

**FULL APPLICATION SUMMARY**

*(For existing Education Corporations submitting a replication application, please go to next page and complete).*

Proposed Charter School Name <sup>8</sup>	The Legacy Charter School of Innovative Thinkers
Proposed Board President Name	JoAnne Thompson
Proposed Board President Email Address	jctompson@hotmail.com
Proposed Board President Telephone Number	845-200-0038
Public Contact Name	Sandra Oates
Public Contact Email Address	oatessandra@hotmail.com
Public Contact Telephone Number	845-659-1965
District of Location	East Ramapo Central School District
Opening Date	2016-2017 School Year
Proposed Charter Term <sup>9</sup>	2016- 2021
Proposed Management Company or Partners	N/A
Projected Enrollment and Grade Span During Charter Term	120 students-year 1 (2016-2017)
Projected Maximum Enrollment and Grade Span	360 students by 2021 / Grades K-5
<p><b>Mission Statement</b>The Mission of Legacy Charter School of Innovative Thinkers is to establish a school with a developmentally-appropriate and experiential approach to education that nurtures the physical, emotional, and intellectual capacities of the growing child while fostering critical thinking, strong character, and equity through hands-on learning experiences.</p>	

*Please provide a brief summary of the proposed school. Include a discussion of the mission, objectives, key design elements, other unique characteristics of the program (if any), identification of student communities to be served or targeted, curriculum and instructional features, plan for instructional staffing and leadership/management design, plans for relationships with management or other partner organizations, and any other relevant information.*

The Application Summary is intended to provide the public with a concise description of the proposed school and may be shared to respond to public inquiries and used for documents prepared for the consideration of the Board of Regents. Please limit the Summary to two pages. This section of the application will not count against Full Application page limitations. The Application Summary will not be formally evaluated by peer reviewers, but the information provided must be consistent with information provided elsewhere in the Full Application.

<sup>8</sup> N.Y. Education Law § 2851(2)(k)

<sup>9</sup> N.Y. Education Law § 2851(2)(p). Typically, the charter term requested should be from the date of the issuance of the charter through June 30, 2021.

**REPLICATION APPLICATION SUMMARY**

*(Existing Education Corporations submitting a replication application, please complete this page).*

Name of Existing Education Corporation and Year Established	N/A
Name of Education Corporation Board President	
Board President Email Address and Telephone Number	
Does this Education Corporation have charter school applications under consideration by any other authorizer(s)?	<input type="checkbox"/> Yes. If so, where: <input type="checkbox"/> No, not at this time
How many schools does the Education Corporation currently operate:	
Name of Replication Model School	N/A
District of Location	
Grades Served	
Public Contact Name	
Public Contact Email Address	
Public Contact Telephone Number	
Public Web Address	
Name(s) of Proposed Charter School(s) <sup>10</sup> <i>(If the Education Corporation seeks to add multiple schools via this replication process, list the names of each new school)</i>	N/A
District of Location	
Proposed Opening Date	
Proposed Charter Term <sup>11</sup>	
Projected Enrollment and Grade Span During Charter Term	
Projected Maximum Enrollment and Grade Span	
Proposed Management Company or Partners	
<i>Mission Statement of Model School</i>	<i>Mission Statement of Proposed New School</i> <small>(only if different from Model School)</small>

<sup>10</sup> N.Y. Education Law § 2851(2)(k)

<sup>11</sup> N.Y. Education Law § 2851(2)(p). Typically, the charter term requested should be from the date of the issuance of the charter through June 30, 2021.

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**MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY****A. Mission Statement and Objectives**

The mission of The Legacy Charter School of Innovative Thinkers (LCSIT) is to establish a school with a developmentally-appropriate and experiential approach to education based on the principles and interactive methodology of Waldorf, Montessori, and other pedagogies. The arts-infused curriculum serves to nurture the physical, emotional, and intellectual capacities of the growing child while fostering critical thinking, strong character, and equity through hands-on learning experiences. Community participation is vital and welcomed in the support and encouragement of high integrated achievement and responsible citizenship.

The curriculum draws upon child/youth psychology/developmental research. This integrated approach to the sciences, arts, and humanities is an interdisciplinary approach to learning math, science, and English language arts core competencies (CCLS). Students with diverse learning strengths access multiple ways to acquire the natural and skill-based abilities to persevere as they learn core content, the arts, and science. LCSIT guides students to develop strong character, critical thinking skills, and to respect equity in education as they also recognize and realize their intellectual, social, and personal potential.

LCSIT recognizes that children have very different capacities at different ages, and our curriculum is tailored to meet students where they are. The curriculum supports young children up until grade one by providing time and space for free play. This builds capacity for imagination and goal setting, all while fostering social skills and small motor skills. Academics are slowly introduced in the early grades and gradually intensify in the middle school years. The curriculum is rich in the arts, storytelling and drama, which serve to cultivate the students' ability to be empathetic and compassionate; and strengthen language skills. Also in the lower grades, the emphasis is placed on using artistic elements in different forms, (i.e. rhythm, movement, color, form, recitation, song and music) not exclusively as a means of personal self-expression, but as a means to learn to understand and relate to the world. This builds understanding of different subjects out of what is beautiful in the world in the broadest sense of the word.

LCSIT will provide a multi-layered educational program that will engage our students' natural learning curiosities and provide a healthy relationship to their community. The central focus is the development of that essence in every person by instilling an understanding of and appreciation of their background and place in the world. The arts-infused Kindergarten cultivates and works in support of the child's deep inborn natural aptitude, belief and trust in and basic reverence for the world as an interesting and good place to live in, all while fostering his/her imagination. In the lower grades, this leads to an emphasis on using artistic elements in different forms, i.e. rhythm, movement, color, form, recitation, song and music not primarily as a means of personal self-expression, but as a means to learn to understand and relate to the world. This builds understanding of different subjects out of what is beautiful in the world in the broadest sense of the word. The goal, in the upper grades, is to develop an ever more conscious cultivation of an observing, reflecting, and experimental scientific attitude to the world, all of which builds an understanding of what is true, based upon personal experience, thinking and judgment.

Our framework is inspired by the educational studies of Dr. Rudolf Steiner, Montessori and other pedagogy. However, LCSIT uniquely melds salient aspects of this arts-infused education with traditional educational methods to develop capacities for diverse learning opportunities. We aim to present knowledge to children in a way which incites wonder, enthusiasm, and meaningful understanding. To that end, the inclusion of various cultures and teaching strategies join to utilize the natural world as a canvas for the exploration and actualization of a student's full intellectual potential. LCSIT will develop partnerships with local and regional education institutions and non-profit organizations involved in

local community outreach, public school innovation, education research, quality teacher preparation, 21<sup>st</sup> century public school innovation, STEAM (Science, Technology, English, Art, Math) research, and first generation graduation initiatives. Succinctly, *Legacy* will partner with non-profit entities, community groups and organizations that seek to improve and support free, public education for all students including special needs students, English learners, immigrant and refugee children, and students from any of East Ramapo's socio-economically diverse communities.

### **B. Key Design Elements**

LCSIT uses theme-based units in an interdisciplinary approach that integrates the CCLS into learning. This approach will integrate topics such as environmental ecology, blending science, math, art, music, English language arts, speech, citizenship, social responsibility and personal leadership into lesson constructs that reflect and critically examine real-world application of important topics. Both formative and summative assessments, aligned to the CCLS, are used to determine student progress. Traditional, project-based, and performance-based assessments are used to demonstrate mastery of learning objectives, benchmarks, and standards. The key design elements of LCSIT will demonstrate a learning environment that considers a child's stages of cognitive development mentally as well as their physical age and involving real world and center-based learning coupled with small group instruction that is differentiated and specific to student needs. Some of our programs innovative key design elements will be:

#### **Looping**

In this element of classroom organization, a main teacher progresses with his or her class from first grade through as high as eighth grade. It is a form of classroom organization that is believed to allow educators to develop rich relationships with students and their families, create trusting and caring classroom environments, and help their students overcome both academic and developmental obstacles.

#### **Main Lesson Block**

In Grades 1-5, the core curriculum is taught in intensive blocks of 3-4 weeks, during the Main Lesson period at the beginning of the morning. The first two hours of each day are spent in a main lesson. For periods of three to four weeks a theme or subject is studied in depth, such as history, geometry, drama, or science. The teacher integrates movement and the arts in a cross-curricular approach to the subject matter, choosing the material, presentation and activities carefully, with attention to the variety of learning styles and individual needs of the students in the class. The structure of the main lesson varies by grade, but the approach is always imaginative and colorful to work with all of the children's capacities. In this uninterrupted time the children have the opportunity to immerse themselves completely in the subject at hand. Teachers will be given freedom to use creative expression to reinforce subject content.

#### **Reading Readiness**

Working with a real knowledge of the developing child, our teachers will begin teaching reading by cultivating a child's sense of language and their inner capacities to form mental images. Vivid verbal pictures and the use of rich language are constantly employed in the classroom. Children live in the world of imaginative inner pictures, totally unaware that they are developing the most important capacities needed for reading comprehension and understanding.

We aim to foster development of the "whole child" through the creation of a Tech-Free zone with unstructured blocks of time that encourage creativity and imagination.

#### **Main Lesson Books**

Beginning in the first grade, each student creates an ongoing record of the main lesson in his or her own "Main Lesson Book." These hand-crafted books are filled with compositions, observations, diagrams, and illustrations, together with the teacher, the students create their own book which serves as a source of pride and accomplishment.

### **Special Subjects**

Following the main lesson the children's day is filled with numerous activities such as crafts, sculpture, and music. These activities are often taught by special subject teachers continuing the theme of the main lesson. Bilingual teachers will cycle through each grade to offer exposure to foreign language.

### **Parent Teacher Conferences**

Twice each year class and specialty teachers provide detailed, descriptive written reports that inform observed strengths and weaknesses. The class teacher meets privately with parents to discuss the child's progress and convey the goals they envision for him or her.

## **C. Enrollment, Recruitment, and Retention**

### **1. Those identified in the school's mission:**

The Legacy Charter School of Innovative Thinkers will be an inclusive school, meeting the educational needs of a diverse heterogeneous population. LCSIT will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. It will not charge tuition and will not discriminate against any pupil on the basis of ethnicity, national origin, religious beliefs, gender, or disability. LCSIT will conduct a comprehensive campaign to enroll students eligible for free/reduced lunch (FRLP), with special needs, and who are English Language Learners (ELL). Advertising in community newspapers, the local radio, and television broadcasting events to promote the school have begun and will advertise the enrollment process immediately upon approval.

Legacy will attract and enroll students through our emphasis on a commitment to meeting the educational needs of a heterogeneous population. As a public, tuition-free school, LCSIT offers academic, social, health education, the arts, and a strong focus on supporting academic achievement for students enrolled in regular education, special education, and English language learning programs/supplemental or mandated programs. The curriculum is vertically aligned with the CCLS. Classroom units are theme-based, interdisciplinary, and incorporate a variety of learning modalities and modifications. LCSIT is committed to being responsive to the socio-economic, linguistic, cultural, ethnic, and special education needs of the greater community's families and students. Brochures will be widely distributed anywhere parents might gather or do business. Several open houses will be hosted in the months prior to opening. As noted above, we will host presentations in preschools, daycares, community centers, community-based organizations that serve non-English speaking populations and/or offer support to low-income families, and in clinics and childhood development centers that cater to children with special needs. We will also inform the Committee on Special Education of our program and services so they can share them with interested families.

Through our website/social media, we will reach a wider audience that might have been less reachable via the previously mentioned channels. Our advertising will emphasize the creation of a supportive community environment that will promote diversity by making sure that the individual learning needs and styles of our students are met, and that all students have equal access to our curriculum, in order to retain diverse learners. We will strive to create a diverse student population reflective of the residents of East Ramapo Central School District. With the history, rapport, and trust built with our parents and community partners, we will use word of mouth and direct referrals to help spread the word about our school.

Extra-curricular, field trips, after school programs: academic, social, and recreational will be offered during the school year. Title I funds will be used to support family-to-school initiatives and build relationships that include parent visits to classrooms during the school day to observe and/or assist/share their knowledge of a topic of study. Summer school for enrichment and year round learning will be another way to retain students and maintain/enhance retention. Service learning and an emphasis on learning the history of the local communities and pride in local heritages will be integrated into this learning/community and family outreach. These are some ways we plan to support academic progress and build lasting relationships and retain students. Clubs, social activities, drama, music, weekend open house meetings, and sports will be added as ways that we seek to retain students and families in the school

An integral component to the success, and therefore retention, of our students and families is to ensure that they feel connected. To do so, we will establish specified check-in points throughout a student's first year and beyond to ensure individualized attention. These sessions are designed to answer student's families' questions as they develop and to provide families with a "refresher" of the information discussed during the Initial Orientation/ Intake Meeting. This will aid in fulfilling our mission to promote excellence and close the academic gap for all students, and will provide the necessary instruction and support for our student population. One of our founding members is a Certified School Psychologist. His expertise will influence our Special Education Specialist, the application of differentiated instruction, and individual educational programs to provide additional support.

In order to retain our targeted population, we will ensure students success and maintain a high level of parent satisfaction. We will actively seek high quality minority teachers who share similar backgrounds with our students. Professional Development will include diversity training and acclimating teachers to what life is like for their students. LCSIT will establish, engage, and cooperate in a Backpack Program for Kindergarten and 1st Graders providing engaging literacy activities, toys and books to be sent home with students and rotated monthly. Parents will be encouraged, but not required to volunteer in school and in the classroom. Anonymous Parent Surveys will assess satisfaction and gain feedback for improvement. Classes will be held in summer/over breaks for students to engage student in civic responsibility and involvement.

Parents who choose LCSIT will do so for a variety of reasons, including:

- Alignment with the school's mission and vision;
- An interest in a creative educational program that addresses the whole child;
- A desire to be involved in their child's education;
- A commitment to life-long learning;
- A belief in the partnership between family and school; and
- An appreciation of the support given by the school and teachers to the social and emotional developmental needs of the student.

LCSIT will enroll and educate children with the expectation that the unique set of values, goals, methods, policies, curriculum offerings, dress codes and all aspects of the educational philosophy of LCSIT can and will be supported by the child's parents.

#### **Advertising and Recruitment Plan**

- Conduct Initial Intake Meetings, Information Sessions, Experiential or hands-on Workshops, Student Reviews, and offer a Mentor Program.

- Participate in local radio, television, and media shows to reach our community through Newspaper, Radio Shows, local Public Access TV shows, churches, and businesses.
- Conduct Experiential forums and weekends to educate prospective parents, students, and community members as well as on-going parent workshops and public forums where persons are provided hands-on experience of our Arts-Infused methodologies and allowed the opportunity to ask questions and voice concerns.
- Create school recruitment and advertising materials in English, Spanish, and Haitian Creole with a description of the school's mission, strategies, and methodologies used for child instruction.
- Foster relationships with community organizations, individuals and businesses, to utilize their network of supporters as well as to spread the word of our arts-inspired educational program.
- Conduct on-going parent workshops and public forums where we provide a hands-on experience of Arts-Infused methodologies and allow the opportunity to ask questions and address concerns.

## **2. Students with disabilities:**

The National Alliance for Public Charter Schools offers several strategies for retaining students with disabilities. LCSIT will have a culture of high expectations for all students. This will be done through constant communication of the message that all students are welcome and expected to succeed. Having a structured Response to Intervention (RtI) model will ensure that teams of general and special education teachers meet students' needs as they arise, rather than waiting for students to fail. LCSIT will strive to retain students with disabilities by maintaining diligent awareness and follow-through with supporting students' Individualized Education Plan (IEP) and 504 goals. Further, involving the student in learning how to self-advocate as well as persevere through challenging learning experiences is another way LCSIT will retain special education students. Maintaining fidelity to the New York State mandates for providing a strong protocol and plan with an effective special education team and access to quality wrap around services is another way LCSIT will successfully retain special education students. Finally, we will work with families to ensure that students have access to the services they are qualified for under the state laws regarding special education and FAPE.

LCSIT embraces the full diversity in its student body and community including special needs children. We have and will continue to conduct an aggressive public outreach campaign to achieve the goal of attracting, recruiting and retaining students of all abilities.

LCSIT will attract and enroll students with disabilities by working closely with agencies that provide Preschool Programs, such as Spring Valley Headstart for students with disabilities. We will continue to reach-out to all families to serve and retain students of all abilities. LCSIT will develop a procedure and plan to ensure that students referred for special education services are supported by RTI protocols, parent/guardian involvement, and receive tests or in-school or Department of Education approved service providers as needed. This includes transitional services if applicable. Students with IEPs, 504 plans, and students whose special education status is in process will receive support services. Students with established IEPs and 504 plans will experience a free, adequate, public education at LCSIT. The student's teachers and appropriate personnel will collectively support the student's IEP or 504 goals through differentiated instruction and the student plan goals as written. Through the school's pupil personnel services or through contracting with state approved agencies, student with an IEP/504 plan will experience learning in an inclusive, affirming, least restrictive environment ("LRE"). Informational Sessions will be set up to specifically address how our program will meet the needs of students with special needs and for parents to experience, tour, and learn more about the services offered. Program administrators, social workers, district CPSE coordinators, special education teachers, parents and students will all be invited to learn more about our school. Additionally, our

recruitment brochures will specifically mention the special services offered and our unique pedagogy and philosophy on special education will be shared during open houses/parent informational nights or weekend sessions.

Our ongoing plans to recruit and retain students with special needs will emphasize LCSIT as an inclusive school that will meet the educational needs of a diverse heterogeneous population. We will recruit children through special education and English Language Learner (“ELL”) advocates, through the District Committee on Special Education, and community agencies and social service providers serving special needs populations. Our advertising material will be translated and presentations made at community centers and organizations that serve ELLs, children with disabilities and children living in poverty.

We will provide a holistic approach to serve the needs of all East Ramapo children. Students with IEPs would be required to meet the goals and objectives set forth for them. It is our goal to integrate these students within a general education setting to the greatest extent possible. If a special needs student does not fulfill outlined goals and objectives, then he or she will be further assessed by the school psychologist to determine what remediation can be put in place to assure a positive learning outcome. If the student has not minimally met the educational goals and objectives then he/she would be provided with opportunities (access to supplemental supports; revision of IEP; smaller class size) to improve upon skills required for promotion to the next grade. We will also incorporate the district’s remedial services during our enrichment programming time or voluntary academies on weekends to address any educational concerns on an ongoing basis throughout the school year.

#### **Advertising and Recruitment Plan**

- Offer workshops for parents and students with varied learning experiences that include both experiential and academic approaches.
- Offer educational experiences that may not be available to them based upon educational or economic disadvantage.
- Work as a liaison to connect families with providers, resources, and community organizations that provide services to ELL, special needs, or economically disadvantaged students on an ongoing basis.
- Employ a consulting certified school psychologist on staff to address and oversee IEP compliance and re-evaluations
- Employ a certified special education teacher.
- Utilize community organizations that provide services to ELL, special needs, or economically disadvantaged students on an ongoing basis.
- Offer a learning experience that encourages lifelong learning through hands on and conceptual methods.
- Secure a facility location within East Ramapo Central School District that complies with the Americans with Disabilities Act (“ADA”).
- Fully comply with all IDEA and ADA requirements
- We will include a non-discriminatory clause as follows, “will not discriminate against any pupil on the basis of ethnicity, national origin, religious beliefs, gender, or disability” in all of our advertising.
- Employ consulting certified school psychologist and special education teacher on staff to address and oversee IEP compliance and re-evaluations

#### **3. English Language Learners:**

According to the New York State Report Card, 24% of the students in the East Ramapo Central School District were limited english proficient in 2013-2014. LCSIT will visit ethnic community organizations and offer presentations to

their membership to invite prospective students to experience our proposed school. We have established relationships and partnerships with several such local organizations like Konbit Neg Lakay and Advocating for Change. Printed promotional materials will be distributed both in English and in Spanish. ELLs will be identified through both home language surveys and follow-up pre-assessment evaluations administered for all new students. ELL teachers will work intensively with classroom teachers to ensure that ELLs' learning needs and styles are being met. Based on the effectiveness of the ELL program, modifications and adjustments will be made. There will be Spanish and Creole speaking staff members in key positions to make sure non-English speakers are engaged and active participants in the school community.

In order to retain our English Language Learners, the faculty and staff will integrate cultural traditions of ELL families throughout our school community. We will host an annual Cultural Night and events where all families in our school community are invited to share a special ethnic dish to be sampled by all or some other aspect of their culture. Cultural Night will also invite parents to share a special ethnic or cultural tradition or custom within the school community. Maps and flags will be displayed in a prominent place within the building to designate where our students are from. By creating a welcoming school environment that respects the cultural traditions and customs of our students and their families, we will build a strong sense of community within our building. The faculty and staff at LCSIT will encourage the native language use at home and suggest that parents read and tell stories to their children in their native language which will also help their reading skills in English. Bilingual books will be available in the school library. One of our greatest challenges will be communicating with ELL parents. Creating a solid translation process will be paramount. We will offer staff training on how to communicate in simplified English on the phone when necessary. We intend to serve a representative cross-section of the community because we believe schools should be a reflection of their communities and help bring them together. As such we will be able to communicate and assist with translation when necessary with an agency providing Interpreter and Translation Services. Services will be provided for Parent Teacher Conferences and other events, as needed, in order to effectively communicate with families. We will implement multicultural programs throughout the year to make all families feel welcome. Free and Reduced Lunch Participants, ELL, special education students, and their parents, will benefit from monthly parent workshops to make sure parents understand the needs of their children, how we are working comprehensively to meet those needs, and to help parents acquire the tools to meet those needs successfully. Furthermore, ongoing parent workshops and referrals to other service providers in the community will be available for the parents of students. Workshop topics will include: increasing speech and language skills at home, helping children with critical thinking skills, how music impacts brain development, nutrition for healthy learners, positive discipline strategies, and parent peer support discussions, among others.

At LCSIT, we will recruit and retain english language learners (ELL) as students. Families will observe that their children's first language ("L1") and home culture is viewed as an asset. ELLs will be identified through both Home Language Surveys and follow-up pre-assessment evaluations administered for all new students. Students who are academically low-achieving, have disabilities, or are English Language Learners will be identified and helped by devising a plan for additional support to ensure the child's success. Since learning activities will be built upon Multiple Intelligences Theory (Gardner, 1989) and authentic assessment practices, all students will have the opportunity to thrive in an inclusive and inspiring setting. LCSIT also will assess ELL for primary language proficiency as needed. Teachers will encourage parents to value and nurture the ongoing development of primary language proficiency in the home. Our model is an "inclusion model", and ELL students will be included in mainstream classes. ELL may receive specialized English acquisition help by means of effective programs before, during, and/or and after school.

ELL teachers will work intensively with classroom teachers to ensure that ELLs' learning needs and styles are being met. Based on the effectiveness of the ELL program, modifications and adjustments will be made. There will be Spanish and Creole speaking staff members in key positions to make sure non-English speakers are engaged and active participants in the school community. Further ELL will receive ELP assessments to inform the families, ELL, and regular education teachers of the child's language proficiency and literacy levels in both L1 and L2 area as well as their content learning needs. Equally, they will be supported through regular classroom instruction that daily focuses on academic and content specific English language vocabulary.

Formats for lesson delivery will be aligned among teachers to minimize ELLs difficulties discerning classroom routines and procedures. Title II funds will be dedicated to resources and services that support ELL progress with ELA and literacy. All teachers will teach reading in content areas and receive staff development in that area. LCSIT will visit ethnic community organizations groups and offer presentations to their membership to invite prospective students to experience our proposed school. We have established relationships and partnerships with several such local organizations like Konbit Neg Lakay and Advocating for Change. Printed promotional materials will be distributed both in English and in Spanish.

At the LCSIT, students in Grades K, 1, & 2 will be fully immersed in a mainstream setting to foster natural language acquisition. Students, starting in first grade, will be taught two languages, depending upon the predominant language in the school/ community. This will continue through the fifth grade. Also, music instruction (Recorder) will be used to help students train their ears which will help in language acquisition.

#### **Advertising and Recruitment Plan**

- Provide Professional Development regarding integrated learning, differentiated learning, disabilities, and cultural differences.
- Provide remediation services through the students' home district.
- Employ a Community Outreach Coordinator to network with existing community organization's leadership who will conduct ongoing Adult Education, Language and Literacy Workshops and provide services to ELL, Special Needs, or economically disadvantaged students on an ongoing basis.
- Host open house meetings in the evenings and on weekends with the benefit of translation for ELL Families
- Utilize community organizations that provide services to ELL, Special Needs, or economically disadvantaged students on an ongoing basis.
- Fully comply with all IDEA and ADA requirements
- Recruit and hire multi-lingual teachers and staff
- Engage community liaisons

#### **4. Students who are eligible applicants for the free and reduced price lunch program:**

The very location of LCSIT will be one of the biggest draws of students who are eligible for the Free and Reduced Lunch Program (FRLP). In 2013-2014, the East Ramapo Public Schools had an average of 69% of the population that qualified for FRLP. While recruiting for our school, we will emphasize the food program for all students to target the local lower income neighborhoods where we will be situated. Recruitment brochures will also be distributed to the local social services, food pantries and public housing projects.

LCSIT's commitment to providing appealing, nutritious meals and involving parents in a committee that examines this topic is a key way to retain students who are eligible for free/reduced meal programs. In addition, we will encourage nutrition and fitness programs that include family and well as student participation. These are some ways we will seek

to retain families and students. Finally, we will work to provide a meal program during times when school is not in session or during summer education programs for students who may benefit from such services. Understanding our population is critical to meeting their needs. The school will incorporate flexibility to help our students reach success and to lessen the stress often found in families living below the poverty level. The school will operate before and after school care programs at least 1 hour and 30 minutes earlier (longer if necessary) every day to provide free supervision for students whose parents must drop them off early in order to get to work. No student will be expected to wait outside in the cold temperatures waiting for the school to open. The after school care program will run from the end of the school day until 6:00 pm daily so students are not left home alone unsupervised. A School Uniform Policy will be instituted to reduce the burden of shopping for designer clothing and the competition among students often associated with having the most fashionable items. A Uniform Swap will be facilitated annually where parents can trade gently worn uniforms each year for the appropriate size needed. Extra uniforms, socks, belts and underwear will be made available for students in need or whose families don't have the basic means to provide these essentials.

LCSIT will recruit and retain students eligible for free/reduced meals as the school recognizes the link between proper nutrition and a child's ability to focus on learning. We will invite families to events that discuss this topic. This is particularly the case in a community where two-thirds of the students qualify for free or reduced lunch programs. While recruiting for our school, we will emphasize the food program which will be providing breakfast and lunch for all students. We will establish a Community Garden, from which we will make lunch a part of the community experience. Thus, LCSIT will support student nutrition and ensure children do not attend or leave school without nourishment. No distinction will be made between students who qualify and take part in the free and reduced food program and students who do not qualify for that service. All students will participate not only in the lunch itself but also participate in various lessons in cooking, etiquette and enjoy balanced meals. Recruitment brochures will also be distributed to the local social service, food pantries, and public housing projects. Further, the school will carefully research providers to ensure that the school's food service provider is NYS Department of Education approved. A committee on the quality of the food service and nutritional value of the program will be appointed and review nutrition standards quarterly. These children will get both their breakfast and lunch within the school setting. Thus, LCSIT will provide support and food services to every child in accordance with the East Ramapo District Guidelines and NYS Law regardless of financial need.

#### **Advertising and Recruitment Plan**

- Host open house meetings in the evenings and on weekends for teachers and families to foster a collaborative home-school relationship and connection.
- Offer skills based workshops on human child development for parents and families.
- Encourage family and parent volunteer opportunities as well as regularly scheduled Health, Education, and Fitness Fun Fairs.
- Integrate lunch as part of the Educational Program where all students can participate through our community garden and employ an in-house farmer.
- Engage parents and families of students helping them to understand that their involvement is integral to their student's success.
- Develop and advertise a Parent Education Program.
- Reach out to local elected officials, ministers, and business persons within our community to utilize their resources in a collaborative effort best serve our community.

- Conduct petition signing drive and information sessions at local daycares, churches, and the local library to inform parents and ensure that we meet our enrollment targets.
- Provide posters, flyers, and brochures for display at local businesses; maintain a business website and contact cards as well as other social media contact.
- Secure grants for lunch program funding.

LCSIT will educate students from kindergarten through fifth grade from the neighborhoods within the East Ramapo Central School District. LCSIT plans to open in the 2016-2017 school year with a total of 120 students equally divided into kindergarten and first grade. There will be 20 students in each class, and three classes per grade level-kindergarten through fifth grade to preserve a 20:1, (with a floating assistant) student-teacher ratio. Additionally, one (1) grade level of students will be added each year until reaching maturation. This growth plan will allow LCSIT to create a cohesive culture and a coherent curriculum and instructional program.

