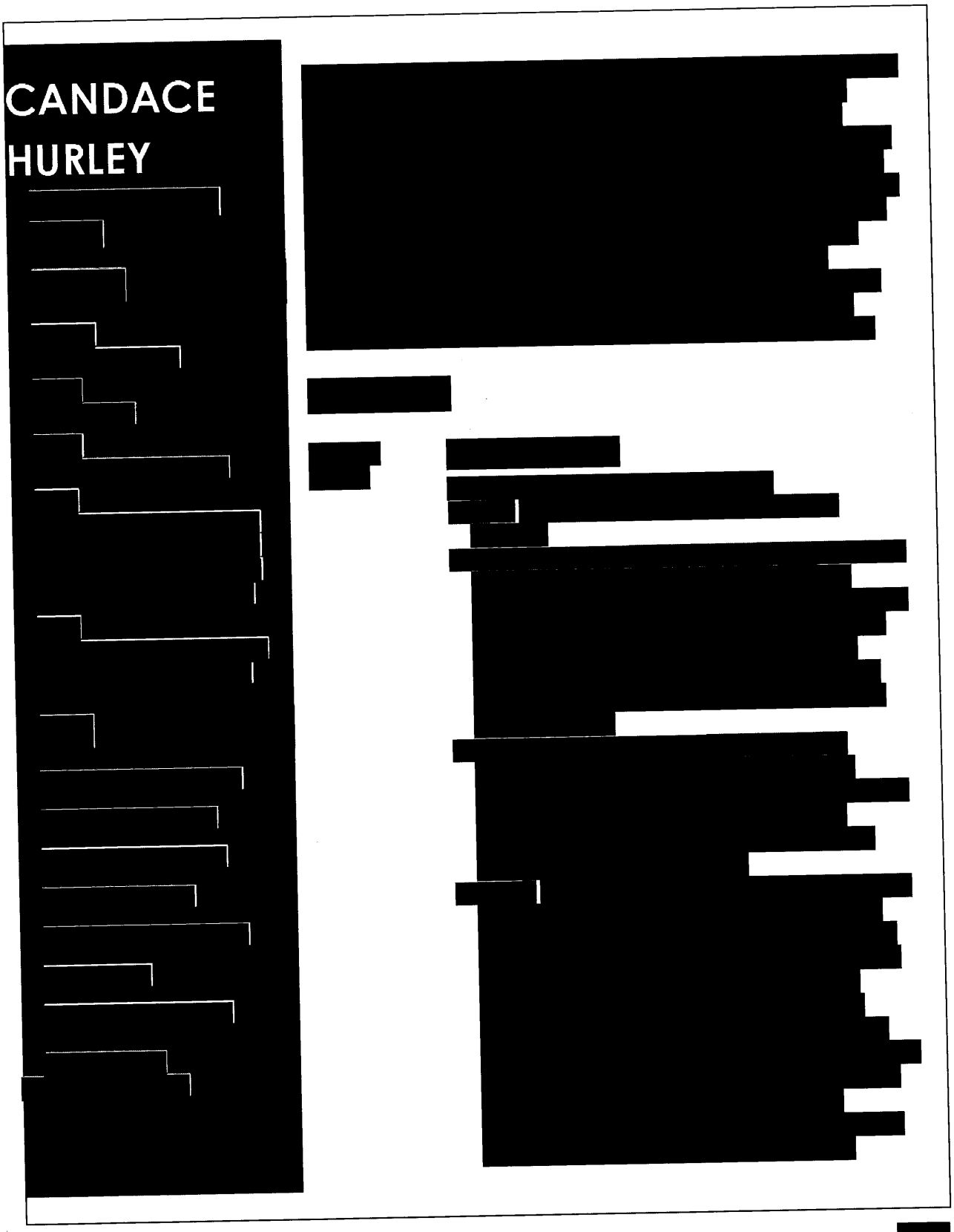


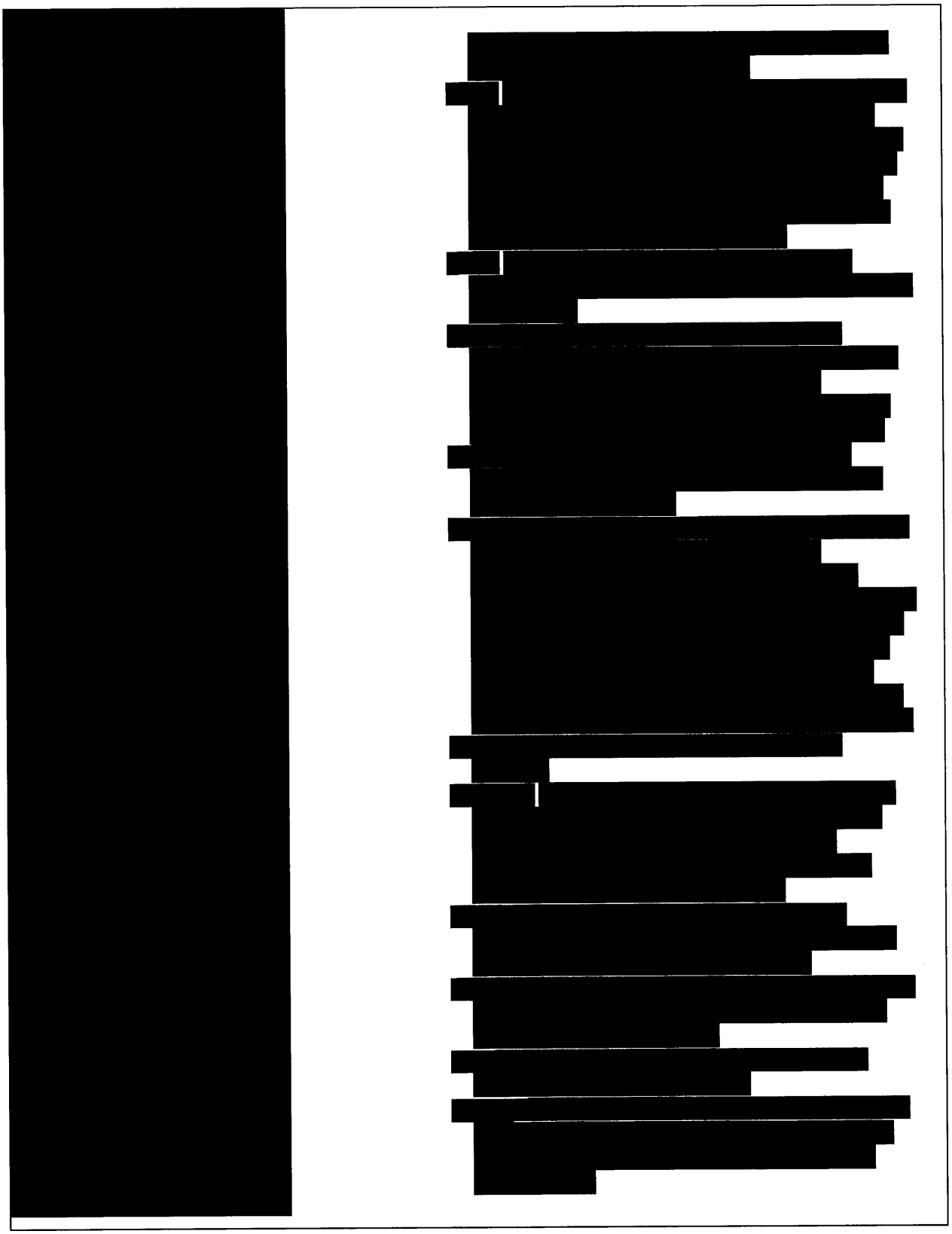


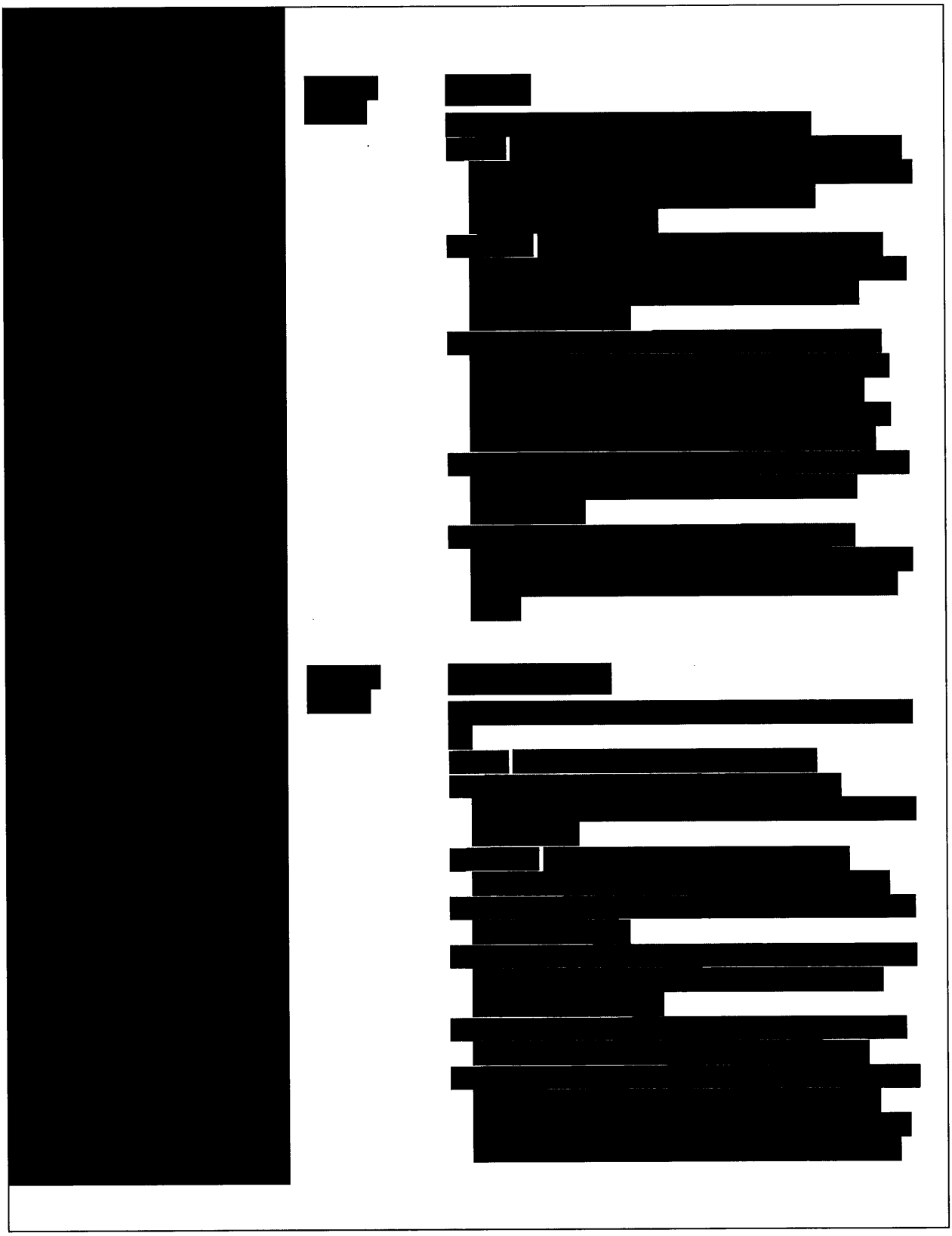


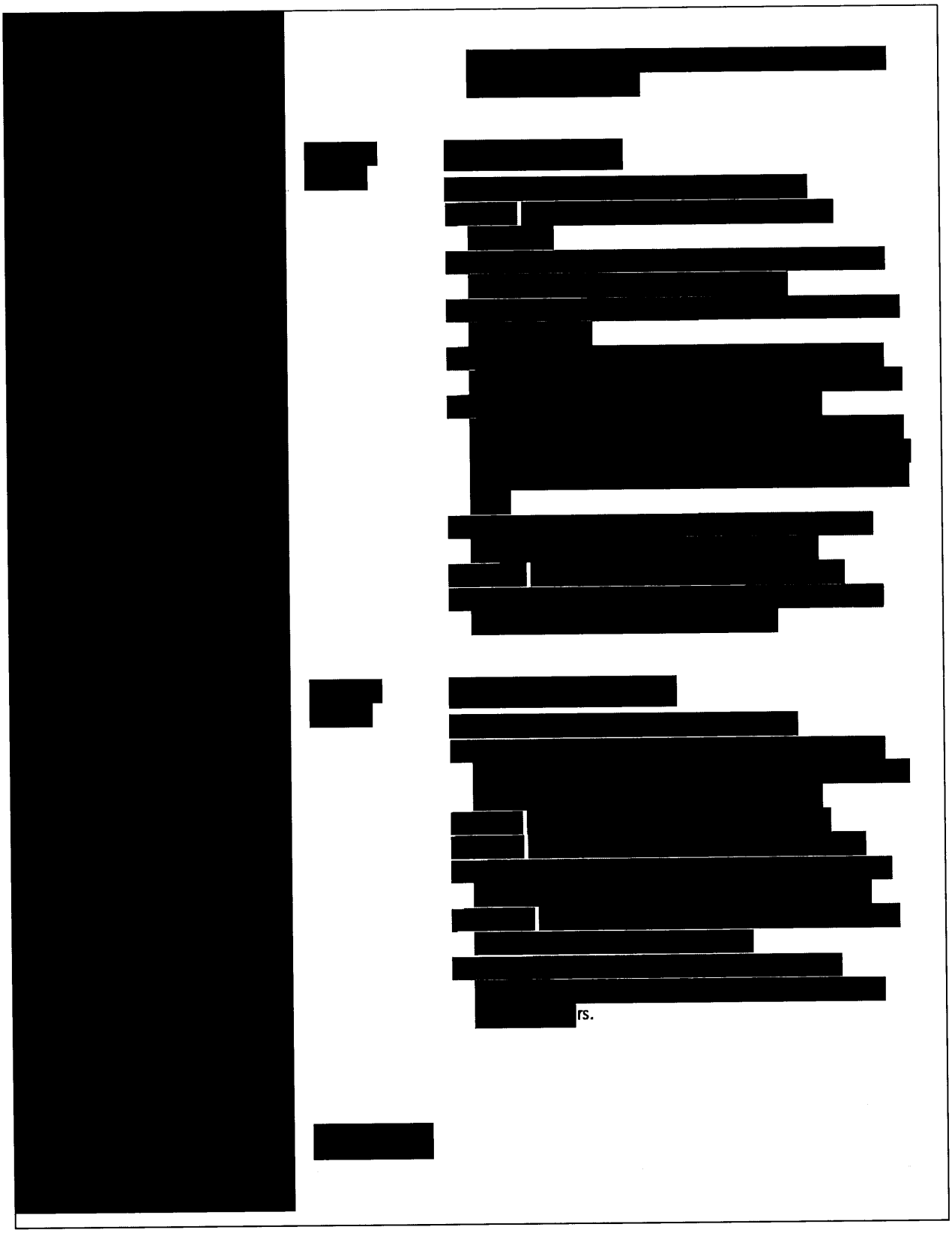
Anna Lemmons

[redacted]


CANDACE
HURLEY



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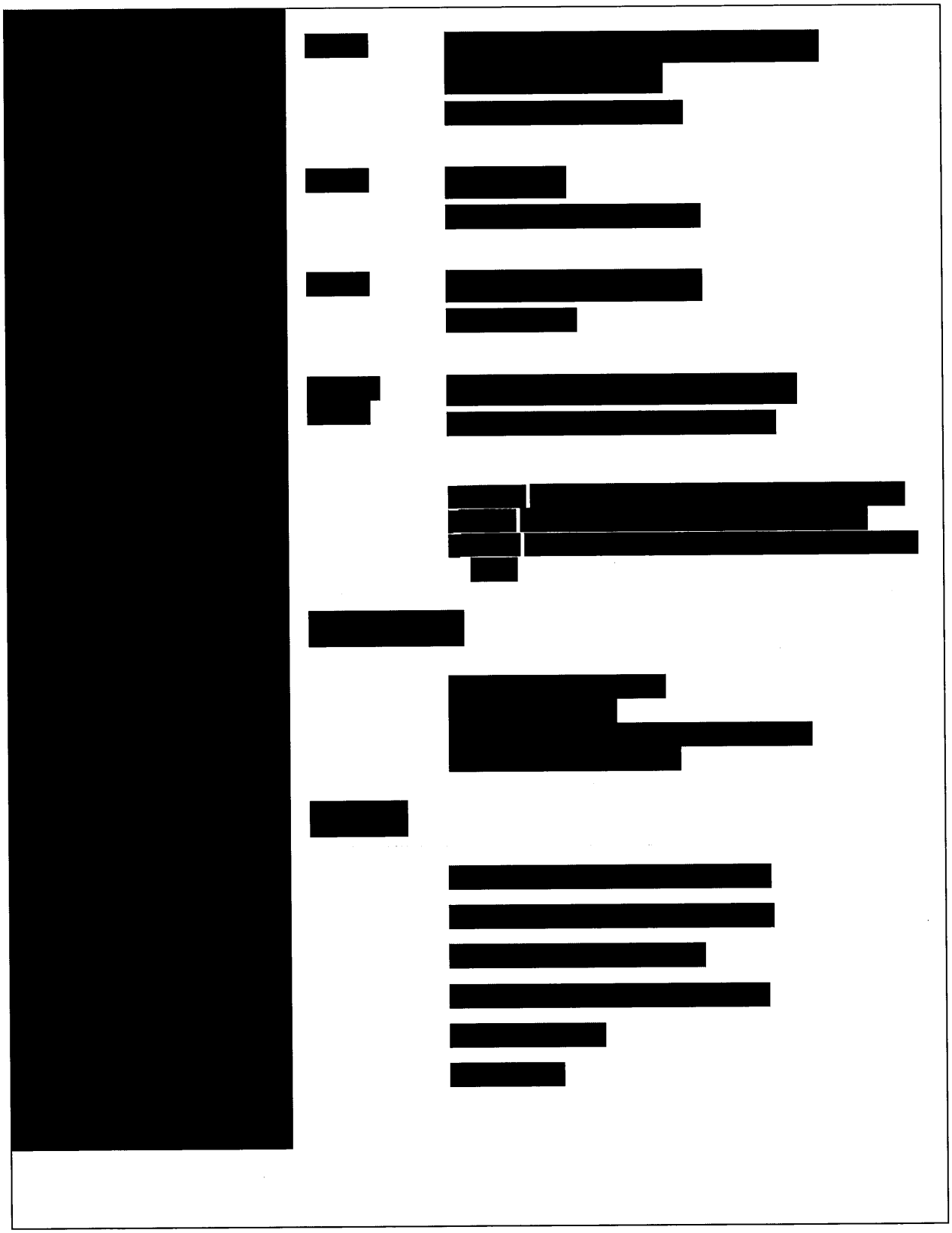

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members.*

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Miss Major Middle

2. Full name: Candace Hurley

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   I served as the President of the Board of Trans formative Schools, a 501(c)(3) nonprofit corporation.

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

[redacted]

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

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

In line with the fiduciary obligations of a board member, I would call for a meeting of the board and conduct the proper investigationa nd hearing to determine if there was in fact "self-dealing" based on the facts rendered. After such an investigative hearing, I would support a vote of no confidence or in lieu of a no confidence vote from members, the demand for an immediate resignation would be made. I anticipate being able to hold all members to the standards of high fiduciary care and expectation to MMM. Therefore, violations must be adequately addressed.

Other

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

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

Certification

I, Candace Hurley, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Miss Major Middle is true and correct in every respect.

[redacted]

2/3/2024

Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members.*

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Miss Major Middle School

2. Full name: Julie L. Shapiro

   Home Address: [redacted]

   Business Name and Address: n/a

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   [redacted]

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

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

Other

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

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

Certification

I, [redacted] Shapiro, certify to the best of my knowledge and ability that the information I am providing to the State University of New York Charter Schools Institute in regards to my application to serve as a member of the board of trustees of [redacted] Middle School is true and correct in every respect.

[redacted] 2/1/24

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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- Section 2.3, *Selection of New Education Corporation Board Members.*

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Miss Major Middle School

2. Full name: Anna Lemmons

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

[redacted]

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

■ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☐ None.

☑ Yes.

Details:
I currently operate a special education consulting business. While at this time Miss Major Middle does not anticipate working directly with Asterisk Learning to provide special education operational support, I felt it was important to disclose.

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

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

Addressing a situation where a member of the board is involved in self-dealing requires a careful and systematic approach to ensure accountability and transparency. The first step is to understand the extent of the self-dealing concern. I would initially begin by collecting evidence. This would potentially include reviewing meeting minutes or contracts that I had access to and trying to document any clear instances of self-dealing.

Other

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

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

Certification

I, Anna Lemmons, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Miss Major Middle School is true and correct in every respect.

[redacted]

12/04/23

Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

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The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Miss Major Middle School

2. Full name: David O'Connell

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   [redacted]

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

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

I would gather information about the nature of the board member(s)' ownership interests, would seek to understand what, if any, benefit they are receiving from the corporation, would review regulatory and statutory guidance related to self-dealing and would consult with attorneys specializing in education corporation governance to ensure that steps are taken to properly remedy the situation, which might include ending the relationship between the education corporation and the board member/their entity, and finally would report any self-dealing to the appropriate

Other

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

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

Certification

I, David O'Connell, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Miss Major Middle School is true and correct in every respect.

[redacted]

2/3/2024

Date

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Miss Major Middle School

2. Full name: Leslie A. Rich

   Home Address [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

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

Other

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

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

Certification

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

[redacted]

01/29/2024
Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members.*

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Miss Major Middle School

2. Full name: Rafael Perez-Segura

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

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

I would pause, ensuring whatever evidence and reasoning I have for believing one or more members of the education corporation's board are involved in self-dealing is sound. I would consult the by laws to see if there is a procedure or any language in place to address my concerns through a formal process. Finally, depending on the relationship and context, asking the person in question clarifying questions and being open about my concerns to ensure I use good judgement in any next step I may make.

Other

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

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

Certification

I, Rafael Perez-Segura, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Miss Major Middle School is true and correct in every respect.

[redacted]

Signature

01/31/24

Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members.*

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Miss Major Middle School

2. Full name: Beck Zucker

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:.

   E-mail address: [redacted]

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. [ ] Does not apply to me. [x] Yes.

   Name(s) of School/Not-for-Profit Corporation(s): [redacted]

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

[x] I / we do not know any such trustees. [ ] Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

[x] I / we do not know any such employees. [ ] Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

[x] I / we do not know any such persons. [ ] Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☒ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☒ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

[x] Does not apply to me, my spouse or family.

[ ] Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

[x] None.

[ ] Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

[x] None.

☐ Yes.

Details:

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

I would contact the Chair of the education corporation's board (or the appropriate senior member of the board) so that the board may conduct an investigation into the matter, and follow applicable laws and the bylaws for navigating such situations.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). [x] I affirm.

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

Certification

I, Beck Zucker, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Miss Major Middle School is true and correct in every respect.

[redacted]

Signature

January 6, 2024

Date

☐ Yes.

Details:

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

I would gather information about the nature of the board member(s)' ownership interests, would seek to understand what, if any, benefit they are receiving from the corporation, would review regulatory and statutory guidance related to self-dealing and would consult with attorneys specializing in education corporation governance to ensure that steps are taken to properly remedy the situation, which might include ending the relationship between the education corporation and the board member/their entity, and finally would report any self-dealing to the appropriate

Other

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

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

Certification

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

[redacted]

2/3/2024

Date

Miss Major
Middle

R-15AB - District Relations
R-15A - Relationship Strategies

"When you learn, teach. When you get, give."

Maya Angelou

Miss Major Middle Public Charter School (MMM) aims to establish and maintain a positive relationship with Brooklyn Community School District 13 (CSD 13). Our team has attended three recent Community Education Council 13 meetings and followed up with emails explaining our mission and vision to council members. Notably, one council member, [redacted], has met numerous times with Joji Florence, discussing ways in which MMM could be involved in more district wide Diversity, Equity, and Inclusion initiatives. Jordan has connected team members with supportive administrators in the district and he has also drafted a letter of support for the authorization of MMM. Within 60 days of receiving notice of initial approval for the charter, MMM plans to make a formal presentation to CEC 13. Ongoing collaboration with CEC members will help MMM understand the district's educational landscape and garner support for its mission.

Our team has also sought out opportunities within CSD 13 to assist with parent communication and teacher training in regards to supporting genderful students in both elementary and middle school. Team members have spoken with CSD 13 administrators and teachers, offering clarity or counsel when asked and, simultaneously, laying the foundation for strong, giving relationships moving forward. Specifically, the PTO president of PS9 in CSD 13 is planning to have MMM team members facilitate informational meetings with parents in the community to discuss new language and understanding around trans and nonbinary children. MMM team members will volunteer our experience and time in this capacity. We are building a community of support within the district and this network will not just increase safety for CSD 13 students, but will bring Major Joy and Major Light to the overall district.

