

# Letter of Intent: Contact Information Form

Created Friday, January 31, 2014

Updated Monday, February 03, 2014

## Page 1

**All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.**

### a. 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).

Sofara International Charter School

### b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

NYC CSD-Manhattan: CSD 5

Select a second geographical area on left and then select the school district or community school district on right.

NYC CSD-Manhattan: CSD 3

If necessary, select a third geographical area on left and then select the school district or community school district on right.

NYC CSD-Manhattan: CSD 4

### c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(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	Street Address, City, State, Zip
Lead Applicant	Voyka Soto	[REDACTED]	[REDACTED]	[REDACTED]
Co-Applicant	Nadhege Ptah	[REDACTED]	[REDACTED]	[REDACTED]

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Parent
- Current or former Teacher
- Community Resident

d. Contact Person: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Nadhege Ptah	212-591-0299	info@sofarainternational.org	www.sofarainternational.org

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-6	50	50	50	50	50
1st	5-7	25	50	50	50	50
2nd	6-8	25	25	50	50	50
3rd	7-9	16	25	25	50	50
4th	8-10	0	16	25	25	50
5th	9-11	0	0	16	25	25
6th	10-12	0	0	0	16	25
7th	11-13	0	0	0	0	16
Total		116	166	216	266	316

f. 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 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company
Partner Organization 1
Partner Organization 2

**Lead Applicant(s) Signature and Date**

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

**OR** you may sign below using the mouse on your PC or stylist on your mobile device to sign your name.

Lead or Co-Applicant listed in section c above.

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

Date Signed (Lead or Co-Applicant)

(No response)

Co-Applicant listed in section c above

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

Date Signed (Co-Applicant)

(No response)

Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

**Sofara International Charter School - Letter of Intent**

1) **Applicant Information**

a) *Co-Lead Applicants*

Voyka Soto - Educator, community resident, and a parent in Community School District 5	Nadhege Ptah – Harlem Community resident and parent in Community School District 3
	

b) *Public Contact- Nadhege Ptah; SofaraInternational@gmail.com, (212) 591-0299*

c/d) *Applicant Founding Group*

<b>Name-Time w/ grp</b>	<b>Relevant Experience &amp; Skills</b>	<b>Proposed Role*</b>
Voyka Soto 20 months	International Educator: General & Special education, curriculum and instruction development. New school program, accreditation and development. <b>IB certification in Teaching &amp; Learning,</b>	Founder Executive Director
Nadhege Ptah 20 months	Teaching Artist Consultant / Drama Therapist – M.S. Psychology, Strong history of community activism. BoT Parent representative NY French American Charter School	Co-Founder Community Outreach Organizer
Millicent Wilkinson-Redick 12 months	CPA – extensive experience working with non-profit entities. Excellent skill set in developing and organizing financial systems. Extensive CBO Board of Trustees memberships.	Trustee Finance
Carol Anelas 8 months	Expertise in planning, facilities, budgeting & operations. Experience working with government & educational organizations	Director of Operations
Kevin V.G. Wells, Esq 8 months	An attorney with a rare combination of entrepreneurial, legal, managerial, operational and diversity/inclusion acumen. A business and sustainability strategist. CSR expert and SME Mentor	Trustee Legal
Dr. Monica White 12 months	20 years of experience in teaching & learning, leadership, strategic management in schools & educational programs, curriculum devl.	Trustee Innovative Education
Janeat Brown 12 months	10 years experience managing innovative curriculum for general & special education students. Expertise in needs assessment. Experienced in IB PYP teaching & learning and curriculum devlmt.	Trustee Assessment in Education
Thomas Bretz 2 months	Expertise in Financial Management & Operations on Wall Street & government regulatory & compliance processes and procedures.	Trustee Finance & Compliance
Holley Drakeford 2 months	Commercial real estate, finance, development, & facilities mngmnt. Risk management, contract negotiations. Community Board 11 member. Administrative management of personnel and policies.	Trustee Facilities
PTO President	<b>Reserved for Parent Representative</b>	Trustee

*\*Proposed Board of Trustees-*all founding members listed in 1(c) above, with the exception of Ms. Soto, Ms. Ptah and Ms. Anelas will serve on the school's Board of Trustees. Additionally, SICS has an Advisory Board that includes IB and Leadership mentors, engineers, artists and Charter School founders.

e) *Replication or Network Information-* Sofara International Charter School is not a replication or a part of any network. Voyka Soto, Monica White, and Nadhege Ptah are all former charter school BoT members. No other applications are being submitted by this group.

f) *Application History-* N/A

2) **Proposed Charter School Information** - a) *Proposed school name- Sofara International Charter School (SICS)*

b) *Proposed school Location* - NYC Community School District 5 as primary and CSD 3 & 4 as alternates. SICS will request to be sited in a school district facility, however, we are currently working with several community groups, including churches, real estate firms and other Charter schools to locate and secure viable private space for incubation.

c) *Planned grades and enrollment in each of the years of the proposed charter term (includes 10% attrition in years 3, 4 & 5)*

Grades	Ages*	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-6	50	50	50	50	50
1	5-7	25	50	50	50	50
2	6 – 8	25	25	50	50	50
3	7 – 9	16 **	25	25	50	50
4	8 – 10		16	25	25	50
5	9 – 11			16	25	25
6	10 – 12				16	25
7	11 – 13					16
Total		116	166	216/195	241/217	316/285

\* SICS will accept all age eligible children meeting the cut off of December 31 \*\*School Leadership would like to reserve flexibility to evaluate baseline data of first accepted lottery applicants of 16 incoming 3<sup>rd</sup> graders for academic ability and if deemed viable upon Leadership Team review, open four seats from the waiting list for this grade.

SICS intends to keep enrollment low for the top three grades (1-3) to ensure proper growth of both the programs and the school structure. Well designed, research based, support systems, such as extensive, on the ground support from the TC Reading & Writing Project, will be implemented to ensure academic growth and an abundance of direct, 1:1 and small group student support while allowing both an elementary and middle school to be created. Our first year of JHS will have 16 students, year two 41 students, and year three 66 students. Low initial enrollment will also allow for in-depth, school-wide, growth analysis to take place on a consistent basis that is aligned to the NYS CCLS.

d) *Proposed Management and/or Partner Organization* – N/A

e) *School Mission*- Sofara International Charter School invests in children, as our future, ensuring high levels of achievement by nurturing academic growth and social development while promoting international-mindedness towards successful participation as leaders in a globally competitive society.

SICS will achieve this empowerment through a rigorous, inquiry based, holistic learning environment developed through the International Baccalaureate continuum of K-12 programs and engaging its culturally rich and diverse surrounding community.

f) *School Overview* - Sofara International Charter School will create a diversified, tuition-free, wall-to-wall International Baccalaureate (IB) school; growing from Kindergarten through 12<sup>th</sup> grade, utilizing the 4 programs of the continuum, which currently does not exist for public school children in New York State. In the first year of operation, students in grades K through 3 will be accepted; growing to grade 7 in year five, effectively creating a K-8 school during the proposed charter term. To ensure the mission is realized, SICS will operate with an extended time day (8-4:30pm) and school year (summer, pre-year, & inter-sessions). The Curriculum framework of the IB includes:

**The IB – Primary Years Programme (PYP);** a three-dimensional, concept-based model of instruction that uses a students’ natural inquiries to drive learning through transdisciplinary instruction for ages 3 to 12;

**The IB – Middle Years Programme (MYP);** an extension of the PYP, MYP is an interdisciplinary, developmentally appropriate model of instruction that also uses students’ natural inquiries to drive learning for ages 11 to 16.

As SICS grows, students will continue on to one of two program choices, the Diploma program (DP) or the Career-related Certificate (IBCC), both of which offer a solid foundation in the support of University or specialized training. Both the transdisciplinary and interdisciplinary model create a natural fit for inclusion of Science Technology Engineering Art & Mathematics (STEAM).

Currently, there are no public or chartered schools in Harlem, in NYC, or in NYS that offer the proposed experience of a wall-to-wall International Baccalaureate school<sup>1</sup>. Of the current 24 elementary schools in existence in CSD 5, seven of which are charter, none offer the IB Primary Years Program, the SICS' offered languages (supporting both the dominant emerging languages within the community as well as careers in the fields of engineering, trade & commerce), nor an inquiry based instructional methodology in a diversified environment. As a District with an overall performance rating of 3 out of 10<sup>2</sup>, it is evident that students may benefit from an innovative learning approach.

**Student Experience** - Every aspect of SICS' design is built around enhancing academic rigor through an authentic inquiry based learning model. Teachers are facilitators for students' monitoring their personal growth as they work on real world skills and tasks, to include **STEAM** instruction on a daily basis. Students continuously move through the learning cycle of Choose-Act-Reflect, flowing in either direction, developing a strong sense of self to then know their place in their community and their place in our global society. They will be engaged in their learning through a blend of resources including hands on projects, real world involvement, teacher video lessons, and the use of the environment of our international city as their classroom in order to further develop skills, knowledge and understandings. Students will be able to access their school and teachers from home and in the field. As graduates, our students will have a unique skill set that will separate them from all others. This will include Foreign Language acquisition; foreign language acquisition is a requirement of the IB continuum. SICS will offer French as a bilingual language within a 50/50 immersion program and offer Arabic as a functional language.

**Classroom** - SICS will provide a high quality educational opportunity by growing small while thinking big. Our young ambassadors will experience small studio lab classes where individual learning styles are cultivated & expanded. Emphasis is placed on having an inquiry based learning environment that has a strong support system and a nurturing atmosphere for all, that includes **blended** learning opportunities for enrichment. Students will be able to synthesize their knowledge through project-based instruction. From year one, the social, intellectual, aesthetic, emotional and physical needs of the student becomes central to the curriculum, so that the classroom becomes a world in which the acquisition of skills goes hand in hand with freedom to create and explore.

**Inquiry as Service** - SICS students will engage in authentic learning experiences that are not confined to the walls of a classroom. They will go out and use their community and culturally rich local environment as their classroom, engage their community in their learning, and strive to be an active part of the solutions for issues that concern our society. As students create their own lines of inquiry and participate in teacher facilitated projects, they will engage in community service and action projects as a major component of their learning in the pursuit of helping to promote a world that is kind, just and peaceful. SICS students will be found helping other children, aiding in the implementation of solutions to community needs, and visiting seniors among many other things. These service projects will be provocations for all academic content learning including, but not limited to, writing, mathematics, science, social studies and art.

**Quality Support**- Sofara International Charter School will not discriminate, but will strive to work with all students in need using best practices that are research based. Skilled teachers who are qualified in their specific licensed areas, have a deep knowledge of their teaching level, and understand child development will guide the students through their personal stages of academic, intellectual, social, and emotional growth. SICS will also provide a wide array of support through the use of community & professional partnerships as well as specific Teacher Collaborative time built into their weekly schedule. This will be implemented for all subject areas. All areas of instruction and support will be guided by student need in meeting the IB and NYSCCLS. The **IB** continuum and the **CCLS** mirror one another in expectations and standards for creating depth of knowledge.

**Community** - Through offering the International Baccalaureate continuum of programmes, SICS and its students will be engaging all sectors of their community and have a very multi-cultural, multi-ethnic student body of varying aptitudes, educational success levels, and language backgrounds. Based on area demographic information, we expect to have a population of students of American, African, Middle Eastern, European, and Hispanic decent.

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<sup>1</sup> <http://www.ibo.org>

<sup>2</sup> [www.insideschools.org](http://www.insideschools.org)

**Goals** - SICS' goal is to ensure a high level of academic success for ALL students through the inquiry based approach with which students at all learning levels will have the opportunity to find and develop their role in a globally competitive society. We will:

- Instill universal foundational skills and strategies
- Create critical thinkers with depth of knowledge
- Provide developmentally appropriate learning opportunities in an authentic manner
- Grow students socially and emotionally in addition to academically and intellectually
- Produce bilingual, biliterate graduates
- Promote career readiness through the development of leadership qualities
- Create skilled team members that can thrive in all situations
- Graduate every student with well-rounded skills and strategies ready for high achievement

**Assessment** - Assessment is integral and central to the goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment is to provide feedback on the learning process. All IB schools are expected to develop assessment procedures and methods of reporting that reflect the philosophy and objectives of the programme. SICS will use a variety of assessment tools, including portfolios, in gathering and analysis of information about student performance designed to inform practice. We will look to identify what students know, understand, can do, and feel at different stages in the learning process. SICS' students *and* teachers will be actively engaged in assessing and reflecting on the learning & teaching process as part of the development of their wider critical-thinking and self-assessment skills. With this in mind, SICS will employ a **standards-referenced grading system** that focuses on performance on assessments. Multiple formative assessments-ranging from tests and quizzes to exit tickets, demonstrations, student project results, verbal or written explanations or other, student-generated assessments will be used to help the teacher track progress towards a learning goal. At the same time, students are trained to track their own progress on formative assessments, empowering them with understanding and ownership over their own performance. Students' grades are determined not by a weighted average of grades in various categories - homework, behavior, participation, quizzes, but by their performance on summative assessments given once the class has completed each learning goal. Goals are aligned to the IB program of inquiry, and NYSCCLS. As a layer of checks and balances formalized assessments will be utilized as baseline and benchmark check-ins.

*g) Target population and community that the school intends to serve*- Sofara International Charter School will serve a population primarily from CSD 5 – a diverse and culturally rich community . This is a high need population of students, many of whom come from situations of poverty and lack of resources. We will attract, sustain, and grow the young minds of these students. We expect to enroll from a student population of 55% African-American, 39% Hispanic, 3% white, and 3% other. SICS believes that it can offer these students the rigorous, globally competitive, college and career-preparatory education they and their parents are looking for, while allowing them to stay within the district. In addition to CSD 5, SICS can expect to enroll students from the surrounding upper CSD 3, 4, 6, and 7. Given the rarity of SICS' academic program, it is expected that a population of students from other boroughs will also enroll as evidenced by enrollment at other neighborhood charter schools and data compiled through community support petitions. Lastly, in order to ensure diversity, SICS will actively seek to enroll SWD, ELL and a variety of ethnicities as an internationally, open-minded school.

3) **Enrollment:** Sofara International Charter School will employ several means to ensure the enrollment of students in CSD 5 and those who may have special needs, be ELLs and/or be FRPL students. We will continue to develop partnerships with local pre-schools, international educational organizations, community leaders, after-school programs, and CBOs. SICS will also continue to employ grassroots recruitment, using street team distributors throughout the immediate area. Flyers will be posted and hand distributed at local meeting designations such as parks, libraries, heavily populated subway and bus stations, and public-housing complexes. All promotional, recruitment and application

materials will be printed in English, French, Spanish, and Arabic. **These methods will not include the use of preferences during the years that the school would receive CSP funds as per the recent change in guidelines.** SICS' lottery process will incorporate an admissions preference for these students **after** the CSP grant is no longer available in order to create and maintain a balance of factors that promote high achievers.

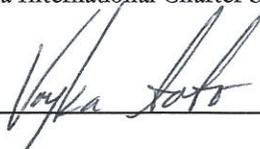
Retention: Sofara International Charter School will meet or exceed the preliminary targets established by the Board of Regents through a variety of ways to include active family engagement by our Community Outreach Organizer to ensure that all parents are informed about our programming, of the **FRLP** program, and that any parents needing assistance completing paperwork or understanding programs get help. School staff will be available to translate or assist. For **SWD's**, particularly those requiring more than 60% Special Education Services, SICS will closely monitor their progress through the transitional inclusion program it will develop, monitored by a full-time certified Special Education Instructor. SICS will offer intervention to students who may not yet be identified as needing Special Education services but are at risk; therefore teachers will familiarize themselves with all at-risk students, diagnosed or not, and take appropriate actions for needed intervention. At SICS, we will provide **ELL's** direct ESL instruction and support for learning core content. This will be in tandem with the existing extensive support programs and staff for in and outside of class.

As an added value, SICS' instructional design naturally allows at-risk students to demonstrate knowledge in an array of manners thereby fostering success and contentment. Additionally, students will be supported by fulltime reading and math specialists that are part of a school-based intervention team. This team will create an environment of student support and success and ensure that curricular programming includes design elements with, for example, gender in mind. We will implement training and coaching of students, particularly males, through identified research based programs and organizations. These efforts, inclusive of strong structures to support family and parent engagement, will help all feel welcome and included within the school community, leading to increased rates of student retention.