<b>Projected Enrollment Table Over the Charter Term</b>						
<b>Grades</b>	<b>Ages</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>K</b>	5-6	60	60	60	60	60
<b>1<sup>st</sup></b>	6-7	60	60	60	60	60
<b>2<sup>nd</sup></b>	7-8		60	60	60	60
<b>3<sup>rd</sup></b>	8-9			60	60	60
<b>4<sup>th</sup></b>	9-10				60	60
<b>5<sup>th</sup></b>	10-11					60
<b>Totals</b>		120	180	240	300	360
<b>Economically/disadvantaged ( 75 %)</b>		90	135	180	225	270
<b>Reduced/ Free Lunch (69 %)</b>		83	124	166	207	248
<b>a. Limited English Proficient Students (24 %)</b>		29	43	58	72	86

*(The estimated percentages of economically disadvantaged students, free and reduced lunch students, and English language learners (“ELL”) are taken from the EAST RAMAPO CSD (SPRING VALLEY) - School Report Card Data [2012 - 13])*

**Required Attachment:**

- Attachment 1: Admissions Policy and Procedures**

**D. Community to be Served**

The East Ramapo Central School District (ERCSD) has a population of approximately 113,000 people. With a 12.62% population growth from 2005-2009, the East Ramapo Central School District is economically, socially, culturally diverse and ranked as the 7th largest School District in New York. Approximately 27,000 residents are school-aged children; 8,500 of East Ramapo’s school-aged residents attend public school. New York State Education Department states: In 2009-2010, 54% of the district’s 8,000+ public school students were African American; 30% were Hispanic.

East Ramapo's residents speak one or more of the 88 home languages heard in its community. Most of the 8000+ students attending public school live below the poverty line: 56% receive free and reduced lunch, and 11% more are eligible for this program. Among low-income families, 19% of school-aged children/youth exhibit limited English proficiency (LEP) and 28% of school-aged children/youth qualify for special education services. We anticipate that our school's population will reflect these factors with 12-14 % in need of Special Student Services. LCSIT's applicant group is committed to providing its students with English language support, academic and common core aligned curricular needs, social and life-skill learning targets, socio-cultural demographics, and, for special education students, meet FAPE requirements in its administrative, staff, curricular, instructional, and community-to-school structures. LCSIT is committed to being a safe, welcoming, public charter school community.

Rockland County is home to several large corporations however, school districts and the County are also large employers. The proximity to other growing communities such as Westchester County, and the accessibility to New York City gives Rockland County residents numerous sources for employment within a reasonable commute. Nonetheless, while unemployment is low in Rockland County compared with the state average, and the median income is higher than average, the economic environment still poses challenges to some segments of the community. For example, the community has a sizeable population that does not speak English; this population faces barriers to economic success. Further, Rockland County businesses face the same major challenges of many companies nationwide—increasing healthcare costs, the need for highly skilled workers, and a slowly recovering economy.

A myth abounds that Rockland is affluent with few people who go hungry. However, the facts are very different. In 2012, it was estimated that of the county's 317,000 population, some 35,000 people experience some form of hunger or food insecurity which means they do not have access to safe and nutritious food that is needed to sustain a healthy life. In Rockland, 43,800 people are living below the poverty level (1 out of 7) - that's up from 33,000 just 2 years ago - a 25% increase! In December 2012, there were 43,973 SNAP (Supplemental Nutrition Assistance Program) recipients in Rockland County. Although it is likely that more were eligible because 11.6% of the county's population live below the poverty level and 29.9% of Rockland's public school students are eligible for the free and reduced price lunch program.

#### Key Findings of ROCKLAND COUNTY COMMUNITY HEALTH ASSESSMENT 2005-2010:

[http://www.cgr.org/reports/04\\_R-1461\\_RocklandCHA.pdf](http://www.cgr.org/reports/04_R-1461_RocklandCHA.pdf)

#### Educational Attainment

- Among adults ages 25 and older, 15% in Rockland County have not graduated from high school, a decrease from nearly 17% in 1990. The rates in Rockland County are substantially higher in four zip codes: Hillburn (22%), West Haverstraw (24%), **Spring Valley (25%)**, and Haverstraw (44%). Most zip codes are well below the NYS average of 21%.
- **Annual dropout rates of Rockland County public school students vary across school districts.** Dropout rates are extremely low in Nanuet, Clarkstown, and Pearl River, **while the rates are quite high, and even higher than the state average, in East Ramapo.**

#### Healthcare Services

- The County has experienced substantial growth in the newly-immigrated, foreign-born population, and in the number of non-English speakers. These persons face special challenges in accessing primary and other health care, due to barriers of language, cultural differences, and cost.
- Pockets of poverty exist despite low overall poverty rates for the County. The pockets of poverty in Monsey, Spring Valley, and Haverstraw are persistent and substantial.

- Rates of uninsured are lower in Rockland County than nationwide, and the increase in Medicaid eligible, Child Health Plus, and Family Health Plus enrollments indicates the related efforts in the last several years in Rockland County have had an impact, however, those who still lack insurance are likely to be difficult to reach, and are likely to be new immigrants, both documented and undocumented.

### **Nutrition and Wellness**

- More than half the Rockland County adults ages 18 and older (55.8%) are either overweight or obese (CDC definition of body mass index 25 or more). A higher proportion of males (69.1%) than females (43.3%) are above a healthy weight. Rockland County compares somewhat favorably to the state and nation, particularly on the overweight portion of the indicator.
- The proportion of overweight or obese persons increases with age in Rockland County, from 43.7% of those ages 18 to 34, to 55.2% of those ages 35 to 54, and 67% of those ages 55 and older. Half the adult population is trying to lose weight in Rockland County (50.4%).
- The Healthy People 2010 goal for overweight or obesity among children ages 6 to 19 is 5%. Rockland County's children do not meet that goal, as 8.7% are either overweight or obese.
- Rockland has a slightly higher proportion of children under age four who are underweight (3.3%) than the region (2.6%) or the state (2.8%).

As of June 23, 2015, NYSED posted the Statewide High School Graduation Rate for the East Ramapo Central School District as the lowest graduation rates as well as the lowest scores on NY State English Language Arts and Math tests of all Rockland County school districts. During the 2011-2012 school years, nine of fourteen public schools in the East Ramapo School District were deemed as 'Schools in Need of Improvement' ("SINI") by the New York State Department of Education. Based upon all of these factors, East Ramapo will be a district of declining enrollment as families have begun to utilize private school options. However, many of our families are unable to explore costly private schooling options.

It is imperative that the students of East Ramapo have access to high quality educational alternatives that will allow them to reach their potential and to rise above their life circumstances. Students that LCSIT aims to serve:

- 1) are living with two (2) or more languages and a home language other than English;
- 2) are ELL;
- 3) are navigating two (2) or more cultures and may also be recent arrivals to this country;
- 4) are likely to be the first to attend college; and
- 5) are below or far below grade level in ELA and Mathematics.

Students will need an environment where they can feel safe, welcome, at home, and where they feel their background is honored; and where they receive strong language support to reach proficiency in English. LCSIT will be uniquely suited to East Ramapo's students by addressing these needs and introducing a comprehensive Arts -inspired educational program.

### **E. Public Outreach**

LCSIT's plan for Public Outreach has employed a multi-faceted approach, which began in January 2012 and is continuing beyond the date of application. It has taken the form of public forums, discussions with prominent individuals and community organizations, and both social media and traditional public awareness campaigns.

Several public forums have been scheduled, advertised and completed to date. Sessions were held at Finkelstein Library, Martin Luther King Center, and Louis Kurtz Civic Center. To reach families in other portions of the community, continuing forums are being scheduled and will be held. The Applicant Group has made particular efforts to use the social media to inform the public about the application and design process for the proposed school. An e-mail address, thelegacycharter@gmail.com, was established on 4/2013. On that same date, the LCSIT website went online at www.thelegacycharter.com, offering details on the school mission, contact information, and a questionnaire to help provide input on the development of the school and solicit parent and community volunteers. A Facebook page was created and launched on 4/2013 to provide information on the proposed school and update the community on the application process and upcoming community outreach events. The e-mail address, website and Facebook page are constantly maintained.

**Public Outreach Meetings to dates to solicit community input regarding the proposed school:**

Pedro Santana Residence, New City, 2/5/2013	Community Barbershop, 6/2014, Spring Valley, NY
Martin Luther King Center, Spring Valley, 2/12, 2/19, 2/25, 4/9, in 2013	Open Day Elementary, 11/13/2014 in Chestnut Ridge, NY
Rockland Community College Youth Festival, Suffern, 2013, 2014, 2015	Finkelstein Library (planning meeting), 1/11/2015
East Ramapo Forum, Gracepoint Church, New City, 3/24/2013	Community Forum, Louis Kurtz Civic Center, 1/18/2015, Spring Valley, NY
Spring Valley Day, Spring Valley Memorial Park, Spring Valley, 8/4/2013	Community forum, 2/8/2015, Spring Valley, NY
Finkelstein Library, Spring Valley, 8/11/2013	Padres Unidas Meeting, Martin Luther King Jr. Center, 4/10/2015, Spring Valley, NY
Oakland Charter School, 3/2014	Finkelstein Library (planning meeting), 4/19/2015, Spring Valley, NY
Sunbridge Institute, 5/6/2014, Chestnut Ridge, NY	Community Forum, 4/26/2015, Finkelstein Library, Spring Valley, NY
CEJES Institute, 5/2014, Pomona, NY	

All forums featured a multi-media presentation, printed materials, and one-on-one discussions with attendees. Those attending were also encouraged to complete a survey to assist the Applicant Group in tailoring the school's design to the needs of the community and families to be served.

\*The Applicant Group has made particular efforts to use Social Media to inform the public about the application and design process for the proposed school. An e-mail address, thelegacycharter@gmail.com, was established. LCSIT website is also on-line at www.thelegacycharter.com, offering details on the school mission, proposed location, contact information, and a questionnaire to help provide input on the development of the school and solicit parent and community volunteers. A Facebook page was created and launched to provide information on the proposed school and update the community on the application process and upcoming community outreach events. The e-mail address, website and Facebook page are constantly maintained and current at all times.

**Public Outreach to Stakeholders, Dignitaries, and State/Local Officials including Meetings and Obtained Support:**

Mr. Tony Earl, Legislator, Rockland County;  
 Mr. Allan Thompson, Former Mayor, Spring Valley;  
 Ms. Jacque Harrakinsingh, Resident, ERCSD;  
 Dr. Ira Oustacher, Former Superintendent, East Ramapo Central School District;  
 Ms. Jessica Zeigler, Executive Director, Sunbridge Institute Waldorf Teacher Training;  
 Mr. Renold Julien, Director, Konbit Neg Lakay: Haitian Cultural Organization;  
 Mr. Bill Pierce, Pedagogical Administrator, Green Meadow Waldorf School;

Mr. Ed Day, Rockland County Executive.

**Other Stakeholder Meetings:**

Ms. Diane Rivera, Director of West Street Daycare, Spring Valley, NY;  
 Ms. Kira Davenport, Director, Headstart of Rockland, Nyack;  
 Mr. Allan Thompson, Former Mayor of the Village of Spring Valley;  
 Mr. Pedro Santana, Former Assistant Superintendent of K-12 Instruction, East Ramapo Central School District (deceased);  
 Mr. Horace Turnbull, CFO, St. Christopher’s Schools;  
 Ms. Jessica Zeigler, Executive Director, Sunbridge Institute;  
 Dr. William Pernice, Green Meadow School Pedagogical Administrator  
 Ms. Susan Shurtleff, Former CEJES Institute Financial Director;  
 Mr. Erick Silber, Green Meadow School, Financial Administrator;  
 Dr. Edmond W. Gordon, Founder and Director CEJES Institute/Chairperson of the Gordon Commission;  
 Mr. Gregory Sousa, Branch Manager, Hudson Valley Bank;  
 Dr. Oscar Cohen, Ed. Consultant – CEJES Institute/Past Superintendent Lexington School for the Deaf;  
 Ms. Ellen Jaffee, New York Assembly member, Rockland County 97th District;  
 Honorable Judge Sherri L. Eisenpress, Rockland County Family Court;  
 Dr. Louise Covert, Adjunct Professor and Director of Analogies Education Consulting;  
 Rockland Business Association;  
 Mr. Grant Valentine, Board Chairman of the Edmond and Susan Gordon Charter School.

Discussions with community parents, stakeholders or organizations: Over 100 signatures from residents from East Ramapo and nearby communities. Resident names, contact information, and signatures are available upon request.  
 Public awareness campaigns, media coverage, survey results:

**Flyers and brochure distributions:**

Slinn Avenue Apartments;	Main Street Stores;
Rockland Community College Fieldhouse;	Dry Cleaners;
Hill Neighborhood Stores;	Bon Accueil Restaurant;
Martin Luther King Jr. Center;	Konbit Neg Lakay.

**Journal/Ad Sponsors:**

Rockland County Haiti Relief Dinner; Rockland County Alumni Chapter Delta Sigma Theta Membership Dinner.

Based on lengthy and diversified outreach, the Applicant Group is confident enrollment targets can be met. Since LCSIT is to be located within the East Ramapo Central School District district, the Applicant Group also looked at conditions that might foster a search by East Ramapo Central School District parents for alternative placements from the home school. The design of The Legacy of Innovative Thinkers strongly aligns to the needs of the East Ramapo Central School District families and will assure successful recruitment and enrollment.

The founding group has undertaken extensive community outreach in order to create awareness and solicit feedback about this new public school of choice.

We worked to engage parents and families directly as well as through radio and television. We have conducted a weekly open planning meeting for any interested community members on Tuesdays from 5:00 to 7:00pm commencing on February 7th, 2015 at the Martin Luther King Multipurpose Center to advertise, answer questions, and solicit comments on the proposed school. We also went to various churches to advertise the school, gather support, and begin recruitment efforts for the 2015-2016 school year. Currently, we conduct bi-weekly meetings which are open to the public.

We participated in the 15th Annual "Rockland County Youth-Fest" on March 10th, 2013 to showcase our proposed school as a public school of choice in the East Ramapo Central School District and to conduct community surveys. The Rockland County Youth-Fest is an annual springtime event that affords the community the opportunity to interact with the many services available to children, youth, and families in Rockland County. The Rockland County Youth Bureau as the lead agency hosts this annual event and proudly boasts over 5000 children, youth, and adults attending this event annually. As part of this annual event, Rockland County Government Day allowed visitors the opportunity to meet with over 25 Rockland County Government Departments, including the Youth Bureau, Social Services, Health, Public Transportation, Sheriff, Highways, Personnel and Elections.

We participated in a local forum about our School District hosted by Save Our School Coalition featuring community education experts and the Open Line radio show with hosts Bob Slade, James Mtume and Bob Pickett on April 13, 2013. The purpose of the forum was to provide information about recent developments in the East Ramapo School District and to promote dialogue among the community, activists and decision makers. Panel members included educators, parents, students, and community activists.

Attendees were provided with an update on the status of pending and current litigation, the civil rights complaints, and how the students are coping with the situation in East Ramapo. Panelists discussed issues such as increased class size, elimination of art, music and sports programs, the adverse fiscal impact upon and its effect on BOCES, illegal special education placements, and much more. Audience participation was encouraged. During this forum, we were able to highlight our goal of creating this charter school for our district in response to the unique and tremendous challenges that our school district continues to face, as well as to answer questions about the concerns that Charter Schools take money from the public schools. There were approximately 550 attendees at this forum, the large majority of which were East Ramapo residents.

We have also been able to conduct outreach for support from and partnership with some of the community organizations and programs vested in the East Ramapo Central School District. This outreach was conducted through:

- Flyers/ Brochures- informational flyers were created in Spanish, Creole, and English. They were distributed in local businesses, houses, community centers, and churches.
- Face-to-Face Outreach- surveys were conducted door to door to make connections with families, solicit feedback, and invite them to informational sessions about this public school of choice.
- Phone Calls- a phone contact number is being advertised to encourage parents, families, and the community to ask questions or voice concerns about this public school of choice.
- Newspaper Articles- Rockland Journal News, County Times, etc.
- Local Cable TV and Radio Shows- members of our founding team were guests on local programs to discuss the option of this charter school as a public school of choice.
- Social Media- a Facebook page was established to continually provide updates and information on the Charter School movement, plans, and progress.

- Website- a website was established to solicit feedback and allow viewers to reach out to us to join the movement and application process.

We have formed a foundation in support of this proposed charter school to focus on finding, funding, building, and managing the ongoing maintenance of a permanent school facility for THE LEGACY CHARTER SCHOOL OF INNOVATIVE THINKERS. The foundation has also filed and received 501(c)3 status effective December 2013.

We have reached out to representatives of the local elected officials from Rockland County and members of local community organizations and churches to introduce our Mission and Vision for this proposed Charter School in East Ramapo Central School District.

The future of the East Ramapo School District has long been at question. Drastic cuts to programs, significant layoffs of teaching staff, the inconsistency of administration, and questionable spending have resulted in a failing school district that graduates only about 70% of its high school seniors (the lowest graduation rate of eight school districts in Rockland County) with its ELLs and student with Special Needs graduation rate falling even lower. The broad appeal of educational alternatives and character development program, the limited number of other options, and reduction in programming/services create an interest in this public school of choice.

Two hundred surveys were collected online and at outreach events. A large portion of stakeholders (87%) have expressed dissatisfaction with current school state of the local school district. The survey responses, Social Media interactions, and one-on-one discussions with parents have produced a list of elements of the school's design that are of high or moderate importance to families looking for quality schools for their children. The Applicant Group used this input to develop the key design elements of the LCSIT and incorporate what parents value- small class sizes, community service opportunities, responsible leadership, quality programming and afterschool programs. The design of LCSIT aligns to the needs of the East Ramapo Central School District families and parents. This alignment will help assure successful recruitment and enrollment. Since the LCSIT is to be located within the East Ramapo Central School District, the Applicant Group also looked at conditions that might foster a search by East Ramapo Central School District parents for alternative placements from the home school. In recent years, there has been an increase in transfer requests for children attending low-performing schools. During the last three years, we have developed a strong connections with the community organizations of ERCSD, which has been very helpful in gaining interest and support for this school initiative. The results of this extensive community outreach are the over 200 signatures of support so far, a number we have no doubt will increase after approval of our charter. We continue to reach out to the Latino community and minorities because their children will greatly benefit from our educational model. We have a clear sense that this school will be a good fit in a community that needs new educational initiatives, so we feel very confident we will have many more families interested in being part of our school. Assessment of outreach efforts strongly supports the conclusion that East Ramapo Central School District parents looking for a quality school will respond enthusiastically to LCSIT's aggressive recruitment campaign, creating sufficient demand to meet enrollment targets throughout the first five year charter term.

#### **□ Attachment 2: Public Outreach/ Letters of Support**

#### **F. Programmatic and Fiscal Impact**

East Ramapo Central School District has a Universal Pre-Kindergarten Program which feeds into the kindergarten classes in the district. The East Ramapo Central School District kindergarten program, however, is only a half day program which has been in discussion many times to be eliminated due to budgetary constraints. As a half day program, many families either miss out on getting into the program altogether or feel ill-served in the program due to

the brevity of time in the instructional day. As a Charter School that begins with Kindergarten, we will draw from the same pool of children for our students increasing the number of students that the public school must draw from outside in order to meet its enrollment target numbers. Since there are a significant and growing number of students attending pre-school programs outside the district program, it seems that there will be more than enough students to ensure that the approval and establishment of the LCSIT will not have a significant programmatic impact on the existing elementary schools. Also, the fact that our program begins in kindergarten will allow us to draw school age students just entering the public school system rather than drawing existing students out of the existing public school system.

We ultimately would strive to work collaboratively with our existing Public Schools to offer programming in Child Care and Green Projects in the upper grades and encourage dialogue between teaching staff for the mutual benefit of every East Ramapo student. As Charter School Law dictates, we will join in a coalition of educators committed to share best practices and partner with the district not only as educators but also as life-long learners ourselves.

In regards to the programmatic impact on non-public schools within East Ramapo, there are no Parochial Schools located in the East Ramapo community and most of the lower elementary Parochial Schools in the neighboring districts have also been closed due to financial shortfalls. LCSIT would seek to attract parents whose children currently attend Parochial Schools in the neighboring state or who would otherwise seek to enroll their children in these schools. While it may have a negative impact on the overall enrollment of these Parochial Schools, it would have the potential of sparking needed positive programmatic competition.

When addressing the impact of this proposed charter school, we must also discuss the school program in terms of local decision making, services offered, programming, and intra-agency cooperation and collaboration. LCSIT represents a comprehensive effort in response to neighborhood, family, and individual needs as well as an effort to empower the community. LCSIT will have two major components: education of the whole community and the involvement of citizens in program and policy decision-making. This is something that many feel is lacking in the East Ramapo School District. The achievement of public health objectives is a county-wide priority that is dependent on community-wide participation from all entities including business, education, community organizations, private citizens, the medical community, and local government. The Rockland County Health Department plays a critical role as a lead agency in formulating relationships and fostering collaborations with these diverse stakeholders to continually assess and improve the health status of Rockland County residents. However, we will partner with the County to combat obesity by increasing nutrition education and physical activity as well as promoting health and wellness lunch programs, farm to table education, and family education in our school offerings.

Another positive effect will be that families already choosing to leave the district for private schools may decide to stay and opt for this public school of choice. Programmatic offerings that are proposed in this charter are not present in the current public-school programming. Also, families may opt for this public school choice instead of going to Green Meadow Waldorf. However, there are many families within East Ramapo for whom this private school would not be an option because of the cost. Realistically, East Ramapo is not an ordinary district when you consider the makeup as well as its needs. To say that it requires some out-of-the-box thinking would be an understatement. Legacy Charter school would create jobs for community members as well as multilingual teachers as we strive to ensure that our faculty makeup is as diverse as our student body. Our school would offer the creation of programming not only for our students but also for their families as we work to be a liaison and connect families to resources and service organizations within the East Ramapo community and county.

## II. EDUCATIONAL PLAN

The Educational Plan<sup>1</sup> should define what students will achieve; how they will achieve it; and how the school will evaluate student performance.

### A. Achievement Goals

The goal of the LCSIT is to teach students using a methodology that is development based and one in which students will be learn by doing, that is, embodied learning. Student's growth will be measured by individual achievement data at four points in time. Additionally using the Performance Framework the growth rate of student subgroups identified as "at risk" would allow the LCSIT to demonstrate the success of academic interventions or supports in place to enhance students' learning outcomes. Kindergarten to fifth grade students will take Fountas and Pinell assessments in September, December, March and June. Intervention will be provided as needed. All students regardless of intervention services will use the Accelerated Reader Program (once they have mastered literacy). Students requiring intervention will also use SRA Reading Lab in push-in services to start students at performance level reading as opposed to grade equivalent level.

Adhering to the New York State Charter School Performance Framework Benchmark 1/Standard 1 - Analysis, Inquiry, and Design:

- Students will be able to explore and solve problems generated from school, home and community situations using concrete objects and/or manipulative materials when possible.
- Students will be able to develop written plans for exploring a phenomena.
- Students will be able to carry out plans through direct observations and through measurements of quantities.
- Students will be able to organize observations and measurements.
- Students will be able to interpret observations and measurements recognizing simple relationships.
- Scientific Inquiry- Students will be able to develop written plans for exploring.

The curriculum will be aligned to Common Core Learning Standards in attainment of performance standards. It is felt that with the adaptation of basic tenets of Waldorf and other Arts-Infused interactive models to address the needs of the anticipated demographic, that learning outcomes would be enhanced. LCSIT seeks to approach instruction in a manner that embodies the child with recognition of the value of experiential learning, that is, learning by doing, while maintaining Charter School and State standards. We recognize and respect viewing students' slates as of value, not empty- requiring facilitation and direction, allowing them to thrive in preparedness for college, the world and understanding of the connectedness of self in relation to our environment.

Methods of measuring students who have attained the skills and knowledge specified for those goals are as follows:

- Unit Assessments
- On-going portfolio reflecting units completed (Main Lesson Books)
- Project based exit requirement utilizing developed rubrics in assessment of unit proficiency
- Teacher developed assessments
- Fountas and Pinnel assessment at four points in time
- State ELA and Math exams
- Supplemental alternate assessments

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<sup>1</sup> ESEA § 5203(b)(3)(A) and N.Y. Education Law § 2851(2)(b)

**B. School Schedule and Calendar**

In keeping with Education Law section 3204(4) Legacy Charter School will operate on a 180-day academic calendar. School schedules will be in compliance with Education Law 2852(2)(n), by offering additional daily instructional time. Our school day offers regular enrichment periods for ELA and Math. The interdisciplinary approach, which utilizes team planning, ensures that all content-areas are afforded equal and ample instructional time. The Main Lesson Time will be utilized to incorporate all of these components as a teacher sees fit.

Students are offered real-world experiences within the standard school day by integrating classroom curriculum with practical activities of daily living. This “learn-by-doing” approach is dramatically different from traditional educational settings. Teachers serve as instructional leaders and facilitators in student learning. Class time allows for differentiated application and stimulating discussions. Students emerge with a commitment to social responsibility and the potential to impart direction and purpose to their lives. The arts-integrated thematic approach to education reinforces a child's deep connection to the natural world and supporting mutual respect for the diversity and each person's ties to the world.

Much research has been conducted to illustrate that youngster's ability to absorb and process information is greatest in the morning. Because of this, core content material is introduced during the first 2 hours of the day. This is referred to as the “Main Lesson Block.” Main lessons are core instructional hours set aside for rich content instruction.

Teaching in main lesson blocks will be one of the most successful features of our education, for it will allow teachers to cover the curriculum intensively and allows the students to become immersed. Learning in a block allows a student to open up to a subject slowly and naturally learn or to open up to it quickly, and fully experience the joy of becoming completely involved in something.

Teachers foster an atmosphere which supports imaginative thought in the early years, which creates a firm foundation for abstract thinking. Higher-order thinking skills are generated, affording students the advantage over “one-dimensional” educational ideologies. On a day-to-day basis, a rhythmic schedule is employed. Through repetition and other educational strategies, children gain a sense of security and confidence that extends beyond the classroom.

At Legacy Charter School, our goal is to address the nuances of human existence, which boosts student confidence and self-efficacy. The “whole child” approach allows students to be self-motivated and capable lovers of learning, ready to meet the demands of a global society with confidence, poise and respect for self as well as others.

The learning environment is integral to Legacy Charter School's educational approach. Therefore, we will seek a physical location that allows us to create an atmosphere that inspires awe in each student. Teachers take care in ensuring that each sensory item inspires creativity and activates the imagination. Because of the emphasis on free-flowing imaginative processes, activities, toys and games are crafted by hand, often by the teacher and other faculty members.

Kindergarteners will utilize large tables for activities and meals. In the grades, the use of size-appropriate desks or tables and comfy seating will take center stage, along with ample board space to peak curiosity and sharpen young attention spans. Student work decorates the classroom walls and corridors to inspire wonder and allow for individual and inspirational beautification.

The sixth period is a school-wide free block of time where students will eat lunch as well participate in cultural and educational related assemblies throughout the school year. Teaching assistants will regularly supervise students during lunch time unless participating in staff development, at which time teachers will cover this function. This period will generally be used as a common planning time to for teachers to develop effective teaching practices or participate in scheduled staff development programs.

### Required Attachments:

- **Attachment 3a:** Sample Weekly Student Schedule and Sample Weekly Teacher Schedule for at least one grade that is representative of each level the school intends to operate (lower elementary, upper elementary, middle and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.
- **Attachment 3b:** Proposed First Year Calendar

## C. Curriculum and Instruction

### Instructional Strategies and Approaches

The mission of LCSIT is to establish a school with a developmentally-appropriate and experiential approach to education based on the principles and methodology of Arts-Infused pedagogy. The arts- infused curriculum serves to nurture the physical, emotional, and intellectual capacities of the growing child while fostering critical thinking, strong character, and equity through hands-on learning experiences. Community participation is vital and welcomed in the support and encouragement of high integrated achievement and responsible citizenship

To do this, LCSIT has adopted a clustered strategy and approach:

#### A. Strategy.

LCSIT's strategy is to utilize a combination of instructional approaches designed to matriculate students with the skills and tools for success that meet or exceed NYSLS. To do this, LCSIT's students must acquire multiple competencies centered on self-awareness, cultural consciousness, critical thinking, and problem solving.