The MMM team is actively reaching out to school leaders across CSD 13, leveraging connections within the LGBTQ+ community to build connections with schools, childcare and afterschool facilities, arts programming, and parent-facing organizations. The goal is to showcase our mission, educational approach and the vibrance of the potential for this school. We also are continually seeking support and feedback on our model, ensuring that the school is not created by us for others, but rather by us and for us. Existing relationships within the community (most of our Board members residing in CSD 13, as well as our Head of School, and our Executive Director having been on the founding team for a charter school in the same district) are seen as valuable assets in strengthening ties and relationships within the local school district. MMM will continue to participate in district-wide meetings and events to stay informed about local needs and priorities. Demonstrating a clear understanding of the community's needs, MMM aims to address challenges outlined in R-01-AC and positively contribute to the district.

Miss Major Middle

R-15AB - District Relations
R-15B - School Partnerships

"We struggle and fight for our joy — an unreserved and unapologetic joy that springs from our ability to live as we are. It's a joy worth fighting for and it's this joy that links all of our struggles together."

Lady Phyll

MMM is committed to fostering a collaborative educational ecosystem that uplifts all members of our community, particularly focusing on areas where district schools face challenges. We believe that we can be a valuable resource for schools seeking to better understand how to uplift their growing LGBTQ+ student populations, and seek restorative justice practices that will strengthen their school communities. Recognizing the importance of sharing best practices and innovations to support student success, MMM is dedicated to partnering with local schools to enhance educational outcomes for all students.

Below details academic proficiency levels for students in grades 3-8 in schools located in CSD13:

	School Name	% Level 3-8	Differences from District Average
1	Academy of Arts And Letters	73%	+17
2	Dock Street School-STEAM Studies	66%	+10
3	Dr. Susan S Mckinney SS- ARTS-	30%	-26
4	Emily Warren Roebling School	86%	+30
5	Fort Greene Preparatory Academy	49%	-7
6	Gotham Professional Arts Academy	0%	56
7	MS 113 Ronald Edmonds LRN CTR	42%	-14
8	MS 266 Park Place Community MS	35%	-21
9	PS 11 Purvis J Behan	89%	+33
10	Ps 133 William A Butler	67%	+11
11	PS 20 Clinton Hill	75%	+19
12	PS 256 Benjamin Banneker	31%	-25

Miss Major Middle

13	PS 270 Johann Dekalb	4%	-52
14	PS 282 Park Slope	60%	+4
15	PS 287 Bailey K Ashford	57%	+1
16	PS 3 Bedford Village	56%	0
17	PS 307 Daniel Hale Williams	24%	-32
18	PS 44 Marcus Garvey	29%	-27
19	PS 46 Edward C Blum	20%	-46
20	PS 54 Samuel C Barnes	12%	-44
21	PS 56 Lewis H Latimer	54%	-2
22	PS 67 Charles A Dorsey	23%	-33
23	PS 9 Sarah Smith Garnet School	64%	+8
24	PS 93 William H Prescott	34%	-22
25	Restoration Academy	34%	-22
26	Urban Assembly Inst of Math and Science	48%	-8
27	Urban Assembly Unison School	37%	+19

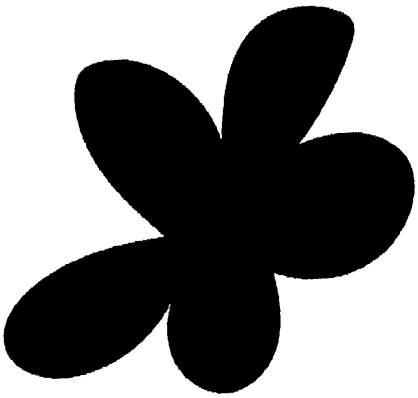
During our first charter term, and based on results from our progress monitoring, we hope to gain a better understanding of different ways that schools are performing, aside from state test results, when it comes to serving LGBTQ+ youth. At the time of authoring this submission, numerous studies and reports are being published pointing to the devastating impacts of schooling on LGBTQ+ youth and their families. We will continue to partner with outside organizations, reach out to community members, and contribute to the larger CSD 13, NYC, and national conversation and think tanks, including being part of the National LGBTQ+ Schools Alliance.

We hope to develop a framework for sharing our practices and learning, including hosting collaborative professional development workshops that focus on inclusive curriculum development, gender-affirming practices, joy for underrepresented student populations, and integrating STEA+AM (Science, Technology, Engineering, Arts, Activism, and Mathematics) into classroom instruction. These professional development opportunities will be commonplace for MMM teachers and fellows, but we envision developing processes for opening these opportunities to educators from neighboring schools, aiming to build a community of practice around equity, inclusion, and academic excellence. By engaging in this type of partnership, MMM seeks to serve as a resource through a lens of inclusivity and pedagogical

innovation, aligning with our mission to create an academically rich, joyful, inclusive, and genderful environment for all students.

"As a parent and a member of the LGBTQ+ community, I am confident about the community support that will be poured into this institution. Having just completed the middle school selection process for my 5th grader, I am confident that Brooklyn will benefit from the expansion and creation of more diverse and innovative middle schools and that families will be grateful for its presence. The strong ecosystem of community-based organizations is also prepared to invest in and partner with this school, based on the many conversations I have had with nonprofit leaders throughout New York City about the formation of the school."

Melissa — *LGBTQ parent of 5th grader*



Miss Major Middle

R-16AC - Facilities
R-16A - Facility Needs

> **"If schools only engage gender on the level of boys and girls - if those are the only terms that are used in rules, on signage and in classrooms - then students will be very circumscribed in their ability to understand and express themselves. Even though it can be messy, it is crucial to give students access to expansive language and concepts when it comes to gender."[1]**
>
> Alex Myers, author of *Supporting Transgender Students*

Facility Search and Focus

Miss Major Middle Public Charter School (MMM) is actively pursuing a variety of facility solutions. We have not yet finalized a site for the school but we plan to locate in Brooklyn's CSD 13 for reasons outlined in R-01ac Community Need and Proposed School Impact and as reinforced by the expressed need for a middle school like MMM in this community and in NYC.

In searching for facility space, our philosophy is to ensure that our building aligns with MMM's staged-growth model; through our investigations, we have come to realize that there may be viable potential to incubate in a temporary space in Year 1 and Year 2 if needed until our long-term facility is found. Simultaneously, we have begun working with developers and real estate agents to assess the potential for leasing options that would allow us to remain in a single site for a 30 year term, with staggered rental prices to meet within our budgetary restraints.

Our search will be led by the Executive Director, Head of School, and our Board Chair, and we anticipate assembling a Facility Task Force, which will include additional Board members, and experts in capital campaigns, architectural design, and commercial real estate. Our treasurer will also serve on this task force to ensure financial viability along the way. For more details, see section R16B - Facility Selection.

We will conduct a comprehensive feasibility study of each viable option to ensure that our facility meets the safety and accessibility standards required of schools in New York State. MMM's projected enrollment and corresponding facility square footage over the first five years of operation has been outlined below, assuming a minimum of 90 square feet per student.

[1] Myers, A. (2021). *Supporting Transgender Students: Understanding Gender Identity and Reshaping School Culture*. University of New Orleans Press.

Miss Major Middle

Yr	Academic Year	Grades Served	Projected Enrollment	Approximate Square Footage Needed	Budgeted Annual Price per Square Foot
1	2025-2026	5, 6	160	9,000	$55.56
2	2026-2027	5, 6, 7	240	16,000	$84.15
3	2027-2028	5, 6, 7, 8	320	22,000	$84.05
4	2028-2029	5, 6, 7, 8, 9	360	26,000	$81.49
5	2029-2030	5, 6, 7, 8, 9	360	26,000	$81.49

The below chart details the number of spaces we anticipate needing each year for the charter term.

Type of Space	Year 1	Year 2	Year 3	Years 4-5
General Education Classrooms	8	12	16	18
Intervention Spaces	2	4	6	8
Arts Classrooms	0	1	2	3
Multi-Purpose Room	1	1	1	1
Cafeteria	1	1	1	1
Teacher Workroom	1	1	1	1
Administrative Offices	5	5	5	5
Social Work Office	1	2	3	3
Restrooms – Student	2	2	4	4
Restrooms – Adult	4	4	6	6
IT Space	1	1	1	1
Storage Space / Custodial	1	1	2	2

Facility Description

MMM envisions a facility that leads to Major Work through the creation of educational spaces that bring Major Joy. Throughout each year of the charter term, our school's infrastructure will be carefully designed to support a vibrant and inclusive learning environment for a total of 360 students. Here's how we plan to meet our facility needs:

- **Desired Location and Space Requirements:**
  MMM seeks to establish its roots within a community that reflects the diversity and dynamism of New York City, with a particular focus on Community School District 13. This location offers accessibility and connectivity to the rich cultural and educational resources of Brooklyn, making it an ideal setting for our genderful model. Our facility, encompassing a total of 26,000 square feet, will be meticulously organized to foster both academic excellence and community engagement.

- **Classrooms and Specialty Spaces:**
  The core of our academic program will be housed in 18 general education classrooms, each spanning 600 square feet, designed to support interactive, project-based learning and digital literacy. To cater to the diverse needs of our students, additional spaces will be dedicated to special education and English Language Learner (ELL) services, ensuring personalized and accessible education for all. Our commitment to STEA+AM (Science, Technology, Engineering, Arts + Activism, and Mathematics) education will be manifested in specialized facilities, including a 600 square-foot recording studio and an 800 square-foot art room, alongside a 1,200 square-foot theater/rehearsal area for our performing arts and activism projects.

- **Administrative and Support Services:**
  Administrative functions will be centralized in a 2,000 square-foot space, ensuring efficient operation and communication across our school community. The cafeteria, spanning 1,600 square feet, will provide nutritious meals in a welcoming environment, supporting our students' health and well-being. A dedicated nurse's office within the same area will offer medical care and support, emphasizing the importance of physical health in educational success.

- **Physical Education and Multipurpose Activities:**
  Recognizing the vital role of physical education in student development, a 1,600 square-foot multi-purpose room will accommodate a wide range of physical activities and gatherings, promoting wellness and Major Joy among students.

Currently, MMM has no plans to offer a residence program for students; instead, our focus is on creating a day school and working with local, established, LGBTQ+ affirming after school programs (such as Octavia Project or Camp Gnarly) to support our students throughout the day. Letters of support from the founders and Executive Directors of both Octavia Project and Camp Gnarly can be found in R-04E - Evidence of Support.

Through this carefully considered facility plan, MMM aims to provide an educational space that not only meets the logistical needs of its program but also inspires and uplifts every student who walks through our doors.

R-16AC - Facilities
R-16B - Facility Needs

> "When my child socially transitioned at the tender age of five—following a two-year period of consistent and persistent gender expression—the school she attended was woefully inept at supporting her and educating the greater school community... Based on my past experience, my complete investment in my child's education and well-being, and my faith in the MMM leadership team, I would consider relocating our family so that we could join the MMM community. Not only would my child benefit, but her siblings and my husband and I would all reap the rewards of the loving, respectful and empowered community that MMM will inevitably create."
>
> *Rachel [redacted], parent of a trans 9 year old*

Miss Major Middle Public Charter School (MMM) has not identified a facility yet. We are currently exploring two options for our school's facility within Community School District 13, Brooklyn. MMM plans to lease space in an existing community facility or convert vacant commercial space. The choice will depend on zoning regulations, building conditions, and our specific program needs. Our objective is to find a space that aligns with MMM's unique educational approach and supports our growth. We're dedicated to creating a nurturing and inclusive environment for our students and are excited to progress in our journey of establishing a truly transformative educational space.

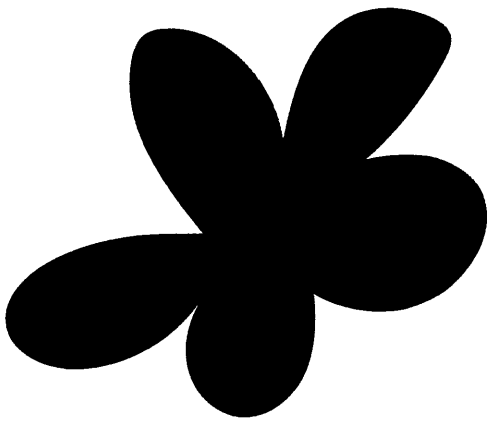
MMM has sought out the assistance of David Briggs, Principal and Founding Partner of Loci Architecture PLLC, to plan for our upcoming facility needs. Loci Architecture has led several successful charter school developments, locating and securing sites, renovating and converting existing structures, and designing and building ground-up school facilities. MMM will consult with David as well as outside developers such as Barone Management as we research and assess potential sites. For a summative needs assessment and examples of charter middle school projects completed by Loci Architecture, see R-16D - Facility Documents.

Our space requirements, similar to other charter schools, will include classrooms, a multi-purpose room, cafeteria, administrative space, art and theater areas, restrooms, and other necessary spaces, totaling approximately 26,000 square feet.

Our budget assumes that in the first year of operation MMM will use an incubator space to enable management to locate the most ideal space for permanent location. For our Year 1 budget, MMM has allocated $500,000 to cover facility costs. For the move from the incubator space into permanent facilities in Year 2, MMM has appropriated a budget of $500,000 to cover the one time expenditures such as relocation expenses, facility branding, and renovations. In Year 2 and beyond, MMM will

negotiate an annual lease schedule that monetarily aligns with 30% of the general education per pupil total. Additional conservative placeholders have also been budgeted for facility costs for janitorial and security services as well as utilities. General annual maintenance has been set at $50,000.

Year	Academic Year	Grades Served	Projected Enrollment	Approximate Square Footage Needed	Budgeted Annual Price per SF
1	2025-2026	5, 6	160	9,000	$55.56
2	2026-2027	5, 6, 7	240	16,000	$84.15
3	2027-2028	5, 6, 7, 8	320	22,000	$84.05
4	2028-2029	5, 6, 7, 8, 9	360	26,000	$81.49
5	2029-2030	5, 6, 7, 8, 9	360	26,000	$81.49

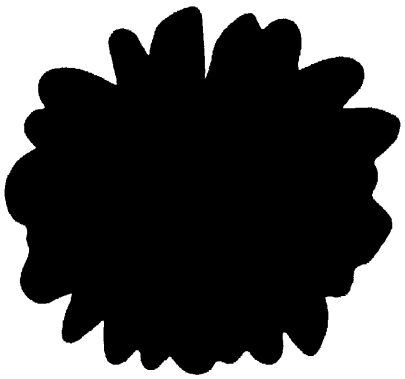


R-16AC - Facilities
R-16C - Facility-Related Conflicts of Interest

Members of the MMM Board of Trustees will disclose any potential conflicts of interest to the Board Chair annually and report any new conflicts as they arise. Board members who have a real, perceived, or potential conflict will abstain from any discussion or decision-making in matters related to their conflict. Furthermore, no board member or employee of MMM will hold an economic interest in any potential facility lease. All proposed leases will undergo a thorough review by our legal counsel prior to any board approval, ensuring compliance with ethical standards and fair market values, based on comparisons with other local charter school leases.

"As a parent of an 11-year old child who identifies as non-binary uses they/them pronouns, this is also a personal matter for me. Adults don't know quite what to make of my fifth grader. "They are such a good basketball player for a girl!" They are not a girl. "They have such long hair for a boy!" They are not a boy. At this point, we usually try to end the conversation and move on. Over time, these conversations take their toll. We dream of a school environment where our child would be warmly welcomed just as they are, without needing to explain and justify their gender identity."

Sarah [redacted] *parent of non-binary 11 year old*



R-16D - Facility Documents

The following pages include a brief narrative of the initial collaboration between MMM and Loci Architecture, as well as several support documents demonstrating the execution of similar charter schools.

loci architecture

[redacted]

24 January 2024

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Subject: Advocacy for the Establishment of Miss Major Middle

Dear SUNY Charter Schools Institute Board Members,

Over the past couple of months we have been discussing Miss Major Middle [MMM] Charter School's upcoming facility needs with the Head of School, Joji Florence. If the school is granted a charter, it will immediately start searching for space with our assistance. The options will be to either secure a short term lease while it expands to capacity or find a permanent home. MMM's space needs, though customized and aligned to its program, are similar to other charter schools. Following is an estimate of the area they will need:

Space Program for 360 students	
- Classrooms (18 @ 600 sf)	10,800 sf
- Multi-Purpose Room	1,600 sf
- Cafeteria	1,600 sf
- Administrative Space	2,000 sf
- Art (Recording Studio)	600 sf
- Art Room	800 sf
- Theater/Rehearsal Area	1,200 sf
- Restrooms/Jan. Clos.	800 sf
- Support Spaces/Storage	600 sf
- Circulation/MEPF Systems	6,000 sf
Total	**26,000 sf**

Although no facility has been identified yet, the school has been in touch with two developers with deep expertise in charter school facility development. One of them, Barone Management, is currently working with us on two middle school charter projects: The Bronx Charter School for Children and Merrick Academy Charter School in Flushing. The Barone team and our office have worked with many NYC charter schools. Depending on the age of the facility and the applicable NYC building code, the school will be classified as a Use Group 3 Community Facility; either Occupancy Group G or E. Many areas in District 13, Brooklyn are suitable for this proposed use.

loci architecture

Options for the new school include:
- A) leasing space in a former school/community facility space,
- B) building a new school, or
- C) converting vacant commercial space into a school.

For Option C, an initial evaluation will determine if a school occupancy is allowed "as-of-right" as per the underlying zoning district. If it is, then the building's Certificate of Occupancy will be amended to reflect MMM's occupancy.

Construction costs vary depending on the age and condition of the building, site conditions, and complexity of the school program. Fortunately, MMM's space needs are relatively modest given that they do not require a full-sized, double height gymnasium for their students. Working with the aforementioned developers, the strategy would be to leverage the per pupil facility funding to pay for the lease. Since MMM is a new school, it our experience that the developer will structure the lease to align with the school's expansion. If MMM requires any special features that are not typical to a middle school, the cost for those would be covered by other sources of income, such as third-party financing, or private philanthropy.

Attached are examples of charter middle school projects our office has either completed or are currently designing for construction. Please feel free to reach out to me for any further information on MMM's upcoming facility needs.

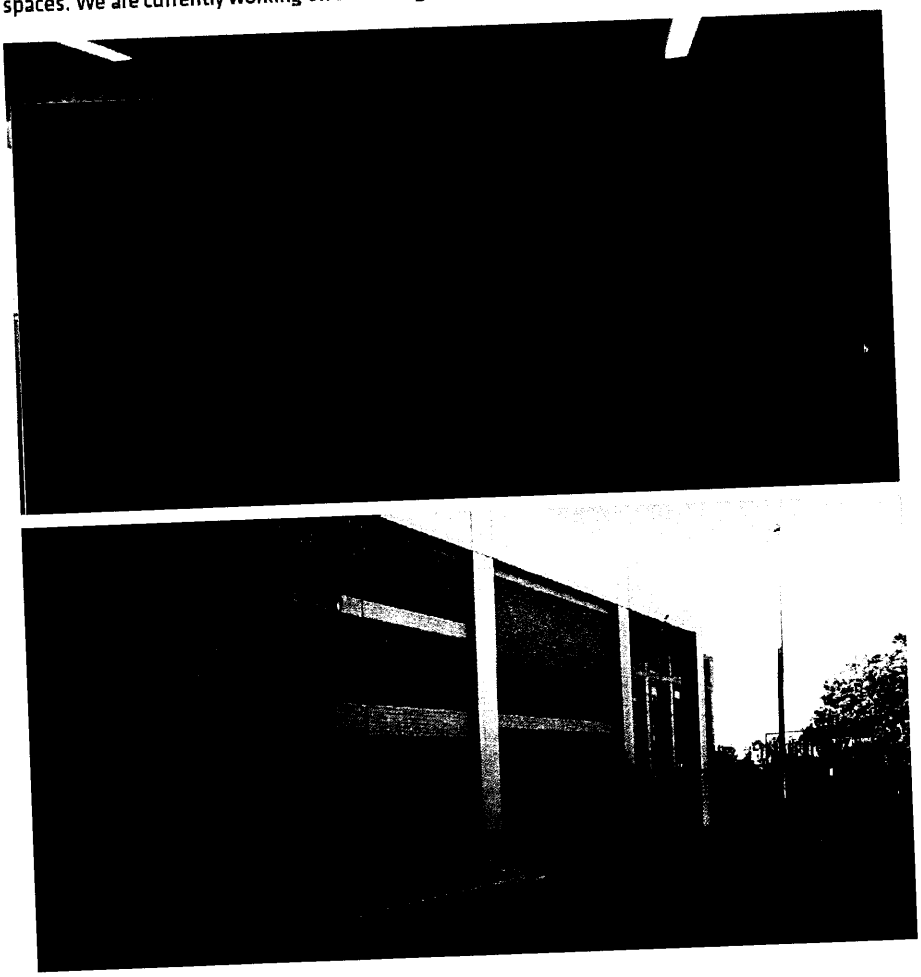
Yours truly,

[redacted]

Enclosures

loci architecture | school renovation and science labs

We designed a Campus Master Plan for the new 700-student Brooklyn Prospect Charter Middle School and High School in 2012, located in a former parochial school. Over the past nine years, we have completed a series of projects including new classrooms and offices, upgrading the gymnasium, and creating a new library. New science labs and a dance studio were added, and part of the existing 4th Floor convent was converted into classrooms and administrative spaces. We are currently working on a building-wide bathroom renovation project.



Winner of American School & University's 2019 Architectural Portfolio for Outstanding Design: Renovation/ Modernization - Prospect Schools

New York Charter School Conference | October 2023

loci architecture | school renovation and science labs

October 2023

[redacted]

Project Location:
Project Type:
Project Values:
Project Size:
Project Completion Date:
Project Team:

Client/Owner contact info:

[redacted]

Projects

Challenge/Scope of Work
In 2012 our client secured a long-term lease of a 45-year old elementary parochial school owned by the Brooklyn Archdiocese as its new home for its inaugural 750 student middle and high school. We initiated a master plan and over the past nine years we have completed several projects in the building, including classroom renovations, a new dance studio, gymnasium renovation, science labs, a library, conversion of the convent to offices and classrooms, locker rooms, and bathroom upgrades. Signage was installed at the exterior and a religious mural next to the entrance was covered with a new abstract painting.

Project Strategy
Each project has required us to respond very quickly with services since the charter management organization is experiencing rapid growth and projects are contingent on budgeting or securing funding a few months prior to opening. The same contractor has been used for all the projects, reducing vetting time and allowing us to streamline documentation. After we recommended that the school bring on someone who could serve as an on-staff owner's rep, the school hired a Director of Capital Projects with an architectural background who expedited project development, client decision-making, and managed the scope of work.

Benefit to Client
We are proud that our design at this school, plus our work at the other BPCS locations, has established a cost effective, consistent and recognizable style. By carefully budgeting the project, the school, a model of social and economic diversity, can direct more financial resources to its International Baccalaureate program in a setting worthy of academic excellence.