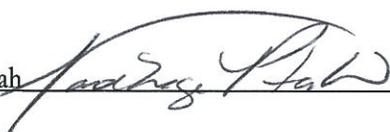
4) *Public Outreach and Community Support (a/b)* - To date, Sofara International Charter School has conducted extensive public outreach. We have contacted and engaged local elected officials, conferencing with them directly on numerous occasions. SICS formally presented to Harlem CBOs such as The Senegalese Assoc.of NY, Shugah Baybees Dev. Center, and Harlem4Kids receiving letters of support. We have spoken extensively with individual families in Harlem CSD 5 and its community educational leaders. SICS distributed flyers at local libraries, public housing complexes and the surrounding area. We held a town hall meeting where we received great support, encouragement and feedback that we used to drive this application. We will hold a Community Information Session in CSD 5 in February 2014, and are anticipating presenting to CEC5, CB10, and CB 11 councils in the coming weeks in addition to starting a community radio campaign. All information contained in our printed materials is also found on our website, [www.Sofarainternational.org](http://www.Sofarainternational.org). During our outreach efforts, we have collected over **800** signatures of support through a paper community petition. The signatures represent families from all 5 boroughs. Broken down: **350+ signatures were from families based in CSD 5 (approx. 120 from Francophone /ELL families)** and 225+ from the surrounding CSDs of 7, 6, 4, and 3. The remainder of the signatures came from families throughout NYC. Community residents were able to give feedback both in person and through SICS' on-line petition. No negative feedback or opposition to the opening of our school was received: only praise and constructive ideas and suggestions.

We strongly believe Sofara International Charter School will exceed its anticipated enrollment due to the current limited level of educational options for dual language; the unique IB educational standards as an academic and community solution; and the tremendous push from eager parents in the community that have inspired us to push through and open a school of this magnitude. Strong enthusiasm continues with support from community leaders, educators and parents. We also know in CSD 5 that 4613 applications were received for the current limited 1563 charter seats. Based on these numerous cited references, we strongly believe that, should the Board of Regents authorize our school, Sofara International Charter School will draw from a strong base of community support and student enrollment.

Voyka Soto

 2-1-14 date

Nadhege Ptah

 2-1-14 date

# Your Choice: Round 1 or Round 2 Submission Deadline

Created Tuesday, March 04, 2014

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## Page 1

Sofara International Charter School

As the lead applicant(s) in consultation with the other members of the applicant group, we intend to submit a full application in:

Select one of the two options from the dropdown menu.

Round 1 by March 28th

Signature of Lead Applicant, Voyka Soto.

A handwritten signature in black ink that reads "Voyka Soto". The signature is written in a cursive style with a large initial 'V'.

Signature of the Co-Applicant, Nadhege Ptah. (If Co-Applicant is listed)

A handwritten signature in black ink that reads "Nadhege Ptah". The signature is written in a cursive style with a large initial 'N'.

APPLICATION SUMMARY	
Charter School Name	Sofara International Charter School
Applicant Name(s)	Voyka Soto and Nadhege Ptah
Applicant(s) E-mail Address	[REDACTED]
Applicant(s) Contact Telephone Number	[REDACTED]
Public Media Contact Name	Nadhege Ptah
Public Media Contact E-mail Address	<a href="mailto:SofaraInternational@gmail.com">SofaraInternational@gmail.com</a>
Public Media Contact Telephone Number	212-591-0299
District of Location	New York City Community School District 5
Opening Date	August 27, 2015 for students
Proposed Charter Term	5 Years
Proposed Management Co, Partners or Replication School Model	Not Applicable
Projected Enrollment and Grade Span During Charter Term	316 students in grades K-7
Projected Maximum Enrollment and Grade Span	566 students in grades K-12 in second charter term
Mission Statement	Sofara International Charter School (SICS) invests in children, as our future, ensuring high levels of achievement by nurturing academic growth and social development while promoting international-mindedness towards successful participation as leaders in a globally competitive society. SICS will achieve this empowerment through a rigorous, inquiry based, holistic learning environment developed through the International Baccalaureate continuum of K-12 programs and engaging its culturally rich and diverse surrounding community.

Brief Summary - Sofara International Charter School offers an international education as provided by the most prestigious private schools for children of diplomats and multinational corporate executives. The difference is that the SICS educational program is available to ALL students, tuition free. SICS seeks to merge the rigorous, world renown, educational standard set by the four International Baccalaureate (IB) continuum of programs with the current expectations set in the New York State Common Core Learning Standards. The SICS experience takes students on an endless journey of inquiry based experiences utilizing perspective from the IB framework & themes. SICS' students begin grade K with the Primary Years Program (PYP) and by grade 6 move into the Middle Years Program (MYP) within the first charter term. The IB, established as a means to bring together the best of different education systems worldwide and create a diploma that is universally accepted for entrance to universities around the world, offers the rigorous Careers Certificate and Diploma Program for students in grades 11 and 12 thereby seeing that all students are high achievers.

A natural fit to the IB continuum, SICS utilizes Universal Design for Learning (UDL), a "set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners."<sup>1</sup> UDL incorporates multiple means of representation of material to students, multiple means of expression and action, and of multiple means of engagement<sup>2</sup>. The aspect of choice embedded in UDL empowers students to find aspects of classroom content that interest them, and to approach learning from a place of strength, supporting

<sup>1</sup> <http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/CurriculumMapping/UDL.htm>.

<sup>2</sup> <http://cast.org/udl/index.html>.

Students with Disabilities (SWD) and English Language Learners (ELLs). To support this mode of learning, a Standards Referenced Grading assessment system to measure what students know and understand is used rather than tainting grades by including percentages for categories such as H.W. completion and tardiness.

As IB'ers, SICS students experience inquiry based learning that is also a natural fit with STEAM and which is designed to supplement knowledge acquisition of Science, Technology, Engineering, ART, and Math by providing instruction through hands-on projects. In addition to fostering passion for the sciences, STEAM instruction is particularly beneficial to SWD and ELLs, our most at-risk students. The kinesthetic nature of STEAM makes every content area more accessible to students who have not yet developed skills to navigate textbook or classroom based learning<sup>3</sup>. Inquiry will have every SICS student regularly taking their learning outside the classroom through extensive hands-on opportunities incorporating their community, city and beyond. SICS' environment encourages students to remove the walls of their classroom and look for answers to inquiries on a local and global level with a field study, service as learning, program where they participate in projects and finding solutions to community problems. Extending the learning experience to the real world brings it into alignment with core content and allows it to be synthesized. Thinking globally, each SICS student will be part of a learning community that encourages foreign language acquisition, and where they will be supported in becoming trilingual and tri-literate. This is an invaluable component of meeting SICS' mission of creating globally competitive students in addition to the understanding that knowing two or more languages is positively associated with intellectual and academic achievement. SICS students will have exposure to a universal world language (French) and an immersing critical world language (Arabic).

To reduce the barriers and promote access to knowledge, SICS will implement a Blended method of instructional delivery. Staff will record key lessons and tutorials using a variety of media sources that will enable students to access them from locations other than the classroom. This allows students to access instruction at home (i.e. for HW or when sick), in the field, or in the classroom when needed for remediation and/or enrichment. Also, SICS will institute an extended calendar year allowing for 190 traditional contact days and more instruction in core classes per week than NYCDOE schools(see II.B.). During February, April and July, SICS will hold intersessions, optional sessions during which students may take classes for remediation or enrichment. The calendar design allows SICS to mitigate knowledge and skill deterioration over breaks<sup>4</sup>.

SICS intends to serve a population primarily from CSD 5, which has a dense urban, racially-diverse population of lower-middle class families who are often academically underserved. This is a high need population of students with 96% of 3rd graders eligible for Free and Reduced Price Lunch; 16% of 3rd graders are ELLs; and 22.4% of students have disabilities. Many children come from bi-literal families who have exposed their children to two languages since infancy. SICS has a well-devised recruitment and retention plan, ensuring adequate numbers of ELLs are enrolled and it supports its students with an organizational structure that builds teacher effectiveness thereby increasing student support in learning. With small class sizes, teachers will be supported by teaching assistants, interns, special education teachers, and math, literacy, and IB coaches in an environment of constant collaboration. The instructional staff is then supported by a Head of School, whose main responsibility is to ensure the instructional strength of the school and who, in turn, is supported by and Executive Director with expertise in teaching and learning in the International Baccalaureate.

Sofara International Charter School will be open to ALL students who seek an international education based on the International Baccalaureate continuum of programs, in a multi-lingual setting. SICS will be a classroom based educational program serving grades kindergarten through seventh grade with a projected enrollment of 316 students by the end of its first charter term (requesting maximum enrollment of 566 students to 12<sup>th</sup> grade in its second charter term) working toward IB authorization by year 2 in the PYP and year 6 in the MYP.

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<sup>3</sup> Cuevas , P., Lee, O., Hart, J., & Deaktor, R. (2005). Improving science inquiry with elementary students of diverse backgrounds. *Journal of Research in Science Teaching*, 42(3), 337-357.

<sup>4</sup> <http://www.wallacefoundation.org/knowledge-center/summer-and-extended-learning-time/summerlearning/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.pdf>

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name Sofara International Charter School  
 Proposed School Location (District) NYC - CSD05 Manhattan

I hereby certify that the founding 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 founding 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 founding 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>6</sup>

The applicant(s) 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 required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application<sup>7</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>8</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>9</sup>

Signature of Applicants:	<i>Voyka A. Soto and Nadhege Ptah</i>
Date:	<i>March 20, 2014</i>
Print/Type Name:	<i>Voyka Soto and Nadhege Ptah</i>

<sup>6</sup> N.Y. Education Law § 2854(2)(a)

<sup>7</sup> ESEA § 5203(b)(3)(J)

<sup>8</sup> ESEA § 5203(b)(3)(K)

<sup>9</sup> ESEA § 5203(b)(3)(N)

**SOFARA INTERNATIONAL CHARTER SCHOOL**

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## **PART I: MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY**

### **A. *Mission Statement and Objectives -***

Sofara International Charter School (SICS) invests in children, as our future, ensuring high levels of achievement by nurturing academic growth and social development while promoting international-mindedness towards successful participation as leaders in a globally competitive society. SICS will achieve this empowerment through a rigorous, inquiry based, holistic learning environment developed through the International Baccalaureate continuum of K-12 programs and engaging its culturally rich and diverse surrounding community.

*Objective:* To create a standards based, culturally rich, language infused learning environment where inquiry based authentic experiences enable students to synthesize understandings and connections to utilize in real life thereby becoming academically strong, high achieving, and globally competitive. To meet the mission by having strong parent engagement and strong community connections

#### **SICS will materially further the objectives of Education Law §2850(2):**

1. *SICS will improve student learning and achievement.* In Community School District (CSD) 5, 3<sup>rd</sup> through 8<sup>th</sup> graders currently test at a 29% proficiency rate in English Language Arts (ELA), a 39% proficiency rate in Mathematics<sup>1</sup>. SICS' students will receive extra instructional support in each of these subject areas through both an extended instructional day and year.

2. *SICS will increase learning opportunities for all students, with special emphasis on those who are at-risk of academic failure.* The use of a student driven inquiry based model that promotes project-based learning through all subjects makes all learning and content areas accessible to English Language Learners (ELLs) and Students with Disabilities (SWD) who may have trouble deciphering the technical language and abstract concepts of traditional subject curricula. Also, the use of real world provocations to learning will allow all students to have authentic learning experiences that motivate them to produce, think critically, and inquire further. SICS students will develop with their teachers individualized learning plans and goals set through benchmarks, standards, and **IB** skills, attitudes, and attributes. Special attention and programming will be utilized to address the achievement gap often found with male vs. female students. SICS teachers will utilize Universal Design for Learning (**UDL**), one of the best means of providing instruction to at-risk students. SICS extended-day school calendar minimizes skill and knowledge erosion while providing an opportunity for extra academic and enrichment programming including small group tutoring in reading, writing, and math.

3. *SICS will encourage the use of different and innovative teaching methods.* SICS Standards-Referenced Grading (SRG) system will separate achievement and effort into two distinct grades. Academic grades will be determined purely by performance on assessments, and will be based on final mastery of a standards-based learning goal. Students, including those in the lower grades, will learn to track their progress on individual standards as they make their way through a unit, thereby developing a sense of ownership over their academic progress. Teachers will receive professional development to provide a **blended learning** environment that will allow students to access mini lessons and tutorials “in the cloud” from anywhere via the internet and multimedia formats. Authentic learning tasks will be attached to all units of study that utilize the environment and creative resources to enhance learning.

4. *SICS will provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.* SICS parents and students will experience expanded educational opportunities through the partnerships developed with community and international organizations. Parents will fully be trained and encouraged to fully participate in student life and academics. SICS students will experience **STEAM** projects including specially designed artistic projects, and second language acquisition. SICS students will also experience expanded opportunities in athletics and extracurricular activities.

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<sup>1</sup> NorthEast Charter Schools Network <http://www.necharter.org>

**B. Key Design Elements**

**Educational Program** - The SICS educational program is comprised of several design elements not typically found in public schools. Each of the following mission-driven design elements enables all students to meet or exceed New York State and Common Core Learning Standards.

<b>Pedagogical Approaches</b>	<b>Description</b>
<b>Universal Designs for Learning (PYP/MYP)</b>	Universal Designs for Learning (UDL) is a “set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners.” <sup>2</sup> UDL incorporates three features: i) multiple means of representation of material to students, ii) multiple means of action and expression, and iii) multiple means of engagement <sup>3</sup> .
<b>Inquiry-Based Learning (PYP/MYP)</b>	Using the Primary Years Program (PYP), SICS will offer a child-centered, transdisciplinary approach to teaching and learning. Students will progress through <u>units of inquiry</u> that are teacher facilitated and <u>student-driven</u> . Each unit of study will revolve around an overarching theme that is anchored by a central idea. Both the theme and the central idea will be aligned to the current <u>New York City instructional scope and sequence</u> and <u>New York State and Common Core Learning Standards</u> . Each inquiry-based unit provides an opportunity to achieve <u>depth of knowledge</u> , as students are guided in the use of <u>diverse resources to collect details, evidence, and facts</u> . As students move into the Middle Years Program (MYP) inquiry becomes further enriched through the transition to an interdisciplinary mode of inquiry.*
<b>Transdisciplinary Instruction (PYP)</b>	All content areas of studies are tied together with a central idea creating a web of knowledge that is rich in depth and multi-dimensional. *
<b>Interdisciplinary Instruction(MYP)</b>	Several content areas of study are tied together to create opportunity for deepening of understanding and use of knowledge in the real-world. *
<b>Foreign Language</b>	The SICS approach to foreign language learning involves dual immersion in French and English and daily instruction in Arabic as a specialty class. *
<b>STEAM Library Lab</b>	Beginning in K, SICS students are immersed in science, technology, engineering, art in engineering and mathematics research projects tied to their units of study and real-world use and application.*
<b>Project-Based Learning</b>	SICS students will learn about the world through inquiry that encourages them to take on critical thinking projects initiated by teachers as well as themselves.
<b>Instructional Collaboration</b>	IB teachers, including Bi and Mon lingual teaching teams, are in a constant state of collaboration and support of students and one another in creating optimal learning opportunities for both readiness and enrichment. As an added benefit of the IB design, the SICS workday schedule allows two instructors to be present during STEAM and Art to ensure core content alignment and a lower student to teacher ratio.
<b>Differentiated Instruction</b>	SICS teachers will have intense support from SpEd., Literacy and IB coaches to plan differentiation. Hands-on projects will allow SWD and our ELL’s the most in that they allow a student to demonstrate knowledge & understanding in a unique manner. SICS will have 3 days per week set aside for small group tutoring in reading, writing, mathematics and language.*
<b>Blended Learning</b>	Blended learning, through utilization of technology, will deliver and supplement instruction allowing students to access teacher instruction in the classroom, on-

<sup>2</sup> <http://schools.nyc.gov/Academics/CommonCoreLibrary/Toolkit/CurriculumMapping/UDL.htm>.

