



# PHASE I: Letter of Intent

Created: 06/16/2015

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## Basic Contact and Application Information

### Page 1

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

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

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

### **Proposed Charter School Name**

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

School Name	The Legacy Charter School of Innovative Thinkers
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	K-1 for 2016-2017 and then K-5 by the end of the term.
Number of Students During Initial Term	360

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

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

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	JoAnne C. Thompson	██████████	██████████
Public/Media Contact Person	Sandra Oates	845-659-1965	<a href="mailto:oatessandra@hotmail.com">oatessandra@hotmail.com</a>

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

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

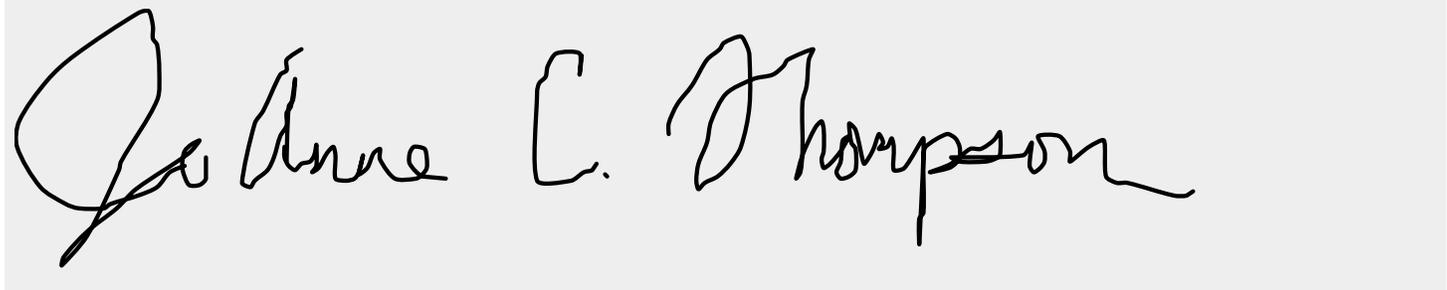
### **Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.**

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

Proposed Management Company	(No response)
Partner Organization 1	(No response)
Partner Organization 2	(No response)

**Proposed Board Chair Signature**

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

A handwritten signature in black ink on a light gray background. The signature reads "Jo Anne C. Thompson" in a cursive script. The first name "Jo" is written with a large, looped initial "J". The middle name "Anne" is written in a simple cursive. The last name "Thompson" is written in a more complex cursive with a long tail on the "n".

**Date**

2015/06/17

**Thank you for completing this form.**

## LETTER OF INTENT TO APPLY

### I. Applicant Group Information:

a. See Table I

b. See Table I

c. **Public Contact:** Sandra Oates: 845-659-1965; Website: [www.thelegacycharter.com](http://www.thelegacycharter.com)

d. **Applicant history:** 2013 – Letter of Intent for The Legacy of Innovative Thinkers Charter School submitted (denied); 2014 – Letter of Intent for The Legacy of Innovative Thinkers Charter School submitted (approved); 2015 – Letter of Intent for The Legacy of Innovative Thinkers Charter School submitted (denied). Other States: 2009 – Letter of Intent for the Rochester STEM Academy, Rochester Minnesota submitted to *Novations Education Opportunities* (NEO), Authorizer: Louise Covert, Ph.D. was a Founding Board Member of this MN charter high school (approved).

### II. Proposed Charter School Information

a. **Proposed school name:** THE LEGACY CHARTER SCHOOL OF INNOVATIVE THINKERS (LCSIT)

b. **Proposed school location:** EAST RAMAPO CENTRAL SCHOOL DISTRICT (ERCSD) – *LCSIT Applicant group requested that the school be sited in ERCSD space. A decision on this request has been deferred, pending approval of the LCSIT Letter of Intent, at which time the request will be renewed and considered.*

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

Grades	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
K	5-6	60	60	60	60	60
1	6-7	60	60	60	60	60
2	7-8		60	60	60	60
3	8-9			60	60	60
4	9-10				60	60
5	10-11					60
<b>TOTALS</b>		<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>

d. **Proposed Management and/or Partner Organization(s):** The Board of Trustees will manage Legacy and the professional and administrative staff hired by the Board. Legacy 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.

e. **Proposed school mission:** The Legacy Charter School of Innovative Thinkers (LCSIT) strives to improve student performance through experiential and classroom learning. 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.

**f. School overview:** LCSIT uses theme-based units in an interdisciplinary approach that integrates the CCLS into learning that examines 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.

**g. Target Population/ Community served:** East Ramapo Central School District (ERCSD) serves approximately 113,000 residents. As the 7th largest School District in New York State, approximately 27,000 residents are school-aged children; 8,500 of East Ramapo's school-aged residents attend public school. The 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. 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, and, for special education students, meeting 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.

**h. Replication of high quality school models:** N/A

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

**Describe the school's strategies to attract and recruit its students, specifically:**

**a. Those identified in the school's mission:**

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.