#### B. Approach

- i. Traditional schools focus on the head, the intellect, awakening consciousness in children before they are physiologically able. Our Arts-Infused education is pedagogically based in child development and age readiness. The curriculum is multi-sensory and designed to engage the heart- the emotional; the hands – the physical/kinesthetic; and the head – the cognitive.
- ii. LCSIT's instructional program is a strong blend of arts-inspired instructional strategies and structures coupled with the most effective research-based mainstream instructional practices. This approach is at its core, interdisciplinary. The core education program takes a thematic approach to core disciplines, pairing two (2) or more core disciplines such as science and mathematics or humanities and social studies, infusing each thematic, interdisciplinary unit (called Main Lesson blocks) with authentic listening, reading and writing tasks along with movement, drama, painting, music, drawing, and handwork to enhance learning.
- iii. In addition, the core instructional program utilizes multiple modalities and intentional play to help students access the curriculum and process key information. The use of multiple modalities to facilitate

learning is central to our educational pedagogy. A growing body of research in cognitive science (Marzano, 2006; Gardner, 2004) confirms that learning information through movement, drama, singing, and non-linguistic representations such as pictographs or drawing reinforces the student's ability to retain and understand information and improve skills.

- iv. This use of multiple modalities is particularly important for ELL students in the regular classroom as well as for students who have been designated as Basic, Below Basic ("BB"), and Far Below Basic ("FBB"). Use of multiple modalities is coupled with focused intentional play in the early grades to build oral language skills, concept comprehension, and key social skills. Intentional play is an extension of experiential learning. Research shows that students who engage in complex forms of socio-dramatic play have greater language skills, better social skills, and greater information processing skills than those students given little or no play time (Alliance for Childhood, March 2009; NY Times, May 2009; NY Times, September 2, 2009).

Using Waldorf Methodology as the inspiration, six (6) principles form the foundation of LCSIT's curriculum:

1. The Developing Human Being: The basis of the curriculum is the developing human being and the aim is to prepare children for life;
2. Curriculum includes Method: Method of teaching is based in an in-depth study of child development and will vary with the age of the child. One which encourages self-discovery, research and engagement with the subject matter;
3. Social Awareness: Attitudes develop in childhood lay the foundation for a tolerant and compassionate society. Classes consist of children of many abilities and social contexts leading to the student's discovery that everyone has equal value regardless of their circumstances;
4. Education towards health: Every aspect of the education seeks to support the health of the learners so they can optimally realize their highest potential as human beings. All within the holistic sense of environment and well-being;
5. Evaluation: Every aspect of the curriculum is regularly reviewed and evaluated. Evaluation is part of a culture of educational quality development of both the classroom and the school as a whole.; and
6. Teacher Accountability: Within LCSIT, all teachers are accountable to their colleagues and the College of Teachers, a pedagogical administrative body.

**Learning Settings.** LCSIT employs a traditional classroom learning setting coupled with outdoor exploration.

Instruction within LCSIT's curriculum is organized after the three (3) primary Waldorf structures and routines. The school day typically begins with a long uninterrupted lesson. The subject and lesson will be dealt with in-depth each morning. This allows the teacher to develop a wide variety of activities around the subject at hand. The younger grades, lively rhythmic activities bring children together as a group reciting poems connected with the main lesson, practice tongue twister to limber up speech, and work with concentration exercising using body language:

**1. The Main Lesson.** The Main Lesson, at the start of each day, introduces new concepts or subject areas to the student when their mind is fresh. Each lesson is designed to address multiple learning modalities with an

interdisciplinary approach. This block referred to as The Main Lesson is the academic cornerstone upon which the day is built. The main lesson is rotated every three (3) to four (4) weeks.

2. *The Main Lesson Book.* A core feature of the main lesson of the day is the creation of a main lesson book. Each student produces a main lesson book for every block of study. What begins as a blank journal becomes an individual record of experiences, observations and gained knowledge, along with hand-drawn illustrations, and often original poetry or related excerpts from the world of literature. As a portfolio of work, a student's main lesson book reflects key understandings and skills that the student has learned, while also displaying the student's inspiration. Multi-dimensional, complex and thoughtful, main lesson books are an important way in which learning is expressed and they become an authentic assessment tool for teachers.

3. *Reinforcement through Specialty Subjects.* The breadth of specialty classes like world language, handwork, woodwork, sculpture, painting, eurythmy, music, and gym, combined with the depth of the main lesson and the reinforcement of practice periods, creates a curricular offering.

### **LCSIT's Curriculum Alignment to New York Content Standards**

*For standards aligned core content we have included a sample page from The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards into Waldorf-Inspired Programs.* The Tables in Part II include: all of the Common Core Standards for each grade level, K--8, (as designated in the Common Core Standards), as well as areas for identifying decisions made about the appropriate placement of the Common Core Standards in Waldorf-Inspired Program. Full document may be found at

[http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2013/11/PublicWaldorf\\_CommonCore\\_Part1.pdf](http://www.allianceforpublicwaldorfeducation.org/wp-content/uploads/2013/11/PublicWaldorf_CommonCore_Part1.pdf)

### **Literacy Development Across the Grades**

LCSIT believes learning to read well is the cornerstone of creating equitable outcomes for the children in the East Ramapo community. While listening, reading, and writing are integrated into every aspect of the curriculum, they are called out here artificially to highlight how LCSIT will develop students' literacy skills through the Accelerated Reading Program and SRA Reading Lab(Open Court Imagine It!) and pull out services to start students at performance level reading as opposed to grade level equivalent and the previously discussed core Waldorf practices: (a) main lesson, (b) main lesson book, and (c) reinforcement through specialty subjects.

### **Kindergarten/First Grade.**

Literacy instruction begins with the strengths students already bring to school – oral language. The focus on oral language development takes the form of daily listening to artistically told stories. Stories are also drawn from the Open Court Imagine it! big books and anthologies of fables, fairytales, and nursery rhymes.

In the Waldorf tradition, teachers use alliteration in verses, songs, riddles, tongue twisters, and poems as well as games to encourage phonemic awareness development with the whole class. In keeping with standards appropriate for the LCSIT student body, the teacher builds each student's ability to recognize English phonemes that correspond to phonemes they already hear and produce in their primary language at home and in the community. As well as English phonemes that do not correspond to sounds students hear and produce in their native language, whether Spanish, Chinese or French/Creole.

In keeping with the Waldorf tradition of teaching from whole to part, teachers will move from the holistic verbal wordplay and storytelling to the more concrete and specific Open Court research-based strategies for blending and segmenting words orally. This integrated process allows the teacher to touch on listening, speaking, and viewing skills that are part of the “preparing to read” component of Open Court. Teachers will enhance students’ phonemic awareness capacity through a unique Waldorf method called eurythmy, in which music and speech are expressed through bodily movement. Specific gestures represent spoken sounds, both vowels and consonants.

In addition to interactive activities to build phonemic awareness, students are invited to discuss the stories they are listening to in order to practice beginning comprehension skills. Students are encouraged to respond to the literature they are exposed to by making personal connections to the text as well as make predictions and clarify their understanding of the text.

The activities are drawn from the Open Court materials that support comprehension strategy instruction. During this time, students build their skills at retelling (summarizing, drawing inferences, and sequencing of events in the story). Students have access to the Open Court leveled library of trade literature as well as the pre-decodable texts that provide the opportunity to practice the blending strategies and high-frequency words they are learning during the Preparing to Read portion of Open Court.

Moving from whole to part, the teacher builds on the oral language work to introduce students to the alphabet through multicultural stories taken from Open Court anthology, using the sound/spelling cards as a support tool. Using the main lesson book, students make drawings of letters suggested by the sounds or names of objects in the literature. Students practice their writing and penmanship by transcribing sentences taken from the oral stories, highlighting language arts, the third part of the Open Court program.

The arts-inspired practice period will be integrated with Open Court universal access period. It is during this ninety (90) minute block that students will receive individualized attention to address any challenges that become evident from analysis of daily and weekly formative assessments. Teachers will have the opportunity to re-teach, offer more targeted intervention, provide more challenge for advanced students, or provide support for ELL students.

LCSIT’s goal is that by the end of the first Grade, LCSIT students will be able to recognize the forty-four (44) sound/spelling correspondences outlined in Open Court, will have mastered the majority of the first one hundred (100) sight words, and have a fluency rate of sixty (60) words per minute.

### **Second/Third Grade.**

**Students at this grade level are working toward building solid reading, writing, listening and thinking skills. Using the strategies and structures introduced in Kindergarten and First Grade, students continue to use oral storytelling as a way into authentic reading and writing practices.**

**Activities and text for practice are taken from the rich readings in humanities and science, using the Open Court Literature Anthologies as a resource. The focus of instruction transitions from phonemic awareness to phonics and fluency. Students build on their segmenting and blending skills as they transition from oral practice to decoding practice, translating spelling symbols into their speech sounds during the “ready for reading” routines of Open Court.**

**The emphasis is on recognizing and internalizing long vowel variations. Open Court’s decodable texts provide opportunities for students to practice their growing decoding skills. In addition, while continuing to work on their**

word recognition skills, students are expanding into word play and curiosity about how words work – synonyms, homonyms, palindromes – that capture students’ attention. The teacher uses this excitement and curiosity at this stage to introduce work around word parts as in roots and prefixes.

Systematic word study in which the student is able to make strong, explicit connections between decoding, spelling, and vocabulary becomes more prominent in the third grade. In a systemic and sequenced way, students use the tools of word study to build word consciousness as they learn more about how words work – spelling patterns, Latin, Greek, and Anglo roots, prefixes and suffixes. Students are introduced to grammar and punctuation through storytelling and examples from their humanities and science lessons. Writing conventions are reinforced through Open Court activities.

As a result of the literacy activities, LCSIT’s ELL students will be able to recognize common English morphemes in phrases and simple sentences. They will be able to demonstrate an internalization of English grammar, usage, and word choice by recognizing and correcting common errors English learners make when speaking or reading aloud, especially with plurals and word endings, which represent different syntactic structures between English and their native language.

LCSIT’s goal is that students will leave the third grade with a fluent reading rate of at least one hundred ten (110) words per minute. ELL students will have expanded their knowledge of sound/spelling correspondences to include those that do not commonly exist in their native language.

#### **Fourth/Fifth Grade.**

**Building on their growing decoding skills, teachers at this stage of LCSIT’s education program emphasize vocabulary development and comprehension skills. Students read a variety of texts – respected fiction, rigorous non-fiction as well as articles from magazines and newspapers.**

**Readings can be drawn from Open Court’s two (2) types of themes: (a) universal themes (Keep Trying, Friendship, or Survival) or (b) research themes (Weather, Astronomy, and Ancient Civilizations). Students use these texts to strengthen their comprehension skills, including looking at text structures, the structure of the author’s argument or thesis. They learn these skills through classroom discussion during the main lesson period.**

**As a result, LCSIT’s ELL students will be able to use text structures to enhance their comprehension skills. They will be able to recognize simple idioms, analogies, figures of speech (e.g. to “take a fall”), and metaphors in literature and texts in content areas. In addition, they will demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.**

**LCSIT’s goal is that its students will leave fifth grade with the foundation of academic literacy and critical thinking skills and a reading rate of one hundred forty (140) words per minute.**

**Core Courses: Thematic and Interdisciplinary**

LCSIT's curriculum is highly integrated and presented in thematic blocks of three (3) to four (4) weeks duration.

**Mathematics and Science.**

Math and Science curriculum instruction is presented through common themes of gardening, cooking, and simple carpentry, possibly including constructing a small wooden structure. These topics allows for authentic practice of foundation math skills – adding, subtracting, measurement - alongside science through observation and experience of the natural world. Since inquiry is a cornerstone of the math and science curriculum, key inquiry questions, hypotheses, and vocabulary can be made explicit through the use of the Open Court Concept/Question Board beginning in kindergarten through fifth grade.

Teachers take an experiential approach to math and science so that students are engaged in active learning through hands-on activities. For example, through gardening, a class may travel to a local park where students can sit down with a clipboard and colored pencils to draw local flora and flowers, noticing their smell and the surroundings of that plant. They will be assigned to think about the plant's role in nature, thereby capturing the notion of respect for the environment intended in science studies. In addition, there is the opportunity to study patterns and geometric shapes that show up in nature. With this holistic view of math and science as a foundation, instruction moves to specific essential skills. In the early grades, students are introduced to the fundamental concepts of mathematics, such as building a number sense. The mathematics program becomes increasingly practical for students in the upper elementary grades, emphasizing useful skills for daily life: multiplication, long division, decimals, and fractions. Mathematical thinking and problem-solving are emphasized.

The science curriculum in the early grades introduces students to the natural world, focusing on the basics of physical science – gravity, balance, density as explored through the creation of pulleys and levers, for example. Life science and earth science focus on the five (5) senses, the change of seasons, and environmental issues. Students experience the cycle of growth through gardening, from seed to harvest to transformation through cooking. Students use their growing literacy skills to communicate their observations orally and through writing and drawing. In the upper grades, students expand this foundation to include rigorous experiments based on the scientific method in zoology, botany, physics, physiology, astronomy, and meteorology.

**Humanities and Social Studies.**

Students at LCSIT explore the world through the presentation of the peoples, legends, and literature of the world. The Humanities and Social Studies curriculum at LCSIT is designed to accomplish two (2) outcomes: (a) student learning about the people and events that have shaped the development of man around the world; and (b) student development of analytical thinking and critical literacy skills.

Teachers, when possible, use primary source materials and artifacts to teach social studies. Students learn to differentiate between primary and secondary sources. Students learn to identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Beginning in Kindergarten, students learn about places and people through fables and fairytales. In third grade, students begin an exploration of New York history, general historical events, and legends that grow out of these

events. Students use dramatization through the performing arts as a medium for understanding history and social studies. Teachers lead students through the culture of a people using other arts-inspired strategies such as form drawing.

The key goal for all our students, especially low performing, special education and ELL students, is to build their background knowledge sufficiently to understand key concepts as well as expand their academic language and ability to actively participate in classroom discussions.

### **Service Learning: Strengthening the Connections**

LCSIT will conduct service learning projects. These projects will be led by the class's parent teacher representatives in coordination with the class teacher. Assessments will be observation checklists, rubrics, and main lesson book entries.

The service learning projects are designed to align to standards grades first through eighth. The goal of these projects is to reinforce the interconnection of themes and strengthen the link between in classroom and out of classroom learning. These projects are required to meet certain criteria:

- Meet a recognized community need
- Achieve curricular objectives
- Reflect through the service-learning experience
- Develop student responsibility and citizenship
- Establish community partnerships
- Plan ahead for service-learning
- Equip students with knowledge and skills needed for service

### **Plan for Students Who are Academically Low Achieving**

The ultimate goal at LCSIT is to focus on prevention, intervention, and acceleration for all students. LCSIT's current plan is to create an infrastructure at LCSIT using a process similar to RTI that provides staff a routine, systematic way to identify students in need early on so that they can provided appropriate interventions

RTI combines screening and monitoring processes with specific intervention protocols in three (3) tiers:

- ***Tier I interventions.*** In this stage of intervention the focus is on the core instructional program in the regular classroom.
- ***Tier II interventions.*** This stage of intervention is comprised of twenty (20) to forty (40) minutes of intensified instruction in addition to the core instructional program.
- ***Tier III interventions.*** This stage of intervention offers the most focused and intense instruction offering up to ninety (90) additional minutes over the core instructional program.

### **Addressing Student Needs through the Core Instructional Program**

LCSIT's unique arts-inspired instructional frame and holistic strategies allows LCSIT to develop a solid core program for all students that focuses on preventing academic failure. Its core instructional program uses differentiation, with a focus on one (1) of the central differentiation strategies, tiering, which allows a teacher to adjust any assignment based on student readiness criteria. Differentiated instructional strategies such as tiering allow students at both ends

of the achievement spectrum to access grade level concepts and knowledge. Tiered assignments are adjusted in three (3) key ways:

- **Content Simplified.** The content is simplified for easier access and multiple options are offered for taking in information.
- **Process Varied.** The process is varied to accommodate different learning styles and multiple options are offered for making sense of the ideas (comprehension and understanding).
- **End Product Varied.** The product is varied because multiple options are offered to enable students to express and demonstrate what they know.

In addition, the core instructional program utilizes multiple modalities and intentional play to help students access the curriculum and process key information. The use of multiple modalities to facilitate learning is central to our Arts-Infused education. A growing body of research in cognitive science (e.g. Lengel & Kuczak, 2010, Blakemore, 2003) confirms that learning information through movement, drama, singing, and non-linguistic representations such as pictographs or drawing reinforces the student's ability to retain and understand information and improve skills. This is particularly important for ELL students in the regular classroom as well as for students who have been designated as Basic, BB, and FBB. Use of multiple modalities is coupled with focused intentional play in the early grades which continues to build oral language skills, concept comprehension and key social skills. Intentional play is an extension of experiential learning. Research shows that students who engage in complex forms of socio-dramatic play have greater language skills, better social skills, and greater information processing skills than those students given little or no play time (NY Times, May 2009).

### **Interventions for Far Below Basic Students**

In addition to the core instructional program, LCSIT's response to supporting those students designated as FBB is to provide additional time on top of the core instructional program. Below are the standard structure and protocol for Tier II intervention:

- Fine-grained assessment such as running records to determine the specific nature of the learning challenge;
- Extended learning time (i.e., utilizing universal access time during the Open Court block as well as during pull-out or after school tutoring): thirty (30) additional minutes, five (5) days a week for ten (10) to twelve (12) weeks;
- Lower teacher to student ratio (1:4);
- Intensified explicit instruction in subject area content (i.e., where a student is FBB then, in addition to reading comprehension, the focus is placed, on phonemic awareness, phonics, fluency, and word attack skills as determined by the assessments);
- Use of decodable texts only to reduce confusion;
- Highly scaffolded scope and sequence to clear up student misconceptions and provide timely corrective feedback;
- Progress monitoring daily, weekly and monthly as well as at every benchmark; and
- Instruction adjusted based on this assessment data.

In addition, to using the Tier II protocol, teachers will provide FBB designated students with specific strategy instruction. Strategy instruction supplies students with the same tools and techniques that efficient learners use to understand and learn new material or skills. With continued guidance and ample opportunities for practice, students

learn to integrate new information with what they already know, in a way that makes sense--making it easier for them to recall the information or skill at a later time, even in a different situation or setting.

Researchers have identified lack of internalized strategy use as a key factor in struggling learners' inability to improve. Educators at the University of Kansas have been deeply involved in researching learning strategies since the 1970s and have done much to define and articulate the benefits of strategy instruction, particularly for students with learning disabilities (“LD”) or who are struggling learners. This work has resulted in one of the well-researched models for teaching students to use learning strategies.

As a result of strategy instruction alongside content re-teaching during Tier II interventions, the FBB student learns a set of steps or procedures to help with learning and retaining new content and key concepts.

**Interventions for English Language Learners**

1. LCSIT will administer the Home Language Questionnaire (HLQ) upon a student’s initial enrollment. All students whose HLQ indicates a language other than English will have the Language Assessment Battery (LAB-R) administered to determine English proficiency level.
2. Students will receive the required number of units of required language arts, based on their initial LAB-R results, then from their performance on the New York State English as a Second Language Achievement Test (NYSESLAT), administered annually.
3. LEP students will receive instruction, based on their level of proficiency, as shown in the following chart:

Grade	English	Beginning	Intermediate	Advanced
K-8	ESL	2	2	1
	ELA			1

4. The ELL students at LCSIT will be included in the mainstream classroom, and their language arts requirement will be fulfilled during pull out sessions with a certified ELLteacher (based on the prescribed number of unit hours, as determined by the NYSED).
5. The NYS ELLearning standards include the minimum requirements outlined by the NYS English language arts standards:

**MINIMUM ELLREQUIREMENTS FOR ALL STUDENTS**

Grades	Listening	Speaking	Reading	Writing
PreK-1	Students will listen on a daily basis	Students will speak on a daily basis	Students will read a minimum of 25 books of the equivalent per year across all content areas and standards	Students will write on a daily basis across all content areas
2nd-12th	same as above	same as above	same as above	Students will write an average of 1,000 words per month across all content areas and standards

The NYS ELL learning standards are arranged in four major goal areas:

1. English for information and understanding
2. English for literary response, enjoyment and expression
3. English for critical analysis and evaluation
4. English for cross-cultural knowledge and understanding

The performance indicators for each standard identify the knowledge, skills and abilities that students must master in order to demonstrate achievement of the standard. In developing learning experiences, teachers refer to the general concepts, knowledge and skills that are represented within the standards. ELL teachers will employ instructional practices that are designed for authentic, meaningful and purposeful learning and student engagement; and ensure that students at all proficiency levels are moving forward toward meeting the requirements of each standard (as per the NYSED website).

### **Support of Students with Special Educational Needs**

**LCSIT will provide special education and related services to students identified by the Committee on Special Education (CSE) as disabled and ensure that students receive the program and services on their IEPs in the least restrictive setting. Students will be placed in a program by a multi-disciplinary team of professionals called the Committee on Special Education (CSE). This team includes the child's teacher, a school psychologist, special education expert, parent of a disabled student, and, most importantly, the parent of the child. This team designs the program and sets goals for helping the child achieve.**

LCSIT will ask that the District Committee on Special Education (CSE) ensure that the services are provided on site to the same extent that students in the traditional public schools receive programs/ services or transport the student to the nearest school site or setting which allows for the appropriate delivery of service to the child in compliance with their IEP.

Each disabled child will have access to the full range of programs and services of the school or school district, including co-curricular programs and activities, which are available to all other pupils enrolled in the public schools of the district.

### **Plan for Students who are Academically High Achieving**

LCSIT is committed to the acceleration of learning for all students. Just as with any other student, all students achieving above grade level as measured by the standardized testing and interim benchmark assessments, will receive appropriate academic extensions within the classroom. For example, teachers will differentiate by using appropriate resources, products, assignments, and pacing. They will provide high achieving students with tools for them to use to organize their thoughts and encourage level-appropriate projects using graphic organizers, and other pre-writing and writing activities. Prompts asking for details, patterns, trends, rules, and probing for unanswered puzzles and big questions are lesson components for every LCSIT student and will be special focus for high achieving students, as these build language and thinking skills.

Teachers will designate any modifications they are making for students who are academically high achieving on the lesson plan. During a portion of small group collaboration time, high achieving students will be paired with lower performing students to offer support; also sometimes high achieving time students will be paired to share

challenging assignments. Enrichment activities and main lesson block projects also provide opportunities for academic challenges.

ii.

#### **D. Assessment System**

##### ***Delivery, Data and Direction: Framework for Closing the Achievement Gap***

LCSIT will evaluate key components in our educational infrastructure to ensure that we meet Adequate Yearly Progress (AYP) Accountability standards, as mandated by the No Child Left Behind (NCLB) Act, as well as enrich students educationally in the process. LCSIT will evaluate student performance *based on both New York State Standards and Common Core Standards*. These standards will be incorporated into rubrics that will be formulated within the instructional teams, and organized based on each of the Main Lesson Blocks, as outlined in the Legacy Curriculum Frameworks. Standards not met, will be revisited in a variety of ways, including during student Enrichment periods, during after-school activity time, and support services provided from East Ramapo School District.

##### ***Quarterly Portfolio Evaluation System- Formative and Summative Assessments***

Performance-based interim assessments will be evaluated by teachers using skillfully-crafted rubrics, which mirror particular grade-level benchmark standards. Because performance tasks require constant critical thinking and active engagement with the curriculum, they serve to enrich the learning experience for both the teacher and the students. Legacy embraces the notion that learning is social. The subtle interaction between teachers, students and their peers undoubtedly maximizes a student's desire for amiable performance-based results and regularly unlocks hidden potential.

Portfolio assessment is dramatically different from singular assignment completion, collection and grading systems. Portfolio assessment works because students are required to complete, collect and revisit their work prior to receiving a final grade. Amidst teacher conferencing, students make revisions to provide definitive proof of self-assessment, reflection and ultimate mastery. Portfolio assessment allows students and teachers a platform for evaluating progress, while encouraging more "student buy-in." Portfolio assessments will provide the clearest impression of student ability, and willingness to complete academic coursework.

Waldorf-inspired "Main Lesson Books" highlight each student's unique intelligences, while allowing for constant assignment differentiation. Student portfolios provide a much-needed connection between teacher instruction, student work product, assessment, and evaluation.

LCSIT believes that in order to effectively engage students in their own achievement, their input is essential in the portfolio review process. Never static in nature, the on-going activities related to creating fewer assignment products of more significance to the students. The portfolios at LCSIT will serve as summative products—the basis for student grading.

On all academic levels, students will "select" their best work to review with their teacher(s). When a student is able to effectively articulate, Teachers will craft detailed narratives providing information that is concise. Meaningful, responsive, and inclusive student narratives will serve as the primary indicators of student achievement, engagement, and ability to meet or exceed both State and Federal learning standards.

Teachers will evaluate student portfolios in each content area.

##### ***Classroom Quarterly and Grade-Level Exit Assessment***

1. Assorted Portfolio Selections (selections chosen and evaluated quarterly)

SUBJECT	EXIT OUTCOMES	ASSESSMENT TOOLS	FREQUENCY	PROFICIENCY GOAL	PROGRESS TARGET TO REACH CCSS
<b>Language Art:</b>					
<b>Reading</b>					
<b>For Grade 1</b>					
End of 1 <sup>st</sup> 60 words per minute	<ul style="list-style-type: none"> <li>Regular timed fluency readings</li> <li>Exit slips</li> <li>Teacher observation</li> <li>Word games (check for internalization)</li> <li>Word sorts (concept/letter)</li> <li>Main Lesson Book as portfolio (monthly benchmark)</li> </ul>	Daily/Weekly/Monthly	End of 1 <sup>st</sup> 60 words per minute	On track to reach proficient or above proficient on CCSS by end of year	
		Open Court end of unit test	End of Unit	Mastery	On track to reach proficient or above proficient on CCSS by end of year
		ELA Standards aligned benchmark tests	4 x a year	Proficient or above proficient	On track to reach proficient or above proficient on CCSS by end of year
<b>For Grade 2-3</b>					
End of 3 <sup>rd</sup> 110 words per minute	<ul style="list-style-type: none"> <li>Regular timed fluency readings</li> <li>Exit slips</li> <li>Teacher observation</li> <li>Word games (check for internalization)</li> <li>Main Lesson Book as portfolio (monthly benchmark)</li> </ul>	Daily/Weekly/Monthly	End of 3 <sup>rd</sup> 110 words per minute	On track to reach proficient or above proficient on CCSS by end of year	
		Open Court end of unit test	End of Unit	Mastery	On track to reach proficient or above proficient on CCSS by end of year
		ELA Standards aligned benchmark tests	4 x a year	Proficient or above proficient	On track to reach proficient or above proficient on CCSS by end of year
<b>For Grade 4-5</b>					
End of 5 <sup>th</sup> 140 words per minute	<ul style="list-style-type: none"> <li>Regular timed fluency readings</li> <li>Exit slips</li> <li>Teacher observation</li> </ul>	Daily/Weekly/Monthly	End of 5 <sup>th</sup> 140 words per minute	On track to reach proficient or above proficient on CCSS by end of year	

	Word games (check for internalization) Main Lesson Book as portfolio (monthly benchmark)			
	Open Court end of unit test	End of Unit	Mastery	On track to reach proficient or above proficient on CCSS by end of year
	ELA Standards aligned benchmark tests	4 x a year	Proficient or above proficient	On track to reach proficient or above proficient on CCSS by end of year

2. Content-Area Block Performance Assessment (12 blocks per year)

3. Observation-Based Narrative (by class teacher, 12 blocks per year)

**Term Reports and Exit Standards by Grade Level**

**Term Report Key**

<u>Grading Scale</u>	<u>Alphabetic Symbol</u>	<u>Comments</u>
Outstanding	O	Frequently Exceeds Standard
Good	G	Meets and Often Exceeds Standard
Satisfactory	S	Meets Academic Standard
Needs Improvement	NI	Needs More Time to Meet Standard
Unsatisfactory	U	Frequently Falls Below Standard

LCSIT's educational program is designed to help all students to develop measurable student outcomes in the areas of reading, writing, math, and other academic and non-academic skills to address state content and performance standards. When coming to LCSIT a student will first receive diagnostic screening and diagnostic testing. After that, the student will receive ongoing progress monitoring against outcomes as described in the table below. These student exit outcomes are further subdivided at different grade and skill levels, based on New York state content standards. In order to best serve its students and community, LCSIT will continue to examine and refine its list of student outcomes over time to reflect LCSIT's mission and any changes to state or local standards.

For a student who is not meeting benchmarks as outlined in the table below, LCSIT will address the student's performance through a process similar to RTI that provides staff a routine, systematic way to identify students in need early on so that they can be provided with appropriate interventions.