<sup>3</sup> <http://cast.org/udl/index.html>.

	line, or while on the move. *
<b>Service Learning</b>	A large component of all levels of IB studies is hinged on the understanding that after learning in books comes learning in the real world. Therefore SICS students will collaborate with their community to take action on projects as solutionists. SICS will design a program that creates standards and content aligned opportunities . *
<b>Instructional Grouping</b>	SICS students can expect push-in small group and 1:1 instruction on a regular basis as well as the possibility of participating in ½ class programming in order to meet their needs. (see II B.)

\*Additional information regarding the SICS inquiry-based learning model can be found in Section II.C. of the Educational Plan.

<b>Innovative Programming</b>	<b>Description</b>
<b>Science Technology Engineering, Art and Mathematics (STEAM)</b>	The SICS STEAM program incorporates an arts in engineering perspective. Students’ critical thinking and creativity will be furthered as they are allowed to create artistic representations of their understandings that are in motion. Additionally, the SICS STEAM program utilizes three of the aforementioned pedagogies to support students’ depth of knowledge. These instructional strategies include transdisciplinary, interdisciplinary and project-based learning.
<b>Foreign Language (Trilingual)</b>	The SICS approach to foreign language involves dual immersion in French and English beginning at Kindergarten in a 50/50 model in the PYP and MYP.* SICS students will become trilingual through daily instruction in Arabic, a critical world language.

\*Additional information regarding the SICS content can be found in Section II.C. of the Educational Plan.

<b>Innovative Structures and Systems</b>	<b>Description</b>
<b>Standards-Referenced Grading (SRG)</b>	SICS’ SRG system focuses exclusively on student mastery of learning goals measured through multiple forms of <b>formative and summative assessments</b> . Students will become accustomed to tracking their own progress on assessments, empowering them with understanding of, and ownership over, their performance in each content area.
<b>Summer Academy</b>	Students in need of remediation, are at-risk, or did not meet passing scores on State exams will have the opportunity to attend the SICS Summer Academy in July. *
<b>Inter-Sessions</b>	Students that demonstrate the need for further instructional support for remediation or enrichment will have the opportunity to attend classes during intersessions. The calendar design allows SICS to <b>mitigate the effects of knowledge and skill loss over extended breaks</b> . (see II.B).*
<b>Extended Learning Time in Core Classes</b>	SICS’ school day provides <b>more instruction in core classes</b> per week than does the DOE (see II.B.). This is done by an extended time day and extended time class schedule of 1 hour per period on average.
<b>Professional Learning Community</b>	As part of a well developed IB program of instruction SICS weekly schedule will provide teachers minimally with 4 periods per week to collaborate and learn together, enjoy early release days for job-embedded PD in areas of critical need as the priority, have 4 general PD days and 3 data analysis days. (see III E.)

*Set-Aside Admissions Preference for:* SICS will employ several means to ensure the enrollment of students in CSD 5 in a fair and equitable manner including those who may have special educational needs, be ELLs and/or FRPL students but which **does not include the use of preferences during the years that the school would receive CSP funds.** SICS' lottery process will incorporate an admissions preference for these students in order to create and maintain a balance of factors that promote high achievers after the CSP grant is no longer available. As laid out in I.C., SICS will continue to develop partnerships with local schools, international educational organizations, community leaders, after-school programs, and Community-Based-Organizations and to employ grassroots recruitment, throughout the immediate area. Flyers will be posted and hand distributed at local meeting designations such as libraries, parks, heavily populated subway and bus stations, and public-housing complexes. All recruitment and application materials will be printed in English, French, Spanish and, if needed, Arabic.

### **Teacher Supports**

- *Common Planning Time:* See chart above
- *Instructional Coaching:* While the Head of School will provide the instructional leadership of the school and give evaluative feedback to teachers, SICS also intends to employ **Instructional Coaches in the form of lead teachers** who will give developmental, formative feedback. SICS, as part of the **IB** program will employ an **IB Coordinator** to coach teachers on the implementation and professional growth of their respective programs of instruction. The coaches will observe every teacher weekly at minimum. To promote high-quality planning, classroom management, delivery of instruction, and assessment, coaching will include a live and active method, rather than debriefing at a later time. This allows teachers to experience real time feedback that immediately improves instruction. Instructional Coaches work closely with the Head of School to develop support plans for developing teachers, and help teachers understand and successfully implement the highly effective techniques of the PYP/MYP and UDL.
- *Minimal Administrative Duties:* In order to ensure successful implementation of all planning and assessment, teachers will have **minimal administrative duties outside of the classroom.**
- *Successful Model:* The International Baccalaureate Organization (IBO) has attained world recognition as a successful, rigorous program of study because it continuously monitors its authorized schools as they facilitate their Programs of Inquiry in the real world. Additionally, for those who seek it, the IBO maintains a professional development core of educators that are located in every corner of the world to guide schools through the IB framework as well as IB school collaborative support networks. Also, SICS has the direct benefit of having the IBO Manager of Regional Development & Outreach for the Americas on the SICS Advisory Board to provide direct guidance in becoming New York States first wall-to-wall-IB World School.

SICS' founders selected the IB as the model upon which to ground Sofara after extensive research by community parents on the desirable qualities in a community school. The IB model fit those qualifications perfectly for its research backed practices, rigorous standards, holistic approach to teaching & learning, and focus on international-mindedness to name a few. Currently, there are thousands of successful IB schools around the world accredited by the IBO to ensure that they maintain the rigor and quality that is synonymous with the continuum of programs. When making this decision, SICS founders visited The Intn'l School of Brooklyn, Baltimore Intn'l School, British Intn'l Schl. of NY, Dwight School and Rosemarie Ann Siragusa School Yonkers to ensure that the IB model would be successful with the proposed student population. We were impressed with the language programs at Baltimore (5 languages) and Dwight (3 languages) as well as the Yonkers school, which outperforms their peers in both their State and their district public schools and has a population similar to that of NYC.

**Organizational Structure and Capacity:** SICS' organizational structure is designed to maximize support for teachers, maximize support of the implementation and all **IB** programs, and maximize the growth of a multi-tiered school. The Executive Director (ED) will report to the Board of Trustees (Board), and will oversee the schools and their program development as a whole. The ED manages the

Head of School (HOS), who will oversee instruction and school culture, and the Director of Operations (DOO). The ED will also serve as the chief liaison between the school and its external stakeholders, such as parents, community leaders, and the authorizer. This will allow the HOS to focus entirely on compliance needs, data analysis, instruction, observing and coaching teachers, developing curriculum, and planning PD.

SICS' Lead Applicant and Executive Director is uniquely qualified to operate a high performing charter school. Voyka Soto is a resident, parent, and educator in CSD 5 who has more than 15 years experience working with high needs-populations both domestically and internationally. She holds an M.A. in International Curriculum and Instruction through the Foreign Affairs Spouses Teacher Training program sponsored by the State Department. Additionally, Ms. Soto holds a teaching and learning Certification from the International Baccalaureate Organization making her uniquely qualified to grow a wall-to-wall IB school. She has experience developing and organizing new international schools for special needs students, strategic planning for the reorganizing and restructuring of schools through systemic reform, and assisting in developing alignment plans for accreditation including the European Council of International Schools and the Middle States Association of Colleges and Schools.

**C. Enrollment, Recruitment and Retention**

\* Kindergarten will be open to all children who turn five years of age by December 31st of the year in which they begin class, as required by law [Ed.L. §3202(1)]. \*\* School Leadership would like to

Enrollment Plan - proposed charter term includes 10% attrition in years 3-5						
Grades	Ages*	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-6	50	50	50	50	50
1	5-7	25	50	50	50	50
2	6-8	25	25	50	50	50
3	7-9	16 **	25	25	50	50
4	8-10	0	16	25	25	50
5	9-11	0	0	16	25	25
6	10-12				16	25
7	11-13					16
Total		116	166	216/195	241/217	316/285

reserve the flexibility to evaluate the first incoming sixteen lottery 3<sup>rd</sup> graders for academic ability and, if deemed viable upon Leadership Team review, add an additional 4 students to the class from the waiting list thereby enabling greater access.

SICS anticipates high demand given the rarity, rigor, and reputation of the IB programs and parent feedback, but intends to keep enrollment low for the top three grades (1-3). SICS' founders have presented a conservative enrollment plan to ensure proper growth of both the program and the school structure. It is driven by the school's instructional design where class size is small enough to create focused and individualized instruction while being large enough to sustain the social needs of a growing population in CSD 5 and its surrounding areas<sup>4</sup>. Also, enrollment will be kept low due to the intricacies of the student foreign language levels, **IB PYP** program and the transitions to be made between the lower school and the upper school (effectively Elementary and Middle schools).

Well designed, research based, support systems such as extensive on the ground support from the TC Reading & Writing Project will be implemented to ensure academic growth and an abundance of direct, 1:1, and small group student support while allowing both elementary and middle schools to be created. Our first year of JHS will have 16 students, year two 41 students, and year three 66 students. Low initial enrollment will also allow for in-depth, school-wide, growth analysis to take place on a consistent basis. Overall, year one will see enrollment of 116 students with the addition of 50 students for each successive year. For grades K and 1, SICS will backfill any seats vacated through attrition throughout the charter term. Starting in the 2nd grade, however, SICS will not backfill. At the JHS level SICS will accept enrollment that meets its intended target. Attrition of 10% each year beginning in the 3<sup>rd</sup> year of the charter term is accounted for. At no point in its first two years will SICS' enrollment exceed 170 students,

<sup>4</sup> <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Demographics/2012-2021GrierPartnershipReport.pdf>

therefore, a collective bargaining waiver will not be required.

**Meeting Enrollment Targets Established by the Board of Regents<sup>5</sup>:**

**Recruitment & Retention Plan**

In order to participate in the CSP grant funding opportunity SICS will not have a lottery preference. However, through regular community recruitment we anticipate enrollment of at-risk students designated ELL’s, FRLP, and SWD. As per the latest NYS data, CSD 5 hosts an approximate 12% ELL and 80% FRLP student population<sup>6</sup>. Therefore, their enrollment will be possible through the following types of recruiting activities.

	FRLP		SWD		ELL	
	CSD 5 target	SICS projected	CSD 5 target	SICS projected	CSD 5 target	SICS projected
Year 1 (116 students in K-3)	91.2	85.9	18.8	13.6	15.8	11.0
Year 2 (166 students in K-4)	91.5	87.3	19.8	15.2	16.4	12.2
Year 3 (216 students in K-5)	91.8	88.2	20.1	16.0	16.6	12.9
Year 4 (266 students in K-6)	92.1	88.5	20.3	16.2	16.8	13.0
Year 5 (316 students in K-7)	92.5	89.6	20.2	16.7	16.7	13.5

**To recruit ELLs:**

- All recruitment & application materials will be printed in English, Spanish, French and Arabic.

- SICS will advertise in local newspapers, including non-English newspapers.

- SICS will conduct outreach at the Citywide Council on English Language Learners (CCELL) to share ideas and resources for recruitment.

- SICS will cultivate relationships with organizations that serve recent immigrants.

**To recruit FRPL students:**

- SICS will distribute flyers at public housing complexes.

- SICS will cultivate relationships with local public assistance providers and food banks.

- SICS will conduct outreach at local free health care providers.

**To recruit SWD:**

- SICS will meet with the Committee on Special Education (CSE) for CSD 5 to inform them about the school and provide them with promotional materials for parents.

- SICS will further cultivate relationships with the special education coordinators pre-K and early childhood developmental programs.

**To recruit students whose families may be less informed about available options:**

- SICS will continue to cultivate relationships with pre-school and daycare school leaders, parent coordinators, PTA leaders, and guidance counselors, promoting SICS as a unique educational experience throughout all terms of its growth. If possible, SICS will hold an information session for parents several times in the year at pre-schools and daycares, or for multiple schools at once.

- SICS will continue to cultivate relationships with on-the-ground Community Based Organizations (CBOs) that serve students who would be eligible to attend SICS, or their parents.

<sup>5</sup> <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

<sup>6</sup> <https://reportcards.nysed.gov/schools.php?district=800000047161&year=2012>

- |   |
|---|
| <ul style="list-style-type: none"> <li>• SICS will conduct outreach at local community centers such as The Children's Aid Society</li> </ul>  |
| <ul style="list-style-type: none"> <li>• SICS will hold information sessions, conduct school visits, and make announcements at meetings of the Community Board and CEC 5. Outreach sessions will be publicized using flyers, advertisements, social media, and contact with community organizations.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Families will be encouraged to visit SICS, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.</li> </ul>  |

**Retention:** To retain FRPL students, SICS will ensure that all parents are informed of the FRPL program at the beginning of each school year. SICS will also make sure that if any parents need assistance completing paperwork or understanding the FRPL program that appropriate staff will be made available to translate or assist with any questions. For the retention of SWD, particularly those requiring more than 60% special education services SICS will closely monitor them.

The SICS model and daily practices will actively engage and support learning for all students. SICS will:

- Create a **transitional inclusion program** (see *II.G.*) to closely monitor student progress
- Offer intervention to students not identified but in need of specialized services (*II.G.*)
- Have a full-time ELL teacher to service ELLs and monitor their progress
- Provide targeted interventions and intensive parent engagement for all students at-risk academically, no matter their background (see *II.G.* and *III.I.*)
- Support students with fulltime specialists that are part of a school-based intervention team
- Implement training and coaching of students, particularly males, through identified research based programs and organizations
- Through the **IB**, students will experience a solid holistic program
- Develop strong structures to support family and parent engagement

In addition to strategies listed, through Culturally Responsive Teaching, SICS will recognize the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). In order to teach to the needs of boys and particularly boys of color, it is important to understand the notion of “culturally responsive teaching” and literacy education for the purposes of attacking a plaguing crisis within our inner city of underperformance and low literacy rates amongst boys of color. By developing curricula designed to foster a healthy self-identity and higher literacy levels SICS seeks to combat and reverse this trend.

All of the above efforts will help parents feel welcome and included within the school community, leading to increased rates of student retention. As developing young humans, students will benefit from **social and emotional support** that is developmentally appropriate and driven. Throughout the **IB** continuum of programs one main tenet is that students will work on developing a core set of attributes and attitudes that cannot be separated from academic and intellectual growth.

**Community Support and Interest – (see Attachment 2)** Based on the current level and quality of educational options for dual language, the **IB** educational standards, and the push from eager parents in the community that have inspired us to push through and open a school of this magnitude, we strongly believe Sofara International Charter School will exceed its anticipated enrollment. We have received, and continue to receive, enthusiastic encouragement from community parents as partially demonstrated in the obtained letters of support, whose biggest concern has been foreign language and quality of services. Community advocates, leaders, and educators have also shown support of the opening of SICS and its IB programming through letters of support and mentoring. As part of a grassroots public outreach plan, SICS has spoken directly with many families at community events and has collected over **800** signatures of support on a community petition. The signatures represent families from the 5 boroughs. Of them, 350+ signatures are from families based in District 5 with approximately 120 signatures coming from Francophone ELL households. The majority of all other signatures come from surrounding districts 7, 4,

6 and 3. Additionally, we know that there were 4613 enrollment applications to Charter schools in CSD 5 than available seats.

At this point, SICS has not encountered opposition. Elected officials, who have also given letters of support, and their representatives, have been impressed with SICS' proactive community outreach and plans for development and implementation of its educational programs. In many cases, representatives, elected officials, community leaders or school officials that are generally opposed to charter schools have told us that they are open to further dialogue and are willing to collaborate with SICS. Further evidence of support is in *Attachment 2*.

**Ensuring Adequate Enrollment:** At all recruitment events described above, SICS will provide students and families with an opportunity to fill out an application for the lottery. Applications will also be available on the school's website and in hard copy at the school. SICS will also leave copies of the application in all locations described above. Once applications are submitted and the lottery is held, SICS will mail an enrollment packet (see *II.L.*) to each admitted student. SICS will call all accepted students and notify them of mandatory enrollment sessions, which will be held on multiple days and at multiple times of day. If any student declines his or her spot, SICS will call students who are on the waiting list in a timely fashion. The Board will monitor enrollment targets closely as the school year approaches. SICS' Admission Policy and Procedures in *Attachment 1* provides specifics regarding the application, admissions and enrollment process, and a plan for a public lottery.