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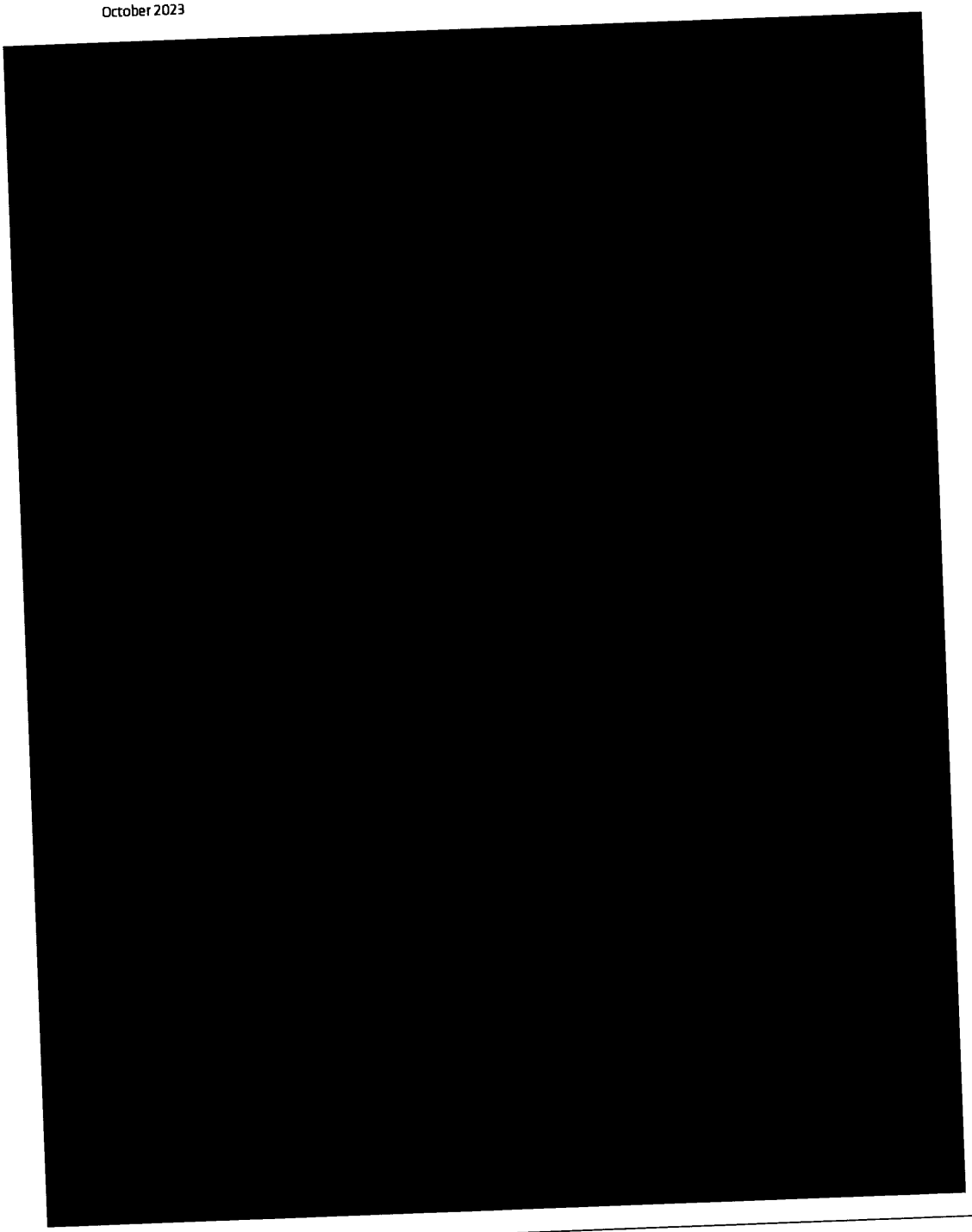
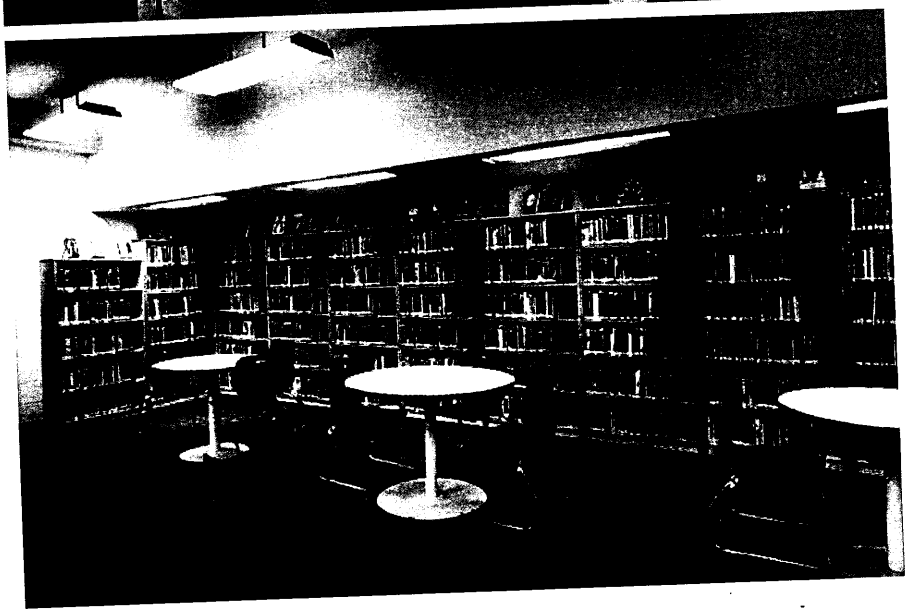
loci architecture | school renovation and science labs

October 2023



loci architecture | school renovation and science labs

October 2023



New York Charter School Conference | October 2023

loci architecture | school renovation and science labs

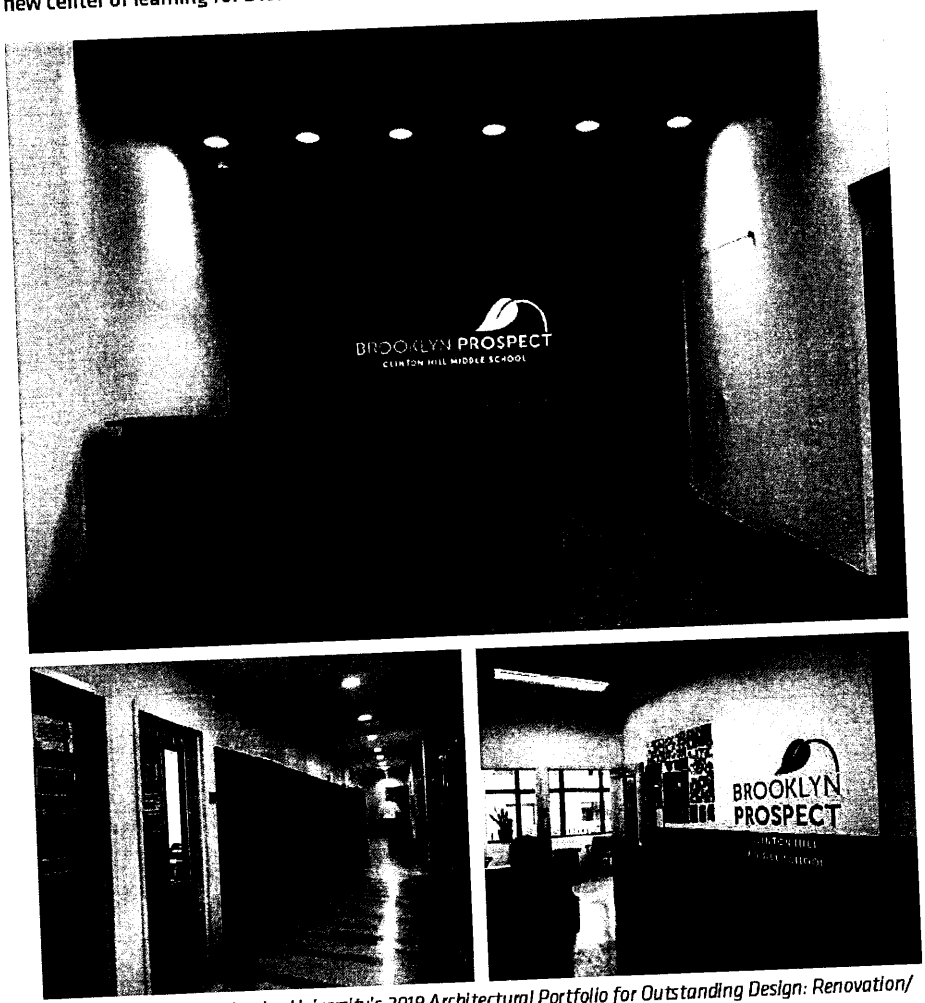
October 2023

New York Charter School Conference | October 2023

loci architecture | middle school

[redacted]

We designed a new five-story middle school for 320 students in the Clinton Hill neighborhood. Including a distinctive ground floor entrance and lobby, the school features a cafeteria with adjacent outdoor recreational area, three floors of classrooms, a full-sized gymnasium with locker rooms, and administrative offices. Using a simple palette of materials with bright colors and bold graphics, the project was an exciting opportunity for the school and Loci to create a new center of learning for a low-income Brooklyn community.

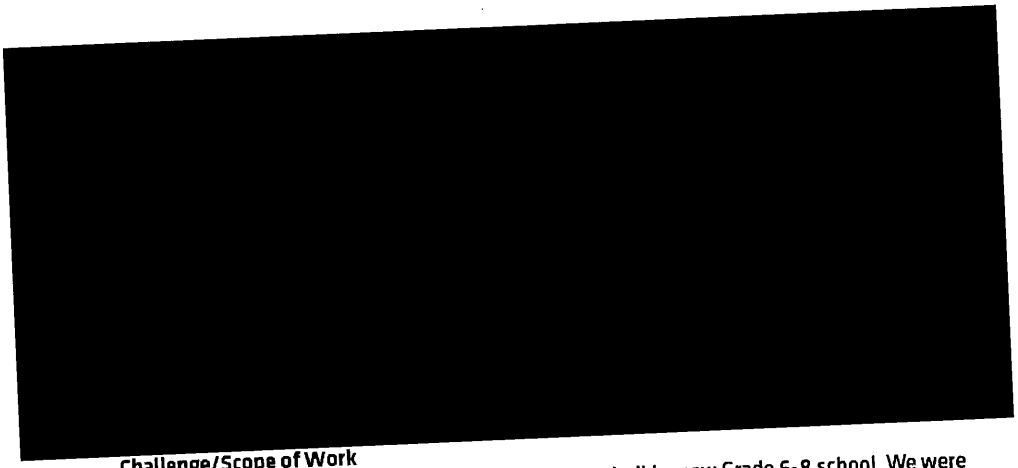


Winner of American School & University's 2019 Architectural Portfolio for Outstanding Design: Renovation/ Modernization

New York Charter School Conference | October 2023

loci architecture | middle school

October 2023



Challenge/Scope of Work
The school entered an agreement with a developer to build a new Grade 6-8 school. We were brought in to very quickly program and provide a design development package in 60 days so it could be included in the lease agreement and work letter. The developer's engineer had already laid out a structural grid and fenestration pattern that was not conducive to a traditional school layout with double loaded corridors, so our challenge was to tailor our design on each floor to accommodate the core and shell design.

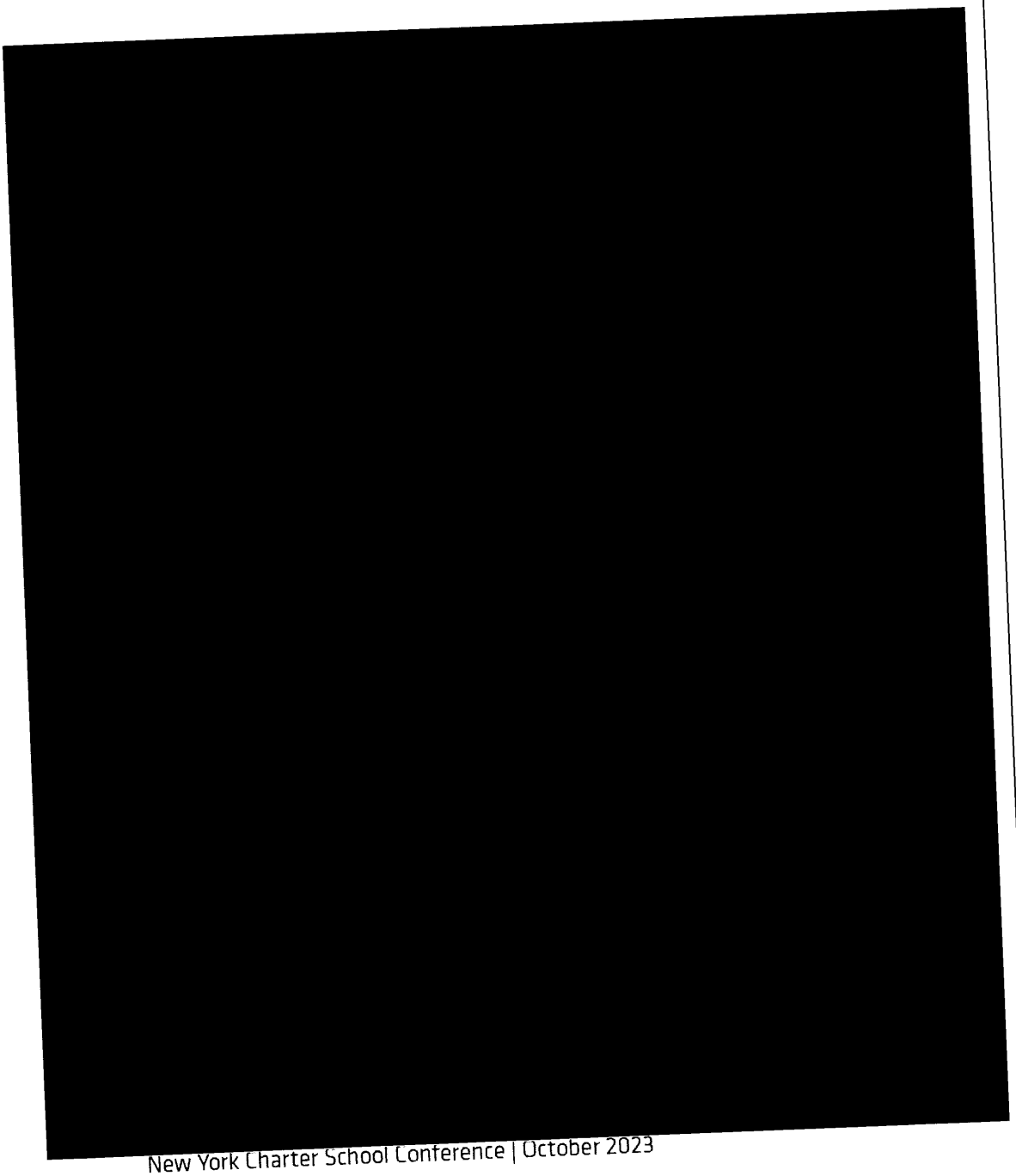
Project Strategy
Initially working for the school, we provided CA services to make sure the developer carried out the requirements of the work letter. Mid-way through construction, the developer hired us directly to provide a complete bulletin set of drawings once it became apparent that the contractors were building from our DD drawings. We coordinated the engineering drawings and re-issued a complete construction set. We documented layout changes requested by the new principal during construction, attended weekly job meetings, and issued minutes.

Benefit to Client
Creating a new school from scratch, particularly for a charter school that serves the low-income community, was a tremendous boon for the school's recruitment process. The gymnasium and locker rooms fulfilled the Executive Director's goal of providing a properly-sized recreational space to the students. The cafeteria and outdoor terrace also serve as a commons for large meetings and after school activities.

New York Charter School Conference | October 2023

loci architecture | middle school

October 2023



New York Charter School Conference | October 2023

loci architecture | middle school

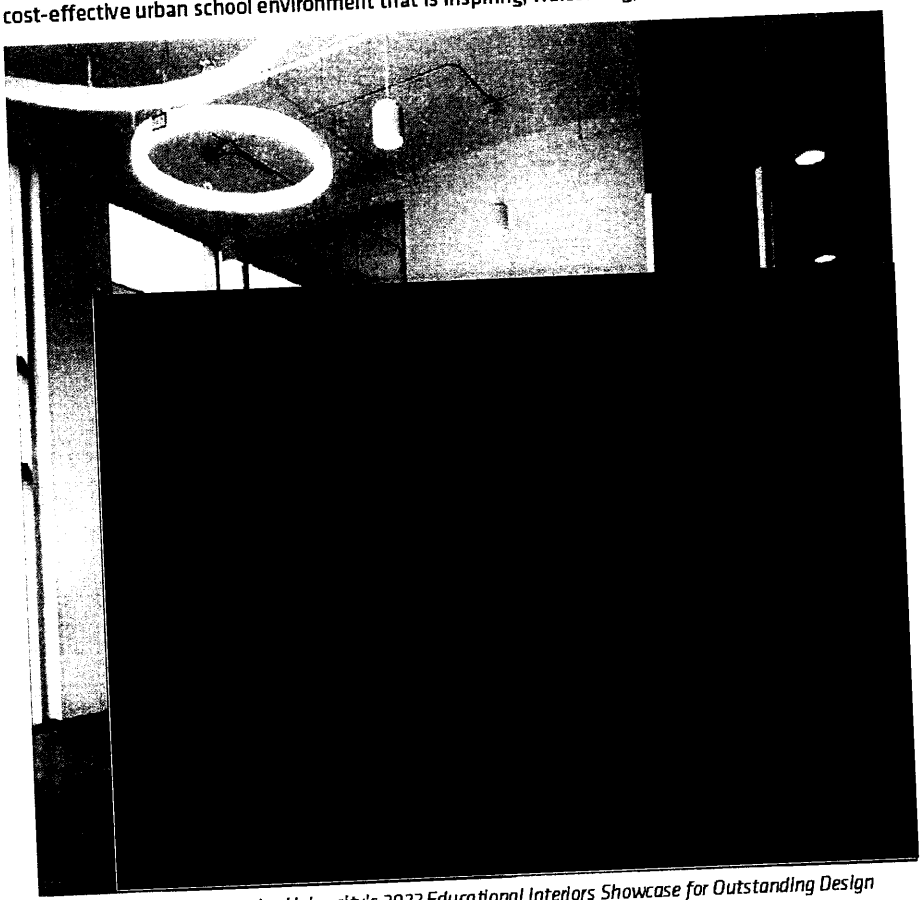
October 2023

New York Charter School Conference | October 2023

loci architecture | middle school

[redacted]

Needing more space to serve and educate middle school age children from surrounding low-income communities, Valence approached Loci to design their new 35,000 sf home on the first three floors of a new residential development in Rego Park. On the ground floor a large multi-purpose room and generously sized activity spaces support the school's variety of programs, and a tiered seating area in the main lobby encourages informal gatherings. The upper floors contain quiet, respectful classrooms flooded with natural light. Combining multiple tenant spaces into one school required special consideration and understanding of the school's functions; working around an existing structural system was a formidable task. Despite the challenges, Loci designed a variety of flexible gathering spaces and created an efficient and cost-effective urban school environment that is inspiring, welcoming, and safe.

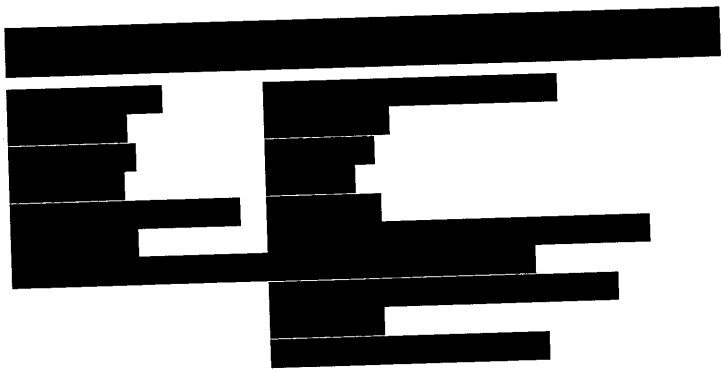


Winner of American School & University's 2022 Educational Interiors Showcase for Outstanding Design

New York Charter School Conference | October 2023

loci architecture | middle school

October 2023



Challenge/Scope of Work
After completing a test fit at a different site in the Rego Park neighborhood, our client quickly identified a new space on 64th Road. We were engaged as the Design Architect and laid out a new school on three floors including an All Purpose space, STEM Labs, a warming kitchen, administrative offices, breakout rooms, Nurse's Office, bathrooms, and 16 classrooms. Drawings were issued in October 2020 with occupancy scheduled for August 2021. Teachers started moving in three weeks ago.

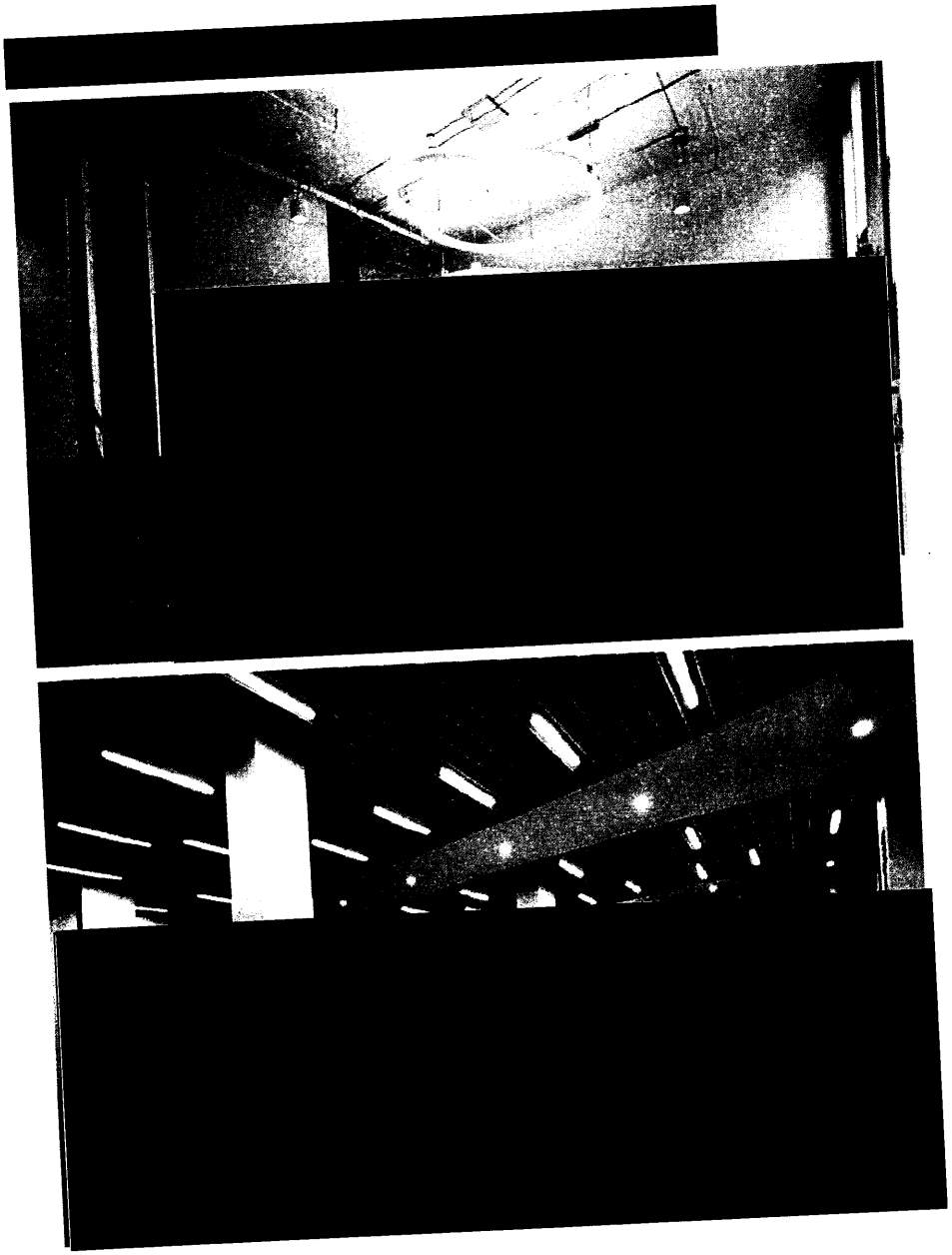
Project Strategy
We assisted the client with developing a robust work letter with the residential developer who was also the contractor for the school fitout. Design Development-level drawings and specifications were attached to the lease. Once construction started, we organized weekly meetings to confirm the contractor's lease commitment and adherence to the drawings. We worked with school leadership to facilitate the security and other low voltage installations.

Benefit to Client
For charter schools, who are accustomed to co-locating and leasing older parochial schools, a new school specifically designed to meet program requirements is an incredible advantage for a school's recruitment efforts and its academic program. The stair design in the lobby is a direct reference to the neighborhood stoops where friends and families gather, thus offering the students something familiar and welcoming each day they enter the building.

New York Charter School Conference | October 2023

loci architecture | middle school

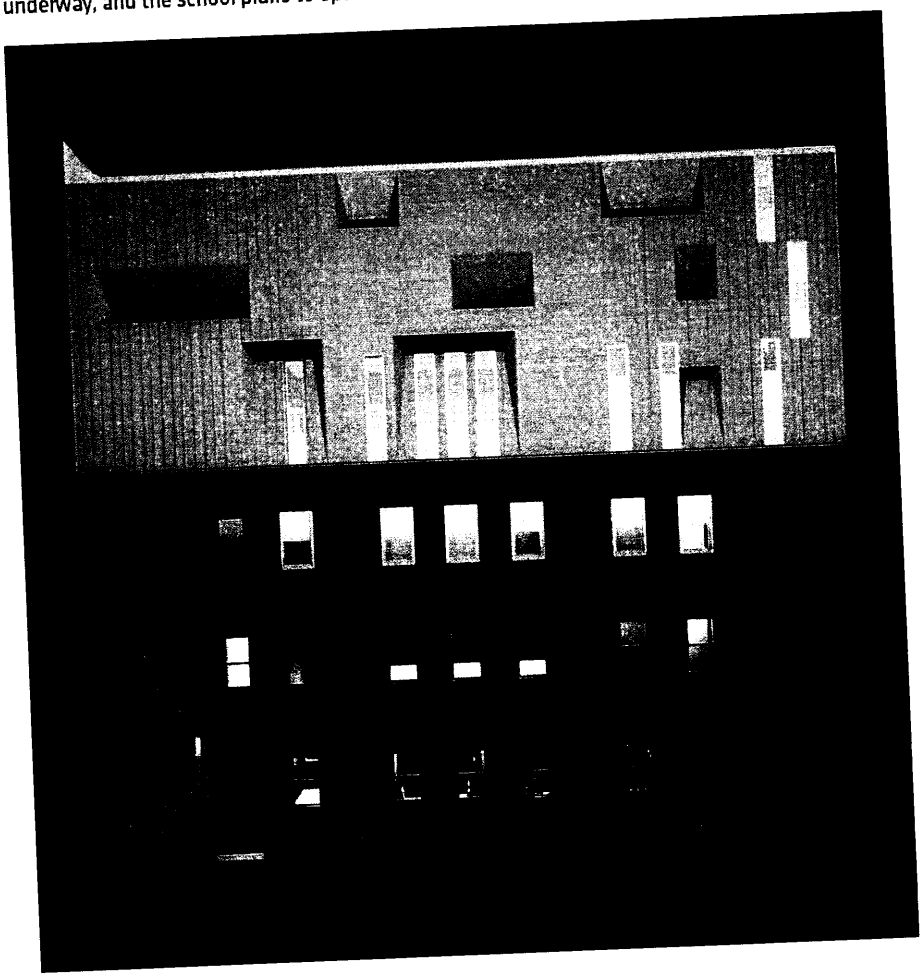
October 2023



New York Charter School Conference | October 2023

loci architecture | middle school

Over the past few years, Loci has been dedicated to supporting a charter school in the Bronx as they expanded into a new middle school. Through surveys, assessments, and evaluations of multiple existing buildings, we successfully connected them with a developer who had an ideal location. Currently, we're actively engaged in the renovation of the selected building to better suit the needs of the incoming 6th to 8th-grade students. In addition to the renovation, we are also adding a new gymnasium and support spaces on the top floor. Construction is already underway, and the school plans to open its new building by the fall of 2024.