## **STUDENT PROGRESS MEASUREMENT**

*Education Code §47605 (c)*

### **General Outcomes and General Proficiency Levels**

The tools listed in the exit out-come table above provide valuable assessment data that informs instruction, ongoing development of LCSIT's program, and the needs for professional development. The Table also offers information on minimal required proficiency levels necessary to attain each standard.

The tools listed in the Table include the CCSS and have been selected to allow LCSIT to track progress against exit outcomes as stated in the Table. From time-to-time, LCSIT may adopt additional or replacement assessment tools where it is determined such additional or replacement tools will enhance student performance.

### **Assessment Tools**

Assessment tools at LCSIT are multiple, valid, and reliable measures using both traditional and alternative routes. Teachers use self-created formative assessments to monitor learning on a daily and weekly basis. In addition, teachers utilize LCSIT benchmark assessments (all of which are written) to learn more about the needs of their students through test item analysis, a procedure that can indicate which concept or skill requires re-teaching to correct student error. LCSIT has chosen assessments that are in alignment to its mission, exit outcomes, and curriculum.

### **Assessments in Line With Mission**

In order to remain in line with LCSIT's vision, its assessment strategies will reflect LCSIT's commitment to:

- Promote an individualized approach to education;
- Assess students in both academic and non-academic areas;
- Provide broad in-depth assessments to assist LCSIT families;
- Recognize students' individual strengths and weaknesses; and
- Avoid labeling students.

### **E. Performance, Promotion, and Graduation Standards**

#### **iii. Plan for Collecting, Analyzing and Reporting Performance**

Legacy Charter School students will be held to district standards. We are striving for minimal retention of students but in the event that it is recognized that a student requires the gift of time, we will accommodate with the implementation of support services. Student's proficiency and performance will be assessed using multiple criterion including performance on unit exams, portfolio assessment, running records, and alternate assessments as in various sections above.

**Key Aspects of the Plan**

- LCSIT school-wide goals are aligned to the New York State Standards;
- LCSIT standards-aligned benchmarks are defined by teachers and administrators;
- LCSIT teachers and administrators will check predictive value of LCSIT benchmarks after every benchmark report period;
- LCSIT reports benchmark reviews at the close of each trimester to evaluate school and individual student progress towards goals;
- LCSIT articulation from grade level-to-grade level occurs at least once a year; and
- Inter-grade level meetings are scheduled throughout the year to review areas that may require more attention.

**Key Tools****Springboard for Success and Data in a Day Assessments**

Through the use of these tools, teachers and administrators regularly collect and analyze student achievement data, disaggregated by different subgroups within the school, e.g., race, ethnicity, gender, class, etc. School staff uses this data to address issues of predictability and inequitable distributions of student achievement.

Through these tools, teachers and administrators engage in teacher-led inquiry connected to classroom practice and student achievement goals and discussed in faculty meetings.

**Attendance as a Measurement**

Numerous studies confirm that with a decline in truancy students' grades improve. Hence, LCSIT's goal is to maintain a ninety-five percent (95%) student attendance rate. To remediate truancy concerns, LCSIT, as a standard practice, will convene a parent/guardian and teacher meeting at which the teacher will work with the parent/guardian to find an appropriate plan of action to address the truancy. As the student begins to attend school regularly, the academic profile then becomes a viable tool to address academic deficiencies.

**Parent Survey**

Measuring student and parent/guardian satisfaction are critical to LCSIT's success. Student and parent/guardian surveys will be administered by LCSIT to evaluate the quality of the LCSIT experience for students and families. Student and parent/guardian satisfaction findings will be used in the school's annual cycle of inquiry and ongoing data based school improvement efforts.

**Data Reports.**

The data collected through the selected assessment tools will be used for parent/guardian and faculty professional development, as is detailed, in part, below.

**Use for Parent/Guardian Community Development**

The LCSIT parent/guardian community participates in annual school self-reviews, sharing results with the broader public and collaboratively setting goals for the future.

Parent conferences will occur two (2) times a year, following LCSIT's benchmark assessments or more frequently, if dictated by individual circumstances. Parents/guardians, teachers, or students may request additional conferences.

Use for Professional Development

- The LCSIT faculty will analyze the numerical test and grade data described in the previous section. The results of this analysis will be used to determine faculty needs to better support student learning outcomes
- LCSIT staff will use the data obtained when participating in peer to peer meetings with partner schools, such as Green Meadow Waldorf School and Sunbridge Institute, for the purpose of developing skills, techniques, and programs to better support student learning outcomes.

**Data Management Tool for Optimal Efficiency and Transparency.**

LCSIT is reviewing use of a commercial software product to manage student data, with PowerSchool software being the most likely candidate. LCSIT would like student achievement and attendance data to be available online for parents to access, with overall school data on its website; PowerSchool is designed to provide such access. LCSIT believes that such access and the transparency of the work of the school and its overall progress it may provide will aid LCSIT in meeting its obligation to monitor student progress and the education goals set for LCSIT's students.

**F. School Culture and Climate**

Establishing behavioral expectations for students, staff, and visitors that encourage a positive school climate and culture are central to a safe and supportive school community. LCSIT will begin each day with an affirmation for our students. Affirmation Teaching looks at the classroom and school experience holistically, dividing it into four dimensions: the spiritual dimension that emphasizes caring and efficacy; the physical dimension involves setting up a safe and productive physical environment; the instructional dimension uses traditional teaching skills and strategies to promote student success; and the managerial dimension, which uses non-punitive, preventive, supportive, and corrective strategies to create and maintain a smooth- running (from both the students' and teachers' perspectives) classroom. The Affirmation Teaching model emphasizes preventive measures instead of after-the-fact corrective measures, which are so characteristic of most world schools today. It is a positive instead of a deficit model, teaching students what they do well instead of where they are deficient. It redefines the role of rules by pointing out types of rules that do damage (rules that threaten, rules that distort, rules that mislead) from rules that actually teach, or something that is called "basic understandings." - See more at: <http://www.changemakers.com/competition/entrepreneuring-peace/entries/affirmation-teaching-teachers-are-our-last-and-best-hop#sthash.urJnRduf.dpuf>

Children do not begin school on a blank page. They bring the totality of their experiences with them. Creating an environment that supports all children and provides ways to respond to those who have behavioral health needs is an increasingly recognized responsibility of today's schools. Parents and schools need a place to turn within the school and the community to help a child. But addressing a child's behavioral and emotional needs takes time and personnel away from the school's primary mission of instruction. Researchers agree that how students, teachers and even parents feel about being in a school will affect the learning and teaching that goes on there. When we walk into a school, we notice if it is welcoming, if staff and students seem to feel safe, cared for and respected. In the best schools, we can sense a strong community because of a healthy climate.

For students with behavioral health issues – this climate should offer order, affirmation, motivation, empowerment and lessons on modeling good behavior within society at-large. For faculty and the whole school family, good school climate involves a united approach to problem solving, a sense of teamwork and mission. For all participants, a good school climate offers affirmation in knowing how to behave individually and within a group, because the rules are

clear, consistent and fairly enforced and delivered in a setting that is clean, orderly and inviting. Academic success is much more likely in this environment. It is an integral part of the learning environment.

#### **DRESS CODE POLICY**

Legacy Charter School plans to implement a uniform dress code policy in order to cultivate good discipline and a favorable learning environment while mitigating potential distractions and divisions among students. The specific colors and style of the uniform have not been finalized, but likely will consist of pants in either navy, black or khaki and polo style shirts that may carry the school's name. The school will develop and refine the dress code over time to regulate how clothes are worn. Polo shirts shall be made available at an affordable price, and the school's annual financial plan will include funds to assist families who show a demonstrable need for help in purchasing clothing.

#### **COMPLAINT POLICY**

Any individual or group may bring complaints to the Board of Trustees of Legacy Charter School. Complaints to be heard by the board shall be submitted to the Business Administrator's office.

Complaints submitted to the Board of Trustees at least one-week prior to the next board meeting will be acted upon at that meeting. Complaints submitted later will be addressed at the board's subsequent meeting. The board will handle emergency issues on an as needed basis, responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to satisfaction of the individual or group that presents the complaint. The Board of Trustees, as necessary, may direct the Business Administrator or other responsible party to act upon the complaint and report to the board. The Board of Trustees shall render a determination in writing when appropriate or required.

If a complaint alleges violations of applicable New York State and/or federal law, or of the school's charter, the board's response shall be provided to the individual or group that presented the complaint, along with a copy of the current State University Charter School Institute's appeals process, as published on its web site ([www.newyorkcharters.org](http://www.newyorkcharters.org)).

In accordance with Education Law §2855(4), if, after presentation of such a complaint to the Board of Trustees, the individual or group determines that the board has not adequately addressed the complaint, that individual or group may present the complaint to the school's charter entity, the State University of New York Board of Trustees, through the Charter Schools Institute, which shall investigate and respond. If, after presentation of the complaint to the Institute, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the state Education Department, which shall investigate and respond. The SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the Board of Trustees of the Charter School under their jurisdiction to effectuate the provisions applicable under the education Law.

#### **G. Special Student Populations and Related Services**

LCSIT will provide special education and related services to students identified by the Committee on Special Education ("CSE") as disabled and ensure that students receive the program and services on their IEPs in the least restrictive setting. Students will be placed in a program by a multi-disciplinary team of professionals called the CSE. This team includes the child's teacher, a school psychologist, special education expert, parent of a disabled student, and, most importantly, the parent of the child. This team designs the program and sets goals for helping the child achieve.

LCSIT will ask that the District CSE ensure that the services are provided on site to the same extent that students in the traditional public schools receive programs/ services or transport the student to the nearest school site or setting which allows for the appropriate delivery of service to the child in compliance with their IEP.

Each disabled child will have access to the full range of programs and services of the school or school district, including co-curricular programs and activities, which are available to all other pupils enrolled in the public schools of the East Ramapo School District.

### **III. ORGANIZATIONAL AND FISCAL PLAN**

#### **A. Applicant(s)/Founding Group Capacity**

LCSIT was originally proposed by JoAnne Thompson in December 2012 in discussion with Sandra Oates as a good option for East Ramapo given the hard times that it was experiencing in budget and staffing cuts as well as questions of financial misappropriation by the East Ramapo School Board Members. We met with other Educators and East Ramapo residents to gather feedback on the idea of this proposal. After gathering consensus that it was an idea worth trying, we met as a group to talk about the next steps and the process as outlined by NY State Ed. In this group JoAnne Thompson, Sandra Oates, Horace and Eunice Turnbull, and Pedro Santana, met with Community Activists and Organizers such as Steve White of East Ramapo Stakeholders, Renold Julien of Konbit Neg Lakay, and Cassandra Edwards of Advocating for Change, LLC. In addition, we continued to invite community members and parents to participate in this planning phase. Denet Alexandre- a school counselor for East Ramapo Schools, agreed to support and participate in this charter effort. During another of these community planning phases, we met two other community residents, Ameenah Karim-Capers, Esq. and Felicia Munck who agreed to join this grassroots effort.

After a few meetings, we decided that as a grassroots community effort, it would be necessary to take a survey of the community before we continued. With the help of Cassandra Edwards of Advocating for Change, LLC and a computer online survey, we were able to get feedback from over 200 families. Though we were initially leaning towards a Dual Language Model for our school, the survey feedback made it clear that we would not be able to successfully implement this given the demographics of our community (Language chosen in the surveys [Italian or Chinese] was not supported in our community). As a result in February 2013, we began seeking information on a STEM focus. We formulated a Letter of Intent for submission in September of 2013. However, it was not approved.

While re-evaluating our submission and focus, we continued to interview and welcome new board members and participants like Phillip Choo, a special education teacher at Jesse Kaplan School, George Heyliger, a then Asst. Principal at NYCDOE in the South Bronx, and Susan Shurtleff, a finance manager for CEJES Institute to our planning and founding board. Later, we were introduced to Waldorf Methods by Susan Shurtleff. From there, we sought to educate ourselves about Waldorf and discover the feasibility of doing something like this in the public school system of East Ramapo. We spoke with several past students and educators. We also reached out to our local Waldorf School and Sunbridge Training Institute to discuss the ideas and seek support. After a successful meeting, we agreed that Waldorf was an innovative and non-traditional educational method with proven results and that it also offered the most amount of support centrally located within our community. The Waldorf Administration was receptive to the idea of the proposed Charter School and offered to support us as we moved forward. With this in mind, we unanimously decided to move forward. Since that time we have continued to meet with and educate stakeholders to this proposed charter school as well as invited them to join the process.

Meeting bi-weekly and then weekly, we formulated our 2015 Letter of Intent and finally this Full Charter Proposal.

NAME	CURRENT EMPLOYMENT	ROLE ON FOUNDING GROUP	PROPOSED ROLE(S) ON SCHOOL BOARD, IF ANY
JOANNE C THOMPSON	Rockland BOCES- Chief Dispatcher	Lead Applicant- Founding Member (Operational/ Educational)	Board Trustee- President
SANDRA OATES	East Ramapo Central School District- Guidance Counselor, Pomona MS	Media Contact- Founding Member (Educational)	Board Trustee- Vice President
AMEENAH CAPERS, ESQ.	Rockland County Office of the District Attorney- Asst. District Atty.	Secretary- Founding Member (Legal)	Board Trustee- Secretary
SHIRI REUNUVICH	Green Meadow Waldorf- Speech Pathologist	Founding Member (Special Education/ Speech/ Waldorf Education)	Board Trustee
GEORGE HEYLIGER	NYC DOE (Retired)- School Psychologist	Founding Member (Educational)	Board Trustee
DR LOUISE COVERT	Educational Consultant	Founding Member (Charter School/ Educational Leadership/ Operational)	Board Trustee
SUSAN SHURTLEFF	CEJES Institute-Finance Manager	Founding Member (Waldorf Education)	Board Trustee- Treasurer
Dr IRA OUSTACHER, Ed.D	East Ramapo Central School District (Retired)	Advisory Board Member (Education/ Operation)	Advisory Board Member (Education/ Operation)
HORACE TURNBULL	St Christopher's Schools- CFO	Advisory Board Member (Financial)	Advisory Board Member (Financial)

*Applicants are aware that they are required to undergo criminal background checks via fingerprint scans as some have already been entered into the TEACH system as city or district employees.*

## **B. Board of Trustees and Governance**

[Charter Schools Act § 2853]

The Board of Trustees (hereafter the Board) are the principal governing body and the mechanism by which the mission and vision of the school is ensured and carried forth. The school's pedagogical policy, curriculum, program administration, faculty recruitment and termination, professional development, and student enrollment is overseen by the Board although carried out by the school's staff. Yearly budget planning is conducted by the Board with the input of the school's Business Administrator, and top financial and programmatic staff.

Most importantly, our goal of honest, effective, and transparent management is most effectively demonstrated with a parent member serving as a voting member of the Board. This gives our parents and teachers, a tangible opportunity to shape the legal, fiscal, administrative, site development, and fund development activities of the school.

To assist and support the Board of Trustees, we have instituted a Board Advisory Committee. This group of professionals spans the scope of specialty fields, which we have deemed, necessary to the effective operation of the school. Although the Board Advisory Committee member has neither a seat nor a vote on the Board of Trustees, the

Board Advisory Committee provides technical assistance and staffing to the Board of Trustees to lessen workloads and to prevent leadership "burn-out."

Also providing support to the Board of Trustees is the School Business Administrator. In addition to his or her daily responsibilities the School Business Administrator is the head of the Finance and Advisory Committees and is the lead contact and liaison between the Advisory Committee and the Board of Trustees. Since the Advisors serve the Board in an unofficial way, the School Principal has the authority to appoint individuals to, and also, remove members from the Advisory Committee. This individual has not yet been determined.

### Proposed Founding Board of Trustees

Trustee name	Voting Y/N	Position on the board (e.g., officer or constituent representative)	Length of initial term
JOANNE C. THOMPSON	Y	BOARD TRUSTEE- PRESIDENT	3
SANDRA OATES	Y	BOARD TRUSTEE- VICE PRESIDENT	2
AMEENAH CAPERS	Y	BOARD TRUSTEE	1
GEORGE HEYLIGER	Y	BOARD TRUSTEE	3
DR LOUISE COVERT	Y	BOARD TRUSTEE	3
SUSAN SHURTLEFF	Y	BOARD TRUSTEE	1
SHIRI REUVENI	Y	BOARD TRUSTEE	3
(parent member)	Y	BOARD TRUSTEE	2
IRA OUSTACHER	N	ADVISORY BOARD MEMBER	-
HORACE TURNBULL	N	ADVISORY BOARD MEMBER	-

### Required Attachments:

**Attachment 5a:** Charter School Trustee Background Information (including educational and employment history or attached resume). Form template can be found at <http://www.p12.nysed.gov/psc/startcharter.html>. (Contact information and signature required for each proposed Trustee).

## C. Management and Staffing

### Financial Overview.

This Section outlines the financial plan for LCSIT covering the initial year (2016/2017 school year) and following years including:

- Planning assumptions;
- Annual operating budgets;
- Cash flow analysis; and
- Additional five (5) years of financial projections.

While we will have to be very careful and creative in the pre planning year, overall, the financial plan will provide for adequate resources to support the mission and educational programs planned for enrollment anticipated in Year 1

through Year 5 as shown in the table below. Funding sources to be relied upon are primarily governmental grants and apportionments that are offered to other local schools, at historic and/or approved levels. Expenses are projected to incorporate all educational and administrative needs, based on existing program/service costs with a cost of living allowance (“COLA”) for most significant items.

With a positive operating income and cash flows over the five (5) years presented, the overall fund balance of the school is anticipated to grow commensurate with the growth in operating income. This will allow LCSIT to build an operating reserve fund, equal to approximately five percent (5%) of annual operating expenses in a given year, to address potential economic uncertainty, unforeseen expenses, government funding changes or closure expenses.

**Planning Assumptions**

**Overview**

Several key planning assumptions underlie the financial plan, including:

- *Student enrollment*-The number of students, by grade level and year of enrollment;
- *Staffing*- The administrative, teaching and other positions assumed;
- *Facilities*- The requirements for maintaining LCSIT facilities;
- *Revenue*- based on state and federal funding guidelines; and
- *Expenses* - key categories budgeted and underlying assumptions, including capital expenditures.

**Student Enrollment**

The LCSIT financial plan is based on the enrollment plan described in the table below:

<i>Enrollment Table in numbers</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>Grades</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
K	60	60	60	60	60
1 <sup>st</sup>	60	60	60	60	60
2 <sup>nd</sup>		60	60	60	60
3 <sup>rd</sup>			60	60	60
4 <sup>th</sup>				60	60
5 <sup>th</sup>					60
<b>Totals</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>
<b>75% -Economically/disadvantaged</b>	<b>90</b>	<b>135</b>	<b>180</b>	<b>225</b>	<b>270</b>

<b>69% - Reduced/ Free Lunch</b>	<b>83</b>	<b>124</b>		<b>166</b>	<b>207</b>		<b>248</b>
<b>% - Limited English Proficiency</b>	<b>29</b>	<b>43</b>		<b>58</b>	<b>72</b>		<b>86</b>

**Initial Year Staffing**

In its opening year, LCSIT will be staffed by a full-time Business Administrator, six (6) teachers and six (6) part time positions for assistance in the classroom. In addition, we anticipate the incorporation of additional teaching staff and aides for supplemental educational and instructional offerings like Gym/ Art and Language. Additionally, it is our goal to use our diversified staff to provide foreign language offerings and exposure as early as possible.

LCSIT will employ a full time Business Administrator and Administrative Secretary to support the various clerical and administrative functions of the school. The school will outsource its financial and payroll management operations, so it will not have an accounting/payroll manager on staff.

**Future Year Staffing**

The staffing plan calls for an increase in teachers across all programs commensurate with the increase in students and classes. Initial year staffing levels for instructional aides have been estimated, with increases due to student growth planned for Years 2- 5.

<b>STAFFING PLAN (IN FTES)</b>					
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Business Administrator</b>	1.0	1.0	1.0	1.0	1.0
<b>Teachers*</b>	6.0	7.0	8.0	10.0	12.0
<b>Teaching Staff/Aides(P/T)</b>	3.0	5.0	7.0	9.0	11.0
<b>Specials (Gym/Art)</b>	1.0	1.0	1.0	1.0	1.0
<b>Admin &amp; Bookkeeper</b>	1.0	1.0	1.0	1.0	1.0
<b>TOTAL</b>	10.0	14.0	17.0	21.0	25.0

*\* Teacher numbers presented include allowance for LEP Instructors.*

The school has a simple, rational and practical organizational structure making the school-day flow with ease and interactions among the entire community fixed and stable. While the School's Business Administrator interfaces with office staff and prepares for the administrative aspects of the day, teachers lead their classrooms while school support staff will either be preparing for meals, or creative class specials.

**Job Descriptions****Business Administrator**

The Business Administrator, (BA) will function as the head of day to day school operations and will report directly to and implement all directives issued by the Board. The BA's primary duties will be one of compliance, record keeping and analysis. As the primary record keeper, internal and external reporting will be a key component of this position.

Having experience in institutional and education management, the BA will work closely with the Board to develop and monitor the yearly budgets; ongoing policy and procedures; capital plans; and long term strategies that increase the schools presence and enrollment. This position will also ensure staff compliance with all State and Federal guidelines. This individual works closely with the teachers & staff to set the tone for learning and accountability at the school. He or she will work with the entire staff to maintain and implement an effective discipline plan to create a safe environment for students and staff.

The Preferred candidate will have a Masters in School Administration, Business or Finance. Waldorf training is preferred.

**Master Teacher / Curriculum Director (Waldorf Trained)**

The Curriculum Director reports to the School Business Administrator in the management chain. He or she also represents the Faculty Council as its representative to the Board of Trustees. The Curriculum Director plans and conducts workshops, conferences and teacher training institutes to introduce new methods and procedures, and to improve the quality of instruction. He or she will be expected to follow trends and best practices in curriculum development and instructional aides and methods, serving as a resource for teachers. He or she is responsible for researching, evaluating and ordering of new curriculum materials, supplies and equipment. He or she coordinates curriculum committees and advisory boards to relate curriculum materials to specific subject area and student needs, and to maintain continuity of instruction throughout the district. Curriculum Director will interpret and enforce a school district's adherence to all state and federal education guidelines, regulations and codes. A Master's degree from an accredited college or university is required. Waldorf experience and/or training required. He or she will also be required to attend at least the week long summer series at a Waldorf school in addition to the Waldorf Continuing Education Courses. Applicant with Master Teacher designation will be prioritized.

**Classroom Teacher**

The Classroom teacher reports to the School Business Administrator in the management chain. He or she will be required to have earned a bachelor's degree or higher from an accredited 4-year university. Waldorf experience and training is also a plus. He or she will be required to attend at least the week long summer series at a Waldorf school in addition to the Waldorf Continuing Education Courses.

**Teacher's Aide (non-certified)**

Teacher's Aides report to the School Business Administrator in the management chain. He or she will be required to have earned a high school Diploma, GED, or higher. He or she will provide instructional services to students under the general supervision of a licensed or certified classroom teacher. Childcare experience and/or training is required as mandatory attendance of the week long summer series at a Waldorf school in addition to the Waldorf Continuing Education Courses.

**C.1. Charter Management Organization**

We do not intend to contract with a charter management organization.

**D. Evaluation**

Same tools used to assess Student Performance will also be utilized in part to evaluate our effectiveness as a School, School Staff, and Board Trustees as outlined below:

**Key Aspects of this plan**

- LCSIT school-wide goals are aligned to the New York State Standards;
- LCSIT standards-aligned benchmarks are defined by teachers and administrators;
- LCSIT teachers and administrators will check predictive value of LCSIT benchmarks after every benchmark report period; and
- Inter-grade level meetings are scheduled throughout the year to review areas that may require more attention.

**Key Tools****Springboard for Success and Data in a Day Assessments**

School staff uses this data to address issues of predictability and inequitable distributions of student achievement. Through these tools, teachers and administrators engage in teacher-led inquiry connected to classroom practice and student achievement goals and discussed in faculty meetings.

**Parent Survey**

Measuring student and parent/guardian satisfaction are critical to LCSIT's success. Student and parent/guardian surveys will be administered by LCSIT to evaluate the quality of the LCSIT experience for students and families. Student and parent/guardian satisfaction findings will be used in the school's annual cycle of inquiry and ongoing data based school improvement efforts.

**Website, Newsletter, and Media Outlets**

We will regularly communicate with parents and community through use of local media outlets like Rockland Journal News, Lo-Hud, County Times, WRKL Radio Station, etc. as well as a Monthly School Newsletter that will highlight events, projects, progress, and needs. We will also regularly update our website and Facebook pages.

**Board Meetings/ Public Forums**

Time will be allocated at each board meeting for parents and students to voice their concerns and openly communicate with the Board of Trustees any concerns or issues. Maintaining accountability and transparency in our school is a Board priority.

**Data Reports.**

The data collected through the selected assessment tools will be used for parent/guardian and faculty professional development, as is detailed, in part, below.

#### Use for Parent/Guardian Community Development

The LCSIT parent/guardian community participates in annual school self-reviews, sharing results with the broader public and collaboratively setting goals for the future.

Parent conferences will occur two (2) times a year, following LCSIT's benchmark assessments or more frequently, if dictated by individual circumstances. Parents/guardians, teachers, or students may request additional conferences.

#### Use for Professional Development

- The LCSIT faculty will analyze the numerical test and grade data described in the previous section. The results of this analysis will be used to determine faculty needs to better support student learning outcomes
- LCSIT staff will use the data obtained when participating in peer to peer meetings with partner schools, such as Green Meadow Waldorf School and Sunbridge Institute, for the purpose of developing skills, techniques, and programs to better support student learning outcomes.

#### **Data Management Tool for Optimal Efficiency and Transparency.**

LCSIT is reviewing use of a commercial software product to manage student data, with PowerSchool software being the most likely candidate. LCSIT would like student achievement and attendance data to be available online for parents to access, with overall school data on its website; PowerSchool is designed to provide such access. LCSIT believes that such access and the transparency of the work of the school and its overall progress it may provide will aide LCSIT in meeting its obligation to monitor student progress and the education goals set for LCSIT's students.

#### **E. Professional Development**

LCSIT is committed to training its certified teachers and teacher's aides in the theory of Arts-Infused Education. While we are not fully implementing a Waldorf School curriculum, our teachers will infuse concepts from this theory into their classroom instruction. In addition to the official Waldorf Education Training budgeted that will be offered all new employees, the staff will be encouraged to seek and share other opportunities for innovative workshops & trainings in the local area.

Every staff member will be expected to attend at least one workshop, of their choice, during each school year and using the team teaching concept, will be required to share their findings with the entire staff. Many local entities, such as BOCES, Rockland Teachers Institute, and others have a wide range of valuable workshops that are available to educators, upon which we will rely. In its initial (start-up phase) Sunbridge Institute of Chestnut Ridge, NY., a renowned Waldorf Teacher Institute, will provide staff development training to all first phase teachers and willing board members who will then be willing to serve as turn-key trainers to the entire faculty and staff. We will also seek to schedule ongoing trainings with Sunbridge Institute

In addition, on an annual basis, our master teachers and staff will attend the WECAN Early Childhood Educator Conference to further professional development, strengthen colleague connection, deepen knowledge of Waldorf and Arts-infused methods and find artistic and social refreshment.

Teacher will be given a common planning time and encouraged to share best practices. The Board of Trustees will rigorously seek methods that help to support our teachers and staff. The Main Lesson Block is a substantial block of time where teachers will be allowed to creatively address the needs of their students.

#### **F. Facilities**

Through a series of meetings in the school district with civic leaders, interested parents, educators and the community-at-large, Legacy's founding group identified locations meeting the desired criteria expressed during the community input and outreach period.

The first option includes leasing of a property formerly known as St Joseph's School located at 333 Sneden Place in Spring Valley. It is a 2496 square foot building on 10.15 acres of land. This structure is a functioning Roman Catholic Church which is attached to a former Catholic Elementary School. The school now sits vacant. We have begun discussion with Reverend Father Levelt Germain to secure this site. Should we be approved we would finalize the lease in January 2016.

As a second option, we have sent a request for space to the Superintendent of East Ramapo Central Schools pursuant to the ERCSD Public Use of School District policy. Pursuant to this policy it is our understanding that we would not be charged for use during the school day. In the event that the school can be housed in an existing building and there should be a fee, it is believed that annual lease expenses would be less than budgeted amounts.

As a third option, Leasing of seven (7) portable classrooms and portable administration offices and one (1) portable bathroom facility at five thousand six hundred dollars (\$5,500) per month including the ground lease. Budgets for Years 2 through 5 incorporate adding additional space to account for the increasing number of students and classrooms or space.