**D. Community to be Served**

**Value of the School in CSD 5:** While there are many schools serving SICS' target of CSD 5 families, none offer the holistic educational experience being offered herein. Parents have told us that their support of SICS is primarily because of a perceived lack of academically strong options within the district. We have received comments that have driven the direction of this application such as, "**This school would be a dream come true for parents & children in CSD 5. I hope that this gets off the ground sooner than later!**"<sup>7</sup> To meet the need, SICS will provide a rigorous, internationally minded, inquiry based option through the International Baccalaureate that is unparalleled. The combination of inquiry based IB, a trilingual program, daily STEAM instruction, and service as learning all in a continuum of learning would an immense value to CSD5 children. Currently, there are only two New York State schools that offer the continuum of IB programs allowing for the continuity of education that many parents have expressed they are seeking. These are the United Nations International School and The Dwight School, which attending would cost approximately \$40,000 per year in tuition and fees. By allowing SICS to grow and flourish, we will fill a void and need expressed by the community while offering children an experience that, so far, has only been available to select families. Also, surrounding schools can look forward to sharing in collaborative projects and learning experiences, which is a hallmark of IB schools. **Most importantly, SICS mission is aligned with the Fiscal Year 2014: District Statement of Needs for Community Boards 9, 10 and 11 which ask for increased educational funding for foreign language programs, increase STEM focus, programs that widen the scope of international and collegiate opportunities, and to build skills in youth that offset the cycle of poverty**<sup>8</sup>.

*Traditional Elementary Schools in CSD 5:* There are 24 elementary, 7 middle and 4 K-8 schools that service CSD 5. According to the latest NYSED report card, many students in CSD 5 still struggle to make adequate yearly progress in ELA or Math<sup>9</sup>. There are two elementary schools that perform above the rest and these are P.S. 36 Margaret Douglas and Thurgood Marshall Academy-lower school. These

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<sup>7</sup> Helen Narina Schmidt – CSD 5 parent via online petition comment section

<sup>8</sup> [www.nyc.gov/html/mancb10/html/about/needs.sthm](http://www.nyc.gov/html/mancb10/html/about/needs.sthm), [www.wcb11m.org/node/5](http://www.wcb11m.org/node/5)

<sup>9</sup> All information taken from NY State Accountability and Overview Report or Comprehensive Information Report, <https://reportcards.nysed.gov/files/2011-12/ACC-2012-310500010000.pdf>

schools had average aggregate ELA scores of 43.34 and average aggregate Math scores of 50.16<sup>10</sup>. Neither school offers a program comparable to that offered by SICS. The chart below shows data for the top four performing elementary schools.

Name of School	Number of students enrolled	2012-2013 aggregate ELA scores	2012-2013 aggregate Math scores	Average attendance	AYP Status
Thurgood Marshall Acad. lower school	212	49.50	56.44	92.9%	In Good Standing
P.S. 36 Margaret Douglas	555	37.18	43.89	91.1%	In Good Standing
P.S. 92 Mary Bethune	264	33.89	41.92	90.8%	In Good Standing
P.S. 123 Mahalia Jackson	622	22.73	27.79	88.7%	Improvement (year 1) Comprehensive ELA & Math

*Charter School Options for Students in the District:* There are 7 charter schools in CSD 5 serving elementary school children and another 3 serving middle school children — Democracy Prep Harlem Charter (k-2), HCZ 1 & 2 (k-9), Success Academy (k-5), Harlem Village (k-1), Kipp Infinity (k-5), and NYFACS (k-5). While some of these schools, such as Democracy Preps’ Harlem Prep Elementary School, offer elements similar to that of the IBO such as community action, transforming a learning environment into a full IB World School has the potential of taking student achievement to a new level. Students at SICS will maintain continuity of rigor, expectations, and skill sets throughout the continuum. As is, **IB**, as a holistic continuum of programs, is not evident in any of the CSD 5 schools.

Presently, there are two schools that can offer students a continuum experience and those are Harlem Children’s Zone’s Promise Academies (HCZ) and Harlem Village Academies (HVA). Neither HCZ nor HVA currently offer programs comparable to those of SICS. While these schools offer exciting programs, SICS will provide an option for parents of Harlem who want to enroll their children in a rigorous charter school within the district that offers academics in hands-on inquiry based form, emphasizes real world connections, and instills such a well-rounded foundational skill set as to make its students globally competitive. The estimated 8,946 waitlisted Charter school students in Manhattan<sup>11</sup>, of which the majority are in Harlem, speaks to the desire of parents to have more choices.

*Parochial Schools in CSD 5:* There are 4 parochial schools in CSD 5 - Annunciation Parish School, Our Lady of Lourdes Parish School, St. Aloysius Jesuit School, and St. Charles Borromeo Parish School. All four schools serve a very small population of students in grades K-8 whose parents have a preference for the religious teachings. Each school enrolls approximately 250 students. These schools draw students from the entire city with no admissions preference for CSD5.

**Proposed Population SICS Would Serve:** In CSD 5, 39% of students are Hispanic or Latino, 55% are African-American, 3% are Asian or Asian-American, 1% are American Indian or Alaska Native, and 3% are White.<sup>12</sup> Based on schools with dual language programs in the surrounding areas, it is

<sup>10</sup> Northeast Charter Schools Network district 5 demographic scores

<sup>11</sup> [www.nyccharterschools.org](http://www.nyccharterschools.org)

<sup>12</sup> <https://reportcards.nysed.gov/files/2010-11/AOR-2011-333200010000.pdf>.

expected that these percentages will change. Most students fall into high need subgroups: 96% of 3rd grade students in the district are FRPL; 16% of 3rd graders are ELLS; 22.4% of 3<sup>rd</sup> grade students have disabilities.<sup>13</sup> The most recent data available on student exams indicate that most students entering SICS will be performing below grade level. The table below shows academic performance of 3rd graders in CSD 5, with specific attention to at-risk populations:

Population	ELA		Math	
	% scoring proficient (Level 3)	% scoring advanced (Level 4)	% scoring proficient (Level 3)	% scoring advanced (Level 4)
Overall	36%	1%	41%	4%
FRLP	29%	1%	36%	3%
SWD	10%	0%	24%	0%
ELL	13%	0%	25%	4%

Given the lack of academic preparation, many students today do not see education as a pathway to success. According to the 2010 Census, **only 42.4% of adults in Harlem hold a Bachelor’s degree or higher.**<sup>14</sup> **While this number is promising it is not high enough to grow a sustainable country let alone a viable community.** This perceived lack of opportunity and access has led to negative, self-destructive behaviors where children then are more likely to abuse substances, exhibit symptoms of depression, or be incarcerated. In addition, better preparation, as is known, will lead to **sustainable economic empowerment.**

#### **Rationale for Selecting the Community and Capacity to Serve It**

*Reason for Selecting this Community:* In addition to meeting the Community Boards’ needs as presented in their annual statements, SICS’ founding team is committed to creating an academically rigorous school that will serve students. CSD 5 is a district with an underserved population that needs another reliable option as has been derived from community conversations and a review of performance data. The founding group is particularly passionate about serving the students of their community, each of whom struggles to participate in the dynamic city in which they live. The founders have experienced first hand the turmoil and struggles of finding free, quality education that meets their needs and their expectations for their children. Given the large number of students who leave CSD 5 to go to schools outside the district, and the number of students applying to area charter schools, SICS knows it can fill a need within the district.

*Capacity to Serve this Community:* SICS founding team brings nearly **four decades of combined experience working with high need students** in New York and internationally. They have worked at length with FRPL students, SWD, and ELLs. SICS’ founding team is highly qualified to serve this community and deeply committed to doing so (see *III.A.*). SICS is a grassroots endeavor to bring quality education to Harlem as the students are our future. The founders and founding Trustees all have deep connections to the Harlem community and have a well rounded skill set to ensure SICS’ success. Also, SICS’ school design was created specifically with CSD 5 in mind. Several of SICS’ key design elements will directly support students in areas of greatest need.

Potential Challenge	SICS Design Element
Students at low rates of proficiency in	• STEAM provides exposure to the sciences <i>and</i> to hands-on, project-based instruction particularly beneficial for SWD and ELLs allowing them to view math and science in a different manner

<sup>13</sup> These are the overall percentages for the district; for budgeting purposes, however, SICS has used the lower “effective target” number provided by the Regents, in order to create the most conservative budget possible.

<sup>14</sup> <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>.

Math and Science.	<ul style="list-style-type: none"> <li>• Routine supplemental authentic, real world experiences for students who struggle to meet standards that allows for greater direct, hands-on learning.</li> <li>• Students’ initial instructional grouping will be based on diagnostic test scores, allowing math classes to proceed at appropriate pace and level of rigor.</li> </ul>
Students at low rates of proficiency in ELA.	<ul style="list-style-type: none"> <li>• ELA Common Core standards are integrated throughout curriculum (see <i>II.C.</i>).</li> <li>• Writing seminars through motivational provocations.</li> <li>• Collaboration with the TC Reading and Writing Project</li> <li>• ELL specialist(s) and Literacy Specialist provide small group or individualized instructional support for all students with literacy gaps.</li> <li>• Students initial instructional grouping will be based on diagnostic test scores, allowing ELA and writing classes to proceed at appropriate pace and level of rigor.</li> <li>• Student presentations and demonstrations to enhance listening and speaking.</li> </ul>
	<p><b>ADDITIONALLY:</b></p> <ul style="list-style-type: none"> <li>• Push in specialists and small group tutoring for guidance and remediation</li> <li>• Differentiation through blended learning enhances time with content and gives new approach to mastery of material</li> <li>• Fully developed PD plan to support teachers assessment &amp; instructional delivery</li> <li>• IB and SRG support student ability to self monitor needs and progress</li> <li>• Service as learning brings content into focus strengthening understandings</li> <li>• Transdisciplinary approach ties all content together in a web of knowledge</li> <li>• A rich language based environment where critical thinking and discussion abound</li> </ul>

**Expanding Educational Options within the District:** ALL of SICS’ key design elements, such as the trans and inter disciplinary model of instructional delivery, incorporating STEAM, being inquiry driven, providing authentic experiences, being community service oriented, including skills, attitudes & attributes, promoting a dual language program and trilingual foundation, providing intersession opportunities, maintaining a global perspective, and providing the continuity of rigor through the IB programs are unique to the district. These features are particularly important given the needs of the incoming population described above. We know of no other school in the district that employs SRG, which allows students to closely monitor their own progress in learning nor does any other school utilize an academic/effort grade system like the one SICS will implement. Finally, no other school offers SICS’ competitive outcome of building in students the ability to thrive in any situation, whether that be domestically or internationally, as leaders in a global society.

**Family and Community Support within Sending District:** The educational statistics above point to a clear need for an academically rigorous school that helps students develop a passion for learning and brings them to a level of college and career readiness. Parents leave CSD 5 and cross over to CSD 3 and 4 in search of such a school while others choose private schools. In our conversations with parents, educational and community leaders, we have repeatedly been told that they want a rigorous school within the district (see *I.E.*). SICS has received formal support from several CBOs and businesses who are looking forward to seeing children and entrepreneurs come to them who are well prepared. (see *Attachment 2* for letters of support)

**E. Public Outreach**

**Means of Outreach:** SICS has been engaged in an intense grassroots effort of community outreach to inform the CSD 5 public, and Harlem at large, about Sofara International Charter School and to secure the public’s input and comments regarding the educational and programmatic needs of students and our design to meet those needs. In all outreach, SICS not only informed the community about the school but provided our website, email or phone number, as well as information about and invitation to community meetings with stakeholders. *Attachment 2* provides detailed evidence of the public review

process. In all of the following outreach events, SICS provided information about the intended location, the target student population, the grades to be served, and a description of the educational program offered:

- Presentations at open public meetings
- Engagement of elected officials at the City Council, State Assembly, State Senate and Congressional levels.
- Outreach to CBOs & religious orgs.
- Grassroots outreach, distributing flyers at district public spaces and public housing developments.
- Outreach to CEC 5, education leaders outside with expertise in the public or charter school world, including school leaders, charter school

trustees, school founders, or those with other areas of expertise.

- A facebook page, twitter account and website, [www.Sofarainternational.org](http://www.Sofarainternational.org), gives or contains information about the school and offers avenues for public comment by phone, email, or on the website itself.
- Holding town-hall meetings with community stakeholders at a local business, for which there was sufficient public notice.
- Engaging local area press and listserves

**Portion of Community outreach (not all inclusive):**

Outreach Activity	Date & Location	Community Comment/Input Rcvd.
Town Hall	Shugah Baybees Dev. Center August 2013	...want inclusion of African based languages and high level of “quality”
CEC 5 & Superintendent	CEC & District 5 offices - continuous	Include new programs, curriculum and practices than available now
Political	State office building 125 <sup>th</sup> St.  - continuous	<u>Assemblyman Keith Wright</u> - consider the impact and effect of co-locating <u>Cordell Cleare, COS, Senator Bill Perkins</u> – maintain strong cultural relevancies in the curriculum and provocations
Charter School Leaders	Continuous	Include after school component; include non academic opportunities during inter-sessions
Senealese Assc. of America Malian Association	November 2013 December 2013 - continuous	French & Arabic languages are needed and continuous family input with communication from school

**Solicitation of Community and Public Input or Comment:** At all public in-person presentations, SICS representatives left time for, and explicitly invited, public comment and feedback. The public was also invited to comment on the school’s website through its petition link, or send emails to [info@Sofarainternational.org](mailto:info@Sofarainternational.org). All SICS materials included the website, e-mail and phone number.

**Response to Comments Received from the Community:** The applicant group carefully considered community feedback in its school design. SICS’ plan for interactive parent workshops, parent access to teachers and classroom activities, and the dual language program, languages and parameters arose from suggestions by multiple community members. SICS added enrichment programming to its Intersession in response to suggestions from School leaders that students would want options that enhanced personal inquiries and were not academic in nature.

**Continuing Community Engagement:** SICS has begun building relationships with the organizations described above, and will continue to cultivate relationships with them after the application is submitted. For example, SICS will develop ties with local school leaders and partnership organizations that are community based, several of which provide services to our age group of students. We will also formally meet with the Education and Libraries Committees for CB10, CB11 and CB9 of whom relationships are ongoing. SICS will continue to cultivate partnerships with local schools. SICS’ website, phone number and email will remain active following submission of the application, allowing the

community to submit feedback and input.

**Informing Students in the Community & Providing Equal Opportunity to Attend SICS:** Once SICS is authorized, our founders will continue outreach for the purposes of recruitment. This includes outreach to every pre-school and daycare in the district, as well as to parents and families -particularly the 800+ families that signed our community petition. We will utilize our community and professional network to reach out to service providers helping at-risk children, organizations aiding immigrant families, and faith-based organizations. We will continue our grassroots work of flyering at libraries, parks, major subway stations, public housing complexes, and local businesses.

*Equal Opportunity for Attendance:* SICS will hold a public lottery to determine which students are accepted to the school. The lottery will be conducted in accordance with New York State Law. SICS' admissions policy, described in *Attachment 1*, guarantees that students from CSD 5 will have equal opportunity to attend the school.

**F. Programmatic and Fiscal Impact**

**Programmatic Impact:** From a programmatic perspective, SICS will serve the needs of the CSD 5 community in a variety of ways. The infusion of French and Arabic into our curriculum is unique among all schools appealing to American, French, African and Middle Eastern families who are prevalent in our community. The wall-to-wall IB continuum is another feature of SICS that is unlike any CSD 5 school. Currently, STEAM is not offered daily as part of a general program of study at the elementary level at any CSD 5 school. The high standards and expectations of academic excellence will serve as a beacon for recruiting and maintaining CSD5 students and others into the district and retaining them, for example from overcrowded elementary schools in Districts 3 & 4. This in turn will help to keep class sizes low and achievement high. SICS anticipates, due to limited area pre-K slots, that there will be students entering SICS without having had foundational skill exposure hence the addition of specialized teachers and coaches to our staffing organization.