New York Charter School Conference | October 2023

loci architecture | middle school

October 2023

Challenge/Scope of Work
The primary task at hand was to secure a suitable location for TBCSC's new middle school that could sustain itself financially, conveniently located, and visually leverage the school's dynamic offerings. Situated in the South Bronx, an area characterized by high competition for limited educational space resources among charter schools, we identified multiple potential sites early in our engagement, each posing its own set of hurdles, including spatial constraints, proximity to the existing elementary school, and affordability.

Project Strategy
Leveraging our extensive network within the charter community, we reached out to Barone Management, a developer we had recently collaborated with on a K-8 school project in Brooklyn. After a thorough assessment of various potential sites, Barone identified a former school building located within half a mile of the elementary school. We promptly conducted a feasibility study, aligning the school's program with the existing building layout. Our analysis indicated that by incorporating a gymnasium on the uppermost floor, we could successfully achieve a new middle school for our client.

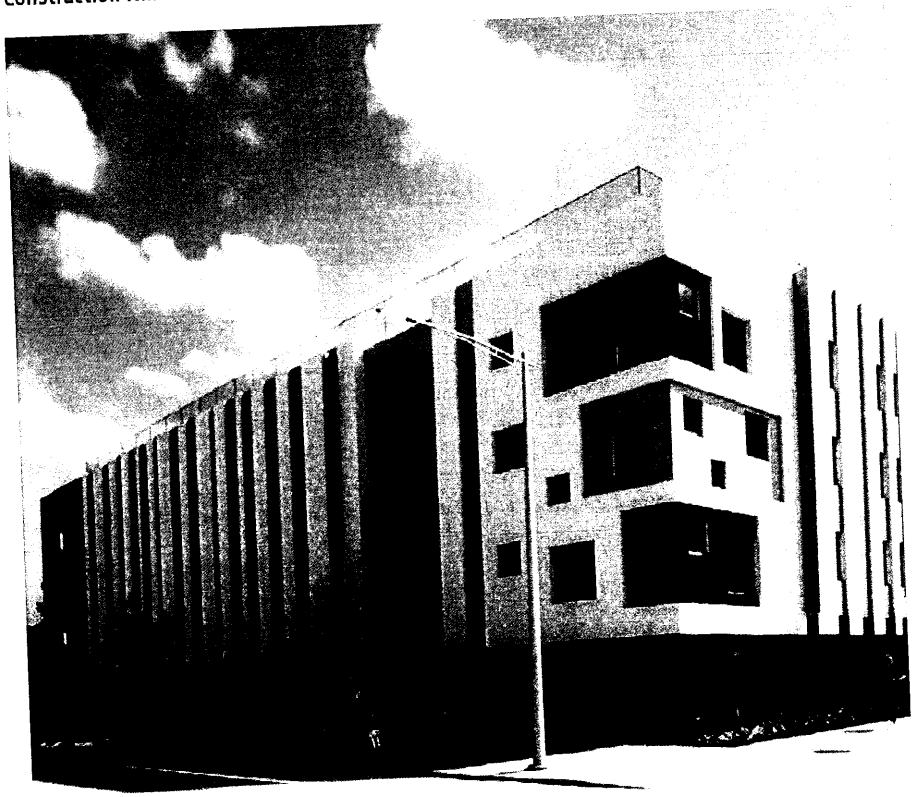
Benefit to Client
Designing a purpose-built facility for TBCSC will significantly enhance its standing in the competitive charter school landscape. Its strategic proximity to local transit options and the elementary school facilitates enrollment for families seeking education at both locations. Furthermore, the new school's vibrant use of colors and graphics will elevate the its visibility, rendering it an appealing enrollment choice for the surrounding community.

New York Charter School Conference | October 2023

loci architecture | elementary and middle school

[redacted]

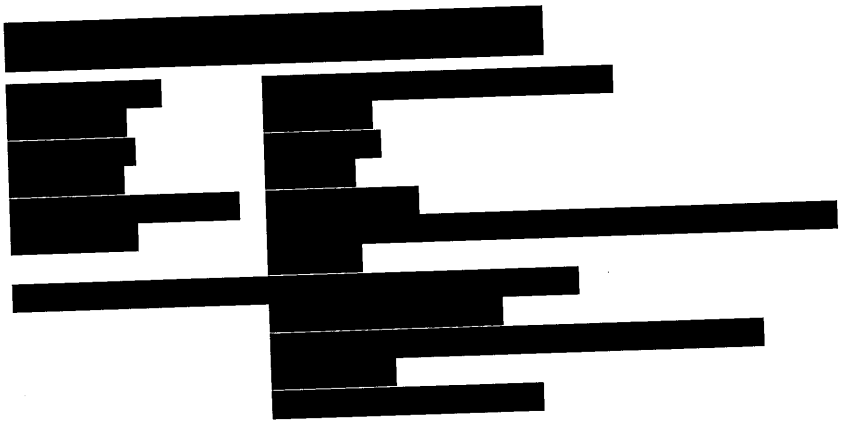
We are designing a new building for an expanding K-8 STEAM-based charter school in Queens after quickly assessing their needs and introducing them to a developer with extensive charter school expertise. With a very compact layout, there are enough classrooms for 1,000 students. Embracing the school's vision that students and their families deserve the proper infrastructure for a strong learning environment, the building includes a full-size gymnasium, a cafeteria, a cooking kitchen, two roof top playgrounds, a community center, and an outdoor garden. Construction will start in early 2024.



New York Charter School Conference | October 2023

loci architecture | elementary and middle school

October 2023



Challenge/Scope of Work
Merrick's elementary school is presently situated within a parochial school in Queens. The school's expansion plans, aimed at establishing a comprehensive K-8 educational facility under one roof, necessitated the exploration of new property options. We evaluated several potential sites within the school district before connecting Merrick with a development team we were collaborating with on a charter middle school expansion project in the Bronx.

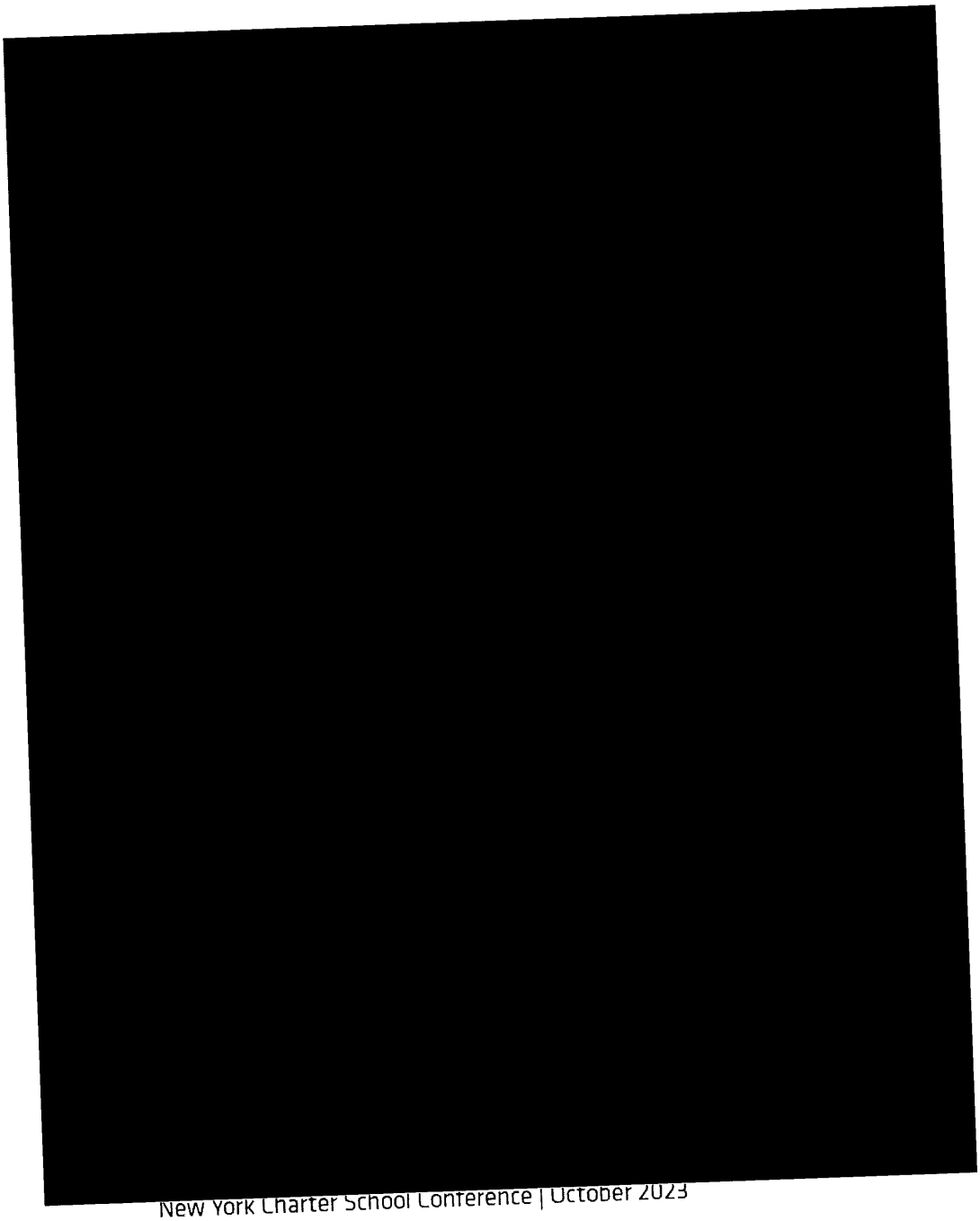
Project Strategy
Our engagement began with supporting the client in programming and designing a new four-story building capable of accommodating 1,000 students on a site under the control of the developer. Following successful work letter negotiations on behalf of the school, our next steps involved the preparation of bidding and filing drawings for the development team. Our commitment to the school extends into the documentation and construction phases, where we will continue to provide valuable services by assisting with FF&E (Furniture, Fixtures, and Equipment) design and specifications.

Benefit to Client
For charter schools, which are often accustomed to co-locating in older parochial schools or leasing existing facilities, the prospect of a newly designed school tailored to meet their specific program requirements presents a tremendous advantage. It not only enhances the school's recruitment efforts but also greatly benefits its academic program. The new building will feature a full-sized gymnasium, a community center, and outdoor spaces that will cater to the school's recreational needs and support after-hours programs aimed at engaging the local community. This purpose-built facility promises to be a significant asset, elevating both the educational experience and community involvement for Merrick Academy Charter School.

New York Charter School Conference | October 2023

loci architecture | elementary and middle school

October 2023



New York Charter School Conference | October 2023

R-17 - Food Services

"Making healthy food choices is a smart thing to do — no matter how old you are!"

- Cleveland Clinic

Miss Major Middle Public Charter School (MMM) is committed to providing nutritious meals in compliance with the National School Lunch Program and federal school nutrition guidelines, along with New York State and City regulations. MMM plans to offer inclusive food options that accommodate various dietary restrictions, including those based on religious beliefs. The school intends to participate in the Free and Reduced Price Lunch program, adhering to all student eligibility and reporting regulations.

MMM's Founding Team will select a food services vendor through a competitive bid process, prioritizing cost, service record, flexibility, inclusivity, and regulatory compliance. The choice of vendor will be influenced by the school's facility and specific needs. In case of school closure, meal pick-up arrangements will be made outside the school, and alternative drop-off/pick-up locations will be considered for accessibility.

"My transgender daughter, [ ] now 12, had no significant problems in the first six years at [ ] a small, Jewish private school in Brooklyn. In the 6th grade, the fact that she was trans started to become a problem. The other girls stopped inviting her to birthday parties and sleepovers. On the class trip to Washington, D.C., the students were housed four to a room. The classmate who was supposed to share a bed with her slept on the floor instead. If she had been in a school like Miss Major Middle, this never would have happened. She would have been with kids who were either trans or very comfortable with transgender peers."

Amy [ ] mom of a trans 12 year old

R-18 - Health Services

"Providing care that is affirming and inclusive – that is, care that draws on knowledge and skills enabling a health care provider to work effectively with LGBTQ youth – is critical to improve health outcomes and quality."

National Library of Medicine (2017)

MMM will adhere to all health services requirements applicable to public schools, in compliance with New York Education Law 912. Health services will be provided in a manner equivalent to those in NYC public schools, coordinated through the New York City Bureau of School Children and Adolescent Health. MMM will request these services in a timely manner for budgetary and staffing planning. The school will provide necessary facilities and supplies, including first aid resources and AEDs, with trained staff in operation. MMM will ensure compliance with immunization as per Public Health Law §2164, maintain health records, and obtain parental consent for identifying students with health risks. This process includes appropriate accommodations and supports for students as required.

MMM will hire a part-time School Nurse licensed in New York State in its first year, transitioning to a full-time nurse by the second year. The nurse will be responsible for administering daily medication, conducting health screenings, coordinating supports from the Public Health Office, and evaluating students for injuries. MMM will also establish partnerships with community health organizations for additional health services.

MMM will ensure student health records are maintained confidentially, in compliance with the Family Educational Rights and Privacy Act (FERPA). The school will enforce state-mandated immunization requirements and ensure that each student has a certificate of immunization. MMM will also provide families with information on low-cost or free options for physical examinations and medical screenings. Emergency response policies, including natural disasters and immediate reporting requirements for child abuse or violence, will be implemented and overseen by the Director of Operations.

The school will provide comprehensive health and safety policies, including responses to emergencies and rules for prescription drug distribution. Compliance with all health and safety laws, including those related to food services and transportation, will be ensured. Additionally, MMM will maintain access to automated external defibrillators (AEDs) and train staff in CPR and AED use.

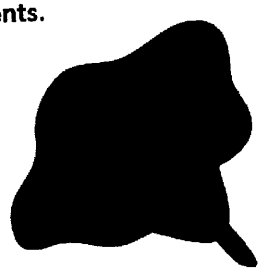
R-19 - Transportation

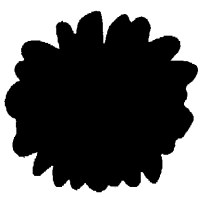
> "There are so many parts to trans youth, and being transgender isn't the only thing that makes us who we are. We are going to be able to thrive and, you know, produce the best math test score that we can and whatever it is, if we're supported and if we're accepted and affirmed. When we're not accepted and affirmed — especially in education settings controlled by the teacher, controlled by the school—it damages our ability to thrive and succeed. It's not only important in that everyone should be accepted and affirmed everywhere for who they are, it's also important because we want to do well in school, get a good education, and just be able to be kids in school."
>
> *"The Advocate Educator's Handbook (2024), pg. 99*

The New York City Department of Education (NYCDOE) will be responsible for providing transportation services to MMM students. These services will be similar to those provided to students in other NYC public schools. Eligibility for busing and MetroCards, either half-fare or full-fare, will be determined by the Office of Pupil Transportation (OPT) based on factors including age, distance from the school, and the needs of students with disabilities. MMM cannot guarantee transportation services until confirmed by OPT. On days when regular NYCDOE public schools are not in session, MMM will provide MetroCards to students, with funds allocated in the budget projections for this purpose. Transportation for special education students will comply with their Individualized Education Program (IEP) and adhere to State and Federal laws.

MMM will ensure parents are aware of the requirement to submit a written request for transportation services to their residing school district by April 1st. This communication will be integrated into the admissions process and lottery notifications, aligning with the school's admission lottery date, as outlined in Response 5. MMM is committed to ensuring all students have access to reliable transportation, facilitating their consistent attendance and active participation in school activities.

MMM students will receive transportation services for which they are eligible in accordance with NYCDOE guidelines and under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation services, it will be the responsibility of the parents.





Miss Major Middle

R-20 - Insurance

"I am a firm believer that you don't achieve greatness on your own. There is always someone there to lend a hand."

Greg Louganis

MMM requested a quote from FFB insurance 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 find our quoted coverage for years 0 - 5 below:

Miss Major Middle

COVERAGE	LIMITS OF LIABILITY		RETENTION	COMMENTS	Projected 0 Year 0	138 Year 1	207 Year 2	276 Year 3	345 Year 4	345 Year 5
General Liability	Liability: Each Occurrence Personal and Advertising Injury General Aggregate Fire Legal Liability Medical Payments (per person) Hired and Non-Owned Liability Employee Benefits Liability Abuse & Molestation Abuse & Molestation Agg. Limit Products Agg Limit	$1,000,000 $1,000,000 $3,000,000 $3,000,000 $50,000 $5,000 $1,000,000 $1,000,000 $1,000,000 $2,000,000 $3,000,000	Liability: Nil except $1,000 Employee Benefits Liability			$10,468	$15,732	$20,976	$26,220	$28,345
Workers Compensation	Workers Compensation Employers Liability	Statutory $1,000,000		Based on $167,000 payroll	$1,596	$13,455	$17,955	$22,324	$27,467	$32,898
Educators Legal Liability and Directors & Officers	Educators Legal Liability Educators Legal Liability Aggregate	$1,000,000 $3,000,000	$2,500 Educators Legal Liability $5,000 EPL	Includes Wrongful Act D&O EPL	$1,250	$6,000	$6,550	$7,100	$7,650	$8,200
Property	Property: Contents EDP Business Income / Extra Expense Cause of Loss Form	$250,000 $500,000 MLS Special	Property: $2,500	Property exposures with prior losses reviewed and approved Open items to be binding once the close		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Excess Liability	Each Occurrence Aggregate	$10,000,000 $10,000,000	$10,000 SIR if so underlier	Includes GL, Auto, EBL, EPL		Included with GL	Included with GL	Included with GL	Included with GL	Included with GL
Crime	Employee Theft Depositors Property on Premises Theft, Disappearance & Destruction Money, Securities and Other Property Computer and Funds Transfer Fraud	$100,000 $100,000 $100,000 $100,000	$25,000			$1,932	$2,898	$3,864	$4,830	$4,830
Accident Insurance Special Risk	AD&D Accident Medical Expense	$1,000,000 $25,000	Nil		$4,845.70	$31,075	$42,033	$54,884	$66,167	$74,273

Additional Coverages										
Cyber Liability	Aggregate Limit	$1,000,000	$2,500			$3,000	$3,000	$4,200	$5,000	$6,500
K&R	Ransom	$1,000,000	Nil			$1,500	$1,500	$1,950	$1,500	$1,500
Educators Liability	Limit Aggregate	$1,000,000 $1,000,000	$10,000			$1,250	$1,250	$1,250	$1,250	$1,250
						$5,750	$6,550	$6,850	$8,250	$9,250

R-21AD - Fiscal Soundness
R-21A - Budget Narrative

Miss Major Middle School is committed to providing a high-quality academic program that meets the needs of our students while ensuring fiscal responsibility and long-term sustainability.

Pre-Opening Period
The pre-opening period operates from a fiscal conservancy standpoint while laying the groundwork to operate in a sustainable fashion in subsequent periods. A total of 4 staff at (2.25 FTEs) will be hired at various points of the year to plan the first years of operation and academic instruction. To save on expenses this work will be conducted remotely. Where appropriate some functions will be executed by third party consultants. One such consultant will be dedicated to community outreach and student recruitment. Another consultant will be dedicated to overseeing the financial operations and sustainability to monitor for any situations that may impact future operations. During this period the school will use $500,000 of its CSP funding to cover these expenses. In planning for a delay of the receipt of these funds, a start-up cash loan from the Charter Asset Management Fund or the like will be used until MMM receives its CSP funds to draw down from.

Year 1 Operations
Year one operations continues its fiscal conservative stance by setting aside 10% of its General Education District funding ($290,476 total) aside for contingency. This set aside is to mitigate the effects of any unplanned expense or reduction in student enrollment. MMM expects to receive $180,000 in philanthropic donations from a combination of funders known to grant funds to New York Charter Schools (e.g., Walton Family Foundation, Bloomberg Philanthropies, Tiger Foundation, etc.). To aid in the cultivation of these dollars, MMM has set aside $50,000 for a third party fundraiser to support the application processes. MMM has also set aside a generous budget for further student outreach and recruitment to help sustain enrollment.

Years 2-5
MMM continues to set aside 10% of its general education funding for unforeseen expenses and under enrollment. Additionally, the remaining CSP funding will be spent in this period to aid in the transition from the incubator space used in year one to the permanent education facilities. The lease is projected to be set at or below the NYC DOE Facility reimbursement rate at full enrollment to ensure financial viability. MMM will continue to invest in student recruitment efforts to retain enrollment levels. No philanthropic dollars have been budgeted for this period, however the grant writer expenditure will remain to add soft dollars for special initiatives not covered in the budget.

R-21AD - Fiscal Soundness
R - 21B - Financial Planning

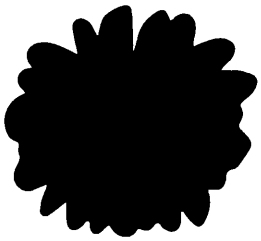
The annual school budget will be constructed annually and not be considered complete until reviewed and approved by the board. The budget will be approved no later than June 30th of the fiscal year preceding the July 1st start date.

The budget planning process will include at a minimum the following stakeholders:

1. The Board of Directors
2. Executive Director
3. Head of School
4. Director of Operations
5. Director of Special Services

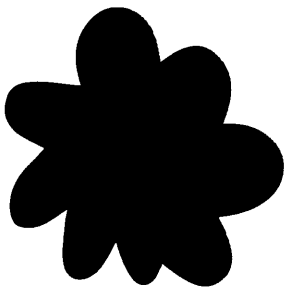
The budget will be constructed from a bottoms-up approach ensuring that fixed and non-discretionary funding (facilities, payroll, etc.) are fully accounted for before discretionary expenditures are incorporated into the budget. Budget expenses will be allocated based upon academic goal setting derived from performance data. The school also reserves the right to allocate funds to areas to ameliorate the student experience. Restricted grant resources (e.g. Title, ESSER, private philanthropic, etc.) will be tracked and monitored as outlined in the award guidelines.

The budget may be amended after the fiscal year starts if an unplanned material fiscal or programmatic event takes place after the original budget has been approved. The budget will be monitored on a monthly basis through a monthly close process and generation of monthly financial statements to be presented to the Board at each monthly Board meeting.



R-21AD - Fiscal Soundness
R-21C - Fiscal Audits

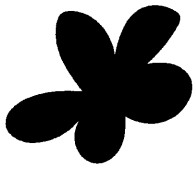
Fiscal Audits will be conducted annually no later than 60 days after the fiscal year end of June 30th. The completed report will be transmitted to NYSED and SUNY by November 1st. Should MMM expend more than $750,000 in federal funds, a Single Audit will be conducted in addition to the annual audit and transmitted to the Federal Audit Clearinghouse by March 15 of the subsequent fiscal year.



