

PHASE I: Letter of Intent

Created Tuesday, February 10, 2015

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Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group or an Existing Education Corporation is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, brand new charter school

Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name(s)).

School Name	Edmund and Susan Gordon Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	6-10
Number of Students During Initial Term	600

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Grant Valentine	[REDACTED]	[REDACTED]
Public/Media Contact Person	Eugee Whyte	845-826-2152	eugee1225@gmail.com

If available, please provide the URL to the website established for the proposed school or existing education corporation.

<http://www.esgcharterschool.org/>

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 45-46 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

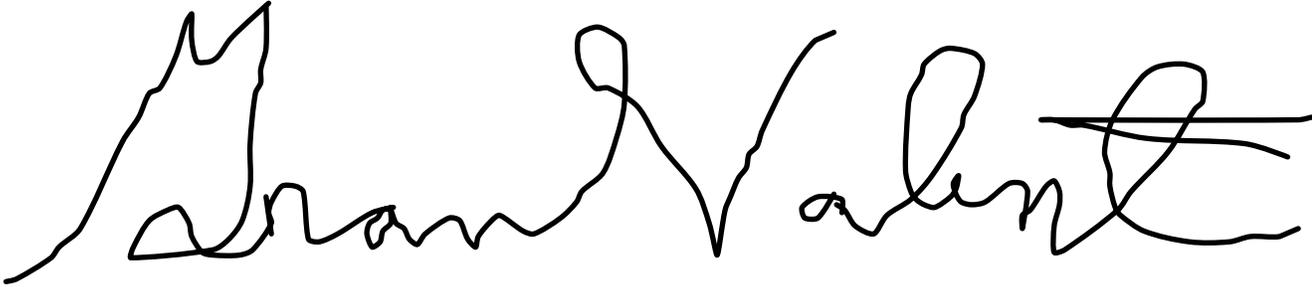
Proposed Management Company
Partner Organization 1
Partner Organization 2

Lead Applicant(s) Signature and Date

Use your PC mouse or your mobile device stylist to sign your name below.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

A handwritten signature in black ink that reads "Sean Valenti". The signature is fluid and cursive, with a large initial 'S' and a distinct 'V'.

Date Signed (Lead or Co-Applicant)

2015/02/10

Thank you for completing this survey so that the Department may plan its review panel accordingly.

Letter of Intent

I. Applicant Group Information

a. Attached in Table 1

b. Attached in Table 1

c. Public Contact

Eugee Whyte

Phone: (845) 826-2152

Email: eugee1225@gmail.com

d. Application History:

A Letter of Intent was submitted to the NYS Education Dept. on July 7, 2014 for this same proposed school. The NYSED requested more complete information for the sections regarding recruitment, public outreach and community support.

II. Proposed Charter School Information

a. Proposed School Name: Edmund and Susan Gordon Charter School

b. Proposed School Location: East Ramapo Central School District

c. Planned grades and enrollment in each of the years of the proposed charter term:

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 6	120	120	120	120	120
Grade 7		120	120	120	120
Grade 8			120	120	120
Grade 9				120	120
Grade 10					120
Total	120	240	360	480	600

d. Proposed Management and/or Partner Organizations: n/a

e. Proposed School Mission

The Edmund and Susan Gordon Charter School will provide an educational setting for students of all backgrounds and abilities that will ensure the acquisition of intellectual and social skills necessary for college and careers.

f. School Overview

The Edmund and Susan Gordon Charter School will be an inclusive educational setting enrolling students who are diverse in learning styles, levels of English language skills, socio/economic backgrounds and readiness for college and career. The utilization of the School Wide Enrichment Model (SEM), as developed by Joseph S. Renzulli, provides the foundation for the development of the school's curriculum and culture, as well as a model for the provision of New York State mandated services for students with disabilities and English language learners. The curriculum of the school integrates the N.Y.S. Common Core and College and Career Standards. Formative and summative assessments will provide real time feedback to guide the progress of our students and provide a data informed model for differentiated teaching and learning transactions and in-school and out-of-school interventions. The key elements of the school include:

1) Inclusive classrooms that will follow a program of studies where the regular curriculum, enrichment activities and the continuum of special services will be provided by licensed content area teachers in conjunction with English as a Second Language teachers and Special Education teachers. Scheduling will be based on student needs, with emphasis on co-teaching as the model for the delivery of direct and indirect services with Special Education teachers as providers of supplementary services.

2) Experiential Learning focusing on a strong STEM curriculum, arts integration and technology as a complementary learning tool. Instructional methods will emphasize hands-on learning across the curriculum. Students will have the opportunity to learn work related skills and responsible citizenship through internships and volunteer service opportunities.