While SICS intends to be sited in a private facility, upon approval, SICS will begin a dialogue with the District Superintendent, the Parent Advocate, and the district representative for the Council of Supervisors and Administrators (CSA) about creating a collaborative, minimally disruptive co-location process. Nine school buildings within District 5 are at less than 70% capacity for students. Three buildings currently have more than 300 seats vacant, which would allow SICS to build to capacity over five years using only surplus seats. (See *III.F.*)<sup>15</sup>

Operational Year (A)	Enrollment # of Students (B)	Per Pupil Alloc. (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, NYSTL, etc.) <sup>16</sup> (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G) <sup>17</sup>	Projected Impact (i.e. % of District's Overall Funding) (F/G = H)
2015 -2016	116	\$13,527	\$1,568,784	\$147,861	\$1,716,645	\$19,800,000,000	.0087%
2016-2017	166	\$13,527	\$2,245,482	\$211,594	\$2,457,076	\$19,800,000,000	.012%
2017-2018	216	\$13,527	\$2,921,832	\$275,327	\$3,197,159	\$19,800,000,000	.016%

<sup>15</sup> <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011>

<sup>16</sup> Column E includes other funding that will flow to the school from the NYC School District, including special education funding, Title funding, IDEA funding, NYSSL, NYSTL and NYSLIB.

<sup>17</sup> <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>; all models we looked at used figures the entire NYC district. Figures for CSD 5 were not available.

2018-2019	266	\$13,527	\$3,598,182	\$339,060	\$3,937,242	\$19,800,000,000	.020%
2019-2020	316	\$13,527	\$4,274,532	\$402,793	\$4,677,325	\$19,800,000,000	.024%

SICS will have minimal fiscal impact on DOE public schools. For purposes of this analysis, SICS expects the DOE will transfer \$13,527 annually for each child enrolled during the **2015-2016** school year. This figure, along with the “District Budget” figures in the chart above (inclusive of DOE programmatic expenditures & exclusive of pension or debt service costs), is based on assumptions provided in guidance from the DOE. SICS assumes no increase in either its own per-pupil or the DOE total budget. The number of such students in the first year (2015-2016) of the charter will be 116 and the **financial impact on the DOE will only be .000087%** of the total DOE budget. In subsequent years, the financial impact remains minimal. By Year 5 of operation, \$4,677,325 will be transferred from the NYC School District to SICS which represents 0.00024% of the NYC School District’s overall budget, still a negligible amount.

With respect to non-public schools, SICS is not anticipated to have a great financial effect on these institutions, but will enroll a small percentage from schools throughout the City. SICS expects that many of its students will come from low-income families that would not have had the means to pay for tuition-based private schools. As mentioned above, there are four parochial schools in the district, and SICS’ impact on them is expected to be minimal as they have a specific theme that parents seek out. SICS will most likely appeal to families of students in the existing public schools who have been leaving or are ready to leave CSD 5 to go outside the district. Families who send their children to parochial schools in grades K-8 may appreciate the opportunity of a tuition-free, high-performing internationally minded school.

## PART II: EDUCATIONAL PLAN

### A. *Achievement Goals*

#### SICS has the following goals for its educational program during its first chartering period

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Students will be proficient readers, writers, listeners, and speakers of the English and French languages and functional in the Arabic language.</li> <li>2. Students will demonstrate knowledge and understanding of mathematics including application, practical and conceptual understanding, procedural fluency, and problem solving.</li> <li>3. Students will demonstrate proficiency in the understanding and application of technology and scientific reasoning.</li> </ol> | <ol style="list-style-type: none"> <li>4. Students will understand and be able to critically analyze local, global and U.S. issues, history and geography and their impact on human existence.</li> <li>5. As mandated by the federal No Child Left Behind (NCLB) Act28, SICS students will make adequate yearly progress.</li> <li>6. Students will demonstrate the acquisition of foundational academic, social, intellectual and emotional preparedness for college and career.</li> <li>7. At-risk populations will be fully supported in becoming high achievers</li> </ol> |
|---|--|

	NCLB	SICS Student Achievement Goals
Mandated	School is deemed in good standing under the State’s	Each year the school will earn a score at or above the 75th percentile of all schools on the section “Performance” of the citywide Progress Report.
		75% of 3rd-7th enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS ELA, Math and Science exams
		75% of grade level cohorts will perform at grade level on Fountas and Pinnell (F&P) benchmark assessment system. Grades K-3
		Each year, at least 75% of graders 3-7 will perform at grade level on TerraNova Common Core assessments
Val		For operational years 2 through 5, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-fourth the gap between

	NCLB accountability system: it has not met the criteria to be identified as a Focus School or as a local assistance school	the percent at or above Level 3 on the previous year's State ELA & Math exam and 75 percent at or above Level 3 on the current year's State ELA exam
		For school years in which the number of students scoring above proficiency in a grade level cohort exceed 75% on the previous year's ELA & Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year
		For students who remained in school for the entire year, they will show the indicated growth on F&P or TerraNova CC between September and June of each school year
		F&P assessment between September and June of each school year: Grades K-1: 3 levels, Grades 2-3: 2 levels, Grades 4-6: 1 level. TerraNova CC: grades 3-7 three to five percent on CC standards
School Based / IB		At least 90% of students in grades 3-7 will perform at or above Level 3 on a school designed IB based rubric that measures autonomy and self-direction in the fulfillment of their Individual Work Plans
		At least 90% of students in grades 3-7 will perform at or above Level 3 in a school designed IB based rubric measuring critical thinking and problem solving in their end-of unit products and artifacts
		All students will know how to access information and use technology to learn & communicate as evidenced by the successful completion, in grade 5/6, of an IB Exhibition project that demonstrates a depth of knowledge and the use of a wide range of skills at level 3 according to a IB based school-designed rubric

The following table delineates the measures we will use to evaluate our students' attainment of minimum French & Arabic language achievement goals according to expected opening enrollment grades.

Period	Students enrolled on BEDS day	Summative Assessment	Goal for students
End of Grade K	One year	ELLOPA	65% Novice-mid level oral skills: intermediate-low. Listening
		Letter recognition	75% recognition all French & Arabic letters in print
End of Grade 1	One year	ELLOPA	75% Novice-mid level oral skills: intermediate-low. Listening
		Letter recognition	75% recognition all French & Arabic letters in print
End of Grade 2	One year	ELLOPA	75% Novice-high level oral skills: intermediate-low. Listening
		Letter-vowel blending	75% decode letter-vowel combinations in print
		Reading	75% Novice-mid level
		Letter formation	75% write all letters of alphabet
End of Grade 3	One year	ELLOPA	90% Novice-high level oral skills: intermediate-low. Listening
		Letter-vowel blending	90% decode letter-vowel combinations in print
		Reading	90% Novice-mid level
		Letter formation	90% write all letters of alphabet
Grade 3 End of Grade 4	2 consecutive years	Oral, Read & Write	75% emergent Intermediate-low level
		Listening	75% emergent Intermediate-mid

		Comprehension	
		Letter formation	75% write all the letters in script & print
Grade 3 End of Grade 5	3 consecutive years	Oral & Writing	75% emergent Intermediate-mid level
		Reading	75% strong Intermediate-low level
		Listening Comprehension	75% Intermediate-mid
Grade 3 End of Grade 6	4 consecutive years	Oral & Writing	50% Intermediate-mid level 25% Intermediate-low level
		Reading	75% strong Intermediate-mid level
		Listening Comprehension	50% Intermediate-mid 35% strong Intermediate-mid level or above
Grade 3 End of Grade 7	5 consecutive years	Oral & Writing	50% Intermediate-mid level 25% strong Intermediate-mid level
		Reading	50% Intermediate-mid level 25% strong Intermediate-mid level
		Listening Comprehension	45% strong Intermediate-mid level 15% at Intermediate-high level 15% at strong Intermediate-high level or above

Further information regarding our assessment tools is included in response *II.D. Assessment System*. Continual progress monitoring towards meeting the Accountability Plan goals will be addressed at four different levels: student level with the teacher using individual, aggregate and disaggregated assessment data to inform instruction; classroom level by administrators using individual, aggregate and disaggregated data to evaluate the effectiveness of the curriculum and instruction; school-wide level by the Board using aggregate and disaggregated data to make programmatic and resource allocation decisions; and by the authorizer.

**B. *SICS Calendar and Daily Schedule*** (See Attachment 3 samples)

SICS is providing an extended year academic program that includes Summer Academy, Summer Safari, and vacation Intersessions. Instructional days mirror NYC DOE student contact /holidays, however, 4 days per week SICS students will receive the benefit of 60 additional minutes of instructional time in comparison to students attending other NYC public schools. The SICS school schedule maximizes student learning time while supporting student and teacher needs. Over the course of a year, SICS' students will have had additional instructional school days *exclusive* of Intersession days. SICS' calendar design allows for **mitigating the adverse effects of knowledge and skill loss over extended breaks**.

<i>Student-Teacher Work Day/Week Assumptions:</i>	
• Student school day 7:30am-4:15 pm	• Students arrive to eat breakfast at 7:30am
• Voluntary after school program 4:15 – 6:00pm.	• Class and morning routine begins 8:00am
• Early release Fridays will be at 3:05 pm to accommodate teacher PD	
• Students will eat breakfast, lunch and healthy snacks at school.	
<b>*Students in grades k-5 will experience a trans-disciplinary day of learning that may blur the lines of traditional class periods and timelines.</b>	
• Students will have 90-120 mins of learning through Literacy & 60-120 mins of Math daily	
• Students will have Science and/or Social Studies lessons daily as part of the <b>IB</b> curriculum themes for an average of 90 minutes each per day	
• Students will have Visual/performance Arts twice weekly for a minimum of 90 mins p.w.	
• Students will have P.E. daily with a specialist teacher (to include Health and nutrition studies) for a	

minimum of 225 mins per week
• Students will have a recess and/or structured play period daily for 30 mins daily
• In years 1-4 students will follow the PYP scheduling. Beginning in year five grades 6 & 7 will begin their MYP class program.
<i>Teacher Work Day/Week Assumptions:</i>
• Teacher school day will be 7:55am - 4:50pm daily.
• Teacher responsibilities after 4:15pm dismissal may include tutoring, professional development, family meetings, grade-level planning, data analysis or other meetings.
• Teachers have 2 preps per day and/or grade level common planning (minimum of 3 times p.w.)
• Teachers will have an uninterrupted 50 min. lunch period daily.
• Teachers will have a staff meeting, <b>PD</b> , or be involved in a workshop every Friday, 3:15 - 4:50pm.

Each day, students will have choose-act-reflect (CAR) time where a variety of student on student and teacher on student mentoring and character building will be fostered; this is to promote natural inquiry as well as life skills such as socializing, creativity, leadership, collaboration, and communicating with others. Additionally, students who need extra help with core academic subjects will receive **supplementary tutorial mini lessons**.

Intersessions: In February, April and July, SICS will hold Intersessions to run 3-7 days. During these times, voluntary programming will be offered. Programming may incorporate academic remediation, enrichment, community service opportunities, or academic related travel opportunities. Teachers will staff one Intersession per year in addition to add-on teachers and volunteers. Intersession classes will be small intimate groups, creative, and fun, allowing for higher levels of student engagement and understanding. Students who are academically at-risk will be encouraged to attend but all students will be able to participate in the Intersessions as well as Summer Academy which represents SICS' summer school program. Summer Academy, starting the first week of July, will give priority to students who are both at-risk and have not met the Level 3 standard set for NYS yearly exams. Instructors who are teaching at the Summer Academy will be intervention specialists. Summer Academy will be three hours long, and focus on strengthening student skills based on their needs.

**Planning and Professional Development:** Teachers will have two periods per day of planning time and, minimally, 90minutes on Fridays for collaborative staff meetings, PD, workshops, and common planning following early release. Four full day PDs are built into the calendar, as are 3 data analysis days. Teachers will undergo extensive **IB** training and PD and be supported in every way possible to create success among the student body. Staff will be coached through a nurturing and empowering method that mirrors the expected student environment (PD see III.E).

**Instructional Grouping:** An array of instructional grouping scenarios will be used at SICS and will be based on student need and instructional purpose. For example, students may be grouped for intervention services homogeneously, grouped heterogeneously for peer led learning and mentoring, or grouped for project work based on student driven inquires. Additionally, students will participate in regular small group and 1:1 instruction. This may include push-in and pull out groups for intervention or enrichment. If deemed needed, the **half class model** will be used as a regular part of intervention & instruction where half the students from two separate classes go to their specialty class while the other half remain with their classroom teacher(s). This effectively turns a class of 25 into 12, creates a higher student teacher ratio, and allows for more individualized student attention

**Supplemental Instruction:** Students with diagnostic test scores in Math and ELA that indicate a need for additional remediation will be assigned to focused tutoring from 4:20–4:50pm. Small group composition will be ensured. Tutoring will take place on Mondays, Tuesdays, and Thursdays. For details about supplemental instruction for ELLs and SWD, see *II.G*. SICS daily additional instructional time, Summer Academy, Intersessions, blended learning and Tutoring are all examples of ways that SICS will

provide additional instruction for its students. SICS will also have the ability to offer additional support through the use of educational interns from Columbia University, NYU, and the Amity Institute.

**C. Curriculum and Instruction**  
**Characteristics of Different Types of Inquiry**

Research suggests that using inquiry-based learning with students can help them become more creative, more positive and more independent<sup>18</sup>. This is true for all students, including those with special needs who require more individual attention during the process. Other academic research shows that inquiry-based learning improves student achievement<sup>19</sup>. Some of the research on this effect comes from studies of effective school library programs that are centers of inquiry-based learning. A school library-media program that is properly equipped and staffed can make a difference in terms of measurable gains in student achievement. School library factors alone can account for improvements of 2% to 9% in student achievement<sup>20</sup>. Success with inquiry-based learning often requires a change in school culture just as SICS is attempting to do with its design. Studies investigating the implementation of inquiry-based science education, inquiry-based information literacy programs and other inquiry-based educational innovations have resulted in guidelines for building a culture of inquiry<sup>21</sup>. These guidelines are all evident in the **IB** educational program model as the instructional model represents a broad range of instructional possibilities including **Open Inquiry, Guided Inquiry, and Structured inquiry**.

**Ensuring Alignment with NYS Common Core Learning Standards (CCLS):** SICS’ POI and instructional model will be aligned to the NYS CCLS. The **IB** continuum of programs are so rigorous and well developed that they already have within them a high level of expectations and standards as with the CCLS. Recently, the International Baccalaureate Organization commissioned multiple studies to educators who are well versed in both the **IB** continuum and the CCLS. One study examined the structure of the two and found that the curriculum frameworks of the **IB** support the implementation of the CCLS. The following chart is a small sample of the highly visible alignments of the taught and assessed curriculums of the IB within the CCLS<sup>22</sup>.

ELA - IB & CCLS Alignment Sample	MATH – IB & CCLS Alignment Sample
Students will demonstrate independence in communication	Students will make sense of problems and persevere in solving them
Students will build strong content knowledge utilizing text across content areas (transdisciplinary)	Students will reason abstractly and quantitatively
Student can respond to the varying demands of audience, task, purpose and discipline	Students will construct viable arguments and critique the reasoning of others
Students will comprehend as well as critique	Students will model with mathematics
Students value evidence	Students will use appropriate tools strategically
Students will utilize technology and digital media strategically and capably	Students will look for and express regularity in repeated reasoning
Students will understand other perspectives and cultures	Students will look for and make sense of structure

Through continuous and collaborative feedback, coaching, and PD, staff will understand how the standards are aligned within the Common Core, with rigorous content, and application of knowledge

<sup>18</sup> <http://www.tojet.net/articles/v11i1/1111.pdf>

<sup>19</sup> <http://education.alberta.ca/media/6563150/30213.pdf>

<sup>20</sup> Focus on Inquiry: A Teacher’s Guide to Implementing Inquiry-based Learning

[http://www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/focusoninquiry.pdf](http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/focusoninquiry.pdf)

<sup>21</sup> <http://www.terc.edu/staff/238.html>, p://comminfo.rutgers.edu/~kuhlthau/publications.htm

<sup>22</sup> [http://www.ibo.org:connection IB to the Core](http://www.ibo.org:connection%20IB%20to%20the%20Core)

through higher-order skills as presented through the IB continuum. Teachers again, will receive training directly from IB instructional leaders adept at Common Core. Teachers, with the guidance of the coaches, will also map and align the curriculum to NYSCCLS for easy entry from or departure to another school. All refinements will be guided by the CCLS and will be reviewed by the ED and BoT Education Committee.