R-21AD - Fiscal Soundness
R-21D - Dissolution Procedures

In the event of closure and dissolution, Miss Major Middle School (MMM) would follow a comprehensive plan incorporating elements from the SUNY Closure Plan and the New York State Education Department (NYSED) Closing Procedures Guide and Checklist.
Establishment of a Transition Team:

1. MMM will establish a Transition Team comprising NYSED staff, board members, and closing charter school staff. The team will ensure a smooth transition for students, staff, and the closure of the school's operations.
2. MMM will establish a student transition plan that focuses on enrolling students in a new, appropriate school. The plan will outline deadlines for key activities and should not be considered complete until every student engaging in transitional services has been enrolled in a new school.
3. Communications to NYSED, Parents, Guardians, faculty, staff and other stakeholders will be distributed
4. Student Data and contact information will be stored and transferred to NYSED.
5. Liquidation of assets and closing of other financial obligations will be handled by 3rd party charter school financial management service provider



SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
570101	ADDISON CSD	12,752	13,099
410401	ADIRONDACK CSD	12,755	12,906
080101	AFTON CSD	13,439	13,262
142101	AKRON CSD	11,581	11,798
010100	ALBANY CITY SD	16,179	16,653
450101	ALBION CSD	11,352	11,429
140101	ALDEN CSD	11,034	11,162
180202	ALEXANDER CSD	13,094	13,336
220202	ALEXANDRIA CSD	13,399	13,733
020101	ALFRED-ALMOND CSD	12,715	13,052
040302	ALLEGANY-LIMESTONE CSD	11,037	11,294
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	12,930	13,337
580303	AMAGANSETT UFSD	63,306	63,762
140201	AMHERST CSD	11,547	11,616
580106	AMITYVILLE UFSD	18,697	19,299
270100	AMSTERDAM CITY SD	10,711	10,941
120102	ANDES CSD	20,494	20,531
020601	ANDOVER CSD	14,073	14,369
660405	ARDSLEY UFSD	22,133	22,534
640101	ARGYLE CSD	12,684	13,214
571901	ARKPORT CSD	10,848	11,271
131601	ARLINGTON CSD	12,949	13,322
670201	ATTICA CSD	10,385	10,367
050100	AUBURN CITY SD	11,644	11,813
090201	AUSABLE VALLEY CSD	14,648	15,073
491302	AVERILL PARK CSD	11,311	11,508
570201	AVOCA CSD	15,097	15,499
240101	AVON CSD	12,005	12,268
580101	BABYLON UFSD	18,203	18,392
080201	BAINBRIDGE-GUILFORD CSD	12,357	12,560
280210	BALDWIN UFSD	16,626	17,082
420901	BALDWINSVILLE CSD	12,693	13,192
521301	BALLSTON SPA CSD	13,226	13,489
401301	BARKER CSD	13,206	13,489
180300	BATAVIA CITY SD	13,762	14,062
570302	BATH CSD	10,329	10,342
580501	BAY SHORE UFSD	17,370	17,943
580505	BAYPORT-BLUE POINT UFSD	18,785	19,059
130200	BEACON CITY SD	13,130	13,620
231301	BEAVER RIVER CSD	11,151	11,131
660102	BEDFORD CSD	21,695	22,370
090301	BEEKMANTOWN CSD	13,420	13,766
020801	BELFAST CSD	13,307	13,706

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
220909	BELLEVILLE HENDERSON CSD	10,634	10,631
280207	BELLMORE UFSD	21,147	21,210
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,968	15,327
061001	BEMUS POINT CSD	13,179	13,682
490101	BERLIN CSD	14,071	14,412
010201	BERNE-KNOX-WESTERLO CSD	15,097	15,485
010306	BETHLEHEM CSD	13,523	13,672
280521	BETHPAGE UFSD	18,674	19,042
030200	BINGHAMTON CITY SD	11,785	12,121
661905	BLIND BROOK-RYE UFSD	21,569	21,888
022902	BOLIVAR-RICHBURG CSD	13,148	13,477
630101	BOLTON CSD	22,617	23,228
151801	BOQUET VALLEY	15,026	15,662
570401	BRADFORD CSD	14,225	14,440
510101	BRASHER FALLS CSD	11,999	12,543
580512	BRENTWOOD UFSD	15,827	16,474
480601	BREWSTER CSD	18,209	18,631
661402	BRIARCLIFF MANOR UFSD	23,514	23,893
580909	BRIDGEHAMPTON UFSD	66,919	72,319
260101	BRIGHTON CSD	14,000	14,228
171102	BROADALBIN-PERTH CSD	9,944	10,116
261801	BROCKPORT CSD	12,319	12,493
062301	BROCTON CSD	14,380	14,725
660303	BRONXVILLE UFSD	22,071	22,369
250109	BROOKFIELD CSD	13,415	14,092
580203	BROOKHAVEN-COMSEWOGUE UFSD	15,128	15,376
490202	BRUNSWICK CSD (BRITTONKILL)	12,284	12,629
161601	BRUSHTON-MOIRA CSD	13,280	13,625
140600	BUFFALO CITY SD	13,308	13,416
520101	BURNT HILLS-BALLSTON LAKE CSD	11,673	11,793
661201	BYRAM HILLS CSD	21,349	21,733
180701	BYRON-BERGEN CSD	12,307	12,481
190301	CAIRO-DURHAM CSD	10,988	11,106
240201	CALEDONIA-MUMFORD CSD	11,681	11,735
641610	CAMBRIDGE CSD	13,816	14,085
410601	CAMDEN CSD	11,152	10,693
570603	CAMPBELL-SAVONA CSD	10,967	10,781
270301	CANAJOHARIE CSD	12,512	12,691
430300	CANANDAIGUA CITY SD	12,056	12,175
021102	CANASERAGA CSD	13,286	13,468
250901	CANASTOTA CSD	11,609	11,618
600301	CANDOR CSD	13,082	13,672

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
571502	CANISTEO-GREENWOOD CSD	16,320	16,483
510201	CANTON CSD	13,277	13,626
280411	CARLE PLACE UFSD	21,205	21,519
480102	CARMEL CSD	16,850	17,197
222201	CARTHAGE CSD	8,160	8,808
060401	CASSADAGA VALLEY CSD	14,142	14,753
050401	CATO-MERIDIAN CSD	11,796	12,076
190401	CATSKILL CSD	15,055	15,358
042302	CATTARAUGUS-LITTLE VALLEY CSD	12,417	12,808
250201	CAZENOVIA CSD	11,757	12,106
580233	CENTER MORICHES UFSD	16,304	16,788
580513	CENTRAL ISLIP UFSD	22,398	22,743
460801	CENTRAL SQUARE CSD	10,761	10,997
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,918	10,089
661004	CHAPPAQUA CSD	20,124	20,432
120401	CHARLOTTE VALLEY CSD	12,930	13,379
160801	CHATEAUGAY CSD	12,318	12,497
101001	CHATHAM CSD	13,834	14,011
060503	CHAUTAUQUA LAKE CSD	14,696	14,705
090601	CHAZY UFSD	12,849	13,134
140701	CHEEKTOWAGA CSD	11,502	11,595
140702	CHEEKTOWAGA-MARYVALE UFSD	12,111	12,516
140709	CHEEKTOWAGA-SLOAN UFSD	12,700	12,873
030101	CHENANGO FORKS CSD	11,925	12,038
030701	CHENANGO VALLEY CSD	12,004	12,325
472202	CHERRY VALLEY-SPRINGFIELD CSD	14,234	14,711
440201	CHESTER UFSD	14,966	15,728
251601	CHITTENANGO CSD	12,457	12,878
261501	CHURCHVILLE-CHILI CSD	11,296	11,500
110101	CINCINNATUS CSD	14,091	14,201
140801	CLARENCE CSD	10,768	11,276
500101	CLARKSTOWN CSD	14,860	15,456
140703	CLEVELAND HILL UFSD	12,109	12,660
510401	CLIFTON-FINE CSD	17,796	18,179
411101	CLINTON CSD	12,905	13,257
650301	CLYDE-SAVANNAH CSD	15,962	16,766
060701	CLYMER CSD	15,898	16,122
541102	COBLESKILL-RICHMONDVILLE CSD	12,549	13,052
010500	COHOES CITY SD	13,733	14,233
580402	COLD SPRING HARBOR CSD	21,168	21,013
510501	COLTON-PIERREPONT CSD	20,182	20,860
580410	COMMACK UFSD	16,385	16,451

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
580507	CONNETQUOT CSD	17,773	18,139
471701	COOPERSTOWN CSD	13,293	13,657
230201	COPENHAGEN CSD	11,077	11,167
580105	COPIAGUE UFSD	17,014	17,623
520401	CORINTH CSD	11,479	11,561
571000	CORNING CITY SD	12,463	12,725
440301	CORNWALL CSD	12,625	12,915
110200	CORTLAND CITY SD	11,306	11,600
190501	COXSACKIE-ATHENS CSD	13,100	13,308
660202	CROTON-HARMON UFSD	16,730	16,949
150203	CROWN POINT CSD	17,998	18,205
022302	CUBA-RUSHFORD CSD	13,344	13,495
241101	DALTON-NUNDA CSD (KESHEQUA)	13,064	13,199
241001	DANSVILLE CSD	12,060	12,814
580107	DEER PARK UFSD	16,670	16,547
120501	DELAWARE ACADEMY CSD AT DELHI	15,496	15,660
140707	DEPEW UFSD	11,190	11,310
031301	DEPOSIT CSD	15,170	15,199
250301	DERUYTER CSD	13,137	13,063
660403	DOBBS FERRY UFSD	20,768	21,320
211003	DOLGEVILLE CSD	11,450	11,203
130502	DOVER UFSD	12,792	13,134
120301	DOWNSVILLE CSD	18,084	18,511
610301	DRYDEN CSD	12,532	12,850
530101	DUANESBURG CSD	9,812	10,090
680801	DUNDEE CSD	10,633	10,368
060800	DUNKIRK CITY SD	14,254	14,786
140301	EAST AURORA UFSD	11,397	11,516
430501	EAST BLOOMFIELD CSD	12,093	12,264
490301	EAST GREENBUSH CSD	13,105	13,493
580301	EAST HAMPTON UFSD	24,543	24,970
260801	EAST IRONDEQUOIT CSD	13,175	13,549
580503	EAST ISLIP UFSD	15,083	15,107
280203	EAST MEADOW UFSD	16,940	17,196
580234	EAST MORICHES UFSD	17,451	17,486
580917	EAST QUOGUE UFSD	23,384	23,447
500402	EAST RAMAPO CSD (SPRING VALLEY)	17,647	18,042
261313	EAST ROCHESTER UFSD	14,130	14,300
280219	EAST ROCKAWAY UFSD	19,345	19,639
420401	EAST SYRACUSE-MINOA CSD	15,330	15,808
280402	EAST WILLISTON UFSD	22,224	22,568
660301	EASTCHESTER UFSD	19,235	19,579

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
580912	EASTPORT-SOUTH MANOR CSD	13,560	13,658
141201	EDEN CSD	11,038	11,525
660406	EDGEMONT UFSD	19,622	20,077
520601	EDINBURG COMMON SD	23,212	23,481
470501	EDMESTON CSD	12,599	12,982
513102	EDWARDS-KNOX CSD	11,597	11,642
180901	ELBA CSD	12,889	13,357
590801	ELDRED CSD	14,242	14,145
622002	ELLENVILLE CSD	17,352	18,148
040901	ELLICOTTVILLE CSD	12,713	12,949
070600	ELMIRA CITY SD	12,700	13,029
070902	ELMIRA HEIGHTS CSD	11,232	11,542
280216	ELMONT UFSD	15,504	15,720
660409	ELMSFORD UFSD	23,952	24,769
580401	ELWOOD UFSD	15,749	15,918
141401	EVANS-BRANT CSD (LAKE SHORE)	12,614	12,769
420601	FABIUS-POMPEY CSD	13,510	13,740
261301	FAIRPORT CSD	11,760	11,875
061101	FALCONER CSD	10,935	11,219
590501	FALLSBURG CSD	20,292	20,436
280522	FARMINGDALE UFSD	18,454	18,908
421001	FAYETTEVILLE-MANLIUS CSD	12,382	12,762
022001	FILLMORE CSD	10,148	10,436
580514	FIRE ISLAND UFSD	112,720	115,110
581004	FISHERS ISLAND UFSD	0	0
280222	FLORAL PARK-BELLEROSE UFSD	15,970	16,149
442115	FLORIDA UFSD	15,231	15,586
270601	FONDA-FULTONVILLE CSD	11,334	11,311
061503	FORESTVILLE CSD	12,063	12,700
640502	FORT ANN CSD	14,576	14,872
640601	FORT EDWARD UFSD	13,929	15,275
270701	FORT PLAIN CSD	13,389	13,443
210402	FRANKFORT-SCHUYLER CSD	10,299	10,696
120701	FRANKLIN CSD	14,058	14,814
280217	FRANKLIN SQUARE UFSD	14,514	14,992
041101	FRANKLINVILLE CSD	12,433	12,753
062201	FREDONIA CSD	13,394	13,749
280209	FREEPORT UFSD	17,321	17,621
060301	FREWSBURG CSD	11,168	11,294
021601	FRIENDSHIP CSD	14,222	14,595
141604	FRONTIER CSD	9,702	9,742
460500	FULTON CITY SD	12,714	12,873

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
520701	GALWAY CSD	10,804	10,850
650902	GANANDA CSD	11,231	11,448
280218	GARDEN CITY UFSD	18,426	18,599
480404	GARRISON UFSD	22,137	22,212
260401	GATES-CHILI CSD	13,230	13,189
220401	GENERAL BROWN CSD	10,054	10,296
020702	GENESEE VALLEY CSD	12,691	13,016
240401	GENESEO CSD	13,648	13,765
430700	GENEVA CITY SD	15,163	15,712
081401	GEORGETOWN-SOUTH OTSELIC CSD	14,624	15,575
100902	GERMANTOWN CSD	15,589	16,032
470202	GILBERTSVILLE-MOUNT UPTON CSD	13,237	13,788
540801	GILBOA-CONESVILLE CSD	15,811	15,778
280100	GLEN COVE CITY SD	19,789	20,493
630300	GLENS FALLS CITY SD	12,992	13,219
630918	GLENS FALLS COMN SD	13,648	13,978
170500	GLOVERSVILLE CITY SD	10,770	10,964
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	13,785	14,240
440601	GOSHEN CSD	15,580	16,667
511101	GOUVERNEUR CSD	11,572	11,822
042801	GOWANDA CSD	12,276	12,288
141501	GRAND ISLAND CSD	11,443	11,676
640701	GRANVILLE CSD	11,103	11,247
280407	GREAT NECK UFSD	23,299	23,679
260501	GREECE CSD	12,256	12,553
010701	GREEN ISLAND UFSD	13,829	14,402
660407	GREENBURGH CSD	22,772	23,032
080601	GREENE CSD	11,936	12,282
581010	GREENPORT UFSD	20,224	21,084
190701	GREENVILLE CSD	14,360	14,835
640801	GREENWICH CSD	13,266	13,545
442111	GREENWOOD LAKE UFSD	19,167	19,633
610501	GROTON CSD	11,840	12,634
010802	GUILDERLAND CSD	13,101	13,529
630801	HADLEY-LUZERNE CSD	15,347	15,660
480401	HALDANE CSD	16,096	16,563
580405	HALF HOLLOW HILLS CSD	15,939	16,106
141601	HAMBURG CSD	11,335	11,707
250701	HAMILTON CSD	14,292	14,718
511201	HAMMOND CSD	14,515	15,084
572901	HAMMONDSPORT CSD	16,397	16,964
580905	HAMPTON BAYS UFSD	17,603	17,848

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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
120906	HANCOCK CSD	14,169	14,019
460701	HANNIBAL CSD	11,079	11,271
580406	HARBORFIELDS CSD	15,168	15,409
030501	HARPURSVILLE CSD	9,956	9,899
660501	HARRISON CSD	24,445	25,039
230301	HARRISVILLE CSD	14,751	15,217
641001	HARTFORD CSD	12,928	12,527
660404	HASTINGS-ON-HUDSON UFSD	21,893	22,828
580506	HAUPPAUGE UFSD	18,281	18,756
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	18,112	18,654
280201	HEMPSTEAD UFSD	21,120	22,562
660203	HENDRICK HUDSON CSD	19,254	19,520
210601	HERKIMER CSD	10,909	11,210
511301	HERMON-DEKALB CSD	14,369	14,893
280409	HERRICKS UFSD	17,919	18,075
512404	HEUVELTON CSD	11,763	11,658
280214	HEWLETT-WOODMERE UFSD	23,859	24,217
280517	HICKSVILLE UFSD	16,328	16,829
620803	HIGHLAND CSD	14,001	14,466
440901	HIGHLAND FALLS CSD	15,712	16,285
261101	HILTON CSD	11,620	11,745
041401	HINSDALE CSD	11,442	11,650
141701	HOLLAND CSD	12,481	12,922
412201	HOLLAND PATENT CSD	12,039	12,427
450704	HOLLEY CSD	10,573	10,616
110701	HOMER CSD	12,402	12,669
431401	HONEOYE CSD	13,081	13,242
260901	HONEOYE FALLS-LIMA CSD	11,433	11,550
491401	HOOSIC VALLEY CSD	11,335	11,684
490501	HOOSICK FALLS CSD	13,368	13,687
571800	HORNELL CITY SD	10,851	10,943
070901	HORSEHEADS CSD	12,140	12,482
101300	HUDSON CITY SD	15,281	15,513
641301	HUDSON FALLS CSD	10,949	10,880
190901	HUNTER-TANNERSVILLE CSD	17,044	17,100
580403	HUNTINGTON UFSD	18,800	18,960
130801	HYDE PARK CSD	13,360	13,784
200401	INDIAN LAKE CSD	23,600	23,593
220301	INDIAN RIVER CSD	7,960	8,067
200501	INLET COMN SD	0	0
141301	IROQUOIS CSD	12,024	13,044
660402	IRVINGTON UFSD	22,090	22,561

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280231	ISLAND PARK UFSD	29,952	30,662
280226	ISLAND TREES UFSD	16,501	16,720
580502	ISLIP UFSD	15,865	16,266
610600	ITHACA CITY SD	15,096	15,662
061700	JAMESTOWN CITY SD	11,407	11,730
420411	JAMESVILLE-DEWITT CSD	12,437	12,783
572702	JASPER-TROUPSBURG CSD	11,784	11,977
540901	JEFFERSON CSD	13,948	14,131
280515	JERICHO UFSD	24,527	25,150
630601	JOHNSBURG CSD	18,666	18,739
031502	JOHNSON CITY CSD	13,457	13,639
170600	JOHNSTOWN CITY SD	10,792	10,377
420501	JORDAN-ELBRIDGE CSD	12,916	13,415
660101	KATONAH-LEWISBORO UFSD	20,643	20,761
150601	KEENE CSD	21,946	22,991
450607	KENDALL CSD	13,219	13,482
142601	KENMORE-TONAWANDA UFSD	10,280	10,526
101401	KINDERHOOK CSD	12,846	12,994
580805	KINGS PARK CSD	15,019	15,247
620600	KINGSTON CITY SD	16,595	17,166
441202	KIRYAS JOEL VILLAGE UFSD	43,286	46,801
221401	LA FARGEVILLE CSD	11,005	11,391
141800	LACKAWANNA CITY SD	13,581	13,993
420807	LAFAYETTE CSD	18,308	19,055
630701	LAKE GEORGE CSD	13,710	14,023
151102	LAKE PLACID CSD	16,324	16,451
200601	LAKE PLEASANT CSD	27,422	28,341
662401	LAKELAND CSD	15,638	15,973
141901	LANCASTER CSD	10,030	10,392
610801	LANSING CSD	12,830	13,391
490601	LANSINGBURGH CSD	11,213	11,799
470801	LAURENS CSD	11,764	11,897
280215	LAWRENCE UFSD	20,784	20,204
181001	LE ROY CSD	12,535	12,798
670401	LETCHWORTH CSD	11,950	12,383
280205	LEVITTOWN UFSD	18,176	18,292
400301	LEWISTON-PORTER CSD	13,157	13,523
590901	LIBERTY CSD	19,341	20,082
580104	LINDENHURST UFSD	15,285	15,516
511602	LISBON CSD	14,894	15,637
210800	LITTLE FALLS CITY SD	13,281	13,776
421501	LIVERPOOL CSD	14,207	14,449

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591302	LIVINGSTON MANOR CSD	18,230	18,500
240801	LIVONIA CSD	12,806	13,019
400400	LOCKPORT CITY SD	11,331	11,728
280503	LOCUST VALLEY CSD	24,143	24,667
280300	LONG BEACH CITY SD	23,143	23,391
200701	LONG LAKE CSD	41,847	42,512
580212	LONGWOOD CSD	15,834	16,197
230901	LOWVILLE ACADEMY & CSD	10,964	11,107
221301	LYME CSD	13,945	14,542
280220	LYNBROOK UFSD	19,030	19,380
421504	LYNCOURT UFSD	18,249	19,402
451001	LYNDONVILLE CSD	12,218	12,401
650501	LYONS CSD	12,474	12,939
251101	MADISON CSD	12,136	12,396
511901	MADRID-WADDINGTON CSD	12,485	12,867
480101	MAHOPAC CSD	14,977	15,217
031101	MAINE-ENDWELL CSD	12,103	12,324
161501	MALONE CSD	11,564	11,905
280212	MALVERNE UFSD	21,686	21,827
660701	MAMARONECK UFSD	19,372	19,777
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	12,564	12,953
280406	MANHASSET UFSD	21,713	22,034
110901	MARATHON CSD	14,089	14,378
421101	MARCELLUS CSD	11,513	11,820
121401	MARGARETVILLE CSD	15,101	16,037
650701	MARION CSD	12,480	12,747
621001	MARLBORO CSD	17,164	17,675
280523	MASSAPEQUA UFSD	17,226	17,834
512001	MASSENA CSD	11,514	11,674
581012	MATTITUCK-CUTCHOGUE UFSD	17,124	17,357
170801	MAYFIELD CSD	11,442	11,630
110304	MCGRAW CSD	13,060	13,705
521200	MECHANICVILLE CITY SD	12,268	13,015
450801	MEDINA CSD	11,861	11,836
010615	MENANDS UFSD	17,005	16,781
280225	MERRICK UFSD	19,306	19,677
460901	MEXICO CSD	12,750	13,291
580211	MIDDLE COUNTRY CSD	14,774	15,341
541001	MIDDLEBURGH CSD	13,539	13,626
441000	MIDDLETOWN CITY SD	15,067	15,775
471101	MILFORD CSD	14,077	14,570
132201	MILLBROOK CSD	13,421	13,485

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580208	MILLER PLACE UFSD	14,277	14,404
280410	MINEOLA UFSD	24,559	24,839
150801	MINERVA CSD	25,451	26,057
441101	MINISINK VALLEY CSD	12,792	13,210
441201	MONROE-WOODBURY CSD	15,035	15,512
580306	MONTAUK UFSD	31,342	31,123
591401	MONTICELLO CSD	15,593	16,023
051301	MORAVIA CSD	11,632	11,805
150901	MORIAH CSD	13,705	14,186
471201	MORRIS CSD	11,730	11,664
512101	MORRISTOWN CSD	14,322	14,639
250401	MORRISVILLE-EATON CSD	13,470	13,830
212001	MOUNT MARKHAM CSD	12,720	12,893
240901	MT MORRIS CSD	14,605	14,859
660801	MT PLEASANT CSD	19,467	19,716
580207	MT SINAI UFSD	16,161	16,415
660900	MT VERNON SCHOOL DISTRICT	18,437	18,476
500108	NANUET UFSD	18,017	18,428
431201	NAPLES CSD	14,250	14,445
411501	NEW HARTFORD CSD	12,440	12,271
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,853	16,067
101601	NEW LEBANON CSD	16,028	16,565
621101	NEW PALTZ CSD	15,367	16,125
661100	NEW ROCHELLE CITY SD	17,722	18,053
581015	NEW SUFFOLK COMN SD	19,261	19,758
650101	NEWARK CSD	12,477	12,719
600402	NEWARK VALLEY CSD	11,378	11,689
441600	NEWBURGH CITY SD	16,821	17,391
151001	NEWCOMB CSD	44,745	44,732
400601	NEWFANE CSD	11,563	11,753
610901	NEWFIELD CSD	11,823	12,561
400800	NIAGARA FALLS CITY SD	12,227	12,531
400701	NIAGARA-WHEATFIELD CSD	11,580	11,757
530301	NISKAYUNA CSD	12,847	13,311
580103	NORTH BABYLON UFSD	16,164	16,445
280204	NORTH BELLMORE UFSD	17,807	17,474
142201	NORTH COLLINS CSD	14,645	14,856
010623	NORTH COLONIE CSD	12,219	12,686
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	13,352	14,056
280229	NORTH MERRICK UFSD	19,340	19,673
651501	NORTH ROSE-WOLCOTT CSD	13,473	13,722
661301	NORTH SALEM CSD	21,351	21,652