3) Optimal Use of Time by developing schedules with modifications to include enrichment periods, time for teachers to collaborate and plan, and the inter-visitation of teachers.

4) Data Driven Instruction and Portfolio Assessment. Students will be periodically assessed using both formative and interim summative assessment tools. The teachers and school leader will evaluate students' products to determine the progress and make curriculum and program adjustments based on data. The Testing Coordinator/Data Specialist will synthesize the result of the assessments and prepare a measurable data analysis report for the teachers and administrators. The report will provide the basis for the enrichment strategies and academic intervention activities. Portfolios will be used to document and assess student products and progress, identify students' strengths and deficiencies.

5) Community Integration and Mentorship Program. Instructional strategies and curriculum content will embrace the cultural background of the community. The school will engage the cultural entities and agencies in the community to partner with the school in order to fulfill the mission of educating our children. The school will provide each student with a mentor from the community who models character and career success.

6) Democratic School Governance will be implemented with protocols that include appropriate decision making opportunities for students, parents, teachers and the administration.

7) Program of Supplementary Education includes before and after school programs, weekend programs and summer programs. The school will act as an educational resource center and offer community access to enriched learning experiences.

A **Summer Bridge Program** for incoming students will be implemented to prepare students for the new setting. An **Advisory Program will follow students through the grades** with focus on building a safe and supportive environment for all and implementation of the NYS Dignity for All Student Act. This will address the Discipline Code and protocols for disciplinary outcomes for general education students and for students with disabilities. There will be a **Summer Professional Development Week** for teachers and administrators. This will enable them to make projections, outline curricular objectives, develop collaborative strategies, create interdisciplinary units, and assess the needs for future professional development.

g. Target Populations

East Ramapo is a community that is economically, racially and culturally diverse as illustrated by the population data: Black/African-American (30% Haitian descent) 59%, Hispanic 22%, White/Non-Hispanic 11%, Asian 8%, English Language Learners 23%, Students with Disabilities 25%, Students eligible for free or reduced school lunch 65%.

h. Replication of High Quality School Models:

n/a

III. Enrollment and retention of students with disabilities, English language learners and students who are eligible for the free and reduced price lunch programs.

Recruitment

Recruitment efforts will be conducted by the Outreach Committee targeting special populations (students with disabilities, English language learners and students who qualify for reduced or free school lunch) of the East Ramapo Central School District. The school has created a website and a Facebook page to disseminate registration information to the community. Using the mission statement as a guide, recruitment efforts have begun in community centers, houses of worship, health clinics and other community agencies and organizations.

The Board of ESGCS has built a relationship with a variety of organizations that include the Kurtz Community Center, Martin Luther King Community Center, Korbit Neg Lakay and other local and state legislators along with the Rockland County Ministerial Alliance. The outreach has extended to community leaders in the NAACP, JAMCCAR, Alpha Kappa Alpha sorority, Zeta Phi Beta sorority, Delta Sigma Theta sorority, and the American Association of University Women. Relationships have also been created with church clergy and parishioners at St. Paul's A.M.E. Zion and First Baptist Church, the largest church in the district, elected officials including the County Executive, State Assemblymen and Assemblywomen and all the County legislators. We have spoken with nonprofit administrators, directors and others who serve non-English speaking and/or economically disadvantaged students, as well as Students with Disabilities.

Strategic and rigorous outreach to inform and solicit input includes community forums and events, distribution of brochures throughout the district, presentations to community based organizations, which will be on-going. One of these events took place September 12, 2014 at the Kurtz Civic Center with JAMCCAR members and other

community leaders. The Proposed Charter School was presented by Zulma Rivera and Grant Valentine, members of the applicant group. Questions were answered concerning the proposed school model, fiscal impact on the home school district and curriculum framework. The audience was receptive and supported the ESG Charter School proposal. We are also doing outreach to middle school counselors, parents of students with IEPs' and organizations identified as servicing students with disabilities in order to insure that these students become part of the application pool.

The public has been invited to give feedback on all aspects of the school design in person and through our web presence. Flyers will be available in Spanish and Haitian Creole for parents of ELL students and students with disabilities. Parents of students with disabilities will have the same opportunities as general education students to have their children participate in the selection lottery of the Charter School. After the selection process has concluded, any student selected that is identified as having an IEP will be screened and their IEP mandates will be discussed with the parents. Recruitment of ELL students will be targeted in community centers and social services entities that will disseminate the information to their members. The application will be available in Spanish and Haitian Creole so parents of ELLs can understand the process of application and selection. The school will also recruit children that qualify for free or reduced lunch programs. The data for this population will be obtained from the local school district and ESGSC will ensure that the process of application and selection is open to all students.