The Budget presented for facilities assumes a ten year lease with a month payment of 17500. Should option 2 or 3 be chosen the budget will be adjusted accordingly.



August 5, 2014

Dr. Joel Klien, Superintendent  
 East Ramapo Central School District  
 105 S. Madison Avenue  
 Spring Valley, New York 10977

Dear Dr. Klien,

My name is JoAnne Thompson and I am writing on behalf of The Legacy Charter School of Innovative Thinkers. We are seeking approval from the State Board of Education to open a charter school to begin in the 2015-2016 school year.

We are currently looking for space within East Ramapo that we would be able to use for the students that enroll in our charter school. We are therefore requesting the use of any East Ramapo Central School District space/facility available starting the 2015-2016 school year pursuant to the East Ramapo CSD Public Use of School District Facility.

We are seeking use of 8 classrooms, office space for 3 staff members, an outside play area, area for gardening, Use of Kitchen, Use of an indoor Gym/ Cafeteria, and parking for staff.

Please let me know what is required for the use of classroom and facility space. I can be reached at (845) 200-0038 or TheLegacyCharter@gmail.com. I thank you for your time and consideration of our request.

With Warmest Regards,

JoAnne Thompson, Lead Applicant Legacy Charter School of Innovative Thinkers

JoAnne Thompson,  
 Lead Applicant  
  
 P.O. Box 1244  
 Spring Valley, NY 10977  
 thelegacycharter@gmail.com  
  
 (845)200-0038  
 Phone  
  
 (877)538-3834  
 Fax

**Utilities.** Utilities have been budgeted based on commercial usage consistent with comparable leased square footage expenses.

As with the facility, for Years 2 through 5, the usage assumptions would increase in Year 2 to Year 5, commensurate with the increase in number of students and classes.

**Revenue**

**Overview**

Revenue projections are based on several key assumptions:

- Average Daily Attendance (ADA);
- State and Federal Funding; and
- Other sources of revenue.

**Average Daily Attendance**

The ADA percentage in the Years 1 through 3 is assumed to be ninety-five percent (95%), conservative for a suburban elementary school. The target ADA percentage for Years 4 and 5 increases to ninety-six percent (96%), to reflect a three (3)-year track record at that point.

Steady Enrollment and attrition are part of our key assumption in projecting this budget. While IDEA and Title Funds would also be available to use based upon our student population, we have not relied heavily upon them as they are somewhat unpredictable and would vary based upon enrollment. We have identified the fact that we may need to

secure a line of credit to support cash flow challenges during the initial months of operations, and will work with Hudson Valley Bank in order to discuss securing a line of credit of \$250,000.

The attached budget clearly demonstrates that the school can reach its full capacity and offer a sustainable financial model once fully enrolled; we recognize, however, the need to be lean during our opening year, given the small student body. As such, several key administrative positions will have to be filled until the second or third year of operation, in an effort to direct funds towards those working most directly with students.

#### **G. Insurance**

We submitted requests for insurance from two companies. A ballpark indication for our employee and program coverage needs has been provided below. Information presented is from **Austin and Company Insurance**. Estimate and Information included below represents recommended charter school coverage for operational year one.

The Legacy Charter School of Innovative Thinkers		Date Prepared: 8/12/14	
Coverage	Lim its	Prem ium	
<b>Property - Choice Form</b>			
Building		\$ 3,000	
Business Personal Property (BPP) including	\$ 250,000		
Earthquake & Flood	\$ 1,000,000		
Property Deductible:	\$ 2,500		
Earthquake/Flood Deductible:	\$ 25,000		
Equipment Breakdown	Included		
<b>Business Income with Extra Expense</b>	\$ 750,000		
No Coinsurance Provision			
<b>Automobile</b>			
Hired and Non-Owned Liability	\$ 1,000,000		
Hired Physical Damage	\$ 35,000		
<b>Crime</b>			
Employee Dishonesty including ERISA	\$ 350,000		
Forgery	\$ 275,000		
Computer Fraud	\$ 250,000		
Money & Securities:			
Inside the Premises	\$ 50,000		
Outside the Premises	\$ 25,000		
<b>Directors &amp; Officers</b>			
Including Educators Legal Liability	\$ 1,000,000	\$ 6,000	
Workplace Violence	\$ 100,000		
	sublim it		
Employment Practices Liability	\$ 1,000,000		
Third Party Liability	Included		
	*Retention: \$ 15,000		
	Fiduciary Liability \$ 1,000,000		
	*Retention: \$ 1,000		
<b>General Liability<sup>(1)</sup></b>			
Any One Occurrence	\$ 1,000,000	\$ 5,280	
Annual Aggregate	\$ 3,000,000		
Abuse & Molestation Coverage	Included		
Corporal Punishment	Included		
Employee Benefits Liability	Included		
Student Enrollment:	120		
<b>Umbrella Liability<sup>(1)</sup></b>			
Any One Occurrence	\$ 5,000,000	\$ 2,500	
Annual Aggregate	\$ 5,000,000		
Abuse & Molestation Coverage	Included		
Corporal Punishment	Included		
Retention:	\$ 10,000		
<b>Excess Educators Legal Liability(1)</b>			
Including Directors & Officers and	\$ 5,000,000	\$ 2,000	
Fiduciary Coverage	\$ 3,000,000		
<sup>(2)</sup> Dividend Pending Approval			
<b>Workers' Compensation &amp; Employers' Liability</b>	1,000,000	\$18,000	
<b>Student Accident</b>			
Accident Medical Expense	\$ 50,000	\$ 400	
<b>Catastrophic Student Accident</b>			
Accident Medical Expense	\$ 1,000,000	\$ 400	
Deductible:	\$ 50,000		
Type of Coverage	Full Excess		
<b>Total Annual Estimated Premium</b>		\$ 37,580	

(This is a ballpark premium

estimate and is subject to completed applications and underwriting review. Rates are subject to change.)

**Services and Other Operating Expenses**

***Facilities.*** The initial year budget assumptions include leasing of a property formerly known as St Joseph's School located at 333 Sneden Place in Spring Valley. It is a 2496 square foot building on 10.15 acres of land. This structure is a functioning Roman Catholic Church which is attached to a former Catholic Elementary School which now sits vacant. We have reached out to Reverend Father Levelt Germain to negotiate securing this site. Should we be approved, we would finalize the lease in June 2016.

As a second option, we have sent a request for space to the Superintendent of East Ramapo Central Schools pursuant to the ERCSD Public Use of School District policy. Pursuant to this policy it is our understanding that we would not be charged for use during the school day. In the event that the school can be housed in an existing building and there should be a fee, it is believed that annual lease expenses would be less than budgeted amounts.

As a third option, Leasing of seven (7) portable classrooms and portable administration offices and one (1) portable bathroom facility at five thousand six hundred dollars (\$5,500) per month including the ground lease. Budgets for Years 2 through 5 incorporate adding additional space to account for the increasing number of students and classrooms or space.

The Budget presented for facilities assumes a ten (10) year lease with a month payment of \$17,500. Should option 2 or 3 be chosen the budget will be adjusted accordingly.

***Utilities.*** Utilities have been budgeted based on commercial usage consistent with comparable leased square footage expenses.

***Liability Insurance.*** LCSIT will maintain liability insurance as is required by Law in the New York Charter School Act of 1988. Liability Insurance is included in the Ballpark Indication. Additionally, it will seek to have its students covered to the same extent as students in other Public District Schools through East Ramapo Central School District.

***Other Operating Expenses.*** The following highlights the additional significant expenses that have been budgeted:

Professional Services- For staff professional development Waldorf on-site consultation with Sunbridge Institute and other agencies- BOCES, RTCI, etc.

External CFO including auditing services, payroll service fees, and other external services as needed with the growth of student population.

**Capital Expenditures**

Budget estimates reflect expensing all facility and equipment purchases in leasing expenses. As a result, depreciation expense is not budgeted.

**H. Health, Food, and Transportation Services****HEALTH SERVICES**

Education Law 912 requires each of the school districts in New York State to provide resident students who attend nonpublic schools with all of the same health and welfare services available to students who attend the public schools of the district. The administrators of nonpublic schools must request these services which include, but are not limited to, all of the services performed by a physician, dentist, dental hygienist, school nurse, school psychologist, school

social worker and speech language pathologist. The services also may include dental prophylaxis; vision, hearing and scoliosis screening tests; recording health histories; physical examinations and in-school immunization; maintaining cumulative health records; and administering emergency care programs for ill or injured students. These services must be provided by the school district in which the nonpublic school is located.

LCSIT will request, as outlined above, that ERCSD provide health services for our students to the same extent that such services are provided to other public school students. The need for a nurse on staff will be obviated, as these functions will be operated by the East Ramapo Central School District through a shared services agreement. These functions, however, will be overseen by the Business Administrator of LCSIT. LCSIT will contract additional supplemental services for fairs and community events to further foster health for our students, families, and in our community. We will also contract supplemental services in the event that the district is not able to supply services to the level of our needs.

The school nurses complete all mandated health screening such as height, weight, vision, hearing and scoliosis. They review health records regarding immunizations, arrange for school physicians to examine students for mandated physicals, and assist the students in the certification process for sports participation. Each day, they will assess the student's needs for first aid and general wellness. The school nurses will participate in student education by providing information on bulletin boards as well as informative programs to the students. Some examples of these include health, nutrition, asthma prevention, hand washing and weight control through exercise.

#### **FOOD SERVICES**

In accordance with the United States Department of Agriculture (USDA) and the New York State Child Nutrition Program, Legacy Charter School will participate in the National School Lunch Program and the snack program. Meals will be provided in compliance with all applicable regulations as well as with NY State Department of Education. The food service program will also follow all guidelines for the free and reduced price meal plans offering nutritious balanced meals. The state food commodities program will also be utilized to help defray the cost of purchasing food supplies.

According to our 2010-2011 District report card, more than half of the East Ramapo students were eligible for free or reduced-priced lunch. In alignment with its charter, and while LCSIT will meet the criteria for Community Eligibility, we will provide both breakfast and lunch to all of our students. Parents and caregivers of children may also elect to send lunch with their child and not to participate in the lunch program on any given day. LCSIT will work to encourage participation in a dining-room environment. We propose that food at Legacy Charter School will be prepared on-site under the direct supervision of our food service manager. LCSIT is committed to providing high-quality, healthy food service program for all of its students. We will do all necessary tracking and reporting to ensure compliance and proper reimbursement as part of this program. Breakfast that is provided to all students free of charge will not be tracked as part of this reporting.

Students will assist in preparing for their meals as part of Legacy's comprehensive integrated approach to experiential learning, class community development and wellness education. LCSIT will also work with Food Services to allow for an effective partnership where cost effective, healthy meals are possible. This will afford Legacy Charter School, the chance to enjoy top-notch food, while facilitating education in the community and healthy lifestyles.

## TRANSPORTATION SERVICES

LCSIT intends to align its annual calendar with that of the East Ramapo Central School District. We understand that in keeping with New York State Education Law (Transportation Law § 3635), it is the district's legal responsibility to provide transportation to all students residing within its District. This will encompass all of our students.

The school's parent handbook will contain transportation information. As per the policy of Universal Bussing, our students are eligible for transportation provided that they live within the district.

Students who may be accepted into LCSIT, but reside outside of the school district must apply for transportation from their home districts. Students in this situation must have transportation needs specified through incoming IEPs, 504 Plans, or other sufficient health or medical documentation. All transportation requests to the District must be made prior to April 1st of the calendar school year when the transportation is expected to begin. Due to charter school lottery dates, transportation requests should be made prior to acceptance into the school.

### I. Family and Community Involvement

Once approval is obtained from the NY State Department of Education, the LCSIT will recruit potential parents and community members to establish a planning committee to support the LCSIT Board Members in the planning and design of the school and its function. Recognizing the value of community input, the LCSIT will maintain the group's function to serve as a consulting team.

The active participation of parents and caregivers inside and outside of the classroom is essential in supporting Legacy's educational program. LCSIT recognizes the value of its families' involvement and understands that student success weighs heavily on a home-school connection. At minimum, all parents and caregivers are expected to support their child's educational path and promote a healthy learning environment. Parents and caregivers are expected to work within school guidelines and policies. As well, we expect caregivers to encourage the school's curriculum and philosophy outside of the classroom. This commitment will be explicitly explained during the registration process.

LCSIT will rely on its parents to perform jobs such as school maintenance and improvement, clerical duties, volunteering for the after school activity program, helping out in handworks and other special subject classes, sharing special knowledge, assisting with fairs, preparing school mailings, preparing art supplies, serving on committees and organizing school fundraising events.

Establishing community partnerships with local agencies will enable us to offer our students and additional supports and supplemental services. Many programs that are not feasible throughout the school day because of scheduling constraints can be offered as after school or extended day options. LCSIT currently has and intends to maintain ties with the following agencies:

- **Konbit Neg Lakay**- a local Haitian-American Community Center
- **Advocating for Change, LLC**- Social Economic Advocacy Group
- **CEJES Institute**- Cultural, Educational, and Research Foundation for all disenfranchised groups

And, we will also seek to partner with other willing agencies that provide a benefit to our students and their families.

Our goal for Family and Community involvement is that all parent and community be welcomed as partners in building a strong supportive environment for all of our students. This model of involvement should engage our community's skills and assets, foster a relationship of trust and openness where all parents, students and community are valued members, and still take into account the need for safety and accountability. We seek to enrich our community by offering meaningful ways for our community, school, and families to work together to reach shared goals and objectives while teaching our students to understand democracy and citizenship.

#### **J. Financial Management**

Overseeing school finances are the primary responsibility of the Board, School Executive Management and Business Administrator. LCSIT will contract the support services of an external accountant and auditors, who are knowledgeable in charter school fiscal soundness. The board shall create a Finance Committee to evaluate finances on a monthly basis, which would include Board members, Executive Management and the Business Administrator. It may also include a representative from the community of teachers and parents. The whole Board will vote to approve adoption of annual budgets presented by the Finance Committee.

Revenues for LCSIT come from four main sources; Per pupil revenue from the state; Grants, Special education programs; and Food service. Per pupil revenue from the state was held to the current level of \$16,555 for all five years of the budget projections. While charter school funding from the state has historically increased from one year to the next, a recent trend to freeze charter school reimbursements and overall cuts in education spending suggests that a more prudent estimate of state funding is close to the current level. The CSP Planning and Implementation Grant is included in the proposed budget.

Special Education revenues include money provided by the district for services provided by the Charter School for those students with IEPs and grant money from IDEA, Title I, Title II and Title III. Based on projected enrollment and the expected rate of students with disabilities within the district, we expect revenues from the district. However, we have not included them in this budget as they may vary based upon enrollment. We plan on using East Ramapo Central School District personnel for speech, OT and PT services. IDEA and Title funds have been budgeted in year 2 and beyond to take into account any lag time between applying and securing such funds.

Funds generated from food services will come from the state and federal government reimbursements to students who qualify for free and reduced price meals. The food service program will follow all guidelines for the free and reduced price meal plans offering nutritious balanced meals. The state food commodities program will also be utilized to help defray the cost of purchasing food supplies. Food services will be provided to all students of LCSIT.

Facility operations costs are estimated. We are working to negotiate a lease an existing school structure with approximately 35,000 square feet that has recently been vacated by a Catholic school. We have conservatively estimated our yearly utility costs in Year 1. The insurance cost in year 1 of \$37,580 has been estimated with a quote from a professional broker for policies including Workers Comp, Liability, Umbrella, etc.

We have also estimated the costs for food services in this category at \$100,000, which would include much of the necessary kitchen equipment and appliances needed for our kitchen. The cost for a phone business package (internet and two business lines) is also included in school operations costs.

#### **K. Budget and Cash Flow**

Several key planning assumptions underlie the financial plan, including:

- *Student enrollment*-The number of students, by grade level and year of enrollment;

- *Staffing*- The administrative, teaching and other positions assumed;
- *Facilities*- The requirements for maintaining LCSIT facilities;
- *Revenue*- based on state and federal funding guidelines; and
- *Expenses* - key categories budgeted and underlying assumptions, including capital expenditures.

**Student Enrollment**

The LCSIT financial plan is based on the enrollment plan described in the table below:

<b>Enrollment Table in numbers</b>	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5
<b>Grades</b>	<b>2016-2017</b>		<b>2017-2018</b>		<b>2018-2019</b>		<b>2019-2020</b>		<b>2020-2021</b>
<b>K</b>	60		60		60		60		60
<b>1<sup>st</sup></b>	60		60		60		60		60
<b>2<sup>nd</sup></b>			60		60		60		60
<b>3<sup>rd</sup></b>					60		60		60
<b>4<sup>th</sup></b>							60		60
<b>5<sup>th</sup></b>									60
<b>Totals</b>	120		180		240		300		360
<b>Economically/disadvantaged (75 %)</b>	90		135		180		225		270
<b>Reduced/ Free Lunch (69 %)</b>	83		124		166		207		248
<b>Limited English Proficient Students (24 %)</b>	29		43		58		72		86

**Initial Year Staffing**

In its opening year, LCSIT will be staffed by a full-time Business Administrator, six (6) teachers and three (6) part time teacher’s aides. In addition, we anticipate the incorporation of additional teaching staff and aides for supplemental educational and instructional offerings like Gym/ Art and Language. Additionally, it is our goal to use our diversified staff to provide foreign language offerings and exposure as early as possible.

LCSIT will employ a full time Business Administrator and Administrative Secretary to support the various clerical and administrative functions of the school. The school will outsource its financial and payroll management operations, so it will not have an accounting/payroll manager on staff.

**Future Year Staffing**

The staffing plan calls for an increase in teachers across all programs commensurate with the increase in students and classes, as well as a growth in summer school and after school staffing to accommodate the enrollment growth.

Initial year staffing levels for instructional aides have been estimated, with increases due to student growth planned for Years 2- 5.

STAFFING PLAN (IN FTES)					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Business Administrator</b>	1.0	1.0	1.0	1.0	1.0
<b>Teachers</b>	9.0	13.0	16.0	19.0	22.0
<b>Teaching Staff/Aides(P/T)</b>	6.0	9.0	12.0	15.0	18.0
<b>ELL Specialists</b>	1.0	2.0	3.0	4.0	5.0
<b>Office Clerk/ Secretary</b>	.5	1.0	1.0	1.0	1.0
<b>Summer School</b>	1.0	4.0	5.0	6.0	7.0
<b>After School Programming</b>	2.0	2.5	4.0	5.0	5.5
<b>TOTAL</b>	20.5	32.5	42.0	51.0	59.5

**Facilities.** The initial year budget assumptions include leasing of a property formerly known as St Joseph’s School located at 333 Sneden Place in Spring Valley. It is a 2496 square foot building on 10.15 acres of land. This structure is a functioning Roman Catholic Church which is attached to a former Catholic Elementary School which now sits vacant. We have reached out to Reverend Father Levelt Germain to negotiate securing this site. Should we be approved, we would finalize the lease in June 2016.

As a second option, we have sent a request for space to the Superintendent of East Ramapo Central Schools pursuant to the ERCSD Public Use of School District policy. Pursuant to this policy it is our understanding that we would not be charged for use during the school day. In the event that the school can be housed in an existing building and there should be a fee, it is believed that annual lease expenses would be less than budgeted amounts.

As a third option, Leasing of seven (7) portable classrooms and portable administration offices and one (1) portable bathroom facility at five thousand six hundred dollars (\$5,500) per month including the ground lease. Budgets for Years 2 through 5 incorporate adding additional space to account for the increasing number of students and classrooms or space.

The Budget presented for facilities assumes a ten year lease with a month payment of 17500. Should option 2 or 3 be chosen the budget will be adjusted accordingly.

**Utilities.** Utilities have been budgeted based on commercial usage consistent with comparable leased square footage expenses.

**Liability Insurance.** LCSIT will maintain liability insurance as is required by Law in the New York Charter School Act of 1988. Liability Insurance is included in the Ballpark Indication. Additionally, it will seek to have its students covered to the same extent as students in other Public District Schools through East Ramapo Central School District.

**Other Operating Expenses.** The following highlights the additional significant expenses that have been budgeted:

Professional Services- For staff professional development Waldorf on-site consultation with Sunbridge Institute and other agencies- BOCES, RTCI, etc.

External CFO including auditing services, payroll service fees, and other external services as needed with the growth of student population.

### **Capital Expenditures**

Budget estimates reflect expensing all facility and equipment purchases in leasing expenses. As a result, depreciation expense is not budgeted.

### **Revenue**

#### **Overview**

Revenue projections are based on several key assumptions:

- Average Daily Attendance (ADA);
- State and Federal Funding; and
- Other sources of revenue.

#### **Average Daily Attendance**

The ADA percentage in the Years 1 through 3 is assumed to be ninety-five percent (95%), conservative for a suburban elementary school. The target ADA percentage for Years 4 and 5 increases to ninety-six percent (96%), to reflect a three (3)-year track record at that point.

#### **State Funding**

Current estimates for funding rates for the 2016/2017 school year for planning purposes are budgeted using the FY2015/2016 funding rate of 16,555. Steady Enrollment and attrition are part of our key assumption in projecting this budget. While IDEA and Title Funds would also be available to use based upon our student population, we have not relied heavily upon them as they are somewhat unpredictable and would vary based upon enrollment. We have identified the fact that we may need to secure a line of credit to support cash flow challenges during the initial months of operations, and will work with Hudson Valley Bank in order to discuss securing a line of credit of \$250,000. The attached budget clearly demonstrates that the school can reach its full capacity and offer a sustainable financial model once fully enrolled; we recognize, however, the need to be lean during our opening year, given the small student body. As such, several key administrative positions will have to be titled until the second or third year of operation, in an effort to direct funds towards those working most directly with students.

#### **Required Attachment:**

- **Attachment 9:** Budget and Cash Flow Template. Microsoft Excel Template can be found at <http://www.p12.nysed.gov/psc/startcharter.html>.

**L. Pre-Opening Plan**

<b>TASK</b>	<b>Start Date</b>	<b>Completion date</b>	<b>Responsible party</b>
Hold first board meeting and ratify bylaws	9/30/2015	9/30/2015	Board of Trustees
Execute Curriculum Implementation Plan	11/4/2015	7/31/2016	Business Administrator
Write the Student Application for Admission and submit for review to NYSED	12/2/2015	12/31/2015	Board of Trustees
Select and approve school faculty	12/16/2015	3/14/2016	Board of Trustees
Create student recruitment plan and materials, contract with company for direct mailings	1/1/2016	2/3/2016	Board of Trustees
Begin fundraising efforts	10/1/2015	Continuous	Foundation
Employ or contract with a Finance Management Organization, if necessary	1/1/2016	4/1/2016	Board of Trustees
Recruit students from across East Ramapo	1/1/2016	4/11/2016	Executive Director/Business Administrator
Distribute the code of ethics from the Charter Application to school trustees, officers and employees	2/3/2016	3/3/2016	Board President
Develop the school's fiscal policies and procedures and AS/SB draft Initial Statement	2/17/2015	3/17/2016	Business Administrator
Distribute job descriptions and solicit resumes for teachers, leadership, support staff	1/18/2016	3/17/2016	Board of Trustees
Obtain federal tax exempt status	7/2/2015	pending	Foundation
Contract/ Establish a payroll system	3/3/2016	4/28/2016	Board of Trustees
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50K	3/17/2016	4/30/2016	Business Administrator
Conduct phone and in person interviews	3/18/2016	4/11/2016	Executive Director/Business Administrator
Seek and Finalize location for school (lease negotiations and execute building lease, if necessary)	8/18/2015	6/2/2016	Board of Trustees

Write, print and distribute the student handbook, including disciplinary policies, school calendar and schedule, uniform policies and other key information to the faculty as necessary	4/11/2016	7/1/2016	Board of Trustees/ Executive Director/ Business Administrator
Create a Facility Completion Schedule and submit it to the Institute by May 16, 2016	4/11/2016	5/16/2016	Executive Director/ Business Administrator
Establish a billing system for school districts	4/14/2016	6/2/2016	Business Administrator
Salary negotiations and offer letters finalized	4/14/2016	5/5/2016	Executive Director/Business Administrator
Conduct the lottery if necessary	4/15/2016	4/15/2016	Executive Director/Business Administrator
Notify parents and guardians of the results of the lottery if necessary	4/16/2016	4/25/2016	Executive Director/Business Administrator
Complete the Application and Admission Summary and submit to the Institute by May 2, 2016	4/16/2016	5/1/2016	Executive Director/Business Administrator
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report	4/30/2016	6/13/2016	Business Administrator
Provide written notice to NYSED that Executive Director/Business Administrator has been named within 5 days of hire date	5/5/2016	5/5/2016	Board President
Obtain a Certificate of Occupancy and any other required permits, and submit them to the NYSED	5/2/2016	7/1/2016	Executive Director/ Business Administrator
Obtain Certificates of Insurance	5/2/2016	7/1/2016	Business Administrator
Create annual cash flow projection and submit by June 30th; submit revised budget if necessary by August 4	5/2/2016	6/30/2016	Business Administrator
Secure all students IEPs and academic records	5/19/2016	8/4/2016	Executive Director/ Business Administrator
Contract with Related Service Providers	5/19/2016	6/2/2016	Executive Director/ Business Administrator
Request student records from students' former districts/school	5/19/2016	7/3/2016	Executive Director/ Business Administrator

Prepare school calendar and distribute to families	6/2/2016	7/1/2016	Executive Director/ Business Administrator
Finalize charter school's financial management contract and submit a copy to NYSED for review	6/2/2016	6/2/2016	Executive Director/ Business Administrator
Purchase classroom furniture, and Instructional supplies	6/16/2016	8/1/2016	Executive Director/Business Administrator
Finalize charter school's shared services contract with ERCSD	6/16/2016	8/1/2016	Executive Director/ Business Administrator
All fingerprints and background checks for staff completed	1/1/2016	7/1/2016	Executive Director/ Business Administrator
Prepare class schedules and distribute to teachers	7/1/2016	8/1/2016	Executive Director/ Business Administrator
Finalize school food contracts	7/1/2016	7/1/2016	Executive Director/ Business Administrator
Finalize transportation arrangements with ER School District Office of Transportation and arrange for any supplemental transportation vendors	7/1/2016	8/1/2016	Executive Director/ Business Administrator
Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice	7/1/2016	7/15/2016	Executive Director/ Business Administrator
Create life safety procedures and train teachers accordingly	7/1/2016	8/15/2016	Executive Director/ Business Administrator
Create a draft SAVE plan and submit it to the SED and Institute	7/1/2016	8/15/2016	Executive Director/ Business Administrator
Write a plan and procedures to control access to the building	7/1/2016	8/15/2016	Executive Director/ Business Administrator
Hire necessary security personnel, if needed	7/1/2016	8/15/2016	Executive Director/ Business Administrator
Verify immunization status of all incoming students	7/15/2016	8/15/2016	Executive Director/ Business Administrator
Set up separate locked storage for students' academic and health records	7/15/2016	8/1/2016	Executive Director/ Business Administrator
Write the school's FERPA policy and give annual notice to families regarding the school's FERPA policy	7/15/2016	8/1/2016	Executive Director/ Business Administrator

Create building signage for exits, traffic flow	7/15/2016	8/15/2016	Executive Director/ Business Administrator
Submit unaudited statements of income and expense to the Institute by August 15th	7/15/2016	8/15/2016	Executive Director/ Business Administrator
Purchase required food/beverage storage equipment, in accordance with school food vendor requirements	8/1/2016	8/1/2016	Executive Director/ Business Administrator
Set up a process for the distribution and collection of forms for free and reduced prices lunch, and for collection of lunch funds, including internal controls	8/1/2016	8/1/2016	Executive Director/ Business Administrator
Develop a medications administration plan	8/1/2016	8/15/2016	Executive Director/ Business Administrator
Develop a health services plan	8/1/2016	8/15/2016	Executive Director/ Business Administrator
Purchase defibrillators and train staff	8/1/2016	9/1/2016	Executive Director/ Business Administrator
Set up student files with property FERPA protections and procedures	8/1/2016	9/1/2016	Executive Director/ Business Administrator

#### **M. Dissolution Plan**

In the event of closure or dissolution, the Board of Trustees of Legacy Charter School in compliance with the applicable requirements of Education Law §§ 219 and 220 and any Closing Procedures specified by SED shall delegate the Executive Director or other responsible party to manage the dissolution process. This process shall include the following steps, each executed at the earliest possible opportunity:

- Parents or guardians of the students currently enrolled in the charter school will be notified of their need to seek an alternative choice for the education of their child.
- Student records will be transferred to the East Ramapo Central School District, and the parents of currently enrolled students will be notified of the transfer of these records;
- All parents will receive copies of their children's records prior to the records' transfer to the district;
- A list of currently enrolled students will be forwarded to the East Ramapo Central School District; and
- Students and their families will be referred to the East Ramapo Central School District or their appropriate home school district for transfer recommendations and enrollment in available programs in their school district.