### **IB Instructional Model**

*Primary Years* - The **trans-disciplinary** instructional model allows learning that transcends the confines of the subject areas to connect to what is real in the world. SICS will therefore provide learning environments where **coherent, authentic teaching and learning takes place, as opposed to the all-too often compartmentalized, disconnected teaching and learning experience that can happen in a traditional classroom.** The PYP allows transparent connections to be made across the teaching and learning, so that students are aware of the relevance of the learning to their reality and are encouraged to respond with a high level of engagement.<sup>23</sup>

*Middle Years* - **Interdisciplinary** understanding makes it possible to integrate content, methodologies, and specific languages that were previously disconnected thereby expanding the processes of synthesis that usually stretch beyond the schooling process itself. An interdisciplinary classroom connects concepts across content allowing students to understand complex phenomena that would be unachievable in traditional learning contexts. Integrating ways of thinking from different disciplines makes it possible to generate a deeper understanding of these matters and, more importantly, makes it possible for even more in-depth questions to be posed.<sup>24</sup> SICS' students will always be driven to conceptualize content and instruction through the use of synergistic thinking, transference of knowledge and social construction of knowledge.<sup>25</sup>

*IBCC & DP* – Looking forward to a second charter term when students complete the Middle Years Program, SICS would like to offer students the choice of completing the continuum on one of two paths, both of which are designed for grades 11 & 12. The IB Careers-related Certificate (IBCC) is an innovative framework incorporating the essence of the IB into a unique program specifically tailored for students who wish to engage in career-related learning. **IBCC would greatly enhance the work students have done in STEAM and their marketability locally & globally.** SICS graduates will be well prepared to succeed at any institution of higher learning. This statement will be true for all students including those who choose to pursue the highly recognized **Diploma Program (DP)**; a holistic approach to learning that fosters connections across traditional academic core content and engaging in thought on the nature of knowledge through the program's unique **theory of knowledge (TOK)** course

**IB Curriculum Model** –SICS teachers will work collaboratively to develop a **Program of Inquiry (POI)** that is unique to our school. This will consist of units of inquiry based on the perspectives of the 6 IB themes that allows learners to move beyond the recall of basic facts as they explore larger concepts that **transcend the boundaries of traditional subject areas.** Students contribute to the content of these learning units through their own questions and reflections.

SICS teachers continuously examine and improve the practices they use to actively involve students in **inquiry-based instruction** and differentiation of instruction to meet individual student needs. A variety of authentic assessment strategies such as student presentations, portfolios, written tests, projects, student-led conferences, interviews and demonstrations, are employed to find out not only if students learned what they were expected to learn from the written curriculum but also **what actual learning took place.** Teachers and students use the results of assessments to set goals for further learning and to think of ways to improve their teaching and learning strategies. Assessment has a positive connotation as it focuses on what a learner can do currently instead of what they can't do. All three

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<sup>23</sup> [www.ic.edu.lb/aboutic/basis-for-practice.pdf](http://www.ic.edu.lb/aboutic/basis-for-practice.pdf)

<sup>24</sup> <http://www.ibo.org/iba/enewsletter/december2010/mypdec.cfm>

<sup>25</sup> <https://blogs.ibo.org/positionpapers/2012/07/12/concept-based-teaching-and-learning/>

components of the curriculum - the Written, Taught and Learned – harmoniously work to produce life-long learners who can be successful in tomorrow's globally competitive world.

It is necessary to achieve a balance between the program of inquiry and any additional single-subject teaching. The relationship between the subject areas and the units of inquiry will change from one unit to another.

The following chart is an example of how single subjects become trans-disciplinary:

**Proposed Curriculum**  
*In the classroom*  
**SICS, utilizing the tiered NYC, grade level, scope and sequence will create an IB Program of Inquiry** that allows students to engage in and learn about local and global issues in the context of **units of inquiry**. Each of these units:

- stands alone as an engaging, challenging, relevant and significant experience
- contributes to a coherent, school-wide program of inquiry that is framed in terms of themes of global significance

ORGANIZATION OF SUBJECT TIME DURING UNITS		
	<b>Trans-disciplinary theme:</b> How we organize ourselves	
	<b>Unit title:</b> The marketplace <b>Length of unit:</b> 4 weeks	
	<b>Stand-alone teaching time</b>	<b>Unit of Inquiry teaching time</b>
<b>Language</b>		
<b>Mathematics</b>		
<b>Science</b>		
<b>Social Studies</b>		
<b>Arts</b>		
<b>PSPE</b>		

- draws together elements of different subject areas to support the exploration of a central idea

It is important to note that the POI does not constitute SICS' whole program. SICS planned inquiries provide an ideal context for learning both within and outside the program of inquiry. It is also recognized that the subject areas have an integrity and essence of their own. Therefore, teaching about and through the subject areas is done when it enhances the trans-disciplinary model, but not when the integration results in teaching and learning that is contrived and superficial<sup>26</sup>.

As students grow into JHS, they will transfer into the IB Middle Years Program (MYP) where they will continue to inquire but at a deeper level. With a solid command of how to utilize all knowledge to approach learning, as learned in the trans-disciplinary lower grades, students now focus on creating and exploring at an even greater depth of knowledge through **interdisciplinary** learning. Through Areas of Interaction students are able to vary their perspectives to appreciate the world. MYP teachers use the interdisciplinary approach where teachers decide what other subject areas would most enhance the learning for their topic and theme thereby creating greater synthesis of the connection between concepts.

*Subject Integration* - All grade levels focus their curriculum around IB themes of global significance. These themes are intended to help children engage with their world and the world around them. In the SICS POI, students inquire, make connections, develop conceptual understanding, reflect, think critically, work collaboratively, consider multiple perspectives, construct meaning, and take action.

*Science and Social Studies* – Science and Social Studies are the subjects through which all inquiry springs from and SICS POI is created. In combination with the IB themes, students explore the world, conduct experiments, draw inspiration, and involve themselves in the community. At SICS, this means science and social studies are also a critical catalyst to **accelerating reading comprehension through**

<sup>26</sup> Making the PYP happen: A curriculum framework for international primary education 2009: 57

**non-fiction text**, an area that many students, particularly ELLs, struggle with. In their studies, students draw in all other subjects from which they can use skills and concepts to further deepen knowledge. In addition, students are taught to draw upon numerous resources for first hand knowledge acquisition such as non-fiction texts, interviews, and experiences rather than textbooks. It is from science and social studies that discovery- and project-based learning is launched and driven by teacher and student lines of inquiry.

Students will **constructively form connections to and build learning** upon content in their core Math and Science courses by collaborating with partners and small groups going through the extended process of inquiry in response to a complex question, problem, or challenge they, or their teacher, have created. For example, in Kindergarten teachers may ask; *How Do Neighborhoods Meet Our Needs?* As a result, in addition to reading, writing, visiting and researching about the neighborhood, students will draw upon their mathematical understandings to create a scaled model of an item that demonstrates “meets our needs” such as a replica of a local park. In the upper grades, a particular inquiry may be to repair a broken sidewalk in their community. Using math and science skills students would learn about the chemical composition of cement and utilize understanding in mathematics to then measure out, mix, pour, and level their new sidewalk. Students may then design their own or replicate a machine that would help solve the problem. In approaching learning from this perspective, SICS is emphasizing the engineering and technology components of **STEAM** education that are often overlooked according to NGSS<sup>27</sup>.

English Language Arts – Though engaged in trans-disciplinary learning in the PYP, SICS’ students are scheduled for the inclusion of 90-120 minutes of literacy instruction. The CCLS-aligned POI will emphasize explicit instruction that addresses conventions of grammar, usage, mechanics of academic language, and writing processes through the use of engaging text and interactive technology, which allows for teachers to gather formative SRG data from virtual assessments that correspond to concepts covered in the text and allow for individualized instruction. SICS will supplement the curriculum and focus on increasing text complexity, student exposure to expository and informational texts, and expanding students’ academic vocabulary—key components of the CCLS for literacy. Using SRG to assess students’ abilities and guide instruction, teachers administer ongoing reading diagnostic assessments that identify each student’s independent reading level and comprehension skills, as well as weekly writing diagnostics that assess student proficiency in narrative, expository, and informational compositions. Communal writing processes and collaborative discussions that push students to analyze and draw inferences from texts ensure that students work toward mastery of the college readiness **speaking and listening skills** of the CCLS while building awareness of social justice and self-advocacy.

Direct reading and writing skill instruction will be delivered through the incorporation of the Teachers College based Reading and Writing Project (RWP) workshop model where students are invited to live, work and learn as writers. Students will have both extensive provocations from which to write through from their authentic experiences as well as extensive opportunities to do actual writing in all genres. The embracing, proactive methodology of the RWP also allows for SWD and ELL students to benefit most from instruction. The F & P *Benchmark Assessments* will be utilized as the ELA quarterly assessment. This provides teachers with diagnostic information that informs their grouping of students in the guided instruction.

Mathematics: Part of SICS’ vision is to instill a lifelong passion for mathematics in our students. SICS will achieve this with a rigorous core mathematics program that fosters the college readiness skills of forming conjectures and drawing real-world connections to content. An emphasis on problem solving as it relates to the world around us and how using math is valuable within everyday life is stressed and

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<sup>27</sup> *Standards for Engineering, Technology, and the Application of Science.*  
[http://www.nextgenscience.org/sites/ngss/files/Standards%20for%20Engineering%20Technology%20and%20the%20Applications%20of%20Science%20May%20Draft%20FINAL\\_0.pdf](http://www.nextgenscience.org/sites/ngss/files/Standards%20for%20Engineering%20Technology%20and%20the%20Applications%20of%20Science%20May%20Draft%20FINAL_0.pdf).

students improve their ability to communicate math thinking both verbally, as well as in writing. SICS will utilize Singapore Mathematics to supplement student inquiry work, a key resource in the development of the CCSS. In doing so, SICS enables **STEAM** projects to flourish.

Singapore Math has a consistent and strong emphasis on problem solving and model drawing. Students focus on in-depth understanding of the essential math in the NTCM Curriculum Focal Points (National Council of Teachers of Mathematics), the National Mathematics Advisory Panel, and the CCLS. Teachers will adapt the curriculum if needed to meet the IB structured learning concepts translating them to learning goals measured through SRG, which builds investment in the mastery of mathematical concepts.

**STEAM Library Lab:** SICS offers a library lab class. This time is devoted to furthering inquiry through literary and technological means. Students, with access to a wealth of primary resources, will be able to research a host of topics *and* experiment with their understandings including constructing & building. SICS' Library Lab changes the mold of a quiet place to read into an interactive inquiry & research space. Library is exciting as students become independent researchers and begin to recognize their ability to choose their own inquiries. A variety of activities tied to the classroom curriculum helps students learn about research tools and become adept at investigating their own interests. Students begin to see the connection between inquiry, their own interests, and the library labs' resources. It is here that students draft and build their **STEAM** projects. Teachers will be aided in project development by SICS' engineer advisory board and the use of Engineering Is Elemental, a STEM curriculum designed by the Museum of Science, Boston.

**Blended Learning:** As a secondary resource, **not replacing classroom instruction**, SICS students will have the opportunity to remediate and enrich their learning with the use of technology thereby allowing for leveled differentiation. This will be possible through the use of video lessons that are either teacher recorded or selected through free online academic instructional portals such as Khan Academy, ThinkQuest archives and other learning programs. In the classroom, students will use these key video lessons to deepen or further their understandings as they work through their lines of inquiry throughout their school day and in any content area. Blended learning will also allow teachers to plan targeted instruction and group students based on their needs. Outside of school, students will have access to these videos through the school website login using any technology that has internet connectivity. When needed, teachers will create additional access methods including transferring lessons to ipods, ipads, phones, or CD for example, enabling the mitigation of absenteeism and reducing barriers to academic access.

**Service Learning:** SICS' POI, and central to all IB programs, is the belief that education must stretch beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. Learning through experience is fundamental to teaching and learning in IB and an attention to service to fellow students and to the larger community both in and outside school is expected of students. Through service, students are growing personally and socially, developing skills such as cooperation, problem solving, conflict resolution and creative and critical thinking, as well as developing their own identities. It is also through service that IB students may make the connections between their academic studies and real life. These actions are ways in which IB students demonstrate their commitment to the attributes of the learner profile. The actions that **students choose** to take with regard to their fellow students, and to their local or wider community, may be considered the most significant summative assessment of the efficacy of the IB continuum of international education. SICS has 2 components to service. First are the service projects to be embedded in the inquiry project work and the other is CAR time, which is in all students daily schedule. The learning cycle of Choose-Act-Reflect (CAR) has been schedule daily to allow teachers and students to give to the school community. Teachers and students will work with small groups or 1:1 to mentor each other, commit acts of kindness, or take action on an issue within the school.

**Foreign Language:** Modern language instruction will begin in K and will be taught to students in

French as a 50/50 model and Arabic as a specialty. The Proficiency Approach (PA) guides the instructional methodology, and takes into account that a learner's ability to perform in the target language develops gradually, in a non-linear manner. ACTFL Proficiency Guidelines identify five main phases, to achieve the level equated with that of the native speaker: Novice, Intermediate, Advanced, Superior and Distinguished. The first three levels are sub-divided into Low, Mid and High. Ongoing assessment of progress using these levels provides a clear picture of functioning in all areas of the language, and how to target instruction. Evaluation uses four interrelated criteria: content/context, task, text type, and accuracy. The PA provides a framework that guides teachers in articulating clear learning goals and powerful instructional tools to support the learning needs of each student. The PA allows a flexible curriculum; promotes a learner-centered environment; and provides clear guidelines to assess performance that fits with the goals of the IB programs. SICS' will utilize the *Content 50/50*<sup>28</sup> program which is a unique model that divides language of instruction by content area as well as by time and is especially well suited for areas with high numbers of ELLs. The underlying premise for this program model is that subject-area instruction in only one language is needed for consistency of vocabulary and conceptual development of that subject in the same language. Using one language for each subject area allows teachers to develop conceptual and linguistic connections.

The benefits of a multi-lingual education with regards to thinking skills, cultural diversity, and global understanding have been clearly delineated and established by research (Singleton, 1998; Harley, 1986, Long, 1990; Hakuta, 1998). Beginning in Kindergarten SICS' students will experience the French language in a 50/50 model where a team of two teachers (one French and one English) will work together as a teaching team. They will jointly plan the weekly instruction and share and implement teaching concepts based on the IBPYP methodology. The French language instruction and the English language instruction will rotate a.m./p.m. SICS students will also receive instruction in Arabic. This course will be offered as a specialty class daily. Whereas students will be learning content through the French language, they will learn Arabic as a foreign language.

If granted a K-12 charter, student academic programming would grow as is expected in the IB continuum of programs. Students will have a steady, consistent and continuous learning path that is clear and that students and parents can rely on for quality and rigor through the IB careers Certification or the IB Diploma Program.

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

The SICS assessment system of comprised of baseline, formative, summative, and state-mandated exams. As with all IB schools, SICS will develop a comprehensive assessment policy that begins with the collection of baseline data on each child. From their individual learning plans will be created. SICS' teachers will use assessment data in a variety of ways to revise pacing, differentiate lessons, remediate skills or content, group students, select students for interventions, assess professional growth and progress, teach students to self-monitor and communicate with students, parents, and families. The Head of School will use assessments to design, review, and revise curriculum, evaluate teachers and instructional methods, track various cohorts, and make decisions about PD and assess its efficacy (see III.D. and III.E.). Students, teachers, Administrators, parents, and Board will all have the needed access to assessment data that will be used to inform decisions about student promotion, strategic planning, and determine school progress towards student achievement goals.

#### **Formative Assessments:**

Standards Referenced Grading (SRG): At SICS, mastery of standards drives all elements of instruction including planning, classroom instruction, assessment, and data analysis. SRG, an assessment system currently being implemented at several charter schools, will ensure that SICS will build a rich **culture of data**. SICS' teachers will continuously utilize high-quality, **standards-aligned formative assessments**,

<sup>28</sup> [http://www.utb.edu/vpaa/coe/Documents/CI%20Yvonne%20Freeman%20Documents/YFreeman20Dual\\_2005.pdf](http://www.utb.edu/vpaa/coe/Documents/CI%20Yvonne%20Freeman%20Documents/YFreeman20Dual_2005.pdf)

such as guided and independent practice, and exit slips. Students, meanwhile, build investment and self-advocacy by monitoring their own performance and growth within each standard and identify opportunities for improvement as they keep a portfolio of their growth. The SRG system aligns with SICS’ mission of growth and self-advocacy in that students’ report card grades reflect their most recent scores of mastery within each learning goal instead of the average of all scores, a method traditionally used in most schools.