Retention

The ESGCS will serve a diverse community that includes a large percentage of at-risk students. The retention level for these students is a high priority for ESGCS. Our strategies for retention will include articulation with social agencies and organizations to help us meet housing, medical health, mental health, and other student needs that will help us keep our enrollment stable.

The internship and mentoring element of the proposed school should have a positive impact the retention rate of target populations and at-risk students. The mentoring program will benefit students with IEP's by providing an advisor for each student with one-on-one attention, building character through mentoring and real world internship experiences. These opportunities will help students with disabilities develop problem solving capacity and higher level thinking skills. One of the priorities of the ESGCS is to have open communication with our parents. A close monitoring of the IEP goals and related service mandates will help us keep the student's educational progress on target and keep the parents informed.

The retention of ELL's will be based upon constant and thoughtful communication between the school and the parents/caregivers. Additionally, the instructional methods for ELLs will affect the retention rate by fostering academic and social success. The school will use the SIOP Model (Sheltered Instructional Observation Protocols) for teaching ELLs in an environment with mixed ability learners. To address enrollment attrition, ESGCS will develop strategies that will include a wait list to backfill vacancies maintaining the enrollment levels close to full capacity or projected goals.

IV. Public Outreach and Community Support

The applicants have engaged in rigorous and on-going efforts of outreach to inform and solicit input from the community. The ESGCS website has announced our proposed school to the community. A prospective board member with experience in media and outreach has taken on the responsibility as the public relations chairperson. Surveys conducted in churches and community organizations, posted and distributed flyers, and informational sessions throughout the district and in the local libraries indicate high levels of interest in our school. The Facebook page and ESGCS website have provided visibility and updates, and have encouraged posting of questions and comments from interested community members. The applicants have held a substantial number of community forums and events (see the lists in the attachment), distributed informational brochures in various locations throughout the community, made presentations to community based organizations and local public schools officials, met with members of State and Local legislatures and invited the public to comment via the proposed school's website, email address or phone. The applicants have solicited and considered community feedback of the school design, from surveys (Survey Monkey) and from the parents and community stakeholders present at our forums.

Because of the educational deficiencies in the East Ramapo Central School District, parental interest is high. Outreach efforts and data gathering for prospective students will target parents of students in the 4th and 5th grade. The connection with these targeted parents will be through the Spring Valley NAACP, Haitian American Cultural Alliance, Korbit Neg Lakay, JAMCCAR and through local access cable TV (especially to the Haitian community.). The applicants have determined that agencies such as the Coalition for the Homeless, Catholic Charities, The Salvation Army, The Immigrant Coalition, Spring Valley Rotary, and the local Chamber of Commerce will facilitate access to the intended target population in our school proposal.

Our outreach committee and the members of the facilities and building committee are negotiating a possible site for the proposed charter school. The proposed site is at Green Meadow School in Chestnut Ridge, NY.



Grant Valentine
Proposed Board of Trustee Chairperson

February 9, 2015

Date

TABLE 1: APPLICANT GROUP INFORMATION

***Minimum of 5 members must be designated as Trustees**

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Beverly Paige	[REDACTED]	American Heart Association	Public relations, fundraising	Trustee	Trustee	5 yrs.	Yes
Carol Bowman	[REDACTED]	Ramapo College of NJ	Education, assessment, curriculum dev.	Trustee	Vice-chair	5 yrs.	Yes
Dean Kernan	[REDACTED]	RJL Development	Problem solving, critical thinking	Trustee	Trustee	5 yrs.	Yes
Deborah Barnes	[REDACTED]	Nyack Public Schools	Educator	Trustee	Trustee	5 yrs.	Yes
Debra Pierce	[REDACTED]	East Ramapo Central School District	Psychologist	Trustee	Trustee	5 yrs.	Yes
Eugee Whyte	[REDACTED]	NY Life Insurance Co.	Operations, Outreach	Trustee	Secretary	5 yrs.	Yes
Grant Valentine	[REDACTED]	Retired	Board Governance Chairman	Trustee	Chairman	5 yrs.	Yes
Laurence Holland	[REDACTED]	Village of Spring Valley	Real Estate	Trustee	Trustee	5 yrs.	Yes
Melvin Mungin	[REDACTED]	Orange & Rockland Utilities, St. Paul's AME Zion Church	Training, Mentoring	Trustee	Trustee	5 yrs.	Yes
Steven Edwards	[REDACTED]	Private CPA	Accounting	Trustee	Treasurer	5 yrs.	Yes
Zulma Rivera	[REDACTED]	Retired	Special Education, ESL	Trustee	Trustee	5 yrs.	Yes