In addition, the charter school will hold at least one public meeting to discuss the impact of the school's dissolution on their lives and to examine the role that Legacy Charter School will play in the transition of each child to his or her next school situation. The charter school will make every effort to inform currently enrolled students and their families about the options that are available to them in other schools: public and private, charter and non-charter.

Legacy Charter School will work diligently and efficiently to complete the dissolution process, including compliance with the applicable requirements of Education Law §§ 219 and 220 and any Closing Procedures specified by SED, in a timely manner to minimize disruption to student's lives. To the best of the charter school's ability, it will endeavor to ensure that students make a seamless transition to their new schools.

To this end, Legacy Charter School has included in its budget an escrow fund of \$25,000 for each of the first three years totaling \$75,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name The Legacy Charter School of Innovative Thinkers  
Proposed School Location (District) East Ramapo Central School District  
Name of Existing Education Corporation (for replication) N/A

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”<sup>12</sup>

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

<sup>12</sup> N.Y. Education Law § 2854(2)(a)

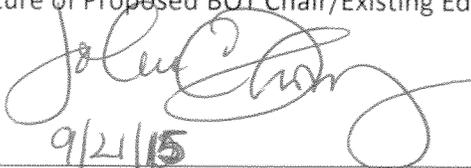
- required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;<sup>13</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>14</sup> and
  - That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>15</sup>

*Existing Education Corporation (if seeking to replicate):* I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, JoAnne C. Thompson hereby certify that the information submitted in this Full Application to establish The Legacy Charter School of Immaculate is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Date: 9/21/15

<sup>13</sup> ESEA § 5203(b)(3)(J)  
<sup>14</sup> ESEA § 5203(b)(3)(K)  
<sup>15</sup> ESEA § 5203(b)(3)(N)

## **ADMISSION POLICY**

As stipulated in the mission statement, Legacy Charter School (LCS) seeks to educate young people from the diverse neighborhoods of East Ramapo and to embrace racial, ethnic, religious and socio-economic diversity in the student body. To this end, our anti-discrimination criteria, admissions procedure, and community outreach programs are designed to maximize the potential for a diverse student body representing, as closely as possible, the great diversity of East Ramapo.

Legacy Charter School will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or the school building.

### ***Admissions Criteria***

In accordance with Legacy Charter School's commitment to diversity and as delineated by federal, state and local law, Legacy Charter School is nonsectarian and does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, sexual orientation, handicap or national or ethnic origin. Additionally, admission to Legacy Charter School shall not be limited on the basis of a student's intellectual ability, measures of achievement or aptitude, athletic ability, or disability.

Any child who is qualified under the laws of New York State for admission to East Ramapo public school district is qualified for admission to Legacy Charter School. The school shall enroll each eligible student who submits a timely application by the first day of April each year, unless the number of applications exceeds the capacity of the grade level or building. In such cases, students shall be accepted from among applicants by a random selection process, allowing that enrollment preference will be given to pupils returning to the charter school in the second or any subsequent year of operation, and pupils residing in East Ramapo, and siblings of pupils already enrolled LCS.

### ***Application and Enrollment Procedures and Schedule***

In the interest of reaching families of diverse backgrounds and minimizing the barriers to entry, the application procedure for Legacy Charter School will be made as simple and accessible as possible. The application itself will require only information that is absolutely necessary, and it will be available in Spanish and Creole as well as English. Legacy Charter School staff will be available and will actively seek to assist any students or families in the application process. Additionally, LCS staff will work with admitted and matriculated families to prepare them for and help them meet the social and academic

expectations of the school community and offer counseling and support to those students and families that struggle to meet our expectations.

### ***Admissions Schedule***

- January 1, 2015 – Applications for admission to Legacy Charter School will be made available via the Charter school’s website, mailings to current parents and community members, and through various community outreach efforts. For subsequent years, on January 1 letters of intent to renew enrollment for the following school year will be distributed to current students.
- January through March – Outreach efforts will continue with active recruitment of applicants from diverse neighborhoods, public elementary schools, and community groups. Legacy Charter School staff will be available to offer assistance to any families requiring it, and will make concerted efforts to follow up with interested families.
- April 1, 2015 – Final deadline for submission of applications from new applicants. For subsequent years, April 1 will be the deadline for all signed letters of intent to re-enroll from current students.
- First week of April 2015 – Applications will be collated and, if necessary, a random lottery for each grade level will be scheduled for the first available date. The lottery will be open to the public and attended and/or audited by a representative of The Foundation for the Legacy Charter School of Innovative Thinkers. For subsequent years, it will be conducted to ensure preference for currently enrolled students, siblings of currently enrolled students, and residents of East Ramapo, in that order. After all seats have been filled, a waiting list will be created for each grade level, placing students in preferential order established by the lottery drawing. The lottery will be executed according to the requirements and standards outlined in Education Law subdivision 2854(2) and Charter School Regulations Part 119.5. Legacy Charter School intends to hold the lottery, if necessary, during the first two weeks of April.
- Mid-April 2015 – Accepted students will be notified, and necessary enrollment materials will be mailed to accepted students and their families. Students who have been placed on the waiting list or who have not been accepted will also be notified.
- Mid-May 2015 – Letters of intent to matriculate will be due from accepted students. A concerted effort will be made by the Charter School to contact and consult with any family who has not submitted a letter of intent by the deadline before going to the waiting lists.

- Mid-June through September 2015 – The Charter School will contact students admitted off the waiting lists. A concerted effort will be made by the Charter school to contact and consult with any family admitted off the waiting list. Each family contacted to fill a wait list space will be given five (5) business days in which to accept the available opening. If they decline the offer, the name will be removed from the waiting list and they must resubmit a new application the following spring and start the process from the beginning. No response will be counted as a rejection, and the next available applicant will be contacted.

### ***Enrollment Preference***

Enrollment is open to all students in grades K – 1 according to our growth model. The school will give priority to students enrolled and admitted in the prior year, siblings of students already enrolled, and students residing in East Ramapo.

### ***Lottery Process***

If the number of applicants for a classroom exceeds the number of positions available, the school will hold a random selection lottery during or prior to the second week following the close of open enrollment. The random selection drawing shall be run by a representative from the Foundation for the Legacy Charter School of Innovative Thinkers, shall be open to the public, and the school will notify all applicants of the time and place. Names will be drawn until all available classroom positions have been filled. Any remaining names will be drawn to establish waiting list priority to be used to fill openings during the school year for which the student applied. After all eligible names have been drawn, the school will add the names of applicants who filed applications after the close of open enrollment. All post-deadline applicants will be added in the order in which they are received.

All applicants still on the waiting list must resubmit an application for the following school year. Once students are admitted, they will remain eligible to be admitted at the school for successive years without having to re-enter the selection process. However, they must enroll for the subsequent year.

### ***Lottery Procedures***

*Step One:*

**Current students** who complete a re-enrollment form are automatically re-enrolled to the next grade.

*Step Two:*

The **grade levels** are randomly drawn to determine which grade shall be drawn first.

*Step Three:*

**Siblings** of currently enrolled students are automatically enrolled if spaces are available. If a grade has more sibling applicants than openings, sibling applicants are randomly drawn.

*Step Four:*

**New applicants** are drawn completely for each grade in the order determined in Step Two, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings are also enrolled if room is available.

*Step Five:*

After all spaces are filled, the drawing continues to determine the order of the waiting list.

### ***Outreach Programs***

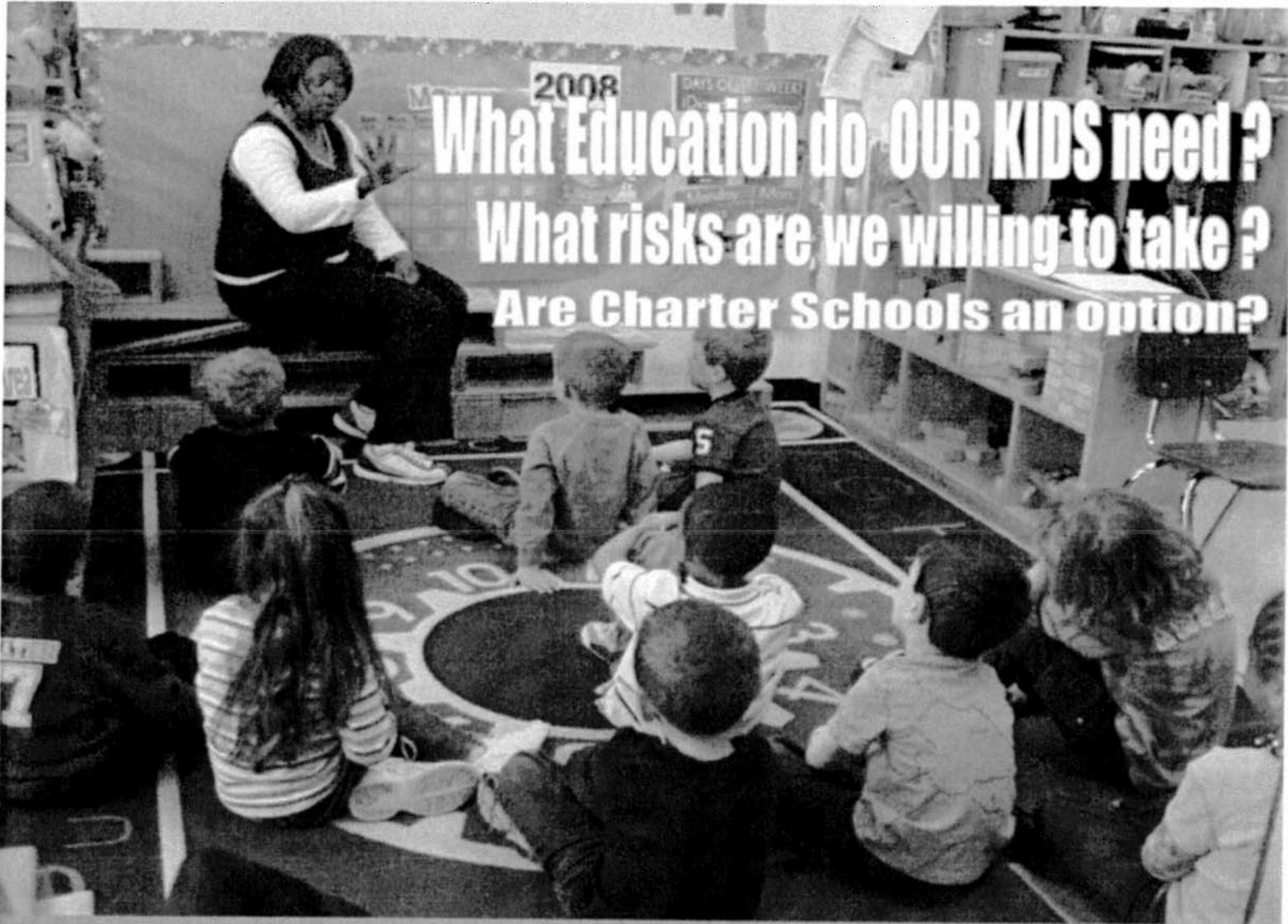
In accordance with our mission statement and the New York State Education Law, Legacy Charter School is pursuing a rigorous plan of community outreach. These efforts include, but are not limited to:

- An interactive website inviting community input, questions, and feedback;
- Community partnership with local businesses;
- Outreach through neighborhood religious groups, including but not limited to Churches, Mosques and Synagogues;
- Collaboration with the community board, particularly with members of the education committee;
- Collaboration with community leaders, such as the mayor, Town Supervisor, and members of various grassroots community organizations;
- Collaboration with a variety of educational non-profit organizations and businesses serving the community in and around East Ramapo;
- Active recruitment at various daycares and elementary schools in East Ramapo, at local community centers, residential communities, and after school programs, and through local religious organizations;

- Open house and community forum events at which parents and community members can visit, learn about, or ask questions about the Charter school;
- Direct communication with the community through postings and mailings.

### ***Voluntary Withdrawal from the Charter School***

Legacy Charter School is a school of choice and it is critical that all students and their parents examine the school closely before deciding to enroll. We hope that the process involved in applying to the school's lottery for admission will provide parents and guardians with the information they need to make a well-informed choice. However, we realize there may be circumstances in which a parent or guardian wishes to transfer their child to a different school. In these instances, LCS personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from the Charter school, and seek solutions to any problems within the Legacy Charter School community. This initial meeting will serve both to help staff remedy any problem and to receive direct feedback from the families who are opting for alternatives other than Legacy Charter School. Such feedback could form the basis for an alteration in school practices. If the parent or guardian still wishes to transfer their child to another school, staff at LCS will make every reasonable effort to help the student find a school that better serves the family's desires. Legacy Charter School will ensure the timely transfer of any necessary school records to the student's new school.



# What Education do OUR KIDS need? What risks are we willing to take? Are Charter Schools an option?

**When parents and students make the decision to seek a better education - which comes at no cost to them--they do so because they are dissatisfied with the status quo of the traditional public school education.**

**Parents are seeking solutions. Charter schools may be a good solution.**

Learn about Charter Schools and the Law

Learn about the Dual Language Immersion Focus

Learn about how Technology plays a part in this model

Ask Questions about how you can help

**Call for More Information:**

**845-200-0038/ JoAnne Thompson**

Please take our "Community Survey". Your feedback is important!

<http://www.surveymonkey.com/s/ML9LMZJ>

**Attend one of our  
Community Presentation Sessions**

**DATE: March 19th, 2013  
& April 9th, 2013**

**TIME: 6:00 p.m.- 7:00 p.m.**

**Location: Martin Luther King  
Multipurpose Center  
110 Bethune Blvd.  
Spring Valley, NY 10977**

**(Please call ahead to reserve a seat)**



Milliones de familias de todos los rincones de los Estados Unidos envian a sus hijos a las escuelas publicas. Independientemente de donde vivan o cuanto ganen, estas familias tienen el derecho de esperar la mejor educacion que estas escuelas tienen que ofrecer. Para los estudiantes de Este Ramapo que lucha con el idioma ingles, esto no ha sido así. Aproximadamente la mitad de estos estudiantes nunca se graduan. ESTO ES INACEPTABLE! La educacion es un derecho para todos los niños sin importar el idioma que hablen! Queremos arreglar esto. Estamos aqui para responder a sus preguntas.

Venga a una reunión sobre

**LA EDUCACIÓN BILINGÜE GRATIS EN ESTE RAMAPO**

incluyendo no sólo para los niños sino también para los padres como parte de nuestra comunidad!

**MARTES, 19 DE MARZO 2013**

**6 PM DE LA NOCHE**

Martin Luther King Multipurpose Center  
110 Bethune Blvd.  
Spring Valley, NY 10977

Ph/ 845-200-0038

**LEGACY**

**CHARTER SCHOOL**

*of Innovative Minds*



P.O. Box 1244  
Spring Valley, NY 10977

• FRONT

Email Us at [TheLegacyCharter@gmail.com](mailto:TheLegacyCharter@gmail.com)

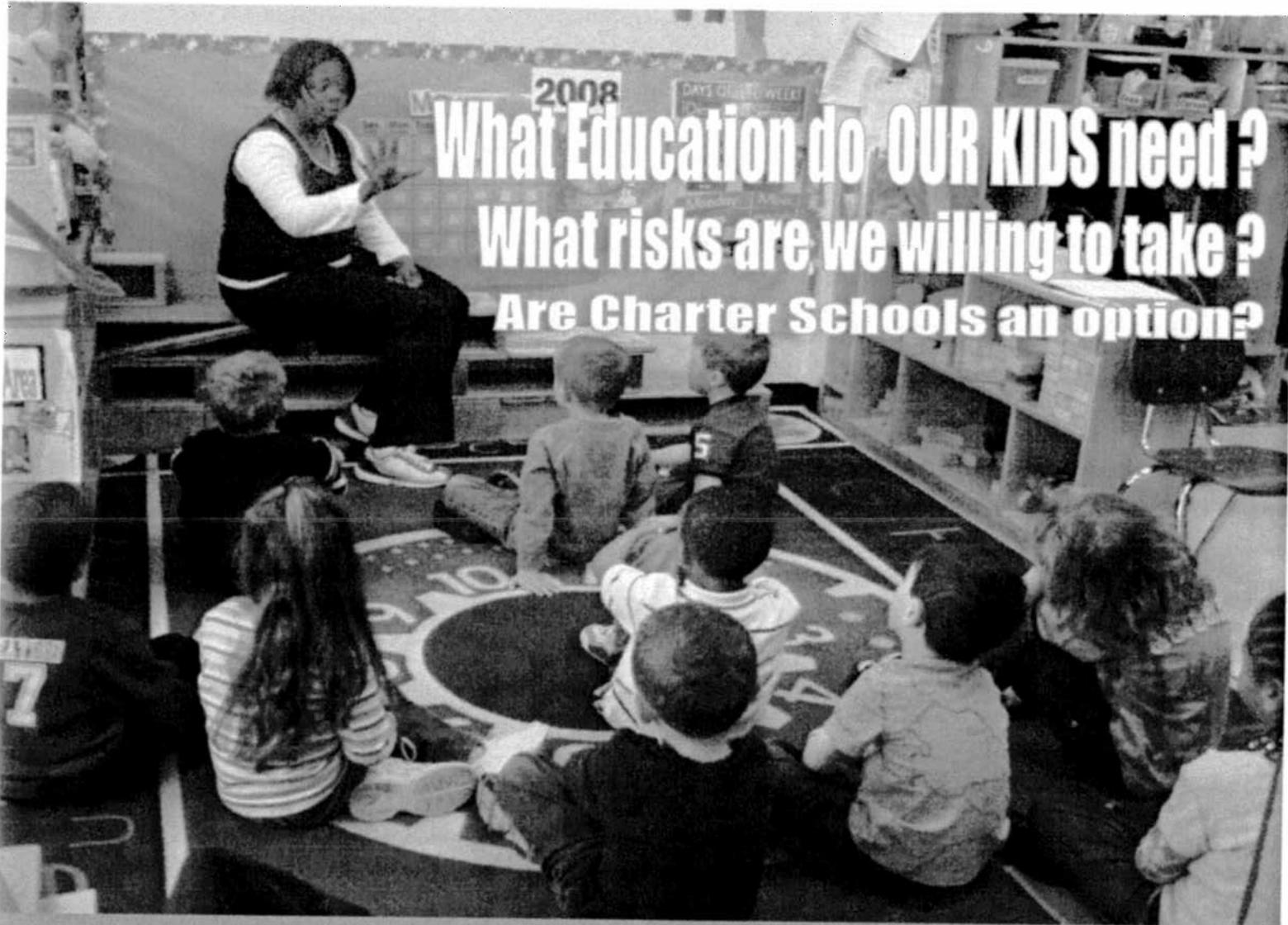
FOR MORE INFORMATION:  
[www.legacycharter.weebly.com](http://www.legacycharter.weebly.com)  
<http://www.facebook.com/LegacySTEMCharter>

*The Legacy of Heroes is the memory  
of a good name and the inheritance of a good example.*

Seeking Charter Approval for the 14-15 School Year

• BACK

*(Business Card)*



# What Education do OUR KIDS need? What risks are we willing to take? Are Charter Schools an option?

**When parents and students make the decision to seek a better education -which comes at no cost to them--they do so because they are dissatisfied with the status quo of the traditional public school education.**

**Parents are seeking solutions. Charter schools may be a good solution.**

## **JOIN OUR DISCUSSION:**

- Learn what Charter Schools Are
- How the process works
- Help develop programming for OUR kids

**Call for More Information:**

**845-200-0038/ JoAnne Thompson**

Please take our "Community Survey". Your feedback is important!

<http://www.surveymonkey.com/s/ML9LMZJ>

## **OUR NEXT MEETING:**

**TUESDAY,**

**MARCH 18th, 2013**

**6:00pm—7:30 pm**

**Martin Luther King Multi-Purpose  
Center**

110 Bethune Blvd | Sp. Valley, NY 10977

| Tel: 845-425-8910



Ne pas nos enfants méritent une meilleure éducation?  
Combien de temps pouvons-nous permettre que cela continue?  
Écoles à charte sont une bonne solution à nos problèmes?

Lorsque les parents et les étudiants prennent la décision de rechercher une meilleure éducation - ce qui vous est offert sans frais pour eux - ils le font parce qu'ils sont insatisfaits du statu quo de l'enseignement public traditionnel.

Les parents cherchent des solutions. Les écoles à charte peut être une bonne solution.

#### REJOIGNEZ NOTRE DISCUSSION:

- ◆ Découvrez ce que les écoles à charte
- ◆ Comment fonctionne le processus
- ◆ Aide élaborer des programmes pour nos enfants

Appelez pour plus d'information:

845-200-0038 / JoAnne Thompson

S'il vous plaît prendre notre «Enquête communautaire». Vos commentaires sont importants!

<http://www.surveymonkey.com/s/ML9LMZ1>

### **NOTRE PROCHAINE**

### **RÉUNION:**

# **9 AVRIL 2013**

## **6:00pm—7:30 pm**

**Martin Luther King Multi-Purpose  
Center**

110 Bethune Blvd | Sp. Valley, NY 10977 |

Tel: 845-425-8910



**Timoun nou merite pi byen?  
Ki sa ki risk yo se nou vle pran?  
Èske Lekòl Charter yon bon lide?**

Lè paran yo ak elèv yo pran desizyon an yo mete chache yon pi bon edikasyon - ki vini san sa pa koute yo - yo fè sa yo paske yo te satisfè avèk jan bagay sa yo nan edikasyon nan tradisyonèl lekòl piblik.

Paran yo ap chèche solisyon yo. Charter schools yo ka gen yon

### **Join pou diskite NOU AN:**

- Aprann ki sa Charter School se
- Ki jan pwosesis la ap travay
- Ede devlope pwogram pou timoun NOU AN

**Rele pou plis enfòmasyon:**

**845-200-0038/ JoAnne Thompson**

Please take our "Community Survey". Your feedback is important!

<http://www.surveymonkey.com/s/ML9LMZJ>

**PWOCHEN REYINYON**  
**NOU AN:**

**TUESDAY,**

**Avril 9, 2013**

**6:00pm—7:30 pm**

**Martin Luther King Multi-Purpose  
Center**

110 Bethune Blvd | Sp. Valley, NY 10977 |

Tel: 845-425-8910



## ENTONCES Y AHORA

La clase de lengua en los Estados Unidos se ha transformado en los últimos 20 años para reflejar un creciente énfasis en el desarrollo de la competencia comunicativa del alumno. A diferencia de la clase de antaño que los estudiantes deben conocer una gran cantidad de información sobre la lengua, pero no tenía una expectativa de uso de la lengua, la clase de hoy es acerca de la enseñanza de lenguas para que los estudiantes las utilicen para comunicarse con hablantes nativos de la lengua. Aprender otros idiomas y la comprensión de la cultura de la gente que habla a continuación es una habilidad del Siglo 21 que es vital para el éxito en el entorno global en el que nuestros estudiantes viven y trabajan.

En el mundo globalizado de hoy, un programa eficaz de educación nacional debe responder a las necesidades y tendencias mundiales y tienen como objetivo desarrollar una ciudadanía global competente. Ya no es suficiente centrarse únicamente en asegurar que los estudiantes tengan una lectura esencial, escritura, matemáticas y ciencias.



## PUNTOS DESTACADOS DEL PROGRAMA

- Grados K-12 (Año 1 - k a través de 1)
- Gratis (Public escuela de elección)
- Dos Idiomas Programa de Inmersión
- Uniformes
- académico riguroso
- Tecnología / Aulas Virtuales
- La formación del carácter integrado
- Deportes / Artes de programación
- Grupos de apoyo específicas de género
- Oportunidades de educación para adultos
- Participación de los padres
- Actividades Comunitarias
- Carrera / Counseling College Prep
- Servicios de Educación Especial
- Centrarse en la graduación para todos los niños

## ÚNETE A ESTA HIERBA ROOTS MOVIMIENTO!

Es hora de que nuestra comunidad, padres de familia,

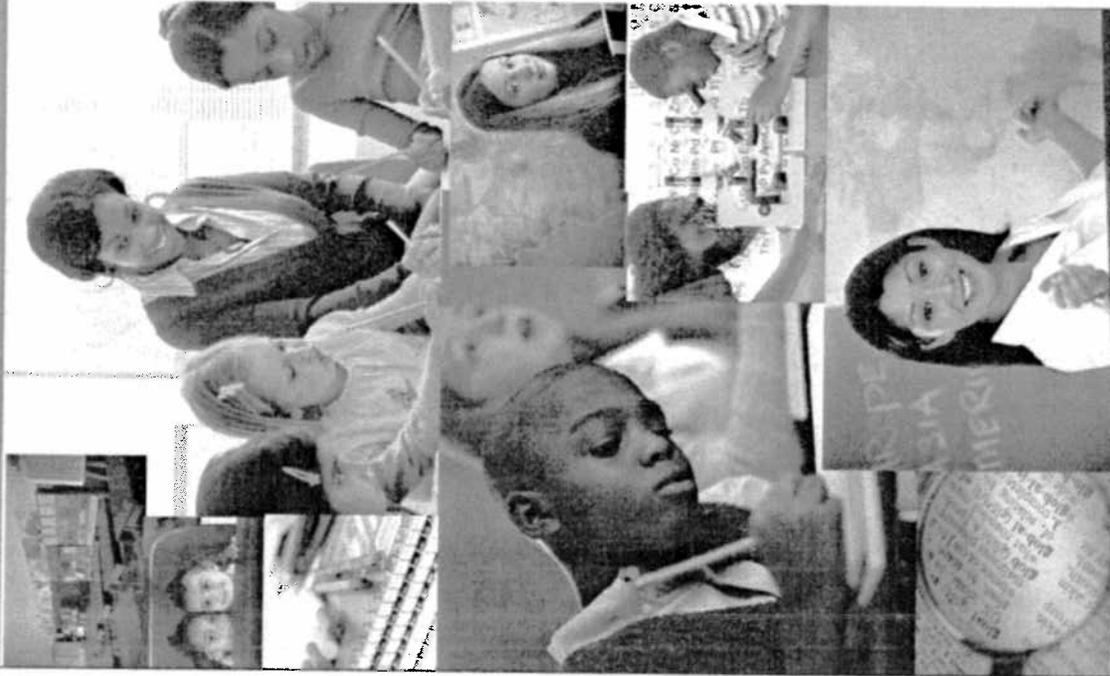
Estudiantes, negocios y contribuyentes propietarios de viviendas / a vislumbrar la mejora de las escuelas y los entornos de aprendizaje y poner en práctica esa visión.

La utilización de asociaciones con los padres, las familias y la comunidad, podemos mejorar la calidad de la Educación Pública.

Debido a que todos los estudiantes de América, independientemente del ingreso familiar o el lugar de residencia, merece una educación de calidad.

## LENGUAJE DUAL CHARTER SCHOOL

21 DE LA EDUCACIÓN A diferencia de cualquier otro!



PENDIENTE DE APROBACIÓN PARA 2014 - 2015 AÑO  
ESCOLAR

845-200-0038

JOANNE THOMPSON, EL PLOMO SOLICITANTE

## ¿QUÉ ES UNA ESCUELA CHARTER?

Las escuelas charter son creadas y operadas por los padres, organizaciones o grupos comunitarios para llenar una necesidad educativa de otro modo no ofrecida por las escuelas tradicionales. Pueden dirigir los recursos donde los estudiantes más los necesitan. Charters tienen más flexibilidad que los convencionales de las escuelas públicas a cambio de que se celebren normas adicionales para asegurarse de que están cumpliendo con sus metas estudiantiles.

Las escuelas charter se les da la libertad para desarrollar su propio plan de estudios, elegir el personal, definir la duración de la jornada escolar y año, y establecer sus propias normas de conducta de los estudiantes. A cambio de estas libertades, una escuela debe demostrar que ha elevado el rendimiento de los estudiantes dentro de su periodo de cinco años charter.

Los estudiantes asisten a escuelas autónomas por decisión propia o de sus padres o tutores y no por asignación de un distrito escolar. En las escuelas públicas, las escuelas charter no pueden cobrar matrícula. Si las solicitudes para asistir a la escuela de la carta exceden los espacios disponibles, la inscripción se decide por la lotería.