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280501	NORTH SHORE CSD	25,559	26,157
420303	NORTH SYRACUSE CSD	12,473	12,806
400900	NORTH TONAWANDA CITY SD	11,824	12,127
630202	NORTH WARREN CSD	15,779	16,115
131101	NORTHEAST CSD	15,780	15,895
090501	NORTHEASTERN CLINTON CSD	12,846	13,307
090901	NORTHERN ADIRONDACK CSD	13,922	14,361
580404	NORTHPORT-EAST NORTHPORT UFSD	19,114	19,424
170901	NORTHVILLE CSD	15,516	16,098
081200	NORWICH CITY SD	11,305	11,080
512201	NORWOOD-NORFOLK CSD	12,459	12,793
411504	NY MILLS UFSD	13,260	13,439
500304	NYACK UFSD	19,882	20,238
300000	NYC CHANCELLOR'S OFFICE	16,844	17,626
181101	OAKFIELD-ALABAMA CSD	12,083	12,989
280211	OCEANSIDE UFSD	16,195	16,174
550101	ODESSA-MONTOUR CSD	12,094	12,442
512300	OGDENSBURG CITY SD	14,873	14,559
042400	OLEAN CITY SD	12,295	12,650
251400	ONEIDA CITY SD	12,591	12,898
471400	ONEONTA CITY SD	13,442	13,844
421201	ONONDAGA CSD	13,833	14,296
621201	ONTEORA CSD	19,929	20,264
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,748	12,957
142301	ORCHARD PARK CSD	12,257	12,454
412901	ORISKANY CSD	12,402	12,727
661401	OSSINING UFSD	19,697	20,347
461300	OSWEGO CITY SD	12,568	12,916
471601	OTEGO-UNADILLA CSD	12,001	12,300
600601	OWEGO-APALACHIN CSD	13,004	13,172
081501	OXFORD ACADEMY & CSD	13,246	13,445
280506	OYSTER BAY-EAST NORWICH CSD	24,095	24,755
581002	OYSTERPONDS UFSD	32,561	34,704
650901	PALMYRA-MACEDON CSD	11,794	11,864
061601	PANAMA CSD	13,008	13,146
512501	PARISHVILLE-HOPKINTON CSD	12,534	12,727
580224	PATCHOGUE-MEDFORD UFSD	14,647	15,053
181201	PAVILION CSD	12,541	13,079
131201	PAWLING CSD	16,353	16,767
500308	PEARL RIVER UFSD	16,595	16,958
661500	PEEKSKILL CITY SD	17,871	18,507
661601	PELHAM UFSD	17,265	17,291

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181302	PEMBROKE CSD	13,640	13,845
261201	PENFIELD CSD	13,593	13,844
680601	PENN YAN CSD	12,398	12,678
671201	PERRY CSD	12,470	13,121
091101	PERU CSD	13,816	14,262
431301	PHELPS-CLIFTON SPRINGS CSD	13,071	13,402
462001	PHOENIX CSD	12,944	13,005
440401	PINE BUSH CSD	13,006	13,169
131301	PINE PLAINS CSD	16,422	16,657
060601	PINE VALLEY CSD (SOUTH DAYTON)	13,990	16,216
261401	PITTSFORD CSD	14,268	14,642
280518	PLAINEDGE UFSD	16,752	16,842
280504	PLAINVIEW-OLD BETHPAGE CSD	18,899	19,313
091200	PLATTSBURGH CITY SD	14,646	15,141
660809	PLEASANTVILLE UFSD	17,293	17,373
660802	POCANTICO HILLS CSD	42,060	40,041
211103	POLAND CSD	12,822	13,003
051101	PORT BYRON CSD	11,859	11,948
661904	PORT CHESTER-RYE UFSD	15,471	15,776
580206	PORT JEFFERSON UFSD	23,026	23,461
441800	PORT JERVIS CITY SD	13,289	13,492
280404	PORT WASHINGTON UFSD	22,264	23,170
042901	PORTVILLE CSD	11,661	11,870
512902	POTSDAM CSD	13,369	13,691
131500	POUGHKEEPSIE CITY SD	14,347	15,030
572301	PRATTSBURGH CSD	11,520	11,977
461801	PULASKI CSD	13,424	13,821
641401	PUTNAM CSD	25,427	24,626
480503	PUTNAM VALLEY CSD	18,348	18,456
630902	QUEENSBURY UFSD	10,583	10,724
580903	QUOGUE UFSD	50,447	52,389
500401	RAMAPO CSD (SUFFERN)	17,931	18,153
043001	RANDOLPH CSD	12,665	13,557
010402	RAVENA-COEYMANS-SELKIRK CSD	14,202	14,188
651503	RED CREEK CSD	12,584	12,738
131701	RED HOOK CSD	14,876	15,165
411701	REMSEN CSD	17,086	17,841
580901	REMSENBURG-SPEONK UFSD	39,023	39,468
491200	RENSSELAER CITY SD	10,880	11,075
131801	RHINEBECK CSD	18,059	18,339
472001	RICHFIELD SPRINGS CSD	11,866	11,983
062401	RIPLEY CSD	14,989	14,359

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580602	RIVERHEAD CSD	18,341	18,922
261600	ROCHESTER CITY SD	13,995	14,216
280221	ROCKVILLE CENTRE UFSD	20,193	20,561
580209	ROCKY POINT UFSD	14,778	15,108
411800	ROME CITY SD	13,584	13,978
560603	ROMULUS CSD	16,580	16,985
620901	RONDOUT VALLEY CSD	18,445	18,795
280208	ROOSEVELT UFSD	18,366	18,572
591301	ROSCOE CSD	18,704	19,043
280403	ROSLYN UFSD	22,032	22,495
530515	ROTTERDAM-MOHONASEN CSD	10,677	10,866
121502	ROXBURY CSD	18,357	18,704
401201	ROYALTON-HARTLAND CSD	11,140	11,302
261701	RUSH-HENRIETTA CSD	13,787	14,077
661800	RYE CITY SD	21,124	21,910
661901	RYE NECK UFSD	19,327	19,532
580205	SACHEM CSD	14,302	14,661
221001	SACKETS HARBOR CSD	11,312	11,392
580305	SAG HARBOR UFSD	28,712	29,846
580910	SAGAPONACK COMN SD	16,620	17,341
043200	SALAMANCA CITY SD	2,746	3,033
641501	SALEM CSD	14,677	15,517
161201	SALMON RIVER CSD	15,308	15,545
461901	SANDY CREEK CSD	14,155	14,667
091402	SARANAC CSD	12,950	13,417
161401	SARANAC LAKE CSD	15,378	16,032
521800	SARATOGA SPRINGS CITY SD	12,061	12,297
621601	SAUGERTIES CSD	13,719	13,981
411603	SAUQUOIT VALLEY CSD	13,058	13,672
580504	SAYVILLE UFSD	17,619	17,737
662001	SCARSDALE UFSD	23,816	24,450
530501	SCHALMONT CSD	14,797	14,840
530600	SCHENECTADY CITY SD	13,135	13,614
470901	SCHENEVUS CSD	14,187	14,074
491501	SCHODACK CSD	13,629	14,120
541201	SCHOHARIE CSD	13,500	13,782
151401	SCHROON LAKE CSD	18,334	19,487
521701	SCHUYLERVILLE CSD	12,516	12,585
022401	SCIO CSD	12,326	12,278
530202	SCOTIA-GLENVILLE CSD	12,793	13,312
280206	SEAFORD UFSD	17,187	17,477
560701	SENECA FALLS CSD	12,265	12,356

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280252	SEWANHAKA CENTRAL HS DISTRICT	13,856	14,080
541401	SHARON SPRINGS CSD	15,275	15,959
580701	SHELTER ISLAND UFSD	28,587	28,919
520302	SHENENDEHOWA CSD	12,532	12,939
082001	SHERBURNE-EARLVILLE CSD	12,026	12,222
062601	SHERMAN CSD	11,639	11,996
412000	SHERRILL CITY SD	11,338	11,670
580601	SHOREHAM-WADING RIVER CSD	17,343	17,650
121601	SIDNEY CSD	12,702	12,790
061501	SILVER CREEK CSD	13,437	14,073
421601	SKANEATELES CSD	13,220	13,301
580801	SMITHTOWN CSD	15,384	15,736
651201	SODUS CSD	13,414	13,394
420702	SOLVAY UFSD	12,793	12,918
662101	SOMERS CSD	18,255	18,748
010601	SOUTH COLONIE CSD	13,517	13,910
580235	SOUTH COUNTRY CSD	17,810	18,366
521401	SOUTH GLENS FALLS CSD	11,592	11,859
580413	SOUTH HUNTINGTON UFSD	17,526	18,010
220101	SOUTH JEFFERSON CSD	10,622	10,964
121702	SOUTH KORTRIGHT CSD	14,206	14,206
231101	SOUTH LEWIS CSD	14,502	14,633
500301	SOUTH ORANGETOWN CSD	16,660	17,210
560501	SOUTH SENECA CSD	14,589	14,868
580906	SOUTHAMPTON UFSD	25,633	26,279
050701	SOUTHERN CAYUGA CSD	14,438	14,585
581005	SOUTHOLD UFSD	18,934	19,364
060201	SOUTHWESTERN CSD AT JAMESTOWN	12,172	12,877
131602	SPACKENKILL UFSD	17,683	18,189
261001	SPENCERPORT CSD	12,329	12,606
600801	SPENCER-VAN ETTEN CSD	12,702	13,081
580304	SPRINGS UFSD	24,409	25,129
141101	SPRINGVILLE-GRIFFITH INST CSD	12,689	13,047
161801	ST REGIS FALLS CSD	15,904	16,415
121701	STAMFORD CSD	14,273	14,302
401001	STARPOINT CSD	11,345	11,634
522001	STILLWATER CSD	10,231	10,345
251501	STOCKBRIDGE VALLEY CSD	11,751	11,757
591502	SULLIVAN WEST CSD	16,318	16,608
030601	SUSQUEHANNA VALLEY CSD	13,752	14,327
140207	SWEET HOME CSD	13,672	14,066
280502	SYOSSET CSD	21,358	21,661

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421800	SYRACUSE CITY SD	13,442	13,769
100501	TACONIC HILLS CSD	14,700	14,790
220701	THOUSAND ISLANDS CSD	12,875	12,862
580201	THREE VILLAGE CSD	17,662	18,149
151501	TICONDEROGA CSD	15,350	15,780
600903	TIOGA CSD	10,930	11,480
142500	TONAWANDA CITY SD	11,259	11,565
211901	TOWN OF WEBB UFSD	20,582	20,932
591201	TRI-VALLEY CSD	20,438	21,070
491700	TROY CITY SD	16,817	17,237
611001	TRUMANSBURG CSD	12,232	12,654
580913	TUCKAHOE COMN SD	31,957	33,354
660302	TUCKAHOE UFSD	21,760	22,676
421902	TULLY CSD	11,284	11,291
160101	TUPPER LAKE CSD	13,215	13,458
441903	TUXEDO UFSD	16,305	16,501
660401	UFSD-TARRYTOWNS	18,174	18,601
081003	UNADILLA VALLEY CSD	13,160	13,646
051901	UNION SPRINGS CSD	12,985	12,862
280202	UNIONDALE UFSD	22,330	23,045
031501	UNION-ENDICOTT CSD	12,622	12,895
412300	UTICA CITY SD	10,755	11,330
660805	VALHALLA UFSD	22,026	22,099
441301	VALLEY CSD (MONTGOMERY)	13,108	13,423
280213	VALLEY STREAM 13 UFSD	16,714	17,017
280224	VALLEY STREAM 24 UFSD	20,742	21,383
280230	VALLEY STREAM 30 UFSD	19,076	19,145
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,694	15,994
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	13,083	13,199
031601	VESTAL CSD	13,466	13,813
431701	VICTOR CSD	11,631	12,104
011003	VOORHEESVILLE CSD	14,302	14,424
580302	WAINSCOTT COMN SD	19,969	22,136
621801	WALLKILL CSD	12,677	13,070
121901	WALTON CSD	11,788	11,866
280223	WANTAGH UFSD	14,882	15,083
132101	WAPPINGERS CSD	12,736	13,158
631201	WARRENSBURG CSD	15,696	16,228
671501	WARSAW CSD	13,084	13,598
442101	WARWICK VALLEY CSD	13,457	13,597
440102	WASHINGTONVILLE CSD	13,858	14,755
522101	WATERFORD-HALFMOON UFSD	15,334	16,947

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
561006	WATERLOO CSD	11,975	12,382
222000	WATERTOWN CITY SD	10,604	10,913
411902	WATERVILLE CSD	12,173	12,549
011200	WATERVLIET CITY SD	10,734	10,996
550301	WATKINS GLEN CSD	11,788	12,137
600101	WAVERLY CSD	10,559	10,937
573002	WAYLAND-COHOCTON CSD	11,833	12,129
650801	WAYNE CSD	11,540	11,390
261901	WEBSTER CSD	12,665	13,021
050301	WEEDSPORT CSD	13,350	13,608
200901	WELLS CSD	23,190	23,489
022601	WELLSVILLE CSD	13,467	13,875
580102	WEST BABYLON UFSD	16,688	17,135
210302	WEST CANADA VALLEY CSD	13,347	13,619
420101	WEST GENESEE CSD	11,645	12,154
280227	WEST HEMPSTEAD UFSD	17,093	17,555
260803	WEST IRONDEQUOIT CSD	12,123	12,525
580509	WEST ISLIP UFSD	15,267	15,574
142801	WEST SENECA CSD	11,371	11,833
040204	WEST VALLEY CSD	14,718	15,036
280401	WESTBURY UFSD	21,161	21,737
062901	WESTFIELD CSD	13,031	13,207
580902	WESTHAMPTON BEACH UFSD	19,564	19,785
420701	WESTHILL CSD	11,877	12,369
412801	WESTMORELAND CSD	12,297	11,794
262001	WHEATLAND-CHILI CSD	16,920	17,964
170301	WHEELERVILLE UFSD	17,871	17,539
662200	WHITE PLAINS CITY SD	20,971	21,439
641701	WHITEHALL CSD	13,478	13,828
412902	WHITESBORO CSD	11,720	12,061
022101	WHITESVILLE CSD	11,065	10,887
031401	WHITNEY POINT CSD	13,409	14,046
580232	WILLIAM FLOYD UFSD	15,661	15,970
651402	WILLIAMSON CSD	13,556	14,085
140203	WILLIAMSVILLE CSD	12,290	12,495
151701	WILLSBORO CSD	16,885	17,446
401501	WILSON CSD	11,932	12,224
191401	WINDHAM-ASHLAND-JEWETT CSD	20,254	20,584
031701	WINDSOR CSD	12,151	12,664
472506	WORCESTER CSD	13,872	13,923
580109	WYANDANCH UFSD	18,808	19,101
490804	WYNANTSKILL UFSD	13,720	14,321

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
671002	WYOMING CSD	16,159	17,831
662300	YONKERS CITY SD	16,481	17,068
241701	YORK CSD	13,556	15,187
043501	YORKSHIRE-PIONEER CSD	11,924	11,734
662402	YORKTOWN CSD	17,394	17,678

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Miss Major Middle

Contact Name:	Jill Glassbrook
Contact Title:	Executive Director
Contact Email:	jglas@missmajormiddle.org
Contact Phone:	(646) 202 - 3683

First Academic Year:	2025-26
Pre-Opening Period:	July 1, 2024 - June 30, 2025

MISS MAJOR MIDDLE
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**AGE RANGE**
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	*Middle School*	80	80	80	80	80	10-11
6th Grade	Middle School	80	80	80	80	80	11-12
7th Grade	Middle School		80	80	80	80	12-13
8th Grade	Middle School			80	80	80	13-14
9th Grade	High School				36	36	14-15
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		160	240	320	356	356	

NOTE

Please copy the ENROLLMENT CHART (cells B5:HZ1) and paste into the Enrollment Section of the New School Proposal.

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Middle School	4	4	4	4	4
6th Grade	Middle School	4	4	4	4	4
7th Grade	Middle School		4	4	4	4
8th Grade	Middle School			4	4	4
9th Grade	High School				2	2
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		8	12	16	18	18

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Middle School	20	20	20	20	20
6th Grade	Middle School	20	20	20	20	20
7th Grade	Middle School	0	20	20	20	20
8th Grade	Middle School	0	0	20	20	20
9th Grade	High School	0	0	0	18	18
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	160	240	320	320	320

Total High School Enrollment	-	-	-	36	36
Total Ungraded Enrollment					
Total Enrollment	160	240	320	356	356
Change in Net Enrollment from Prior Year (Count)	160	80	80	36	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	50.0%	33.3%	11.3%	0.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	160	240	320	356	356
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: –>	1

PRIMARY SENDING	**NYC CHANCELLOR'S OFFICE**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 56,400,000,000	$ 56,400,000,000	$ 56,400,000,000	$ 56,400,000,000	$ 56,400,000,000
ENROLLMENT (*Charter School*)		160	240	320	356	356
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	***Select from drop-down list —•***	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

NOTE

Enrollment by Grade ***should equal*** **Enrollment by District**

RED Numbers ***indicate that corrections are necessary.***

MISS MAJOR MIDDLE

STAFFING PLAN FTE

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
Grades	5-6	5-7	5-8	5-9	5-9
Enrollment	180	240	320	356	356

**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.*

	FTE					Description of Assumptions
ADMINISTRATIVE PERSONNEL FTE						
Executive Management	1.5	1.5	1.5	1.5	1.5	Executive Director, Head of School
Instructional Management	4.0	4.0	4.0	4.0	4.0	Director of Special Services, Director of Teacher Support, Director of School Culture,
Deans, Directors & Coordinators	0.0	1.0	4.0	5.0	5.0	Dean of Fellowship (Y2-5), Dean of ICI (Y3-5), Dean of HS Placement (Y3-5), 1 Dean of
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	(outsourced to Edtech)
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	Operations Manager (Y1-5)
Administrative Staff	1.0	1.5	2.0	2.0	2.0	Administrative Assistant (Y1-5), Receptionist .5(Y2),FT (Y3-5)
TOTAL ADMINISTRATIVE STAFF	7.5	9.0	12.5	13.5	13.5	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	8.0	12.0	16.0	18.0	18.0	Math, ELA, STEAAM, History per 2 classrooms in a grade
Teachers - SPED	4.0	8.0	8.0	8.0	8.0	1 Math, 1 Humanities for grades 5-8, one additional for 5th
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	6.0	9.0	12.0	15.0	15.0	1 STEAAM Fellow, 1 Arts Fellow, 1 Hum Fellow per grade
Specialty Teachers	2.0	2.0	3.0	4.0	4.0	Performing Arts, Visual Arts (Y1-5), Music (Y3-5), Spanish (Y4-5)
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	1.0	2.0	2.0	3.0	3.0	Lead Social Worker (Y1-5), 1 SW (Y2-3), 2 SW (Y4-5)
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL	21.0	31.0	41.0	48.0	48.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.5	1.0	1.0	1.0	1.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	1.0	1.0	2.0	2.0	2.0	
Security	1.0	1.0	1.0	1.0	1.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	2.5	3.0	4.0	4.0	4.0	
TOTAL PERSONNEL SERVICE FTE	31.0	43.0	57.5	66.5	66.5	

STAFFING PLAN WAGES

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
Grades	5-6	5-7	5-8	5-9	5-9
Enrollment	180.00	240.00	320.00	356.00	356.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Carefully state the assumptions that are being made for personnel wages in the section provided below.*

	Salary/Year %	WAGES					Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES			3.00%	3.00%	3.00%	3.00%	
Executive Management	$ 195,000	$ 202,500	$ 208,575	$ 214,832	$ 221,277	$ 227,916	Salaries to keep pace with per pupil increases
Instructional Management	$ 97,600	$ 388,000	$ 379,040	$ 390,411	$ 402,124	$ 414,187	
Deans, Directors & Coordinators	$ 82,714	$ -	$ 82,714	$ 333,337	$ 426,052	$ 438,833	
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 70,000	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786	
Administrative Staff	$ 62,000	$ 62,000	$ 94,860	$ 128,706	$ 132,567	$ 136,544	
TOTAL ADMINISTRATIVE STAFF		$ 702,500	$ 837,289	$ 1,141,550	$ 1,258,510	$ 1,296,265	
ICTIONAL PERSONNEL WAGES							
rs - Regular	$ 75,000	$ 600,000	$ 918,000	$ 1,245,540	$ 1,432,906	$ 1,475,893	
ers - SPED	$ 75,000	$ 300,000	$ 459,000	$ 622,770	$ 716,453	$ 737,947	
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 60,000	$ 360,000	$ 550,800	$ 747,324	$ 948,744	$ 978,236	
Specialty Teachers	$ 75,000	$ 150,000	$ 154,500	$ 294,135	$ 316,159	$ 325,644	
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 62,000	$ 62,000	$ 125,860	$ 129,636	$ 195,525	$ 201,391	
Other	$ 62,000	$ -	$ -	$ -	$ -	$ -	
TOTAL INSTRUCTIONAL		$ 1,472,000	$ 2,208,160	$ 2,979,405	$ 3,610,787	$ 3,719,111	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ 62,000	$ 62,000	$ 63,860	$ 127,776	$ 131,609	$ 135,557	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ 150,000	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ 62,000	$ 63,860	$ 127,776	$ 131,609	$ 135,557	
TOTAL PERSONNEL SERVICE WAGES		$ 2,236,500	$ 3,109,309	$ 4,248,730	$ 5,000,906	$ 5,150,933	

MISS MAJOR MIDDLE

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2024 - June 30, 2025

NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year."

The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**500,000**	
Total Expenses	**489,763**	
Net Income	**10,237**	

	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	500,000	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	**500,000**	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	
TOTAL REVENUE	**500,000**	

EXPENSES	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	2.00	135,000	Head of School
Instructional Management	1.00	69,002	Director of Ops and Deans
Deans, Directors & Coordinators	2.00	31,250	Student Recruitment & Equity
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	1.00	15,000	Communications/Executive Assistant
TOTAL ADMINISTRATIVE STAFF	**6.00**	250,252	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	20,802	Interns/Fellows
TOTAL INSTRUCTIONAL	-	**20,802**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**6.00**	**271,054**	
PAYROLL TAXES AND BENEFITS			

Payroll Taxes		20,737	
Fringe / Employee Benefits		22,447	
Retirement / Pension		6,775	
TOTAL PAYROLL TAXES AND BENEFITS		49,959	
TOTAL PERSONNEL SERVICE COSTS	6.00	321,013	
CONTRACTED SERVICES			
Accounting / Audit		30,000	
Legal		5,000	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		1,800	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		75,000	
TOTAL CONTRACTED SERVICES		111,800	
SCHOOL OPERATIONS			
Board Expenses		10,000	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		4,000	
Telephone		5,250	
Technology		9,000	
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		1,200	
Staff Development		2,500	
Staff Recruitment		12,000	
Student Recruitment / Marketing		8,000	
School Meals / Lunch		-	
Travel (Staff)		-	
Fundraising		-	
Other		-	
TOTAL SCHOOL OPERATIONS		51,950	
FACILITY OPERATION & MAINTENANCE			
Insurance		5,000	
Janitorial		-	
Building and Land Rent / Lease / Facility Finance Interest		-	
Repairs & Maintenance		-	
Equipment / Furniture		-	
Security		-	
Utilities		-	
TOTAL FACILITY OPERATION & MAINTENANCE		5,000	
DEPRECIATION & AMORTIZATION		-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	
TOTAL EXPENSES		489,763	
NET INCOME		10,237	

PRE-OPENING CASH FLOW 1-YEAR

MISS MAJOR MIDDLE

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION

July 1, 2024 - June 30, 2025

**NOTE:*
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

Total Revenue		-	-	-	-	-	250,000	-	-	-	-	-	250,000	500,000
Total Expenses		21,692	25,192	20,192	20,192	21,692	25,492	64,267	42,267	45,267	62,432	59,932	81,146	489,763
Net Income		(21,692)	(25,192)	(20,192)	(20,192)	(21,692)	224,508	(64,267)	(42,267)	(45,267)	(62,432)	(59,932)	168,854	10,237
Cash Flow Adjustments		150,000	-	-	-	-	-	-	-	-	-	-	(150,000)	-
Beginning Cash Balance		-	128,308	103,116	82,924	62,732	41,040	265,548	201,281	159,014	113,747	51,315	(8,617)	-
Net Income		128,308	103,116	82,924	62,732	41,040	265,548	201,281	159,014	113,747	51,315	(8,617)	10,237	10,237
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Grants		-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
Grants		-	-	-	-	-	250,000	-	-	-	-	-	250,000	500,000
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	250,000	-	-	-	-	-	250,000	500,000
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		-	-	-	-	-	250,000	-	-	-	-	-	250,000	500,000
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of													
Executive Management	2.00	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Instructional Management	1.00	-	-	-	-	-	-	7,667	7,667	7,667	7,667	7,667	30,667	69,002
Deans, Directors & Coordinators	2.00	-	-	-	-	-	-	6,250	6,250	6,250	6,250	6,250	-	31,250
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	-	-	-	-	-	-	5,000	5,000	5,000	15,000
TOTAL ADMINISTRATIVE STAFF	6.00	11,250	11,250	11,250	11,250	11,250	11,250	25,167	25,167	25,167	30,167	30,167	46,917	250,252
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	6,934	6,934	6,934	20,802
Other	-	-	-	-	-	-	-	-	-	-	6,934	6,934	6,934	20,802
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-				
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR

MISS MAJOR MIDDLE

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION

July 1, 2024 - June 30, 2025

*NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	250,000	-	-	-	-	-	250,000	500,000
Total Expenses	21,692	25,192	20,192	20,192	21,692	25,492	64,267	42,267	45,267	62,432	59,932	81,146	489,763
Net Income	(21,692)	(25,192)	(20,192)	(20,192)	(21,692)	224,508	(64,267)	(42,267)	(45,267)	(62,432)	(59,932)	168,854	10,237
Cash Flow Adjustments	150,000	-	-	-	-	-	-	-	-	-	-	(150,000)	-
Beginning Cash Balance	-	128,308	103,116	82,924	62,732	41,040	265,548	201,281	159,014	113,747	51,315	(8,617)	-
Net Income	128,308	103,116	82,924	62,732	41,040	265,548	201,281	159,014	113,747	51,315	(8,617)	10,237	10,237