Common Core Learning Standards are broken down into individual **learning goals**, and mastery of the learning goal itself is graded as a Level 3. Mastery of a higher-level learning goal results in a grade of Level 4, and mastery of a lower-level learning goal results in a Level 2. Students who can reach Level 2 only with teacher help are graded as Level 1 and a student who cannot reach Level 2 even when a teacher helps her is given a Level 0. All students will be assessed in STEAM using a SICS developed benchmark rubric aligned with the NY Next Generation Science Standards (NGSS).

Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests in order to assess the essential elements of **IB** (Knowledge, Concepts, Skills, Attitudes, and Action). Teachers will assess the many ways students make use of their experiences. Rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios will be used to record students’ responses and performances as a means of **authentic summative assessment** from end of unit culminating tasks. The portfolio is comprised mostly of student choices with reflections. Required portfolio items will include: an artifact from each unit of inquiry by the student along with reflections about the choice, one writing and one math sample at the discretion of the teacher with reflection along with one sample from French and or Arabic, art, P.E., and STEAM. Assessment focuses on the learning process and final demonstration of learning by each student.

Diagnostic: Students’ progress toward meeting benchmark goals in ELA will be assessed using F & P in the lower school. Additionally, *TerraNova Common Core* assessments will measure higher-order thinking skills as well as basic and applied skills in ELA and math in the upper school. Foreign language competency will utilize the ELLOPA and for SICS’ ELL population the NYSESLAT and LAB-R as appropriate. Starting in year 2, SICS’ Summer Safari program will serve as a diagnostic program for all content areas.

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

Achievement & Support: SICS believes that a school should hold high expectations for students with multiple supports and opportunities for them to meet these expectations. These supports will come in the form of a rigorous program of instruction accompanied throughout by focused monitoring and clear and timely feedback. Students who are at risk academically will receive constant attention and intervention, including frequent communication with their families (see *II.G.* and *III.I.*). In alignment with SICS’ mission, SRG empowers students to take ownership over their own academic performance and track their growth in real-time. For students to build investment in their education during the school year, they must understand that education is equivalent to empowerment.

Grade	Attendance	Teacher Recommendation	Benchmark Testing
2	95%	At grade level performance	<i>Fountas &amp; Pinnell Benchmark Assessment System</i> – Benchmark At Grade Level. Teacher developed grade wide end of year culminating performance assessment.
3-7	95%	At grade level performance	New York State ELA and Math— Level 2 and above.

Meeting the benchmark testing criteria above means that students by years end in Grades 2, 5 and 7 will know and be able to do the following in ELA and math in accordance with NYS Common Core Learning Standards including but not limited to:

**Grade 2 Core Promotional Standards**

<b>ELA</b>	<b>End of year Expectations:</b>
Reading	Demonstrate Mastery in all benchmark areas, at grade level, according to F & P assessments and aligned to the CCLS with reading level of L.
Writing	Writes according to benchmarks and CCLS in varying genres in standard American English
Listening Speaking	<input type="checkbox"/> Shares ideas, facts, observations and opinions with classmates and teachers. <input type="checkbox"/> Follows directions and asks questions for clarification. <input type="checkbox"/> Listens respectfully and learns to take turns speaking.
<b>Math</b>	<b>End of year expectations:</b>
	Has reached grade level benchmarks according to CCLS in the areas of: <input type="checkbox"/> Arithmetic and Number Concepts <input type="checkbox"/> Geometry and Measurement <input type="checkbox"/> Function and Algebra <input type="checkbox"/> Mathematical Process

<b>Grade 5 Core Promotional Standards</b>	
<b>ELA</b>	<b>End of year Expectations:</b>
Reading	Demonstrate Mastery in all benchmark areas, at grade level, to include: <input type="checkbox"/> Showing understanding by retelling, summarizing and analyzing relationships among parts of a text <input type="checkbox"/> Compares characters, setting and themes from one book to another <input type="checkbox"/> Raises questions about what an author writes & tries to answer questions through reading. <input type="checkbox"/> Compares and contrasts books by the same author or in the same genre <input type="checkbox"/> Discusses author's craft (e.g. point of view, word choice, plot, beginnings and endings and character development)
Writing	Writes according to benchmarks and CCLS in varying genres in standard American English including: <input type="checkbox"/> Writes daily for extended periods on self- selected topics, in all subject areas. <input type="checkbox"/> Takes 10-12 pieces of writing through the process of revising, editing and publishing. <input type="checkbox"/> Writes a variety of pieces (poems, stories, reports, etc.) that are longer and more complex than in earlier grades.
Listening Speaking	Listens and speaks in whole class, small group discussions and in one-to-one conversations with the teacher in order to: <input type="checkbox"/> Share observations, information and opinions in class discussions <input type="checkbox"/> Listen respectfully and takes turns speaking <input type="checkbox"/> Expresses thoughts clearly <input type="checkbox"/> Uses comparison and analysis to explain ideas <input type="checkbox"/> Uses information that is accurate and relevant to a discussion <input type="checkbox"/> Asks questions to further a discussion <input type="checkbox"/> Follow directions
<b>Math</b>	<b>End of year expectations:</b>
Arithm. and Number Concepts	Has reached grade level benchmarks according to CCLS including: <input type="checkbox"/> Uses addition, subtraction, multiplication and division facts with accuracy and efficiency <input type="checkbox"/> Understands the order of operations <input type="checkbox"/> Understands number theory (e.g., factors, multiples, powers, roots). <input type="checkbox"/> Represents multiplication and division of fractions with graphics and models. <input type="checkbox"/> Explores ratios, proportions and scale.
Geom & Measure-	<input type="checkbox"/> Demonstrates an understanding of perimeter, circumference, area and volume. <input type="checkbox"/> Estimates, measures and converts using both metric and customary (U.S. Standard) units.

ment	
Statistics and Prob.	<input type="checkbox"/> Collects and records data to answer a question or test a hypothesis <input type="checkbox"/> Arranges and displays data using tables, Venn diagrams and graphs <input type="checkbox"/> Interprets and analyzes data <input type="checkbox"/> Determines probability of independent events
Mathematical Process	<input type="checkbox"/> Uses appropriate operations and a variety of strategies to solve problems <input type="checkbox"/> Uses the language of mathematics to describe, explain, and compare <input type="checkbox"/> Uses manipulatives, the calculator and other mathematical tools appropriately.
Function and Algebra	<input type="checkbox"/> Recognizes, describes, creates and extends patterns and sequences <input type="checkbox"/> Solves basic linear equations <input type="checkbox"/> Basic understanding of functions and functional relationships. <input type="checkbox"/> Uses the commutative, associative and distributive properties

Grade 7 Core Promotional Standards	
ELA	End of year Expectations:
Reading	Demonstrate Mastery in all benchmark areas, at grade level, to include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.</li> <li><input type="checkbox"/> read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li><input type="checkbox"/> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> </ul>
Writing	Writes according to benchmarks and CCLS in varying genres in standard American English including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing arguments to support claims with clear reasons and relevant evidence.</li> <li><input type="checkbox"/> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li><input type="checkbox"/> Conduct short research projects to answer a question, drawing on several sources &amp; generating additional related, focused questions for further research and investigation.</li> <li><input type="checkbox"/> Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
Listening Speaking	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</li> <li><input type="checkbox"/> Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively</li> </ul>
Math	End of year expectations:
	Has reached grade level benchmarks according to CCLS including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</li> <li><input type="checkbox"/> Recognize and represent proportional relationships between quantities.</li> <li><input type="checkbox"/> Use proportional relationships to solve multistep ratio and percent problems.</li> <li><input type="checkbox"/> Solve real-world and mathematical problems involving all areas and operations of mathematics.</li> <li><input type="checkbox"/> Draw informal comparative inferences about two populations.</li> </ul>

SICS will not consider foreign language acquisition in promotional criteria. Instead, intervention services will be provided to students during the year as well as in Summer Academy. To ensure students

and parents understand where they stand in relation to the standards families will receive three written reports on the students' progress in time for individual parent-teacher conferences held three times a year. SICS' highly nurturing environment, individualized instruction, system of continuous ongoing assessment and timely intervention, and extra time and supports are all designed to ensure that all students have the opportunity to acquire grade level skills. For this reason, SICS expects that all of its students will achieve academic success each year.

Retention: SICS clearly understands the **developmental needs** of children within the range of ages at each grade level. When, in the extreme case, there is a student who is deemed to be incapable of dealing with the demands of the next grade, there will be an initial conversation with family in January, and a second conversation in March about the possibility of retention. All students who are candidates for retention will have a Learning Plan that will include all possible resources including that of a formal evaluation and modified promotional criteria. In all cases of students with IEPs, the promotional standards contained therein will be followed. If a SICS student must be retained, then the classroom teacher, HOS, and family will meet to discuss how the upcoming year will offer the student different and sufficient supports to ensure the student's success. English Language Learners, including those with disabilities receiving SpEd. services who have been enrolled in an English Language School System less than 2 years will not be held to promotional standards<sup>29</sup>

#### **F. School Culture and Climate**

SICS will create a stable, responsive, nurturing environment that supports students, and therefore their parents, as they prepare for life beyond school and give them a secure platform from which to take risks in their learning and development. Creating a welcoming, respectful, and trusting school enables all stakeholders to work together to best serve students through life. SICS will have an active, engaging environment that promotes self-worth, appreciation and respect of all students where they want to be and want to thrive. SICS will establish a mentoring program that creates an additional source of modeled behaviors and appreciation for positive human interaction, incorporate a daily Choose-Act-Reflect time, maintain a weekly school rally at Assembly, and more. Students will have a true internationally-minded IB, holistic experience from day 1 that is inclusive and supportive of its families ensuring their needs are met through services and training. The SICS Community Outreach Organizer will take the lead in working with families, particularly those in crisis. Additionally, teachers will be supported in their efforts to support their students to every extent possible. (see *Attachment 4*).

In addition to the social emotional climate, SICS will foster the academic and intellectual climate of the school around inquiry. SICS students, staff, and visitors will have all their senses engaged when in the building and a clear presence of inquiry, critical thinking and collaboration will be evident. Engineering projects, artwork, functional labs, inquiry spaces, and Socratic seminars will be some of the many hallmarks of the climate and culture of the school.

**Discipline policy:** SICS will follow the NYCDOE hierarchy for levels of infractions and responses (see *Attachment 4*). SICS' discipline policy is based on the philosophy that prevention is better than cure, that the most effective way to manage inappropriate behavior is through its logical consequences rather than the imposition of arbitrary punishments, that conflicts are a natural part of all human relationships, that children learn and need to be taught appropriate behavior, and promoting self-awareness and self-reflection through the **International Baccalaureate's Attitudes and Learner Profile Attributes (LPA)**. IB learners strive to be<sup>30</sup>: **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Reflective, Balanced, and Risk-takers.**

SICS' everyday classroom discipline involves teachers seeking to model and promote compliance with SICS' code of conduct, known as essential agreements, by involving students in its **re-creation** as their "own". SICS' essential agreements are part of the **IB LPAs** which hold expectations of student

<sup>29</sup> <http://docs.nycenet.edu/docushare/dsweb/Get/Document-24/A-501.pdf>

<sup>30</sup> Making the PYP happen: A curriculum framework for international primary education

growth. Additionally, SICS will ensure that the physical environment, as a factor related to learning positive behaviors and reducing the level of aggressive behaviors, will be examined<sup>31</sup>. When teacher interventions are insufficient to produce reasonable change, the teacher will involve families in designing home supports for behavioral change, in conferences that may include a social worker or guidance counselor. Students may be evaluated for a Functional Behavior Plan by the school intervention team.

Due process will be followed for all disciplinary actions. Every mediation, intervention, and support available will be utilized to mitigate, alleviate, and redirect negative behaviors as part of a student behavioral plan. SWDs will receive appropriate consideration and support to the extent possible. All school staff will meet to collaborate on any student whose behavior is deemed in-crisis. SICS will follow all local, State and Federal laws that may apply to special incidences. SICS will track student behavior and incidences as a proactive measure to ensure the climate of the environment is maintained. Teachers will maintain anecdotal while administrators maintain incident reports. These reports will be analyzed for patterns and trends in order to create needed adjustments in policies and procedures.

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

SICS is committed to recruiting, enrolling and retaining SWD, ELLs, and FRPL students comparable to populations in CSD 5. Throughout the holistic tenets of the **IB** continuum, special student populations are supported and nurtured into strong learners. The **IB** supports the premise that schools should be organized in such a way that student diversity of all kinds can be included as a resource, seeing individual differences not as problems to be fixed, but as opportunities for enriched learning. Diversity is a positive resource with regard to what it means to be internationally minded and inter-culturally aware.<sup>32</sup> Within the **IB** it is expected that special populations are included in all aspects of a school and SICS intends to follow that understanding. This will be done through the use of both natural and intentional differentiation in curriculum and assessment. At SICS, as an **IB** school, differentiation will be a long-term whole-school strategy that enables the community to maintain the momentum to transform traditional teaching and learning habits, develop classroom relationships and expectations, and address suitable patterns of assessment that reflect the shift in thinking<sup>33</sup>.

**The inclusion of regular and STEM based projects and a well developed Art and Athletics curriculum (STEAM)** will provide not just isolated instructional support but, rather, a continuously consistent way of acquiring knowledge that is natural for ALL students including those who have a kinesthetic, tactile, or inquiry based learning style, allowing them to explore concepts. Research shows that project-based instruction can be particularly beneficial to ELLs and other students who may not yet have mastered the language in any manner<sup>34</sup>. **STEAM** also serves **advanced or gifted** students by allowing them to get pieces of enrichment based on how far they can independently stretch their critical thinking in addition to what their SICS teacher will facilitate. Finally, all students will have additional support, intervention, and enrichment through partnering with community organizations and programs. This would include the guidance from programs such as the Reading and Writing Project.

**Students With Disabilities:** IEP Record Keeping: SICS will abide by applicable provisions of IDEA and the Family Educational Rights Privacy Act ensuring that data regarding SWD is retained and kept confidential, including having procedures for keeping files in a secure and locked location with limited access (electronic copies will be password-protected). SICS will provide all teachers who teach SWD with access to that student's IEP, and will provide teachers with sufficient time to review IEPs, but will ensure that privacy controls are strictly enforced.

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<sup>31</sup> Kellam, S., Rebok, G., Ialongo, N. and Mayer I., (1994). The course and malleability of aggressive behavior from early first grade into middle school: Results of a developmental epidemiologically-based prevention trial. *Journal of Child Psychology and Psychiatry*, 35(2), 259-281

<sup>32</sup> Special educational needs within the International Baccalaureate programs

<sup>33</sup> Special educational needs within the International Baccalaureate programs

<sup>34</sup> Cuevas, P., Lee, O., Hart, J., & Deaktor, R. (2005). Improving science inquiry with elementary students of diverse backgrounds. *Journal of Research in Science Teaching*, 42(3), 337-357.

Compliance with Applicable Laws, Rules and Regulations: Special education programs and services at SICS will be provided in accordance with applicable federal law and regulations (including the IDEA, Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (ADA).

SICS will keep accurate and up-to-date information about its special education students. In accordance with 34 CFR §300.750, SICS will submit an annual report to the State Education Department detailing the number of SWD it serves, the nature of each student’s disability, and each student’s educational placement and setting. Regarding reports that are the responsibility of the district of residence, the school will make needed data available to the district in a timely manner. SICS will comply with 8 NYCRR §119.3, as amended, which details requirements for the “Charter School Report Card” and includes information relating to SWD. In compliance with 34 CFR §300.750, the school will submit annually the following reports by the dates noted:

Table Required	Date Submitted
PD-1C – Count of SWD	December 1
PD-4C – Students in School-Based Program and Separate Settings	February 1
PD-5C – Students Exiting Special Education	February 1
PD-6 – Special Education Personnel	Mid-July
PD-8 – SWD Suspended for Disciplinary Reasons	Mid-July

Consistent with applicable law, SICS will work with Local Education Agency (LEA) school districts to ensure that all SWD who qualify under the IDEA will receive a free appropriate public education (FAPE); are appropriately evaluated; are provided with an IEP; and have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.