La población general de East Ramapo es 64% blanco, pero la población escolar pública de cerca de 8.200 estudiantes es 70% hispana y en crecimiento. Los drásticos recortes a los recursos de la escuela pública y programas han dado lugar a un distrito escolar en su defecto, con una tasa de graduación del 72%, y sólo el 51% de los hispanos y otros estudiantes de idiomas.

Para potenciar y desarrollar estudiantes bilingües y bi-alfabetización requiere de comprensión, respeto y capacidad de respuesta a las culturas de todos los pueblos, pero especialmente a los de los niños y las familias inscritos en nuestras escuelas públicas.



## CONSTRUCCIÓN DE PERSONAJES & ACADÉMICA

Desarrollo del carácter moral es un proceso de por vida combinado de educación formal e informal.

Esta escuela charter proporcionará un ambiente social para adquirir valores personales y sociales y comportamientos que contribuyen a la formación del carácter y la ciudadanía responsable. Los beneficios de ser más intencional sobre Desarrollo del carácter se promueve el respeto por las diferencias y un aumento de la responsabilidad personal del estudiante.

Vamos a ver cómo ayudar a los estudiantes no sólo decisiones les afectan, sino también de su clase, la escuela y la familia. Esta educación constituye un punto de referencia para todos los problemas de disciplina, facilita el hogar y la escuela trabajando juntos, y aumenta el apoyo del maestro y admiración. Por lo tanto, la construcción de una comunidad ética listo para una sociedad global.

## INMERSIÓN EN DOS IDIOMAS

En un programa de inmersión dual, las materias académicas se enseñan a todos los estudiantes a través Inglés y otro idioma. A través de esta programación, los niños desarrollan un sentido de pluralismo cultural, la apertura y la apreciación de las actitudes positivas hacia otras culturas. Además, al igual que con arte y música, los niños que aprenden un segundo idioma tienen un mejor concepto de sí mismo y el sentido de logro en la escuela.

Los estudiantes que completan un programa de lenguaje dual están más preparados para afrontar los retos de una sociedad global. Ellos tienen un aumento de las oportunidades de carrera en el almacén para ellos, sobre todo en campos en los que las segundas lenguas son importantes, como el comercio internacional, la diplomacia y medios de comunicación.

## PROGRAMAR UN INFORMATIVO SESIÓN DE HOY!

# CHARTER SCHOOL: Is it the right solution?

## FACTS ABOUT CHARTER SCHOOLS

**Charter schools have more flexibility than conventional public schools in exchange for being held to additional standards to make sure they are meeting their student goals**

Charter schools—which are tuition- free public schools created and operated by parents, organizations, or community groups to fill an educational need not otherwise offered by traditional schools--- can direct their resources where their students need them most.

Charters have more flexibility than conventional public schools in exchange for being held to additional standards to make sure they are meeting their student goals. It is for those reasons that public charter schools are part of the solution to a better education system; they offer an alternative to the monopoly that is leaving so many students behind.

Studies show that charter school students make greater academic progress than students in traditional public schools.

Charter schools must admit all students who apply – if there is excess demand for the number of seats available, the school must conduct a lottery to determine who will be enrolled. As schools of choice, all startup charters must admit students regardless of the location of their residence.

Charter schools are required to hire credentialed teachers, just like traditional schools, for core subjects.

Charter Schools are given the freedom to develop their own curriculum, choose staff, set the length of the school day and year, and establish their own standards for student behavior. In exchange for these freedoms, a charter school must demonstrate that it has raised student achievement within its five year charter period.

When one considers the legislatively mandated oversight of each charter school by its own board of trustees, its charter authorizer, and the New York State Board of Regents, and the critical fact that a charter is granted for a period of five years only—and that authorizers have the option to not renew, i.e., close a charter school for failing to meet rigorous academic outcomes, legal and fiscal requirements, it becomes clear that accountability is more than a goal for charter schools, it is a non-negotiable requirement.

For more information:

### SUMMARY

- Charter Schools:
  - Are PUBLIC schools that serve ALL students
  - Are Tuition-free
  - Participate in state tests, and generally perform better than non-charters
  - Employ credentialed teachers
- There are 5,043 charter schools in the United States, serving more than 1.5 million students

### EAST RAMAPO DEMOGRAPHICS

# OF PUBLIC SCHOOL STUDENTS	8,118
○ White	7%
○ Black	52%
○ Asian	7%
○ Hispanic	33%
Student Census Poverty Rate	29%
Free & Reduced Price Lunch	64%
Limited English Proficiency Students	19%
4 <sup>th</sup> Grade Reading Proficiency	46%

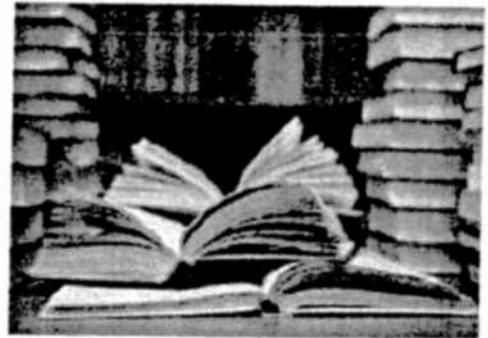
There are two proposed Charter Schools for East Ramapo:

Rockland Academy of Excellence  
&  
V.I.S.I.O.N. Academy

## Choosing the Right School for Your Family

Charter schools are a good choice as you consider your child's educational options because they offer a variety of learning environments to meet your family's needs. No two charter schools are alike; some offer thematic or specialized curriculum, other focus on the basics. Some charter schools look like traditional public schools; others offer online classes and may not even have a physical campus. What charters do have in common, though, is that they are places where meaningful parental involvement is encouraged and valued.

When choosing a school for your child, consider your child's educational needs and your family's educational priorities. Identify your child's needs and learning style. Each child has their own set of needs. When choosing the right school, it is important to identify how your child learns best. Is it in small groups, or by participating in project-based learning? Does your child have interest in the arts, or would he/she benefit from an independent study school?



**All families have the right to high-quality public school choices.**

Research schools by reading school information and participating in a school visit. While on campus, talk to teachers, visit their classes, and make sure you feel like the school is a good fit before making a final decision. When visiting the school, be sure to visit classrooms, observe, teachers in action with students. Notice the student-to-teacher ratio, as class size may be an important factor for your child and your decision making.

The majority of charter schools ask parents to be involved in the school community. Inquire about volunteer hours and opportunities at the school.

Ask questions to understand if the school is the best fit for your child. One of the best ways to find out about a school is to ask another parent. They can give insight about how their child feels about the school, if the teachers are effective, and if they are satisfied with their school choice.

### 10 Quick Facts about Charter Schools in New York State

- Charter schools are public schools;
- They cannot teach religion;
- They cannot charge tuition;
- They cannot base admissions decisions on ability;
- Charter schools are non-profit organizations;
- They are governed by their own board of trustees;
- Charter schools must comply with laws regarding health, safety, civil rights and special education (the Open Meetings Law and the Freedom of Information Act specifically apply to charter schools);
- They must comply with the No Child Left Behind (NCLB) Act;
- They must administer all the same state tests as district schools; and
- They must meet all the state's performance requirements.

Charters get results for students because they have:

- More flexibility on curriculum, budget and staffing
- Greater ability to make quick and effective changes to meet a student's need
- High level of accountability with review and renewal every 5 years
- Engaged teachers who are empowered to make decisions to benefit students
- Parents encouraged by the school to work as a team with teachers to advance their child's academic progress

*Please complete our Community Survey online:*

<http://www.surveymonkey.com/s/ML9LMZJ>

## Benefits of Dual Language Immersion Programs:

To empower and develop bilingual, bi-literate students in Dual Language Programs, programming requires understanding, respect, and responsiveness to the cultures of all people, but particularly to those of enrolled children and families. Academic subjects are taught to all students through both English and the other language. Students and families are expected to make a minimum 5 year commitment to the Dual Language Immersion Program.

*According to research, the multiple benefits of acquiring a second language during the elementary years are educational, cognitive, sociocultural, and economic*

- *Participation in early foreign language shows positive results in areas of standardized testing (Armstrong & Rogers, 1997).*
- *Children who really know a second language have a head start in meeting language requirements for college. According to some studies, students of foreign languages even do better on standardized college entrance requirements (Marcos, 1998).*
- *Children have the ability to learn and speak a foreign language without an accent prior to lateralization of the brain after puberty (Brown, 1994).*
- *Studies indicate that bilingual people do better on both verbal and nonverbal intelligence tests (Marcos, 1998), that the bilingual brain develops more densely than the monolingual (Hitti, 2004); even that bilingualism offsets age-related mental losses (Vedantam, 2004).*
- *Children who have studied a second language in childhood show greater cognitive development (Hakuta, 1990) linked to increased development of classification skills, concept formation, analogical reasoning, problem-solving skills, visual-spatial skills, creativity, even storytelling skills (Chipongian, 2000). Bilingual students are able to problem solve more creatively, and their knowledge of the structural properties of the language allows them to decode academic language more efficiently (Calderon & Carreon, 2000; Cloud et al., 2000).*
- *Children who know two or more words for the same object or idea gain a deeper understanding of the concept they are expressing, as well as more cognitive flexibility (Baker, 2006). Their understanding of the world is less constricted by words, their thinking more "elastic" (Chipongian, 2000).*
- *Second language study increases listening skills, memory, and greater understanding of one's own language (Lapkin, et al., 1990). Children are more sensitive to the structure and details of language, exhibit more control over language processing, and are more able to correct ungrammatical sentences.*
- *Children learning a second language have an improved self-concept and sense of achievement in school (Caine & Caine, 1997).*
- *Children develop a sense of cultural pluralism, openness, and appreciation of and positive attitudes toward other cultures (Met, 1995; Freeman, 1998). Because dual language classrooms bring together students from different language, racial, ethnic, and socioeconomic backgrounds, they allow students to learn firsthand about cultures that are different from their own.*
- *Because bilingual people are able to understand and communicate with members of other cultural groups, they are also able to respect the values and customs of the speakers of other languages (Calderon & Carreon, 2000; Cloud et al., 2000).*
- *Bilingual, biliterate people can communicate with more people in more places, read more of the world's literature, and understand other cultures more deeply. They can also travel more easily, get to know new places more thoroughly, and form relationships with people they would otherwise not have been able to know.*
- *Students who complete a dual language program and emerge both bilingual and biliterate are more prepared to meet the challenges of a global society, and therefore have increased career opportunities in store for them, especially in fields in which second languages are important, such as international trade, diplomacy, and the media (Marcos, 1998).*

Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence. Students will also develop understanding and appreciation of both cultures. Students will achieve high levels of literacy in both languages and be fluent in both languages by the end of 5<sup>th</sup> grade.

# THE TIME IS NOW!

You are invited to become a part of an historic discussion taking place right now in East Ramapo – where parents like you and me get together to make a difference in PUBLIC EDUCATION for our children.

Introducing LEGACY CHARTER SCHOOL OF INNOVATIVE THINKERS. This free K- 5 public school will be a Science, Technology, Engineering and Mathematics (STEM) based school that will have an emphasis on Diversity, Language and Community. Our mission is to provide a community oriented lifelong learning environment that reflects our social, cultural, and educational heritage and develops critical thinkers of good character, responsible citizenship, and high academic achievements.

LEGACY CHARTER SCHOOL OF INNOVATIVE THINKERS will need the help of the parents and the community to make this opportunity a reality. If we want the best for our children, if we want them to achieve the things they dream, and if we want our parents to have the opportunity to choose the best education environment for their children, then the time to act is now.

*“The Legacy of Heroes is the inheritance of a good name and the gift of a good example”*

LEGACY CHARTER SCHOOL OF INNOVATIVE THINKERS

PO BOX 1244

SPRING VALLEY, NY 10977

VISIT OUR WEBSITE

[www.thelegacycharter.org](http://www.thelegacycharter.org)

EMAIL US at

[thelegacycharter@gmail.com](mailto:thelegacycharter@gmail.com)

or CALL 845-200-0038

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## COMMUNITY PLANNING MEETING

[Date]

[Time]

[Location]

[Address]



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# LEGACY CHARTER SCHOOL

*of Innovative Thinkers*



P.O. Box 1244/ Spring Valley, NY 10977

Dear East Ramapo Parents/ Residents;

I am excited to inform you about an opportunity to allow for our children to be prepared both academically and socially to meet the challenges of college/career and compete on a global stage while also making East Ramapo a more attractive place to live.

For too long, we have allowed our children to be shuffled through a broken educational system. The monies that we have paid for OUR schools have not been used in the way it should be and the budget for necessary programs are being cut every year.

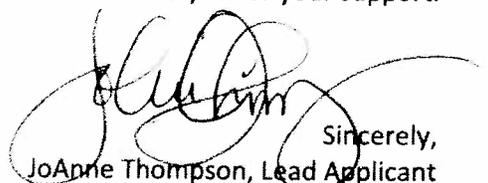
I'd like to take this time to introduce you to Legacy Charter School of Innovative Thinkers. This free public school will be a Science, Technology, Engineering and Mathematics (STEM) based school that will have an emphasis on Diversity, Language and Community. Our mission is to provide a community oriented lifelong learning environment that reflects our social, cultural, and educational heritage and develops critical thinkers of good character, responsible citizenship, and high academic achievements. In September 2013, we will submit the application for approval for this Charter School and will start with Kindergarten and First Grade then growing to Third Grade over the next three years.

We will need the help of the parents and the community to make this opportunity a reality. If we want the best for our children, if we want them to achieve the things they dream, and if we want our parents to have the opportunity to choose the best education environment for their children, then the time to act is now. Here are ways you can help make this a reality:

- ✓ Sign our petition supporting OUR school, Legacy Charter School of Innovative Thinkers.
- ✓ Write a letter in support of Legacy Charter School of Innovative Thinkers and mail it to **P.O. Box 1244, Spring Valley, NY 10977** or email us at **THELEGACYCHARTER@GMAIL.COM**
- ✓ Help with fundraising efforts or DONATE to or Charter School Foundation Building Fund
- ✓ Spread the word to other East Ramapo Residents about this Free Public School of Choice
- ✓ Help find a centralized location for OUR children

It will take all of us to achieve this but it is the parents who will have the strongest voices. Please take the time to support Legacy Charter School of Innovative Thinkers. Let your voice be heard!

Thank you for your support.



Sincerely,  
JoAnne Thompson, Lead Applicant

Legacy Charter School of Innovative Thinkers



**East Ramapo**  
**“Save Our Schools”**  
**Community**  
**FORUM**

**Saturday, April 13**  
**5:00 – 8:00 PM**

**Gracepoint Church**  
**384 New Hempstead Rd**  
**New City**

Featuring  
**OPEN LINE - WBLS 107.5**  
Radio show hosts:

**Bob Slade**  
**James Mtume**  
**and Bob Pickett**



**ORGANIZED BY**  
**Save Our Schools Coalition - East Ramapo**  
**[www.saveeastramaposchools.com](http://www.saveeastramaposchools.com)**  
**[www.poweroften.us](http://www.poweroften.us)**



# Legacy Charter School of Innovative Thinkers

SUPPORTED BY THE FOUNDATION FOR LEGACY CHARTER SCHOOL ORGANIZED UNDER IRS CODE 501(C)3

FEDERAL TAX ID# 46-3277608

★ **CHOOSE your Child's Public School**  
 Legacy Charter School of Innovative Thinkers will be non-sectarian in its programs, its admission policies, its employment practices, and all other operations. LCS will not charge tuition and will not discriminate against any pupil on the basis of their ethnicity, national origin, religious beliefs, gender, or disability

**Open to ALL EAST RAMAPO STUDENTS  
 in the 2016-2017  
 School Year upon approval from  
 NY State Board of Education**

★ **CHANGING the Face of Learning**  
 Legacy Charter School will provide a well-balanced Arts infused educational environment that fosters critical thinking, strong character, and promotes equity through hands-on learning experiences while embracing and adjusting to all learners regardless of language.

★ **CONSIDERING the Whole Child**  
 The Legacy Charter School of Innovative Thinkers will be an inclusive school, meeting the educational needs of a diverse heterogeneous population. Community participation is vital in the support and encouragement of high multi-level achievement and responsible citizenship.

- 10 Quick Facts about Charter Schools in NY**
1. Charter schools are public schools;
  2. They cannot teach religion;
  3. They cannot charge tuition;
  4. They cannot base admissions decisions on ability;
  5. Charter schools are non-profit organizations;
  6. They are governed by their own board of trustees;
  7. Charter schools must comply with laws regarding health, safety, civil rights and Special education (the Open Meetings Law and the Freedom of Information Act specifically apply to charter schools);
  8. They must comply with the No Child Left Behind (NCLB) Act;
  9. They must administer all the same state tests as district schools; and
  10. They must meet all NY State performance requirements.

- **Character Education & Leadership Development**
- **Opportunities to share culture and learn from one another**
- **Encouraging Family Involvement**



**LEGACY CHARTER SCHOOL**  
 is  
**NOW Actively seeking**  
 Interested Individuals to  
 serve as School Board  
 Members

TO LEARN MORE ABOUT LCS VISIT OUR WEBSITE:  
**WWW.THELEGACYCHARTER.ORG**  
 or email us at  
**TheLegacyCharter@gmail.com**

Mailing Address: P.O. Box 1244, Spring Valley, NY 10977

Like us on Facebook

# Legacy Charter School of Innovative Thinkers

La fundación de la Escuela Legacy Charter acepta donaciones de parte de la Escuela Legacy Charter- IRS Code 501(c)3

FEDERAL TAX ID# 46-3277606

**Abierto a todos los estudiantes de East Ramapo en el año escolar 2016-2017 tras la aprobación del Departamento de educación estatal de Nueva York**

★ **ELIJA LA ESCUELA PÚBLICA DE SU HIJO.** Escuela Legacy Charter de pensadores innovadores será no sectaria y sus programas, sus políticas de admisión, sus prácticas de empleo y todas las demás operaciones. LCS no cobrará matrícula y no discriminará contra ningún pueblo en base a su nacionalidad de origen étnico, creencias religiosas, género o discapacidad.

★ **CAMBIANDO LA CARA DEL APRENDIZAJE.** Escuela Legacy Charter ofrecerá un bien equilibrado se infunden ambiente educativo que favorece pensamiento crítico, fuerte carácter y promover la equidad a través de experiencias de aprendizaje mientras abraza y ajuste a todos los estudiantes sin importar el idioma.

★ **LA CONSIDERACIÓN DEL NIÑO ENTERO.** Escuela Legacy Charter del pensador innovador será una escuela inclusiva, satisfacer las necesidades educativas de una población heterogénea de diversa. La participación comunitaria es fundamental en el apoyo y estímulo de alta multi nivel logro y ciudadanía responsable.

- **Desarrollo de liderazgo y educación del carácter**
- **Fomentar la participación de la familia**
- **Celebrando la diversidad cultural**

Escuela Legacy Charter busca activamente ahora a individuos interesados para servir de miembros del consejo escolar

## 10 Quick Facts about Charter Schools in NY

1. *Charter schools are public schools;*
2. *They cannot teach religion;*
3. *They cannot charge tuition;*
4. *They cannot base admissions decisions on ability;*
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8. *They must comply with the No Child Left Behind (NCLB) Act;*
9. *They must administer all the same state tests as district schools; and*
10. *They must meet all NY State performance requirements.*

Serving Grades K-5

**La fundación de la Escuela Legacy Charter acepta donaciones de parte de la Escuela Legacy Charter y es registrada como un estado de Nueva York 501c3 no para la ganancia.**

**Todas las donaciones son el 100 % desgravables.**



Para aprender más sobre LCS, visite nuestro sitio web: [www.thelegacycharter.com](http://www.thelegacycharter.com) o envíenos un correo electrónico a [thelegacycharter@gmail.com](mailto:thelegacycharter@gmail.com)

**Mailing Address: P.O. Box 1244, Spring Valley, NY 10977**

Like us on Facebook



The Legacy Charter School of Innovative Thinkers presents

# A Charter School Community Forum

For Friends, Parents, and Guardians of School-aged children of all abilities in Grades K- 5th who reside within East Ramapo Central School District and are looking for alternate FREE Public Education in the 2016-2017 School Year. Come and get answers to questions on what Charter Schools are, How they operate, and How WE can make this option work for US and your child here in East Ramapo.

## JANUARY 18, 2015

### Louis Kurtz Civic Center

9 North Main Street, Spring Valley NY 10977

### 2:00 pm- 4:00 pm

For More Information:

845-200-0038/ JoAnne T.

or email at

[thelegacycharter@gmail.com](mailto:thelegacycharter@gmail.com)

visit our Website at

[WWW.THELEGACYCHARTER.COM](http://WWW.THELEGACYCHARTER.COM)

and join our Mailing List for continued updates

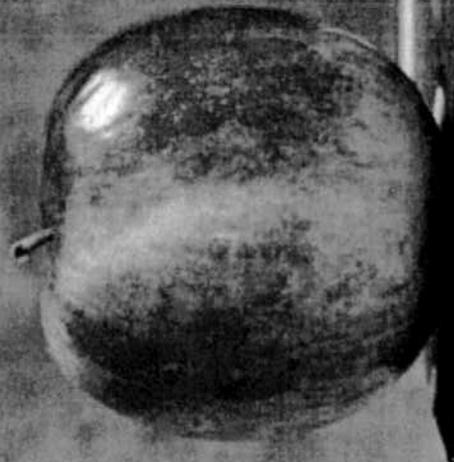




The Legacy Charter School of Innovative Thinkers *presents*  
**A CHARTER SCHOOL COMMUNITY FORUM**

For Families, Friends, and Neighbors of students grades K-5 who reside within the East Ramapo School District and are looking for alternative FREE Public Education in the 2016-2017 School Year. Come and get answers to questions about what Public Charter Schools are, how they work, and how WE can make this option work for US and your child here in East Ramapo.

**Finkelstein Memorial Library**  
 Fielding Room  
 Sunday, April 26, 2015  
 2:00 pm - 5:00 pm



Complete our latest Survey on  
**SurveyMonkey**



**For more information or to reserve a seat, call 845-200-0038/ JoAnne Thompson**  
 Visit our website at [WWW.THELEGACYCHARTER.COM](http://WWW.THELEGACYCHARTER.COM) or email us at [THELEGACYCHARTER@GMAIL.COM](mailto:THELEGACYCHARTER@GMAIL.COM)

## Sample Student Schedules

**\*Each grade will follow the same schedule to allow for common planning time, amongst the teachers. This will also permit team activities and classroom collaboration.**

### *Grade 5 Sample Schedule*

Per.	Time	Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
1	8:15-10:00	Main Lesson				
2	10:00-10:45	Science	Science	Science	Science	Science
3	10:45-11:30	Math	Math	Math	Math	Math
4	11:30-12:15	Phys. Ed/ Agricultural Education				
5	12:15-1:00	Language Arts				
6	1:00-1:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
7	1:45-2:30	Social Studies				
8	2:30-3:10	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)
	3:10-3:15	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING

## *Grade 4 Sample Schedule*

Per	Time	Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
1	8:15-10:00	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
2	10:00-10:45	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)
3	10:45-11:30	Math	Math	Math	Math	Math
4	11:30-12:15	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
5	12:15-1:00	Phys. Ed/Agricultural Education	Phys. Ed/Agricultur al Education	Phys. Ed/Agricultur al Education	Phys. Ed/Agricultur al Education	Phys. Ed/Agricultur al Education
6	1:00-1:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
7	1:15-2:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
8	2:30-3:10	Science	Science	Science	Science	Science
	3:10-3:15	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING

## *Grade 3 Sample Schedule*

Per	Time	Monday	Tuesday	Wednesday	Thursday	Friday
HR	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
1	8:15-10:00	Main Lesson				
2	10:00--10:45	Phys. Ed/Agricultural Education				
3	10:45-11:30	Science	Science	Science	Science	Science
4	11:30-12:15	Language Arts				
5	12:15-1:00	Math	Math	Math	Math	Math
6	1:00-1:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
7	1:15-2:30	Music/Art (A/B)				
8	2:30-3:10	Social Studies				
	3:10-3:15	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING

## *Grade 2 Sample Schedule*

Per	Time	Monday	Tuesday	Wednesday	Thursday	Friday
HR	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
1	8:15-10:00	Main Lesson				
2	10:00-10:45	Language Arts				
3	10:45-11:30	Music/Art (A/B)				
4	11:30-12:15	Math	Math	Math	Math	Math
5	12:15-1:00	Science	Science	Science	Science	Science
6	1:00-1:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
7	1:15-2:30	Phys. Ed/Agricultural Education				
8	2:30-3:10	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies)
	3:10-3:15	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING

## *Grade 1 Schedule*

Per	Time	Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
1A	8:15-9:00	Greeting/ Circle Time				
1B	9:00-10:00	Main Lesson				
2	10:15-10:45	Phys. Ed/Agricultural Education				
3	10:45-11:30	Language Arts				
4	11:30-12:15	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)
5	12:15-1:00	Math	Math	Math	Math	Math
6	1:00-1:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
7	1:15-2:30	Social Studies/	Social Studies/	Social Studies/	Social Studies/	Social Studies/
8	2:30-3:10	Science	Science	Science	Science	Science
	3:10-3:15	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING

## *KINDERGARTEN SAMPLE SCHEDULE*

Per	Time	Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
1A	8:15-9:00	Greeting/ Circle Time	Greeting/ Circle Time	Greeting/ Circle Time	Greeting/ Circle Time	Greeting/ Circle Time
1B	9:00-9:45 9:45-10:00	Main Lesson Rest	Main Lesson Rest	Main Lesson Rest	Main Lesson Rest	Main Lesson Rest
2	10:15-10:45	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)	Music/Art (A/B)
3	10:45-11:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
4	11:30-12:15	Phys. Ed/Agricultu ral Education	Phys. Ed/Agricultur al Education	Phys. Ed/Agricultur al Education	Phys. Ed/Agricultur al Education	Phys. Ed/Agricultur al Education
5	12:15-1:00	Math	Math	Math	Math	Math
6	1:00-1:45	Lunch/Reces s	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
7	1:15-2:30	Science	Science	Science	Science	Science
8	2:30-3:10	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
	3:10-3:15	CLOSING	CLOSING	CLOSING	CLOSING	CLOSING

## *Teacher Schedule*

Period	Kindergarten	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
1 <sup>st</sup>	Circle Time/Main Lesson/Rest	Circle Time/Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
2 <sup>nd</sup>	Prep	Prep	Language Arts	Prep	Prep	Science
3 <sup>rd</sup>	Language Arts	Language Arts	Lunch	Science	Math	Math
4 <sup>th</sup>	Lunch	Lunch	Math	Language Arts	Language Arts	Lunch
5 <sup>th</sup>	Math	Math	Science	Math	Lunch	Language Arts
6 <sup>th</sup>	**	**	**	**	**	**
7 <sup>th</sup>	Science	SS	Prep	Lunch	SS	SS
8 <sup>th</sup>	SS	Science	SS	SS	Science	Prep

ELLS	Special Education
Provide push-ins for eligible students, as well as use “main lesson” time for pull outs.	Provide collaborative teaching, where necessary, as well as use “main lesson” time for pull outs (as required by students’ IEP)

*\*Staffing Allotments will increase as we add additional grades. Classes will operate on an alternate day schedule, which will allow for staff availability.*

*\*\*See Narrative section: School Calendar and Schedule*

# THE LEGACY CHARTER SCHOOL OF INNOVATIVE THINKERS

## 2016- 2017 School Calendar

August 2016						
Su	Mo	Tu	We	Th	Fr	Sa
	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 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				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 2016						
Su	Mo	Tu	We	Th	Fr	Sa
						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 2016						
Su	Mo	Tu	We	Th	Fr	Sa
		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 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				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 2017						
Su	Mo	Tu	We	Th	Fr	Sa
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 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			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 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			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 2017						
Su	Mo	Tu	We	Th	Fr	Sa
						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 2017						
Su	Mo	Tu	We	Th	Fr	Sa
	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 2017						
Su	Mo	Tu	We	Th	Fr	Sa
				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	

July 2017						
Su	Mo	Tu	We	Th	Fr	Sa
						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					

<b>Sept 6, 2016</b>	First Day of School	<b>Nov 24-25, 2016</b>	Thanksgiving Recess	<b>Feb 16-20, 2017</b>	No School- Mid Winter Break
<b>Oct 10, 2016</b>	Columbus Day	<b>Dec 19-Jan 2, 2017</b>	Christmas Break	<b>Mar 10, 2017</b>	No School- Prof Dev Day
<b>Oct 17-18, 2016</b>	Half Day Conferences	<b>Jan 16, 2017</b>	No School- MLK Jr Day	<b>Apr 3-7, 2017</b>	No School- Spring Break
<b>Nov 8, 2016</b>	Last Day of 1st Quarter	<b>Jan 18, 2017</b>	Grades Due	<b>May 26-29, 2017</b>	No School- Mem. Wknd/ Prof Dev
<b>Nov 11, 2016</b>	Veterans Day	<b>Jan 24 &amp; 26, 2017</b>	Half Day Conferences	<b>June 23, 2017</b>	Last Day of School

## **LEGACY CHARTER SCHOOL OF INNOVATIVE THINKERS (LCS) DISCIPLINE POLICY**

### ***(a) General Education***

To ensure that an environment is created where teaching and learning can thrive, Legacy Charter School has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well informed of these policies both before enrollment and at the time that students sign up for entry into the charter school. As such, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment that will be maintained at Legacy Charter School.