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	6.00	11,250	11,250	11,250	11,250	11,250	11,250	25,167	25,167	25,167	37,101	37,101	53,851	271,054
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		861	861	861	861	861	861	1,925	1,925	1,925	2,838	2,838	4,120	20,737
Fringe / Employee Benefits		-	-	-	-	-	-	2,296	2,296	2,296	4,265	4,265	7,029	22,447
Retirement / Pension		281	281	281	281	281	281	629	629	629	928	928	1,346	6,775
TOTAL PAYROLL TAXES AND BENEFITS		1,142	1,142	1,142	1,142	1,142	1,142	4,850	4,850	4,850	8,031	8,031	12,495	49,959
TOTAL PERSONNEL SERVICE COSTS	6.00	12,392	12,392	12,392	12,392	12,392	12,392	30,017	30,017	30,017	45,132	45,132	66,346	321,013
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	17,500	2,500	2,500	2,500	2,500	2,500	30,000
Legal		-	-	-	-	-	-	5,000	-	-	-	-	-	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		50	50	50	50	50	50	200	200	200	300	300	300	1,800
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
		6,300	6,300	6,300	6,300	6,300	6,300	28,950	8,950	8,950	9,050	9,050	9,050	111,800
SCHOOL OPERATIONS														
Board Expenses		500	500	500	500	500	2,500	2,500	500	500	500	500	500	10,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		1,500	-	-	-	-	1,500	-	-	1,000	-	-	-	4,000
Telephone		150	150	150	150	150	450	450	450	450	900	900	900	5,250
Technology		750	750	750	750	750	750	750	750	750	750	750	750	9,000
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		100	100	100	100	100	100	100	100	100	100	100	100	1,200
Staff Development		-	-	-	-	-	-	-	-	-	2,500	-	-	2,500
Staff Recruitment		-	-	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	12,000
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	2,000	2,000	2,000	2,000	8,000
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		3,000	1,500	1,500	1,500	3,000	6,800	5,300	3,300	6,300	8,250	5,750	5,750	51,950

PRE-OPENING CASH FLOW 1-YEAR

MISS MAJOR MIDDLE

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION

July 1, 2024 - June 30, 2025

*NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	250,000	-	-	-	-	-	250,000	500,000
Total Expenses	21,692	25,192	20,192	20,192	21,692	25,492	64,267	42,267	45,267	62,432	59,932	81,146	489,763
Net Income	(21,692)	(25,192)	(20,192)	(20,192)	(21,692)	224,508	(64,267)	(42,267)	(45,267)	(62,432)	(59,932)	168,854	10,237
Cash Flow Adjustments	150,000	-	-	-	-	-	-	-	-	-	-	(150,000)	-
Beginning Cash Balance	-	128,308	103,116	82,924	62,732	41,040	265,548	201,281	159,014	113,747	51,315	(8,617)	-
Net Income	128,308	103,116	82,924	62,732	41,040	265,548	201,281	159,014	113,747	51,315	(8,617)	10,237	10,237
FACILITY OPERATION & MAINTENANCE	-	5,000	-	-	-	-	-	-	-	-	-	-	5,000
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	5,000	-	-	-	-	-	-	-	-	-	-	5,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	21,692	25,192	20,192	20,192	21,692	25,492	64,267	42,267	45,267	62,432	59,932	81,146	489,763
NET INCOME	(21,692)	(25,192)	(20,192)	(20,192)	(21,692)	224,508	(64,267)	(42,267)	(45,267)	(62,432)	(59,932)	168,854	10,237
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	(150,000)	-
FINANCING ACTIVITIES	150,000	-	-	-	-	-	-	-	-	-	-	-	-
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	(150,000)	-
Other	150,000	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	150,000	-	-	-	-	-	-	-	-	-	-	(150,000)	-
Total Cash Flow Adjustments	128,308	(25,192)	(20,192)	(20,192)	(21,692)	224,508	(64,267)	(42,267)	(45,267)	(62,432)	(59,932)	18,854	10,237
NET INCOME	-	128,308	103,116	82,924	62,732	41,040	265,548	201,281	159,014	113,747	51,315	(8,617)	-
Beginning Cash Balance	128,308	103,116	82,924	62,732	41,040	265,548	201,281	159,014	113,747	51,315	(8,617)	10,237	10,237
ENDING CASH BALANCE													

YEAR 1 BUDGET AND ASSUMPTION	MISS MAJOR MIDDLE PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTICE: State assumptions that are being made for the 5-Year Budget in the section provided below.	Error Checking (Comparison to Tabs 8 & 9) Totals Unequal - (See Below)
Total Revenue	3,768,765	518,810	-	180,000	25,000	4,492,575		OK
Total Expenses	#REF!	845,956	-	50,000	1,081,244	#REF!		#REF!
Net Income	#REF!	(327,146)	-	130,000	(1,056,244)	#REF!		#REF!
Budgeted Student Enrollment	144					144		Tab 7 is UNEQUAL to Tab 9

			PROGRAM SERVICES			SUPPORT SERVICES			
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE									
REVENUES FROM STATE SOURCES		Basic Tuition (2022-23)							
Per Pupil Revenue									
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	17,626	2,904,765					2,904,765	OK
Other District 1:		-	-					-	OK
Other District 2:		-	-					-	OK
Other District 3:		-	-					-	OK
Other District 4:		-	-					-	OK
Other District 5:		-	-					-	OK
Other District 6:		-	-					-	OK
Other District 7:		-	-					-	OK
Other District 8:		-	-					-	OK
Other District 9:		-	-					-	OK
Other District 10:		-	-					-	OK
Other District 11:		-	-					-	OK
Other District 12:		-	-					-	OK
Other District 13:		-	-					-	OK
Other District 14:		-	-					-	OK
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	OK
TOTAL Per Pupil Revenue	(Weighted Avg.)	17,626	2,904,765					2,904,765	OK
Special Education Revenue				493,810				493,810	Assumes 17% Sped population
NYC DoE Rental Assistance			500,000	-	-	-	-	500,000	OK
Grants									
Stimulus			-	-	-	-	-	-	OK
DYCD (Department of Youth and Community Development)			10,000	-	-	-	-	10,000	OK
Other			-	-	-	-	-	-	OK
Other			-	-	-	-	-	-	OK
TOTAL REVENUE FROM STATE SOURCES			3,414,765	493,810	-	-	-	3,908,575	OK
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	25,000	-			25,000	OK
Title I			54,000	-	-			54,000	OK
Title Funding - Other			-	-	-			-	OK
School Food Service (Free Lunch)			-	-	-			-	OK
Grants									
Charter School Program (CSP) Planning & Implementation			300,000	-	-	-	-	300,000	OK
Other			-	-	-	-	-	-	OK
Other			-	-	-	-	-	-	OK
TOTAL REVENUE FROM FEDERAL SOURCES			354,000	25,000	-	-	-	379,000	OK
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	180,000	-	180,000	Bloomberg, Tiger, Walton
Fundraising			-	-	-	-	-	-	OK
Event Reimbursement			-	-	-	-	15,000	15,000	OK
Earnings on Investments			-	-	-	-	-	-	OK
Interest Income			-	-	-	-	-	-	OK
Food Service (income from meals)			-	-	-	-	-	-	OK
Text Book			-	-	-	-	10,000	10,000	NYSTL / FAMIS
OTHER			-	-	-	-	-	-	OK
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	180,000	25,000	205,000	OK
TOTAL REVENUE			3,768,765	518,810	-	180,000	25,000	4,492,575	
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of							
Executive Management		1.50	-	-	-	-	282,500	282,500	OK
Instructional Management		4.00	184,000	184,000	-	-	-	368,000	OK
Deans, Directors & Coordinators		-	-	-	-	-	-	-	Director of ITI, Dean of Student Services, Director of OK
CFO / Director of Finance		-	-	-	-	-	-	-	OK
Operation / Business Manager		1.00	-	-	-	-	70,000	70,000	OK
Administrative Staff		1.00	-	-	-	-	62,000	62,000	OK
TOTAL ADMINISTRATIVE STAFF		7.50	184,000	184,000	-	-	334,500	702,500	OK
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular		6.00	600,000	-	-	-	-	600,000	OK
Teachers - SPED		6.00	-	300,000	-	-	-	300,000	OK
Substitute Teachers		-	-	-	-	-	-	-	OK
Teaching Assistants		6.00	180,000	180,000	-	-	-	360,000	OK

YEAR 1 BUDGET AND ASSUMPTION

MISS MAJOR MIDDLE

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

JULY 1, 2025 - JUNE 30, 2026

Total Revenue		3,768,765	518,810	-	180,008	25,800	4,492,575	
Total Expenses		#REF!	845,956	-	50,008	1,081,244	#REF!	
Net Income		#REF!	(327,146)	-	130,008	(1,056,244)	#REF!	
Budgeted Student Enrollment		144					144	

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 5-Year Budget in the section provided below.
Specialty Teachers	2.00	150,000	-	-	-	-	150,000	
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	62,000	-	-	-	-	62,000	
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	21.00	992,000	480,000	-	-	-	1,472,000	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	0.50	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	1.00	-	-	-	-	62,000	62,000	
Security	1.00	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.50	-	-	-	-	62,000	62,000	
SUBTOTAL PERSONNEL SERVICE COSTS	31.00	1,176,000.00	664,000	-	-	396,500	2,236,500	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		80,964	50,796	-	-	30,332	171,092	
Fringe / Employee Benefits		194,040	109,560	-	-	65,423	369,023	Health Insurance, Worker's Comp
Retirement / Pension		29,400	16,600	-	-	9,913	55,913	401K Employer Contributions
TOTAL PAYROLL TAXES AND BENEFITS		313,404	176,956	-	-	105,668	596,028	
TOTAL PERSONNEL SERVICE COSTS	31.00	1,489,404	840,956	-	-	502,168	2,832,528	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	95,000	95,000	Financial Management / Planning Year & Y1 Audit
Legal		-	-	-	-	50,000	50,000	
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	18,000	18,000	$800 per year per employee
Special Ed Services		-	-	-	-	-	-	
Tuitionment Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES		-	-	-	-	163,000	163,000	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials		43,200	-	-	-	-	43,200	$300 per year per student
Special Ed Supplies & Materials		-	5,000	-	-	-	5,000	
Textbooks / Workbooks		36,000	-	-	-	-	36,000	$250 per year per student
Supplies & Materials other		14,400	-	-	-	-	14,400	$100 per year per student
Equipment / Furniture		-	-	-	-	-	-	
Telephone		27,900	-	-	-	-	27,900	$75 per month per staff
Technology		36,000	-	-	-	9,000	45,000	Chromebooks for students and other services
Student Testing & Assessment		20,000	-	-	-	-	20,000	
Field Trips		-	-	-	-	36,000	36,000	$250 per year per student
Transportation (student)		-	-	-	-	-	-	Metro passes for students
Student Services - other		20,000	-	-	-	-	20,000	
Office Expense		-	-	-	-	5,000	5,000	
Staff Development		#REF!	-	-	-	-	#REF!	$1000 per staff member
Staff Recruitment		18,000	-	-	-	-	18,000	$1500 per month
Student Recruitment / Marketing		50,000	-	-	-	-	50,000	
School Meals / Lunch		-	-	-	-	-	-	
Travel (Staff)		-	-	-	-	-	-	
Fundraising		-	-	-	50,000	-	50,000	
Other		-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS		#REF!	5,000	-	50,000	50,000	#REF!	
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	75,000	75,000	
Janitorial		-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest		500,000	-	-	-	-	500,000	Incubator space
Repairs & Maintenance		-	-	-	-	-	-	
Equipment / Furniture		-	-	-	-	-	-	
Security		-	-	-	-	-	-	
Utilities		-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		500,000	-	-	-	75,000	575,000	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	290,476	290,476	

Error Checking (Comparison to Tabs 8 & 9)

Totals Unequal - (See Below)

OK
#REF!
#REF!
Tab 7 is UNEQUAL to Tab 9

OK
OK
OK

YEAR 1 BUDGET AND ASSUMPTION	MISS MAJOR MIDDLE PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	Error Checking (Comparison to Tabs B & 9) Totals Unequal - (See Below)
Total Revenue	3,768,765	518,810	-	180,000	25,000	4,492,575		OK
Total Expenses	#REF!	845,956	-	50,000	1,081,244	#REF!		#REF!
Net Income	#REF!	(327,146)	-	130,000	(1,056,244)	#REF!		#REF!
Budgeted Student Enrollment	144					144		Tab 7 is UNEQUAL to Tab 9
	PROGRAM SERVICES			SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
TOTAL EXPENSES	#REF!	845,956	-	50,000	1,081,244	#REF!		#REF!
NET INCOME	#REF!	(327,146)	-	130,000	(1,056,244)	#REF!		#REF!
ENROLLMENT - *School Districts Are Linked To Above Entries*								
PRIMARY School District: NYC CHANCELLOR'S OFFICE	144					144		Tab 7 is UNEQUAL to Tab 9
Other District 1:								OK
Other District 2:								OK
Other District 3:								OK
Other District 4:								OK
Other District 5:								OK
Other District 6:								OK
Other District 7:								OK
Other District 8:								OK
Other District 9:								OK
Other District 10:								OK
Other District 11:								OK
Other District 12:								OK
Other District 13:								OK
Other District 14:						-		OK
All Other School Districts						144		Tab 7 is UNEQUAL to Tab 9
TOTAL ENROLLMENT	144					144		
REVENUE PER PUPIL	26,172					31,198		Tab 7 is UNEQUAL to Tab 9
EXPENSES PER PUPIL	#REF!					#REF!		#REF!

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

MISS MAJOR MIDDLE
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2025 - JUNE 30, 2026

Error Checking (Comparison to Tabs 7 & 9)
TOTALS UNEQUAL - (See Below)

Total Revenue		674,762	592,460	25,000	674,762	25,000	674,762	25,000	684,762	25,000	782,067	94,000	215,000	4,482,575	OK
Total Expenses		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Net Income		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Beginning Cash Balance		-	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	OK
Ending Cash Balance		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	

* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."

REVENUE																
REVENUES FROM STATE SOURCES		Basic Tuition (2022-23)														
Per Pupil Revenue		17,626	484,127	484,127	-	484,127	-	484,127	-	484,127	-	484,130	-	-	2,904,765	OK
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
TOTAL Per Pupil Revenue	(Weighted Avg.)	17,626	484,127	484,127	-	484,127	-	484,127	-	484,127	-	484,130	-	-	2,904,765	OK
Special Education Revenue			82,302	-	-	82,302	-	82,302	-	82,302	-	164,602	-	-	493,810	OK
NYC DoE Rental Assistance			83,333	83,333	-	83,333	-	83,333	-	83,333	-	83,335	-	-	500,000	OK
Grants																
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	10,000	10,000	OK
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
TOTAL REVENUE FROM STATE SOURCES			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
			649,762	567,460	-	649,762	-	649,762	-	649,762	-	732,067	-	10,000	3,908,575	OK
REVENUE FROM FEDERAL FUNDING																
IDEA Special Needs			-	-	-	-	-	-	-	-	-	25,000	-	-	25,000	OK
Title I			-	-	-	-	-	-	-	-	-	-	54,000	-	54,000	OK
Title Funding - Other			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
School Food Service (Free Lunch)			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Grants																
Charter School Program (CSP) Planning & Implementation			25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	300,000	OK
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
TOTAL REVENUE FROM FEDERAL SOURCES			25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	50,000	79,000	25,000	379,000	OK
LOCAL and OTHER REVENUE																
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	180,000	180,000	OK
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Erate Reimbursement			-	-	-	-	-	-	-	-	-	15,000	-	-	15,000	OK
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Text Book			-	-	-	-	-	-	10,000	-	-	-	-	10,000	10,000	OK
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	10,000	-	-	15,000	180,000	205,000	205,000	OK
TOTAL REVENUE			674,762	592,460	25,000	674,762	25,000	674,762	25,000	684,762	25,000	782,067	94,000	215,000	4,482,575	OK
EXPENSES																
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions														
Executive Management		1.50	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	16,875	202,500	OK
Instructional Management		4.00	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,663	368,000	OK
Deans, Directors & Coordinators		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Operation / Business Manager		1.00	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,837	70,000	OK
Administrative Staff		1.00	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,163	62,000	OK
TOTAL ADMINISTRATIVE STAFF		7.50	58,542	58,542	58,542	58,542	58,542	58,542	58,542	58,542	58,542	58,542	58,542	58,538	702,500	OK
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular		6.00	-	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	100,000	600,000	OK

Teachers - SPED	6.00	-	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	50,000	300,000	OK	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Teaching Assistants	6.00	-	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	60,000	360,000	OK	
Specialty Teachers	2.00	-	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	25,000	150,000	OK	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Therapists & Counselors	1.00	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,163	62,000	OK	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
TOTAL INSTRUCTIONAL	21.00	5,167	122,667	122,667	122,667	122,667	122,667	122,667	122,667	122,667	122,667	122,667	240,163	1,472,000	OK	
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse	0.50	-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Custodian	1.00	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,163	62,000	OK	
Security	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
TOTAL NON-INSTRUCTIONAL	2.50	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,167	5,163	62,000	OK	
SUBTOTAL PERSONNEL SERVICE COSTS	31.00	68,876	186,376	186,376	186,376	186,376	186,376	186,376	186,376	186,376	186,376	186,376	303,864	2,236,500	OK	
PAYROLL TAXES AND BENEFITS																
Payroll Taxes		5,269	14,258	14,258	14,258	14,258	14,258	14,258	14,258	14,258	14,258	14,258	23,243	171,092	OK	
Fringe / Employee Benefits		11,365	30,752	30,752	30,752	30,752	30,752	30,752	30,752	30,752	30,752	30,752	58,138	369,023	OK	
Retirement / Pension		1,722	4,659	4,659	4,659	4,659	4,659	4,659	4,659	4,659	4,659	4,659	7,681	55,913	OK	
TOTAL PAYROLL TAXES AND BENEFITS		18,356	49,669	49,669	49,669	49,669	49,669	49,669	49,669	49,669	49,669	49,669	80,982	596,028	OK	
TOTAL PERSONNEL SERVICE COSTS	31.00	87,232	236,045	236,045	236,045	236,045	236,045	236,045	236,045	236,045	236,045	236,045	384,846	2,832,528	OK	
CONTRACTED SERVICES																
Accounting / Audit		6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	26,250	95,000	OK	
Legal		12,500	-	-	-	12,500	-	-	12,500	-	-	12,500	-	50,000	OK	
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Payroll Services		1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	18,600	OK	
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
TOTAL CONTRACTED SERVICES		20,300	7,800	7,800	7,800	20,300	7,800	7,800	20,300	7,800	7,800	20,300	27,800	163,600	OK	
SCHOOL OPERATIONS																
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Classroom / Teaching Supplies & Materials		3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	43,200	OK	
Special Ed Supplies & Materials		417	417	417	417	417	417	417	417	417	417	417	413	5,000	OK	
Textbooks / Workbooks		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	OK	
Supplies & Materials other		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	14,400	OK	
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Telephone		2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	27,900	OK	
Technology		3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000	OK	
Student Testing & Assessment		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,663	20,000	OK	
Field Trips		3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	OK	
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Student Services - other		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,663	20,000	OK	
Office Expense		417	417	417	417	417	417	417	417	417	417	417	413	5,000	OK	
Staff Development		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!		#REF!
Staff Recruitment		1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	OK	
Student Recruitment / Marketing		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,163	50,000	OK	
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Fundraising		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,163	50,000	OK	
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
TOTAL SCHOOL OPERATIONS		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!		#REF!
FACILITY OPERATION & MAINTENANCE																
Insurance		6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000	OK	
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Building and Land Rent / Lease / Facility Finance Interest		41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,663	500,000	OK	
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
TOTAL FACILITY OPERATION & MAINTENANCE		47,917	47,917	47,917	47,917	47,917	47,917	47,917	47,917	47,917	47,917	47,917	47,913	575,000	OK	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-	OK	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		24,206	24,206	24,206	24,206	24,206	24,206	24,206	24,206	24,206	24,206	24,206	24,210	290,476	OK	
TOTAL EXPENSES		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!		#REF!
NET INCOME		#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!		#REF!
CASH FLOW ADJUSTMENTS																
OPERATING ACTIVITIES																

Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
NET INCOME	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
Beginning Cash Balance	-	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	-	OK
ENDING CASH BALANCE	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

MISS MAJOR MIDDLE

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

Total Revenue			4,492,575	7,099,156	9,282,095	10,626,737	10,631,737	
Total Expenses			#REF!	7,065,747	8,692,521	10,063,387	10,223,820	
Net Income (Before Cash Flow Adjustments)			#REF!	33,409	589,574	563,350	407,916	
Budgeted Student Enrollment			160	240	320	356	356	
			Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
			Per Pupil Revenue Percentage Increase					
			3.0%	3.0%	3.0%	3.0%	0.0%	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		Basic Tuition (2022-23)						
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	17,626	2,904,765	4,487,862	6,163,330	7,062,406	7,062,406	
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	17,626	2,904,765	4,487,862	6,163,330	7,062,406	7,062,406	
Special Education Revenue			493,810	762,936	1,047,766	1,200,609	1,200,609	Assumes 17% SpEd population per district average
NYC DoE Rental Assistance			500,000	1,346,358	1,848,999	2,118,722	2,118,722	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			10,000	10,000	10,000	10,000	10,000	MOCS Discretionary Funding
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			3,908,575	6,607,156	9,070,095	10,391,737	10,391,737	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			25,000	25,000	30,000	35,000	40,000	
Title I			54,000	120,000	160,000	178,000	178,000	
Title Funding - Other			-	22,000	22,000	22,000	22,000	Title II & Title IV
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			300,000	325,000	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			379,000	492,000	212,000	235,000	240,000	
LOCAL and OTHER REVENUE								
Contributions and Donations			180,000	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			15,000	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			10,000	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			205,000	-	-	-	-	
TOTAL REVENUE			4,492,575	7,099,156	9,282,095	10,626,737	10,631,737	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

MISS MAJOR MIDDLE

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2025-26 THROUGH 2029-30

Total Revenue		4,492,575	7,099,156	9,282,095	10,626,737	10,631,737
Total Expenses		#REF!	7,065,747	8,692,521	10,063,387	10,223,820
Net Income (Before Cash Flow Adjustments)		#REF!	33,409	589,574	563,350	407,916
Budgeted Student Enrollment		160	240	320	356	356
		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of					
Executive Management	1.50	202,500	208,575	214,832	221,277	227,916
Instructional Management	4.00	368,000	379,040	390,411	402,124	414,187
Deans, Directors & Coordinators	-	-	82,714	333,337	426,052	438,833
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	70,000	72,100	74,263	76,491	78,786
Administrative Staff	1.00	62,000	94,860	128,706	132,567	136,544
TOTAL ADMINISTRATIVE STAFF	7.50	702,500	837,289	1,141,550	1,258,510	1,296,265
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	6.00	600,000	918,000	1,245,540	1,432,906	1,475,893
Teachers - SPED	6.00	300,000	459,000	622,770	716,453	737,947
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	6.00	360,000	550,800	747,324	949,744	978,236
Specialty Teachers	2.00	150,000	154,500	234,135	316,159	325,644
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	62,000	125,860	129,636	195,525	201,391
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	21.00	1,472,000	2,208,160	2,979,405	3,610,787	3,719,111
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	0.50	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	1.00	62,000	63,860	127,776	131,609	135,557
Security	1.00	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	2.50	62,000	63,860	127,776	131,609	135,557
SUBTOTAL PERSONNEL SERVICE COSTS	31.00	2,236,500	3,109,309	4,248,730	5,000,906	5,150,933
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		171,092	6,328	25,500	32,593	33,571
Fringe / Employee Benefits		369,023	13,648	55,001	70,299	72,407
Retirement / Pension		55,913	2,068	8,333	10,651	10,971
TOTAL PAYROLL TAXES AND BENEFITS		596,028	22,044	88,834	113,543	116,949
TOTAL PERSONNEL SERVICE COSTS	31.00	2,832,528	3,131,353	4,337,564	5,114,449	5,267,882
CONTRACTED SERVICES						
Accounting / Audit		95,000	120,000	145,000	170,000	195,000
Legal		50,000	50,000	50,000	50,000	50,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		18,600	25,800	34,500	39,900	39,900
Special Ed Services		-	25,000	25,000	25,000	25,000
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		163,600	220,800	254,500	284,900	309,900
SCHOOL OPERATIONS						
Board Expenses		-	6,000	6,000	6,000	6,000
Classroom / Teaching Supplies & Materials		43,200	60,000	80,000	89,000	89,000
Special Ed Supplies & Materials		5,000	12,000	16,000	17,800	17,800
Textbooks / Workbooks		36,000	120,000	160,000	178,000	178,000

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of

DESCRIPTION OF ASSUMPTIONS
$500 per month
$250 per student
20% of Classroom Supplies
$500 per student