**b. Students with disabilities:** LCSIT will attract and enroll students with disabilities because LCSIT is fully committed to providing special needs children with an excellent education. We will have and 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 Response to Intervention (RTI) protocols, parent/guardian involvement, and receive tests or in-school support from department of education approved

service providers as needed. This includes transitional services if applicable. Students with individualized Education Plans (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").

**c. English language learners:** At LCSIT, we will recruit and retain English language learners (ELL) as students and families observe that their children's L1 and home culture is viewed as an asset. Further ELLs will receive ELP assessments to inform the families, ESL, and regular education teachers of the child's language proficiency and literacy levels in L1 and L2 areas. Teachers will support literacy learning and ELLs 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 ELL's 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.

**d. Students eligible for free and reduced lunch:** 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. Our school will provide breakfast and lunch within the school. 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. Further, the school will carefully research school meal vendors to ensure that the school's food service provider is state 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.

**Describe the school's strategies to retain its students, particularly:**

**a. Those identified in the school's mission:**

An integral component to the success, and therefore retention, of our students and families is to ensure that they feel connected and are part of the school community. To do so, we will establish specified "check-in" points to ensure individualized attention. These sessions are designed to answer student's families' questions as students learn and develop. Teachers will assist parents in understanding homework, standardized test scores, report cards, and maintain regular communication with families. 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 to demonstrate progress on the state tests and exams. Extra-curricular, field trips, afterschool 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, and sports will be added ways we seek to retain students and families in the school

**b. Students with disabilities:** LCSIT will strive to retain students with disabilities by maintaining diligent awareness and follow-through with supporting students' 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.

**c. English language learners:** LCSIT's efforts to retain English language learners will include strong respect for L1 retention and use as a learning scaffold as the student learns English. Moreover, ensuring that all teachers know and use mainstream classroom strategies for supporting English language learning/literacy in all content and interdisciplinary learning is another way to retain students. Effective ESL educators, provision of translators when needed, regular communication with families, and a visible respect for students' home culture and language are additional ways we plan to retain students who are learning English as another language.

**d. Students eligible for free and reduced meals:** 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.

#### **IV. Public outreach and community support.**

**a. Describe the public outreach conducted to date to solicit community input regarding the proposed school. This may include public meetings held, discussions with community parents, stakeholders or organizations, public awareness campaigns, media coverage or results from surveys conducted:**

**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, Educational Consultant – CEJES Institute/Past Superintendent Lexington School for the Deaf; Ms. Ellen Jaffee, New York Assembly member, Rockland County 97<sup>th</sup> District; Honorable Judge Sherri L. Eisenpress, Rockland County Family Court; Dr. Louise Covert, Adjunct Teacher Education Professor and Director of Analogies Education Consulting; Rockland Business Association; Board of the Edmond and Susan Gordon Charter School Applicant Group.

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

**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; Rockland Community College Fieldhouse; Hill Neighborhood Stores; Martin Luther King Jr. Center; Main Street Stores; Dry Cleaners; Bon Accueil Restaurant; Konbit Neg Lakay. **Journal/Ad Sponsors:** Rockland County Haiti Relief Dinner; Rockland County Alumni Chapter Delta Sigma Theta Membership Dinner; Walgreens, Spring Valley; 7 Eleven, Monsey.

**b. Describe your initial assessment of parent interest in your proposed charter school to allow the school to reach its anticipated enrollment. Include in your response a description/analysis of any data you have collected to support eh initial assessment of interest.** The initial assessment of parent interest is evident in the public's general receptivity to engage in conversation about this issue. Over 100 people, most were parents with school-age children, signed a petition in support of opening The Legacy Charter School of Innovative Thinkers. Moreover, the record of meetings with local officials, business owners, non-profit and community leaders, scholars, educators, politicians, and other dignitaries indicates that there is significant parent and community interest in the LCSIT.

**V. Name of Proposed Board Chairperson:** JoAnne C. Thompson

**Signature of the Proposed Board Chairperson:** JoAnne C. Thompson

**Date:** 6/15/15

**TABLE 1: APPLICANT GROUP INFORMATION**

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

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
JoAnne Thompson	[REDACTED]	Chief Dispatcher: Rockland Board of Cooperative	Special Education M.Ed. Candidate/Educator	Board Trustee	Officer	3 Years	Yes
Ameenah Karim-Capers	[REDACTED]	Rockland Cty Dist. Attorney	Legal Counsel	Board Trustee	Officer	2 Years	Yes
Sandra E. Oates	[REDACTED]	M.S. Guidance Counselor	Educator/Comm. Services	Board Trustee	Trustee	2 Years	Yes
Shiri Reuveni-Ullrich	[REDACTED]	Speech Language Pathologist	Special Services/Language	Board Trustee	Trustee	2 Years	Yes
George Heyliger	[REDACTED]	NYC Public School Admin.	Operations/Finance	Board Trustee	Trustee	2 Years	Yes
Louise Covert, Ph.D.	[REDACTED]	Education/Admin/Literacy Prof.	K-12 Tchr/Tchr Educator	Board Trustee	Trustee	2 Years	Yes
Susan A. Shurtleff	[REDACTED]	Finance Director - Non-Profit	Accounting/Grant Writing	Board Trustee	Trustee	2 Years	Yes