It is critical that faculty and staff have a full understanding of the school's discipline policy, are clear on recognizing situations in which students' behavior is in proper accordance with the policy and when the code has been violated, and are versed in the various procedures and policies surrounding varying degrees of infractions of the policy. All staff will be provided with professional development on school discipline issues, in particular implementing the discipline policy as well as implementing overall consistent and effective behavior management and discipline strategies in the classroom and in the greater school community. Staff will be provided with training in this area as close to the start of the school year as possible or shortly upon their engagement with the school, if they are hired during the school year. Follow-up training throughout the year will be provided if deemed necessary.

### **I. Student Disciplinary Code**

Legacy Charter School's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules will be set forth in the student and parent handbook which will be distributed at the start of each school year. A "user-friendly" version of the school's discipline policy will also be provided for parents and students, and displayed in the school building. Both student and parent/legal guardian will be required to acknowledge receipt of these documents by signing a form.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include redirection, student input, suspension (in house, short- or long-term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

Both parent and student will be required to acknowledge receipt of the handbook and policy by signing a form.

### **A. Short-Term and Long Term Suspensions**

A student who is determined to have committed any infraction listed in the school's discipline policy may be subject to any of the disciplinary measures set forth in student handbook, and depending on the severity of the infraction, a short term or long-term suspension also may be imposed and/or expulsion and referrals to law enforcement authorities may be made, as appropriate.

In accordance with New York State Education Law, Section 3214, any student that is insubordinate, disorderly, violent, disruptive or whose conduct otherwise endangers the safety, morals, health or welfare of others, is subject to suspension or other law enforcement action as the case may be. Any suspension exceeding five days in length entitles that student and his/ her family to a formal hearing. Policies will be noted and described in detail during the pre-enrollment process and will be given out to students and parents in the student handbook.

Excessive tardiness, absences or truancy shall not be tolerated. Alternatives to suspension or expulsion shall be imposed, wherever practicable, against any student who is truant, tardy, or otherwise absent from school activities.

### **B. Procedures and Due Process for In House/ Short-Term and Long-Term Suspensions**

The school Principal may impose an in house or short-term suspension, and shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975) and Section 3214 of the New York State Education Law. Before imposing a short-term suspension or other, less serious discipline, the school Principal shall provide notice to inform the student of the charges against her or him, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

The school Principal's decision to impose a short-term suspension or removal may be appealed first to the Discipline Committee of the Board of Trustees of Legacy Charter School and next to the chartering entity, in accordance with Section 2855(4) of the New York State Education Law. The full policy regarding long-term suspension may be found in the student handbook.

The Discipline Committee of the Board of Trustees may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school (pending a disciplinary hearing). The full policy regarding long-term suspension may be found in the student handbook.

### ***(b) Special Education***

#### **A. Discipline Procedures for Special Education Students**

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses in accordance with Section 3214 of the New York State Education Law. Discipline of a student identified as having a disability, however, will be in accordance with the following:

1. Student for whom the Individualized Educational Plan (“IEP”) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the East Ramapo School District, the Committee on Special Education (“CSE”) of the student’s district of residence or the New York State Department of Education for consideration of a change in the guidelines.

2. Students for whom the IEP does not include specific disciplinary guidelines may be discipline in accordance with standard school policy relating to each infraction. The CSE of the student’s district of residence shall be notified immediately of any suspension from classes, and the school shall work with the CSE to arrange appropriate alternate instruction. If there is any reason to believe that the infraction is a result of the student’s disability, the student will immediately be referred to the CSE of the student’s district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such a student will immediately be referred to the CSE of the student’s district of residence for reconsideration of the student’s educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the eleventh day of suspension, because such suspensions are considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student’s district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

3. The school shall work with the district to ensure that the CSE of the student’s district of residence meets within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:

- a. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- b. The commission of any act resulting from the student’s disability.
- c. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

#### **B. Disciplinary Procedures for Students Not Yet Formally Identified as Disabled**

A student not specifically identified as having a disability but whose school district of residence or charter school has a basis of knowledge (in accordance with 34 CFR §300.527(b)) that a disability exists prior to the behavior which is the subject of the disciplinary action may request to be disciplined in accordance with these provisions.

### **C. Provision of Services during Removal**

For those students removed for a period less than ten days, the LCS shall ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During the school year, any subsequent removal that – combined with previous removals – equals ten or more school days but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child’s special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student’s district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.420(a)(2).

During any subsequent removal that does constitute a change in placement but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student’s district of residence will make the service determination.

### **D. CSE Meetings**

Meetings of the CSE of the student’s district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student’s district of residence to review the child’s assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student’s district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

### **E. Due Process**

If discipline with would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such

action is made, the parent(s) or guardian(s) of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the connection between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and charter school agree otherwise.







































































































































## **Board Bylaws**

### **ARTICLE I: NAME AND INCORPORATION**

- A. Name: The name of the Corporation is the Legacy Charter School of Innovative Thinkers (hereinafter “the Corporation or Legacy Charter School”).
- B. Location: Within the East Ramapo School District.
- C. Purpose: The Corporation is a non-profit corporation organized under the laws of the State of New York and its purposes are exclusively educational as set forth in the Certificate of Incorporation.
- D. Statute and Code: The Corporation shall operate in accordance with Article 56 of the New York State Education Law and specifically Section 2853 (as now in effect or as it may be amended hereafter)
- E. Non-discrimination: The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring or other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies and practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of New York.

### **ARTICLE II: MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees”) of Legacy Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

### **ARTICLE III: BOARD OF TRUSTEES**

#### **A. Powers:**

The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable provisions of the Education Law, Not-for-Profit Corporation Law, the Corporation’s Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To appoint and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation, except no Trustee shall receive compensation as such;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations, consistent with applicable law and regulation;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable for obtaining the purposes or promoting the interests of the Corporation.
5. To operate Legacy Charter School and apply any surplus that results from said operation to any activity in which the Corporation may engage;
6. To acquire real or personal property, in its own right or in trust, by purchase, exchange, lease, gift, devise bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
8. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore whether interest or non-interest bearing, or secured or unsecured; and
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

**B. *Number of Trustees:***

The number of Trustees of the Corporation shall consist of not less than five (5) and not more than twenty (20), with at least one seat reserved for a parent, guardian or caregiver of a child attending the school. The Board shall fix the exact number of Trustee, within these limits, by Board resolution or amendment of the Bylaws, by a vote of the majority of the entire Board. The Principal of the Legacy Charter School shall be a non-voting member of the Board of Trustees.

**C. *Election of Trustees:***

1. Election:

A nominating committee consisting of seven (7) individuals including three (3) parents, three (3) community leaders/representatives and one (1) politician shall be appointed by the Board. The nominating committee shall recommend qualified individuals for the open Trustees positions. The Board shall then vote on the recommended individuals and the Trustee shall be elected by the vote of a majority of the Board.

2. Time of Elections:

The Nominating Committee shall recommend qualified individuals to the Board at the Annual Meeting and the board shall elect the Trustees, whose terms begin on July 1<sup>st</sup> of a given year at the same Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

3. Eligibility:

- a) The Nominating Committee may recommend any person who in its discretion it believes will serve the interest of Legacy Charter School faithfully and effectively, provided such nomination will not create a prohibited conflict of interest under applicable provisions of the General Municipal Law.
- b) The Board may elect any person who in its discretion it believes will serve the interest of Legacy Charter School faithfully and effectively, provided such nomination will not create a prohibited conflict of interest under applicable provisions of the General Municipal Law.

4. Term of Office:

- a) The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
- b) The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is designated as a parent, guardian or caregiver of a child enrolled in the charter school shall be one (1) year, unless the child leaves the school, at which time the seat will automatically be vacated.
- c) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election and continues:
  - 1. For the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, refusal to act or death of a Trustee, including a parent, guardian or caregiver Trustee seat vacated at the time of their child's departure from the school; or
  - 2. For the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

- d) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.
- e) A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

**D. *Removal of Trustees:***

The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law by vote of a majority of the entire board.

**E. *Resignation by Trustee:***

A Trustee may resign by giving written notice to the Chairperson of the Board or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Chairperson of the Board or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

**F. *Vacancies:***

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

**G. *Compensation of Trustees:***

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

**H. *Required Meetings:***

Each Trustee must participate in at least two (2) of the fundraising activities of Legacy Charter School and must attend at least nine (9) of the twelve (12) board meetings (one of which shall be the Annual meeting in June and one which shall be the first meeting of the school year).

**ARTICLE IV: PRINCIPAL OFFICE**

The Corporation's principal office shall be at the following address: Within the East Ramapo School District or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

## **ARTICLE V: MEETINGS OF THE BOARD**

### ***A. Place of Meetings:***

Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate, in a room that can adequately accommodate members of the public who wish to attend.

### ***B. Annual Meetings:***

An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

### ***C. Regular Meetings:***

A minimum of twelve (12) Regular Meetings shall be held each year on dates determined by the Board.

### ***D. Special Meetings:***

A Special Meeting shall be held at any time called by the Chairperson of the Board or by any Trustee upon written demand of not less than one-half of the entire Board.

### ***E. Adjournment:***

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

### ***F. Notices:***

Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held with at least one week prior notice thereto to be given to the news media and conspicuously posted in one or more designated locations.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

**G. Waiver of Notice:**

Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

**ARTICLE VI: ACTION BY THE BOARD**

**A. Quorum:**

Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

**B. Action By the Board:**

1. Actions Taken at Board Meetings:

Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation:

In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe.

**C. Committees:**

1. Appointment of Committees:

The Board may create committees by resolution of the majority of the entire Board for any purpose. A Board Committee will consist of not fewer than three (3) Trustees, who shall serve at the pleasure of the Chairperson of the Board, except that any executive committee of the Board shall comprise of not fewer than five (5) Trustees. The committee members may appoint non-Trustees to sit on their committee as non-voting members of the committee for informational purposes only, subject to the approval of the Board.

2. Standing Committee:

The Board shall have a standing Finance Committee, chaired by the Treasurer (which may also be the Treasurer of the Foundation for the Legacy Charter School of Innovative Thinkers); and an Academic Committee, chaired by an individual appointed by the Chairperson of the Board. Additional members of the Finance and Academic Committees will be appointed by the Chairperson of the Board.

### 3. Authority of Board Committees:

The Chairperson of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a) The election of Trustees;
- b) Filling vacancies on the Board or any committee which has the authority of the Board;
- c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- d) The appointment of other committees of the Board, or the members of the committees

### 4. Procedures of Committees:

The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

## ***D. Standard of Care:***

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others: In performing the duties of a Trustee when acting in good faith, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - a) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
  - b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - c) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within the committee's designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

### 3. Investments:

In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider, among other relevant considerations, the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial

requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction and control of the Board.

***E. Rights of Inspection:***

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation in order to carry out the Trustee's legal responsibilities and duties as Trustees, provided that such inspection is conducted at a reasonable time after reasonable notice is given, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

***F. Participation in Discussions and Voting:***

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee. Trustees must disclose any actual or potential conflict of interest and refrain from participating in the discussion and vote on such matter(s), consistent with the Corporation's Code of Ethics, Conflicts of Interest Policy, and applicable provisions of the General Municipal Law.

***G. Duty to Maintain Board Confidences:***

Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

**ARTICLE VII: OFFICERS**

***A. Officers:***

The Officers of the Corporation shall consist of a Chairperson, Vice-Chairperson, Secretary and a Treasurer. The Corporation also may have such other officers as the Board deems advisable.

1. Chairperson: Subject to Board control, the Chairperson has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairperson shall preside at Board meetings.
2. Vice-Chairperson. The Vice-Chairperson shall preside at Board meetings in the absence the Chairperson.
3. Secretary: The Secretary shall:
  - (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was

regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;

(b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments;

(c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and

(d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer: The Treasurer shall:

(a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements;

(b) make the books of account available at all times for inspection by any Trustee;

(c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates;

(d) disburse or cause to be disbursed the Corporation's funds as the Board directs;

(e) render or cause to be rendered to the Chairperson and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition;

(f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans;

(g) serve as Chairperson of the Finance Committee; and

(h) have such other powers and perform such other duties as the Board may prescribe.

***B. Election, Eligibility and Term of Office:***

1. Election: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as Chairperson.

3. Term of Office: Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service or until his or her successor is elected.

***C. Removal and Resignation:***

The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the

Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

#### **ARTICLE VIII: NON-LIABILITY OF TRUSTEES:**

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

#### **ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS**

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or interstate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses including attorneys' fees.

#### **ARTICLE X: OTHER PROVISIONS**

##### ***A. Fiscal Year:***

The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

##### ***B. Execution of Instruments:***

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

##### ***C. Checks and Notes:***

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation must be signed by two of the following individuals: the Chairperson of the Board, the Director of the School or Treasurer.

##### ***D. Construction and Definitions:***

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

***E. Conflict of Interest:***

Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion on deliberations with respect to such contract or transaction. If no prohibited interest exists, the contract or transaction may be approved, but the interested Trustee, Officer or Committee member must abstain from voting. The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, an "interest" is defined in the General Municipal Law and the Corporation's Code of Ethics.

***F. Interpretation of Charter:***

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

**ARTICLE XI: AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

**CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the Legacy Charter School of Innovative Thinkers, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

\_\_\_*Ameenah Karim-Capers*\_\_\_, Secretary

Dated: August 15, 2014

## CODE OF ETHICS

Legacy Charter School's Trustees, officers, and employees shall at all times comply with the letter and spirit of the following Code of Ethics:

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the General Municipal Law, the school's charter and its Bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than forty nine (49) percent of the people serving on the school's Board of Trustees may be comprised of:
  - (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise;
  - (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person. In accordance with the General Municipal Law, no employee of the school will serve as a voting member of the Board of Trustees, though the Principal will serve as *ex officio*, non-voting member.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:
  - (a) a "self-dealing transaction" (see below);
  - (b) a conflict of interest,
  - (c) indemnification of that Trustee uniquely; or
  - (d) any other matter at the discretion of a majority of the Trustees.
4. The Board of Trustees and the employees of the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general

standard of care. A transaction that is part of a public or charitable program of the corporation, if the transaction:

(a) is approved or authorized by the Board in good faith and without unjustified favoritism, and

(b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. Any Trustee, officer or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a director, Trustee or officer of or has a signification or influential interest in the entity contracting or dealing with the school.
6. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
  - (a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys'
  - (b) Individuals association with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school; and
  - (c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
7. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

8. Trustees, officers, or employees of any external organization shall hold no more than forty (40) percent of the total seats comprising the Board of Trustees, although Legacy Charter School may request a waiver from its authorizer to permit up to eighty (80) percent of the Board to be composed of the Foundation for the Legacy Charter School of Innovative Thinkers, a non-profit foundation incorporated to support the funding efforts of Legacy Charter School of Innovative Thinkers.
9. Trustees, officers, and employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
10. Trustees, officers, or employees shall make all appropriate financial disclosures whenever a grievance or conflict of interest is lodged against them.
11. Trustees, officers, or employees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
12. Charter school Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
13. Any Trustees, officer, or employee representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

## **PERSONNEL POLICIES**

We are currently drafting a policy book for Human Resources and staffing issues. It is our desire that the final draft of our hiring policy will incorporate the needs of the students as well as integrate Legacy Charter School's By-Laws and Code of Conduct.

### ***Procedures for Hiring and Dismissing School Personnel***

The Board of Trustees of Legacy Charter School has the authority to hire and dismiss faculty and staff. Using the job qualifications and duties outlined here as guidelines, Legacy Charter School shall recruit and hire faculty and staff in a manner consistent with the school's mission and in accordance with Equal Opportunity Employment guidelines. In the interest of fulfilling Legacy Charter School's goal of building a diverse and professional learning community, recruiting and hiring will be of the utmost importance. Legacy Charter School will seek to recruit, hire and develop talented educators with diverse backgrounds who demonstrate a commitment to professionalism and collaboration and who model the practice of lifelong learning.

Legacy Charter School will actively recruit teachers and administrators through advertisements on its web site, in local newspapers and community newsletters and through local educational organizations, colleges, and universities. Additionally, Legacy Charter School will make use of job fairs, Internet resources, social networking sites and informal community networks. The hiring team will make every effort to choose the most qualified candidates who demonstrate a commitment to working collaboratively and to engage in continuous reflection and professional growth. To maintain a professional community, the school will form a faculty committee on hiring to review résumés and to participate in hiring interviews.

All job advertisements, including those on Legacy Charter School's web site will contain the following language:

“Legacy Charter School of Innovative Thinkers is an equal-opportunity employer and does not discriminate on the basis of race, religion, color, age, sex, sexual orientation, marital or familial status, national origin, lineage, citizenship or disability.”

If advertisement space is at a premium, the Charter school will use instead the initials “EOE” in its advertising text, which stands for Equal Opportunity Employer. All hiring at Legacy Charter School will be in compliance with all anti-discrimination regulations and with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. §106.9.

Applications from all qualified candidates will be considered. Applicant screening, interviews and selection will comply with all employment non-discrimination laws and policies. For each candidate considered for employment, the Principal will conduct a criminal background check,

solicit a professional conduct report for the candidate's previous employer, and obtain a minimum of three professional references. Appropriately certified teachers will be hired in compliance with the Charter Schools Act.

Faculty and staff offered a position at Legacy Charter School will be given a letter of appointment, confirming the employee's start date and hire rate. The letter will also outline in-service training dates and explain the terms and details of benefits provided. The purpose of the letter of appointment is to define and clarify circumstances under which employment will occur.

Employment at Legacy Charter School is "at-will" and may be terminated by the employee or the school, without further obligation, at any time.

### ***Qualifications and Responsibilities for Teachers and Administrators***

Highly skilled educators are essential to creating a 21<sup>st</sup> century learning community. In keeping with the school's core values, the school will endeavor to hire true professionals who model lifelong learning and collaboration. To this end, Legacy Charter School will empower teachers to achieve their highest performance through ongoing professional development, collaborative decision-making, and performance-based compensation. For this reason, demonstrated excellence in teaching and a commitment to continual reflection, learning, and professional growth are the fundamental qualifications for employment at Legacy Charter School.

Because of the unique way in which we intend to teach our students (Waldorf inspiration) we will require that our teachers complete at least the summer series week long course at the Sunbridge Institute located in Chestnut Ridge, New York or at another approved Waldorf training program prior to the start of the school year. We will also require that our administration staff complete a weekend workshop on Waldorf education prior to the start of the school year.

Additionally, Legacy Charter School expects that highly qualified candidates for employment will have all or most of the following credentials:

- A degree or degrees in the subject matter for which he/she is applying
- An advanced degree in education and/or the specific subject matter for which he/she is applying
- Certification in the subject matter for which he/she is applying
- National Board Certification

- Demonstrated previous success in the classroom
- Demonstrated engagement in continuous professional development
- Engagement in contributing to professional organizations
- Demonstrated commitment to and ability to succeed in the responsibilities of a Legacy Charter School faculty member as outlined here and other sections of this document.

Legacy Charter School will employ faculty members who have demonstrated a high level of individual competency and a commitment to the profession. A commitment to the profession may be indicated by continued professional development, participation in professional organizations, and/or participation in academic or school life above and beyond contractual requirements. For example, a teacher may have tutored students after school without compensation or may have run an elective drama program. Legacy Charter School is interested in hiring individuals who are committed to the achievement of all students, regardless of each child's initial skill level or learning style.

### **School Principal**

The School Principal is the top administrator and head of the school operation. He or she reports directly to the Board of Trustees and is responsible for carrying out the directives of the Board. The Principal sets the tone for learning and accountability at the school. He or she must be able to provide positive leadership, motivate and serve as a role model to both teachers and students. Excellent communication skills are of paramount importance, as the principal must convey a vision for and broker buy-in from teachers, students and community members.

The Principal develops yearly campus improvement plans, and work with campus and community members to implement them. They are responsible for setting high curricular standards and meeting state requirements on state standardized tests.

The Principal interprets budgets and prioritizes fiscal needs based on those budgets. The Principal must be familiar with all district, state and federal requirements and ensure that the schools are in compliance with the requirements at all times. He or she must create a positive school environment and maintain or implement an effective discipline plan to create a safe environment for students and staff. They are responsible for hiring quality teachers and staff members and evaluating them in a fair and unbiased manner.

Two years' experience and a Master's degree from an accredited college or university is required. Waldorf experience and training is a plus. In addition, we would require the Principal to attend the week long summer series at a Waldorf school.

## **Business Administrator**

The Business Administrator reports to the School Principal in the management chain. His or her duties includes keeping records on the operations of the business, prepares reports to share with other managerial staff and assures that the business is in compliance with all of the rules and regulations of its industry. He or she will conduct payroll reconciliation, reporting and benefits, and should have studied in the topics of accounting, economics, marketing, finance, human resources and operations. A bachelor's degree in business administration, mathematics or related field is required.

## **Master Teacher / Curriculum Director (Waldorf Trained)**

The Curriculum Director reports to the School Principal in the management chain. He or she also represents the Faculty Council as its representative on the Board of Directors. The Curriculum Director plans and conducts workshops, conferences and teacher training institutes to introduce new methods and procedures, and to improve the quality of instruction. He or she will be expected to follow trends and best practices in curriculum development and instructional aides and methods, serving as a resource for teachers. He or she is responsible for researching, evaluating and ordering of new curriculum materials, supplies and equipment. He or she coordinates curriculum committees and advisory boards to relate curriculum materials to specific subject area and student needs, and to maintain continuity of instruction throughout the district. Curriculum Director will interpret and enforce a school district's adherence to all state and federal education guidelines, regulations and codes. A Master's degree from an accredited college or university is required. Waldorf experience and/or training is required. He or she will also be required to attend at least the week long summer series at a Waldorf training program in addition to the Waldorf Continuing Education Courses. Applicant with Master Teacher designation will be prioritized.

## **Classroom Teacher**

The Classroom teacher reports to the School Principal in the management chain. He or she will be required to have earned a bachelor's degree or higher from an accredited 4-year university. Waldorf experience and training is also a plus. He or she will be required to attend at least the week long summer series at a Waldorf training program in addition to the Waldorf Continuing Education Courses.

## **Teachers' Aide (non-certified)**

Teaching aides report to the School Principal in the management chain. He or she will be required to have earned a high school Diploma, GED, or higher. He or she will provide instructional services to students under the general supervision of a licensed or certified classroom teacher. Childcare experience and/or training is also a plus. He or she will also be required to attend at least the week long summer series at a Waldorf school in addition to the Waldorf Continuing Education Courses.

## **Professional Development**

Legacy Charter School of Innovative Thinkers is committed to training its certified teachers and teacher's aides in the theory of Waldorf Education. While we are not fully implementing a Waldorf School curriculum, our teachers will infuse concepts from this theory into their classroom instruction. In addition to the official Waldorf Education Training budgeted that will be offered all new employees, the staff will be encouraged to seek and share other opportunities for innovative workshops and trainings in the local area.

Every staff member will be expected to attend at least one workshop, of their choice, during each school year and using the team teaching concept, will be required to share their findings with the entire staff. Many local entities, such as BOCES, Rockland Teachers Institute, and others have a wide range of valuable workshops that are available to educators, upon which we will rely. In its initial (start-up) phase, Sunbridge Institute of Chestnut Ridge, NY., a renowned Waldorf Teacher Institute, will provide staff development training to all first phase teachers and willing board members who will then be willing to serve as turn-key trainers to the entire faculty and staff. We will also seek to schedule ongoing trainings with Sunbridge Institute.

In addition, on an annual basis, our master teachers and staff will attend the WECAN Early Childhood Educator Conference to further professional development, strengthen colleague connection, deepen knowledge of Waldorf methods and find artistic and social refreshment.

Teacher will be given a common planning time and encouraged to share best practices. The Board of Trustees will rigorously seek methods that help to support our teachers and staff. The Main Lesson Block is a substantial block of time where teachers will be allowed to creatively address the needs of their students.



**The Legacy Charter School Of Innovative Thinkers**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
September 8, 2015- September 6, 2016

<b>Total Revenue</b>	45,000	27,500	227,500	25,000	50,000	25,000	400,000
<b>Total Expenses</b>	21,381	11,381	18,881	53,734	54,076	129,864	289,317
<b>Net Income</b>	23,619	16,119	208,619	(28,734)	(4,076)	(104,864)	110,683
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	23,619	39,738	248,357	219,624	215,547	-
<b>Net Income</b>	23,619	39,738	248,357	219,624	215,547	110,683	110,683

	January	February	March	April	May	June	TOTAL
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	1,044	1,044	1,044	1,531	1,948	7,807	14,418
Fringe / Employee Benefits	438	438	438	642	817	3,272	6,043
Retirement / Pension	313	313	313	458	583	2,337	4,317
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	1,794	1,794	1,794	2,631	3,348	13,417	24,778

**TOTAL PERSONNEL SERVICE COSTS**

13.00	8,044	8,044	8,044	11,798	15,015	60,167	111,111
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**CONTRACTED SERVICES**

Accounting / Audit	833	833	833	833	833	833	5,000
Legal	5,000	-	5,000	-	-	-	10,000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	562	562	562	1,686
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	8,333	8,333	8,333	25,000
<b>TOTAL CONTRACTED SERVICES</b>	5,833	833	5,833	9,729	9,729	9,729	41,686

**SCHOOL OPERATIONS**

Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	8,000	8,000
Special Ed Supplies & Materials	-	-	-	-	-	1,500	1,500
Textbooks / Workbooks	-	-	-	-	-	2,500	2,500
Supplies & Materials other	-	-	-	-	-	1,500	1,500
Equipment / Furniture	-	-	-	-	-	12,500	12,500
Telephone	-	-	-	600	600	600	1,800
Technology	-	-	-	2,667	2,667	2,667	8,000
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	1,000
Office Expense	-	-	-	-	-	1,000	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	938	938	938	1,375	1,750	6,886	12,825
Student Recruitment / Marketing	-	-	2,500	2,500	2,500	2,500	10,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	5,000	-	-	5,000	-	-	10,000
Other	-	-	-	500	500	500	1,500
<b>TOTAL SCHOOL OPERATIONS</b>	5,938	938	3,438	12,642	8,017	40,153	71,125

**FACILITY OPERATION & MAINTENANCE**

Insurance	1,566	1,566	1,566	1,566	1,566	1,566	9,395
Janitorial	-	-	-	-	250	250	500
Building and Land Rent / Lease	-	-	-	17,500	17,500	17,500	52,500
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	1,500	-	1,500
Security	-	-	-	-	-	-	-
Utilities	-	-	-	500	500	500	1,500
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	1,566	1,566	1,566	19,566	21,316	19,816	65,395

**DEPRECIATION & AMORTIZATION**

-	-	-	-	-	-	-	-
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**DISSOLUTION ESCROW & RESERVES / CONTINGENCY**

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**TOTAL EXPENSES**

21,381	11,381	18,881	53,734	54,076	129,864	289,317
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**NET INCOME**

23,619	16,119	208,619	(28,734)	(4,076)	(104,864)	110,683
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**CASH FLOW ADJUSTMENTS**

**OPERATING ACTIVITIES**

Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-

**INVESTMENT ACTIVITIES**

Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-

**FINANCING ACTIVITIES**

**The Legacy Charter School Of Innovative Thinkers**  
**PROJECTED CASH FLOW FOR PRE-OPENING PERIOD**  
September 8, 2015- September 6, 2016

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<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	23,619	39,738	248,357	219,624	215,547	-
<b>Net Income</b>	23,619	39,738	248,357	219,624	215,547	110,683	110,683
	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>TOTAL</b>
<b>Add Expected Proceeds from a Loan or Line of Credit</b>	-	-	-	-	-	-	-
<b>Other</b>	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>NET INCOME</b>	23,619	16,119	208,619	(28,734)	(4,076)	(104,864)	110,683
<b>Beginning Cash Balance</b>	-	40,288	73,076	298,364	286,300	298,894	-
<b>ENDING CASH BALANCE</b>	23,619	56,407	281,695	269,630	282,224	194,030	110,683