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

**NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*

MISS MAJOR MIDDLE

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD
2025-26 THROUGH 2029-30

DESCRIPTION OF ASSUMPTIONS

**NOTE: State assumptions that are being made in the section provided below.*

Total Revenue	4,492,575	7,099,156	9,282,095	10,626,737	10,631,737	
Total Expenses	#REF!	7,065,747	8,692,521	10,063,387	10,223,820	
Net Income (Before Cash Flow Adjustments)	#REF!	33,409	589,574	563,350	407,916	
Budgeted Student Enrollment	160	240	320	356	356	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
Supplies & Materials other	14,400	36,000	48,000	53,400	53,400	$150 per student
Equipment / Furniture	-	24,000	32,000	35,600	35,600	$100 per student
Telephone	27,900	38,700	51,750	59,850	59,850	$75 per month per staff
Technology	45,000	90,000	90,000	90,000	90,000	Charter Technology Solutions, internet
Student Testing & Assessment	20,000	18,000	24,000	26,700	26,700	$75 per student per year
Field Trips	36,000	60,000	80,000	89,000	89,000	$250 per student
Transportation (student)	-					
Student Services - other	20,000	36,000	48,000	53,400	53,400	$150 per student
Office Expense	5,000	60,000	60,000	60,000	60,000	$5k per month
Staff Development	#REF!	31,000	43,000	57,500	66,500	$1,000 per employee per year
Staff Recruitment	18,000	18,000	18,000	18,000	18,000	Job postings and recruitment services at $1.5k per month
Student Recruitment / Marketing	50,000	60,000	60,000	27,000	-	$750 in marketing costs per student acquired
School Meals / Lunch	-	48,000	64,000	71,200	71,200	$200 per student
Travel (Staff)	-	10,750	14,375	16,625	16,625	$250 per year per staff for work related travel
Fundraising	50,000	75,000	100,000	150,000	200,000	
Other	-	50,000	50,000	50,000	50,000	Dues memberships, bank fees, etc.
TOTAL SCHOOL OPERATIONS	#REF!	853,450	1,045,125	1,149,075	1,181,075	
FACILITY OPERATION & MAINTENANCE						
Insurance	75,000	100,000	150,000	175,000	200,000	
Janitorial	-	150,000	150,000	150,000	150,000	
Building and Land Rent / Lease / Facility Finance Interest	500,000	1,346,358	1,848,999	2,118,722	2,118,722	Incubator space Y1, Permanent Space thereafter
Repairs & Maintenance	-	500,000	50,000	50,000	50,000	Outfitting of permanent space
Equipment / Furniture	-	75,000		75,000	-	
Security	-	150,000	150,000	150,000	150,000	
Utilities	-	90,000	90,000	90,000	90,000	
TOTAL FACILITY OPERATION & MAINTENANCE	575,000	2,411,358	2,438,999	2,808,722	2,758,722	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	290,476	448,786	616,333	706,241	706,241	10% of GenEd for unforeseen costs and underenrollment and inflation
TOTAL EXPENSES	#REF!	7,065,747	8,692,521	10,063,387	10,223,820	
NET INCOME	#REF!	33,409	589,574	563,350	407,916	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	160	240	320	356	356	
Other District 1:						
Other District 2:						
Other District 3:						
Other District 4:						
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	160	240	320	356	356	
REVENUE PER PUPIL	28,079	29,580	29,007	29,850	29,864	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.*	MISS MAJOR MIDDLE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.*
Total Revenue	4,492,575	7,099,156	9,282,095	10,626,737	10,631,737	
Total Expenses	#REF!	7,065,747	8,692,521	10,063,387	10,223,820	
Net Income (Before Cash Flow Adjustments)	#REF!	33,409	589,574	563,350	407,916	
Budgeted Student Enrollment	160	240	320	356	356	
	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
EXPENSES PER PUPIL	#REF!	29,441	27,164	28,268	28,719	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-		-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	#REF!	33,409	589,574	563,350	407,916	
Beginning Cash Balance	-	#REF!	#REF!	#REF!	#REF!	
ENDING CASH BALANCE	#REF!	#REF!	#REF!	#REF!	#REF!	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2025-26)	160	18,155	2,904,765	1,018,810	3,923,575	41,360,000,000	0.009%
Year 2 (2026-27)	240	18,699	4,487,862	2,134,294	6,622,156	41,360,000,000	0.016%
Year 3 (2027-28)	320	19,260	6,163,330	2,926,765	9,090,095	41,360,000,000	0.022%
Year 4 (2028-29)	356	19,838	7,062,406	3,354,331	10,416,737	41,360,000,000	0.025%
Year 5 (2029-30)	356	19,838	7,062,406	3,359,331	10,421,737	41,360,000,000	0.025%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	10% increase from 2022-2023 NYC DOE school year budget of $37.6 billion.

NOTE

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2025-26)		-	-	-	-	-	#DIV/0!
Year 2 (2026-27)		-	-	-	-	-	#DIV/0!
Year 3 (2027-28)		-	-	-	-	-	#DIV/0!
Year 4 (2028-29)		-	-	-	-	-	#DIV/0!
Year 5 (2029-30)		-	-	-	-	-	#DIV/0!

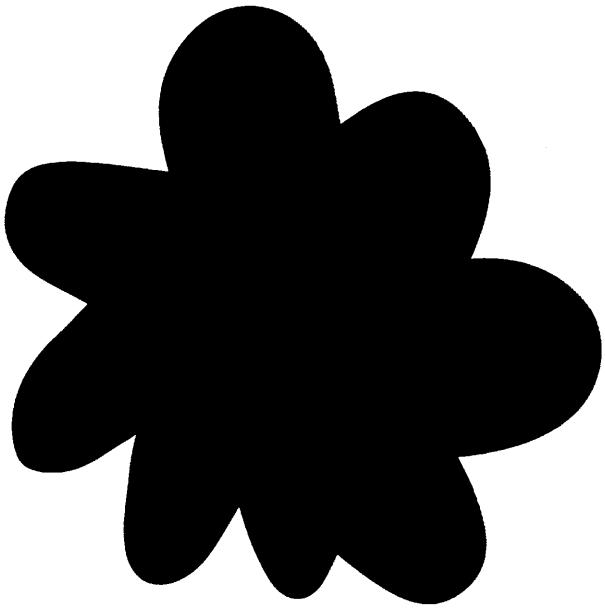
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

NOTE

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

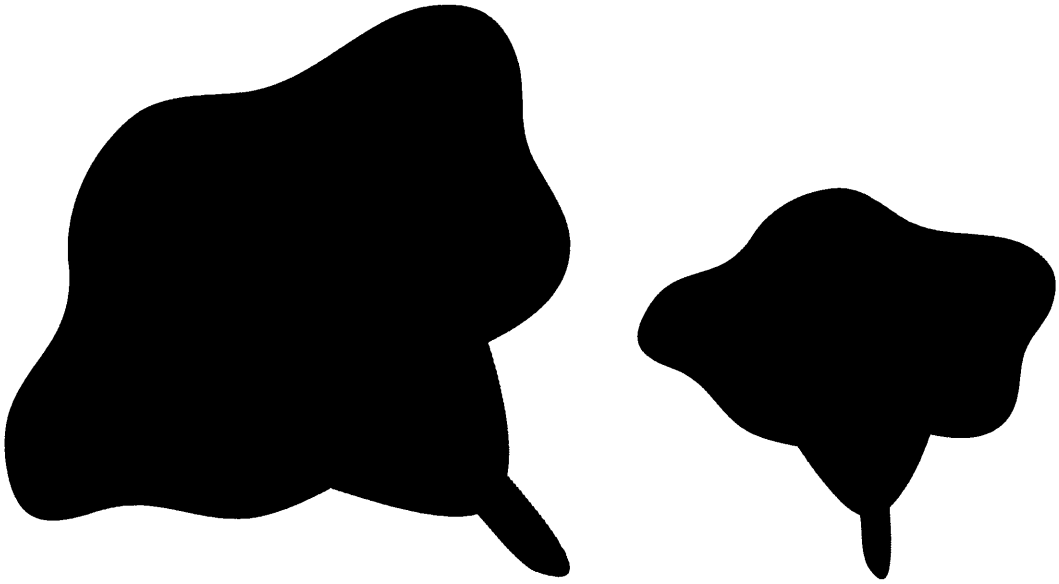
R-21F - Letters of Commitment

Not Applicable.



R-21G - Non-SUNY Financials

Not Applicable.



Ownership Key: P=*Primary*, S=*Secondary*, C=*Consultant*	Ownership			Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25
	Executive Director	Head of School	Board																				
Prepare and submit charter application	S	P	C																				
SUNY CSI reviews application	S	P	C																				
Application Approval	S	P	C																				
Design informational packet/flyer	S	P	C																				
Post flyers in communities	S	P	C																				
Post flyer and enrollment information on website	P	S	C																				
Identify community organizations to help with generating awareness	S	P	C																				
Work with community organizations to generate awareness and interest	S	P	C																				
Initiative broader recruiting and marketing campaign via advertisements in local store, newspapers, etc.	P	S	C																				
Identify local schools as potential partners in recruitment	P	S	C																				
Design student enrollment form	P	S	C																				
Make enrollment form available to community	P	S	C																				
Post enrollment form on website	P	S	C																				
Secure locations for information sessions (Community centers, recreations centers, churches, libraries, etc.)	P	S	C																				
Secure translator for information sessions	P	S	C																				
Secure child care provider for information sessions	P	S	C																				
Mobilize volunteers for Community Canvassing	S	P	C																				
Host information sessions	S	P	C																				
Collect enrollment forms	P	S	C																				
Final day enrollment form submission	P	S	C																				
Secure lottery location if needed	P	S	C																				
Secure lottery announcer if needed	P	S	C																				
Post lottery date on website	P	S	C																				
Post lottery date on flyers in community centers and in local papers	P	S	C																				
Practice lottery protocol	P	S	C																				
Conduct admission lottery	P	S	C																				
Notify families of status	P	S	C																				
Establish wait list (or repeat lottery)	P	S	C																				
Send NYC DOE enrollment report	P	S	C																				
Confirm acceptances	P	S	C																				
Request student records - (send NYC DOE w/d information for students)	P	S	C																				
Receive student records	P	S	C																				
Put together student welcome pack and orientation information	S	P	C																				
Create documents to go into student welcome pack and orientation information	P	S	C																				
Work with charter real estate consultant to view/ determine viable locations	P	S	C																				
Consider temporary/ incubator space options as needed	P	S	C																				
Consult with architect of record regarding best options and plan design	P	S	C																				
Get third party real estate expert to view and evaluate site	P	S	C																				
Negotiate lease	P	S	C																				
Finalize with architect any zoning or conversion/ construction requirements	P	S	C																				
Review lease with legal counsel	P	S	C																				
Lease approved by Board	S	C	P																				
Sign Lease	S	C	P																				
Secure Certificate of Occupancy	P	S	C																				
Renovations to be completed	P	S	C																				
Obtain property insurance required by lease/ local laws	P	S	C																				
Pass final inspection and receive occupancy certificate	P	S	C																				
Purchase supplies and materials for program	S	P																					
Secure janitorial services	S	P																					

Recruit and nominate Board members	S	P	C																						
Review and ratify by-laws	S	C	P																						
Install Board and elect officers	S	C	P																						
Review and re-commit to Roles for Board members	S	C	P																						
Define relationship btw Board and Executive Director	S	C	P																						
Define relationship btw Board and Head of School	C	S	P																						
Define communicating methods and attend PD (Board + Exec Leadership)	S	C	P																						
Define decision-making processes and attend PD (Board + Exec Leadership)	S	C	P																						
Arrange Board Liability Insurance and Coverage	S	C	P																						
Draft additional policies	S	C	P																						
Solidify move from Founding Board to Governing Authority	S	C	P																						
Develop and file articles of incorporation	S	C	P																						
Apply for tax-exemption, 501C3	S	C	P																						
Develop Board Calendar (Create mechanism to keep track of attendance at all committee meetings and board meetings.)	S	C	P																						
Finalize by-laws. Ensure entire board has copy and that critical issues have been discussed and agree upon by board	S	C	P																						
Create job descriptions for each committee chair and each committee. Adopt as policy	S	C	P																						
Create job descriptions for full board.	S	C	P																						
Adopt offices as policy. Elect officers.	S	C	P																						
Create standards of conduct for board members	S	C	P																						
Create Board members handbook. Approve handbook.	S	C	P																						
Send Trustee information to the DOE for each trustee - trustee financial disclosures, trustee information form, and resume.	S	C	P																						
Pick set day and time to consistently hold meetings. Print schedule. Follow postings for New York Open Meeting Law.	S	C	P																						
Develop consistent format for board meetings packets that are discussed two week prior to board meetings	S	C	P																						
Conduct practice Board Meeting. Have observers attend meetings to give feedback about process, facilitators, etc.	S	C	P																						
Develop checklist that board members could use to evaluate each board meeting. Conduct a quick debrief using checklist at the end of each meeting.	S	C	P																						
Create formal meeting minutes. Minutes are legally binding - have outside party review compliance and accuracy.	S	C	P																						
Create mechanism to keep track of attendance at all committee meetings and board meetings.	S	C	P																						
Create mechanism for keeping track of all official policies	S	C	P																						
Finalize job description for the Executive Director and get signed commitment	S	C	P																						
Determine performance benchmarks/measures for Executive Director	S	C	P																						
Finalize job description for the Head of School and get signed commitment	C	S	P																						
Determine performance benchmarks/measures for Head of School	S	C	P																						
Executive Director drafts school leadership succession plan and gives draft to Board for review	P	C	S																						
Create a clear process for evaluating the school leaders	S	C	P																						
Create a board development plan to include orientation of new members, retreats, workshops, etc.	S	C	P																						
Host Board Retreat	S	C	P																						
Identify potential individual donors	C	S	P																						
Develop strategy	C	S	P																						
Write need statement	P	S	C																						
Write and disseminate proposal to national and local government sources	P	S	C																						
Write and disseminate proposal to national and local government foundations	P	S	C																						
Identify prospects for cultivation	C	S	P																						
Develop Board cultivation guidelines and strategies for targeting high net worth individuals	C	S	P																						
Plan and host series of events for securing donations	C	S	P																						

Cultivate and solicit potential donors	C	S	P																					
Create filing system and Student Management Systems	P	S																						
Develop database for student reporting	P	S																						
Develop student attendance reporting system	P	S																						
Develop dashboard system for viewing data on attendance, discipline, academics, and assessments	P	S																						
Write family letter for Parent Orientation	S	P																						
Translate family letter for Parent Orientation	P	S																						
Mail family letter for Parent Orientation	S	P																						
Call all families for Parent Orientation	P	S																						
Prepare pre-opening Parent Orientation protocol and materials	S	P																						
Hold pre-opening Parent Orientation	S	P																						
Identify preliminary curriculum materials for core subjects	S	P																						
Site visits and analyses of "best practice" charter/public schools models	S	P																						
Attend national and local education conferences	S	P																						
Create and finalize curriculum plans and timelines	S	P																						
Create benchmarks aligned with state standards and curriculum frameworks	S	P																						
Create scope and sequence for each department	S	P																						
Create vertical alignment document for each subject	S	P																						
Create organizational system for curriculum unit plan and lesson plans	S	P																						
Develop/ expand curriculum as needed to meet needs of catchment of students	S	P																						
Scope and sequence for all core content areas	S	P																						
Standards/goals for subjects	S	P																						
Preliminary in-house assessment schedules and reporting mechanisms - all subjects	S	P																						
Create unit plan exemplars for each subject and sample lesson plan for Unit 1	S	P																						
Purchase materials and textbooks	P	S																						
Purchase standardized testing materials including iReady, etc.	P	S																						
Finalize assessment strategy and timelines	S	P																						
Create and/or purchase diagnostic testing to use at Testing session	P	S																						
Give diagnostic tests to student at Testing Session	S	P																						
Develop class configuration - classroom model	S	P																						
Reach out and form relationships with CSE	S	P																						
Recruit Director of Special Services	S	P																						
Identify and secure specific texts and materials for RTI programs/ Intervention	S	P																						
Identify population of students with disabilities	S	P																						
Acquire student records	P	S																						
Collaborate with CSE on IEP review schedules	S	P																						
Define service requirements and program offerings for all SPED students	S	P																						
Create training sessions for teachers on special education modification and accommodations	S	P																						
Create outreach strategy to leverage partnerships	S	P	C																					
Form partnerships with local LGBTQI+ and ally organizations	P	S	C																					
Form partnerships with local Arts and Activism organizations	P	S	C																					
Start to determine afterschool providers and partnerships	S	P	C																					
Devise performance measures for each strategic alliance (continuous)	S		P																					
Finalize daily schedule	S	P																						
Finalize school calendar	S	P																						
Finalize discipline policy	S	P																						
Establish rituals and routines	S	P																						
Establish PD pre-student enrollment	S	P																						

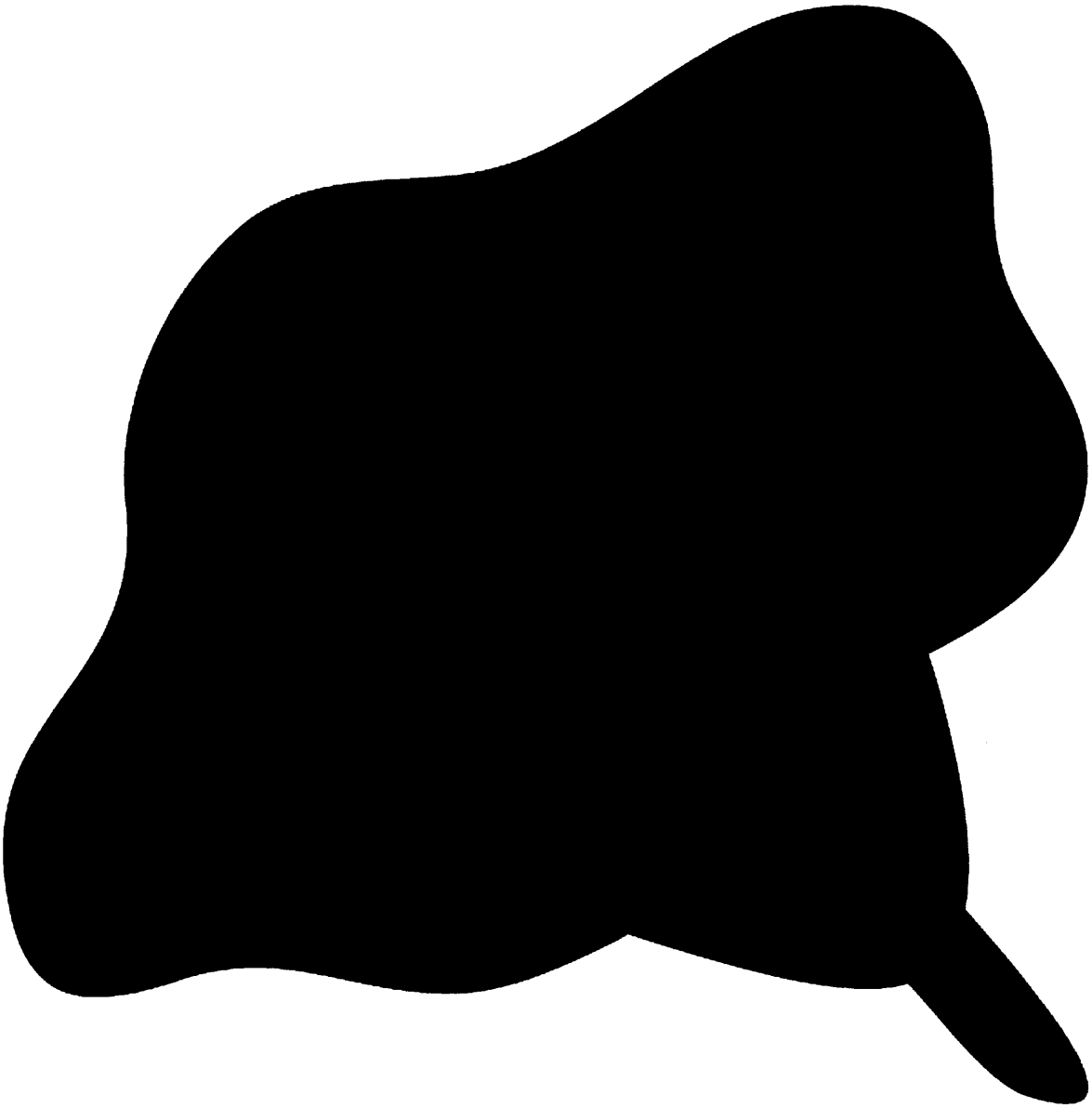
Codify the fiscal controls and financial policies the school will employ to track daily operational finances	S	C	P																					
Finalize signature policies	S	C	P																					
Develop financial reporting templates (budget vs. actual) and policy	S	C	P																					
Design process forms (purchase orders, expense forms) & policy	S	C	P																					
Develop segregation of funds policy (public/private)	S	C	P																					
Develop Fiscal Manual and have Board adopt it	S	C	P																					
Set up payroll systems and deploy	P	C	S																					
Develop schedule of Board financial reviews	S	C	P																					
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	P	C	S																					
Set up bank accounts	P	C	S																					
Define investment/savings strategy (where will excess funds be placed)	P	C	S																					
Adopt annual budget	S	C	P																					
Finalize cash flow plan	P	C	S																					
Finalize org chart and job descriptions	P	S	C																					
Advertise job descriptions through partner organizations and on website	P	S																						
Put together a literature packet on the school with information on 1. Teacher calendar; 2. Professional development opportunities; 3. School Mission	S	P																						
Create flyers, and ads to display job descriptions	P	S																						
Design the interview process from other successful models	P	S																						
Design a filing/ documentation process for hiring and interviewing	P	S																						
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																						
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 sheet	P	S																						
Coordinate benefit enrollment	P	S																						
Recruit and hire Director of Operations	S	P																						
Recruit and hire other Director Level Roles	S	P																						
Recruit and hire Director of Student Culture	S	P																						
Recruit and hire teachers (general and Special education)	S	P																						
Recruit and hire Social Worker	S	P																						
Recruit and hire Fellows	S	P																						
Negotiate and sign agreements for contracted services	S	P																						
Finalize policies and procedures for evaluation of staff	S	P																						
Develop professional development plans	S	P																						
Perform background check on employees	P	S																						
Plan and hold staff orientation	S	P																						
Draft content	P	C	S																					
Edit handbook(s)	P	C	S																					
Translate handbook(s)	P	C	S																					
Secure legal review of handbook(s)	P	C	S																					
Board approval of handbook(s)	S	C	P																					
Distribute final copies to Staff members	S	P	C																					
Determine transportation needs	S	P																						
Secure metro-cards for students to purchase during the school year and for the week of student orientation prior to the school year beginning	P	S																						
Issue RFP for food services	P	S																						
Define requirement (# of students-any religious/individual req.)	P	S																						
Identify free/reduced lunch students - contact DOE	P	S																						
Determine food service arrangement	P	S																						
Select vendor and draft contract	P	S																						
Sign contract	P	S	C																					
Develop food service plan (menu, delivery time, logistics, etc.)	P	S																						
Identify nurse resources	P	S																						

Identify and purchase first aid resources	P	S																					
Develop a system for record-keeping	P	S																					
Develop a policy for non-compliance by parents	P	S																					
Acquire medical forms- from parents (included in application)	P	S																					
Develop fire drill and lock-down policy, schedule, routes and routines	P	S																					
Contact police and fire departments	P	S																					
Undergo fire inspection	P	S																					
Undergo building inspection	P	S																					
Contact Board of Health	P	S																					
Develop School Safety Plan as required by state regulations	P	S																					
Draft content	S	P																					
Edit handbook(s)	P	S																					
Translate handbook(s)	P	S																					
Secure legal review of handbook(s)	P	S	C																				
Distribute final copies to parents/student at Parent Orientation	S	P																					
Work with a graphic designer to update website for approved school	P	S																					
Develop a school-wide communication plan	P	S																					
Define procedures for visitors entering building	P	S																					
Select provider for internet access (DSL, cable)	P	S																					
Define how staff will communicate (phone, email, walkie talkie, slack, etc.)	P	S																					
Set up phone system and answering services	P	S																					
Create a comprehensive list of all items needed to be purchased through December of first year	P	S																					
Purchase classroom equipment and furniture	P	S	C																				
Purchase office equipment and furniture	P	S	C																				
Lease postage meter	P	S																					
Purchase cleaning products	P	S																					
Purchase restroom supplies	P	S																					
Purchase signage for building interior as needed	P	S	C																				
Purchase specials (arts and electives) equipment and materials	S	P																					
Hire janitorial services	P	S																					
Line up electrician, plumber and handyman	P	S																					
Line up counselor, speech pathologist, et al.	S	P																					
Issue RFP for technology	P	S	C																				
Finalize plans for purchasing technology	P	S	C																				
Computer for students (180 Chromebooks)	P	S	C																				
Computers for teachers	P	S	C																				

R-23AB - Supplemental Information

R-23A - Supplemental Narrative

Not Applicable



R-23AB - Supplemental Information
R-23B - Supplemental Attachments

Not Applicable