Participation in General Education Classroom: Research overwhelmingly demonstrates the benefits for all students of inclusive education<sup>35</sup>. SICS will provide special education students with a FAPE in the least restrictive environment appropriate for their needs. To the maximum extent appropriate, SWD will be educated in regular classrooms. Special classes, separate schooling, or removal of SWD from the regular educational environment, as appropriate, will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Parents of SWD will be informed of how their children are progressing on annual IEP goals and in the general curriculum. SWD will have equal opportunity to participate in and receive credit for nonacademic and extracurricular programs, services, and activities with students in the regular education program. SWD will receive the same notices concerning school-sponsored programs, activities, and services as other students.

Testing Accommodations: In keeping with applicable law, SICS will work with the local CSE to determine how SWDs will participate in assessments, what accommodations will be used, and how individual students will be assessed if determined that they are unable to participate in the regular assessment program. SICS will provide all testing accommodations and assessment requirements mandated by a student’s IEP and conduct necessary diagnostic testing and evaluation to secure appropriate testing accommodations for standardized tests.

Process and Procedures for Specialized Instruction Consistent with IEP: In addition to core content teachers, SICS will hire sufficient special education teachers to provide the instruction required by students’ IEPs. Special education staff, planning and assessing students with the classroom teacher teams to give support to students and teachers, work in the general education classrooms with special education students individually and in small groups, and provide resource room or self-contained services as needed.

<sup>35</sup> [http://schools.nyc.gov/NR/rdonlyres/0B3B6CCB-1B14-4228-8771-9400045B7E94/0/NCIE\\_Research\\_on\\_Inclusiive\\_Education.pdf](http://schools.nyc.gov/NR/rdonlyres/0B3B6CCB-1B14-4228-8771-9400045B7E94/0/NCIE_Research_on_Inclusiive_Education.pdf).

Special education staff will ensure that teachers are knowledgeable about the needs of SWD, are informed about their responsibilities for particular students, and receive the support they may require to implement each student's IEP. In addition to the classroom teacher, special education staff will be trained to specifically align student needs with specific elements within the IB program of instruction to ensure these students are fully included.

All teachers of SWD will be provided access to a copy of the student's IEP and corresponding information and be informed of confidentiality guidelines governing appropriate storage and sharing of them. SICS will ensure that the special education programs and services will be provided directly to the student during school hours. SICS intends to provide the following services that may be required by a student's IEP: Resource Room, Special Education Teacher Support Services (SETSS), Collaborative Team Teaching (CTT), or Self-Contained instruction. SICS will collaborate with parents and the CSE to implement a **transitional inclusion** plan if needed. This model of "Flexible Programming" aligns with the DOE's Special Education Reform<sup>36</sup>.

Over the course of the school year, SICS will evaluate each student's progress. Working with the CSE, SICS will seek to transition the student to a less restrictive model. In the event a student's disability proves so severe as to preclude transition to an inclusive environment, SICS will work with the family and the CSE to find other ways to meet the mandates of the IEP. SICS will have full-time counselors for those students whose IEP mandates counseling. SICS will outsource related services such as speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. Special education students will receive their adapted curriculum work and specialized therapies (such as speech-language or occupational therapy) in a setting that is in accordance with their IEPs. If SICS is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

Staffing. SICS will hire appropriately certified special education staff, and may contract with certified or licensed individuals and/or organizations to provide services. SICS will employ one full-time SPED Instructor in its first two years (who will also perform the duties of SPED Coordinator), and will hire a SPED Coordinator in Year 3 if deemed needed. These employees will be paid using state and federal SPED funding. The district will pay for services it provides. Special education staff will be responsible for managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, progress monitoring, and submitting annually all required reports in compliance with 34 CFR §300.750. The HOS and ED will help to oversee this process. SICS' staffing plan for special education is based on enrollment targets provided by New York State. Should SICS enroll significantly more SWD than are expected, SICS will adjust its staffing plans accordingly, potentially hiring additional certified SPED Instructors and/or Coordinators.

SICS will provide class coverage (see *III.C.*) to allow primary classroom teachers to attend CSE meetings as necessary. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP. SICS will ensure that the teacher is knowledgeable about the student's needs and helps implement any modifications or accommodations as determined by the local CSE. Special education students and their parents will be involved with the development of decisions regarding the IEP when appropriate.

**PD:** Supplementary to school-wide PD at SICS, teachers will receive ongoing consultation and instructional support from the SPED Instructor, IB Coordinator, HOS, Board members, or other experts on relevant SPED topics and interventions. The purpose of this is to inform teachers of current laws governing special education, ensure compliance with all relevant SPED requirements, and increase the range of implemented supports in the classroom to maximize access to the general education curriculum.

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<sup>36</sup> <http://www.uft.org/files/attachments/flexible-programming-guide.pdf>.

School staff will attend training and technical assistance seminars including those sponsored by the State Education Department.

**English Language Learners:** SICS shall serve all ELLs by providing supportive instruction so that they achieve proficiency in English and thrive educationally. SICS shall comply with all applicable laws, rules and regulations including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. SICS will ensure that ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited will receive school notices in their native language whenever possible to encourage participation.

SICS will utilize two tracks to ascertain student language proficiency. This will be done to create baselines of both English and French language abilities. All students will be evaluated at the beginning of the school year to determine their level of English and French competencies. In all cases, SICS will administer NYSESLAT tests for children whose first language is not English and/or the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficiency level is eligible for ELL services. In the case of new entrants to the New York State public school system, assessment will be performed prior to the school year, if possible, but no later than December 1 of the school year of entry, or within 15 days of transfer of a pupil into a New York State public school should the entry take place after December 1 of the school year. On top of these assessments, SICS will administer in-house tests. Testing provides important insights into language assessment. For Kindergarten and Grade One children, informal assessment for second language competency will be done through dialogue, play, story telling, and other similar naturalistic methods. For older students with literacy skills, the school will devise an English/French informal written assessment in which questions will be oral as well as written.

Based on the formal and informal assessments, students may be given ESL or FLE (French as a foreign language) classes, depending on the language in question. It is important to note that ESL and FLE classes are created to teach children fluency skills in English and French. ELLs will not need ESL teacher support in French class. Given French is taught by the French teacher solely in the French language, there is no need for an ESL instructor to support instruction just as there is no French speaking teacher present in the English classroom to support English speaking students. SPED services are for students whose overall academic achievement is below grade level but who are fluent in both English and French. Some students will require both ESL/FLE services as well as special education support. In addition, ELL students will receive special help during the tutorials, which will be scheduled in 9th period. After placement into ELL services, student achievement or progress in the English language is measured annually with the NYSESLAT.

The HOS may use additional instruments (performance, records from former school, and standardized tests) to determine whether to provisionally classify the student as an ELL. In addition to identifying students during the pre-enrollment period, teachers will also be responsible for observing all students in order to detect limited English proficiency. In creating IEPs for ELLs, attention will be given to three primary issues affecting success: identified disability, acquisition of English skills, and cultural background of the child.

*Instructional Support:* To help ELL students achieve the same high standards as the rest of the students, SICS will use a modified English-immersion program, with supplemental support when needed. While all ELL students will participate in the school's regular classes, some may need extra support. SICS' ELL teacher may push-in during classroom instructional time or pull students out for Sheltered English Immersion strategies. SICS will provide all needed staff and appropriate curricular materials to enable students to achieve proficiency in English. These will be of the same quality as those materials and facilities available to English proficient students. SICS will adapt their materials, such as same text-modified level A-Z books, to meet the specific needs of ELL students as necessary. Efforts will be made to give every SICS' ELL student access to native language resources (e.g., native language libraries), or to

provide parents with materials in their native language. Since many of SICS' students will be either first- or second-generation immigrants, SICS will highlight and celebrate multiculturalism as part of the basic tenet in IB international-mindedness. History and culture will be infused throughout its curriculum (see *II.C.*). ELLs will also benefit from attending Intersessions (see *II.B.*), where classroom instruction is small, supportive, structured and rigorous.

Setting: Except for Sheltered English Instruction as deemed appropriate by the HOS and the ELL Specialist, all ELL students will participate in the same classrooms and access the same curriculum as all other students. ELL students will not be excluded from any day school or after school activities due to language barriers.

Qualifications of those Providing the Services: SICS will hire a full-time, certified ELL Specialist in Year 1, and will hire an additional ELL Specialist in Year 3 if deemed needed. SICS will include training on instruction of ELLs as a standard part of the annual PD plan. The program will enhance staff appreciation for the ELLs' native language and culture, as is standard through the IB continuum; provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs; and introduce techniques to improve communication with parents of ELLs. PD will also address the needs of ELLs by emphasizing differentiation and ongoing assessment of work.

**Students At-Risk of Academic Failure:** SICS operates under a belief that the whole school community is a source of understanding to reach a student and resources or tools to help students down their path of high achievement. SICS will provide this instruction in the following ways:

Universal Design for Learning (UDL): As discussed in *II.C.*, SICS' teachers will employ UDL strategies in unit and lesson planning as it is already a research based methodology embedded within the IB programs. The multiple means of engagement, presentation, and assessment embedded in UDL makes it a natural and understandable instructional delivery mode for content thereby making it more accessible for students across the academic spectrum, including at-risk students.

Response to Intervention (RTI): Students who, despite the school-wide strategies described above, are struggling to achieve learning standards in ELA or mathematics, and do not have a current IEP are eligible for Academic Intervention Services (AIS). AIS may be provided indirectly, (consulting with teachers to provide supports and interventions in the classroom), or directly (providing intensive, small group instruction in a separate location). RTI is the practice of providing high quality instruction with multiple tiers of support and intervention to ensure the academic success of all SICS students, and to identify students potentially at risk of academic difficulty. SICS will institute the following RTI based on the three-tier model, which identifies and supports all struggling students including SWD.

- *Tier 1:* Student Profile<sup>2</sup>: a narrative of the student's strengths and weaknesses, a summary of interventions attempted in the classroom, samples of student work, a summary of existing assessment data, a student observation checklist, and any other relevant data. This Profile will be reviewed by a multidisciplinary Student Support Team (SST), which may include the HOS, teachers, the Social Worker, a Parent, or other appropriate personnel. The SST will give classroom teachers a range of instructional supports, strategies and programs to be implemented in the classroom. The SST will monitor the student's progress after the Tier-I interventions are instituted.

- *Tier 2:* Out of classroom AIS. The SST will generate current assessment data to further identify target problem areas, identify groups of students—if applicable—with similar needs and create smaller, individualized instruction. Students may receive extra tutoring, increased blended learning plan, or additional instruction from specialist teachers. AIS may also include counseling or support through a behavior plan or other intervention. With more individualized instruction, students can build habits of success that create a positive feedback loop.

- *Tier 3:* If it is determined that a student requires special education services to participate fully in the general education curriculum, then SICS staff will work with the parent(s) to review procedures and their legal rights to ensure the provision of a FAPE, and will inform the CSE of the school district of residence of the student. Parents are informed of steps in the special education process, i.e., referral, evaluation,

determining eligibility, creating an IEP and participating in annual reviews.

Following implementation of the full RTI plan, SICS will use the following procedures to initiate referral for a student suspected of having a disability to the Chairperson of the CSE:

*School Initiated Referrals:* Informed by assessment and classroom data, the teacher and SPED Coordinator will confer with the HOS and complete a written request for an initial evaluation to the CSE. The purpose of this request is to: A) Clearly outline difficulties the student is having in the classroom; B) Describe Tier 1 and 2 interventions and supports provided to the student; and C) Describe the extent of parental involvement prior to the referral request. Upon approval from the Head of School, the request will be forwarded to the CSE.

*Parent Initiated Referrals:* SICS will provide support and guidance to parents who wish to independently initiate a referral of their child to CSE. Parents will be given a copy of procedural safeguards and sample letter that outlines necessary information to be contained in a request for referral and initial evaluation. If requested by the parent, SICS will write a request on their behalf and obtain the parent signature.

*Obligations and Assurances for Referrals:* SICS assures that it will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation. SICS also assures that it will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. SICS understands that these responsibilities are left solely to the CSE of the student's district of residence.

*Advanced or Gifted Students:* Students may be deemed advanced or gifted based on their performance on State Exams or by consistently mastering standards at an advanced level in class. As discussed above, SICS' use of **UDL through IB** provides opportunities for advanced students to have accelerated learning, taking on more complex topics or preparing more advanced demonstrations of learning. Students advanced in mathematics may receive pull-out or small-group instruction at an accelerated pace through instruction aligned to standards in core math classes. Students advanced in literacy may also receive pull-out or small-group instruction at an accelerated pace with activities such as literature circles. Activities may incorporate an advanced blended learning plan. Additionally, students will be able to do advanced **STEAM** work and take on individual **community projects**.

*Ancillary Support Services:* As discussed above, SICS will employ a full-time Social Worker for mandated counseling as part of student IEPs. However, SICS' Social Worker will also provide at-risk counseling. SICS' staffing plan calls for a School Counselor in Year 2, and an additional counselor by Year 4 if deemed needed. Finally, SICS will use its resources and community partnerships (see *I.E.*) to refer students and families to outside service providers where appropriate.

*Evaluation of Programs for All Special Populations:* SICS' Achievement Goals specifically include the success of at-risk populations (*I.A.*). SICS will engage in a consistent process for the evaluation of its programs and services for all students, including those programs and services specifically for its special populations. SICS' SRG system allows the school to pinpoint student performance towards each learning goal, disaggregate the data for specific subgroups, and make adjustments and revisit goals accordingly. For SWD and ELLs, SICS will use this information to determine student progress against not only IEP goals or level of English language acquisition, but against SICS' overall accountability goals. The SPED Coordinator will provide a report to the HOS in 8 week cycles on the progress of SWD. Similarly, the ELL Specialist(s) will provide a report to the HOS in the same cycle on the progress of ELLs. SICS will evaluate the progress of ELLs through data from the NYSESLAT; from teacher observations, from student performance on exams, standardized tests, and on standards-referenced learning goals; and from observations of ELL participation in school events, parent-teacher conferences, and other aspects of the school community. If sufficient success is not demonstrated in these areas, and if ELL students are not shedding their ELL status, SICS will make modifications to the ELL program as needed.

**PART III: ORGANIZATIONAL AND FISCAL PLAN**

*A. Applicants(s)/Founding Group Capacity*

<b>Name</b>	<b>Current Employment</b>	<b>Relevant Experience/Qualifications and Role on Founding Group</b>	<b>Proposed Role in School</b>
Dr. Monica White	NYC DOE Office of Innovation	20 years experience in teaching & learning, leadership, strategic management in schools & educational programs; Charter school Trustee experience. Harlem parent & resident	Trustee
Nadhege Ptah	Sofara Founder	Teaching Artist Consultant / Drama Therapist – M.S. in Psychology, experience teaching, working and studying in the performing arts. Strong history of community activism. Charter Board experience & SICS planning and development. Harlem parent & resident	Parent & Community Outreach Organizer
Janeat Brown	NYC DOE	Educator - 10 years experience managing successful, innovative curriculum for general and SpEd students. Experienced in IB PYP teaching and learning and curriculum development. CSD 5 parent	Trustee
Millicent Redick	Self-employed	CPA – extensive experience working with non-profit entities and Board membership. Excellent skill set in developing and organizing financial systems. CSD5 resident	Trustee
Voyka Soto	Sofara Founder	CSD5 parent. Educator: expertise in General and Special education, K-8 curriculum and instruction development. International Educ: new school, program, & accreditation devel. <b>IB certification in Teaching &amp; Learning</b> , M.S. in International Curr. & Instruction	Executive Director
Kevin Wells, Esq.	NYNJ Minority SD Council	An attorney with a rare combination of entrepreneurial, legal, managerial, operational and diversity/inclusion acumen. A business and sustainability strategist. CSR expert and SME Mentor. CSD 5 resident	Trustee
Thomas Bretz	Retired	Former Wall Street Executive in the areas of Operations and Financial Management. Expertise in government regulatory and compliance processes & procedures reporting. Adept at budgetary planning. Co-founder of educational non-profit. CSD 5 parent	Trustee
Holley Drakeford	Giscombe Realty Group	Expertise in commercial real estate development, finance, and facilities management. Experienced in risk management, administrative management and contract negotiations. Community Board 11 member.	Trustee

Carol Anelas	Homeland Security	Emergency Management planner – Expertise in planning, facilities, budgeting, operations and compliance. Experience working with governments and educational offices and organizations.	Director of Operations
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**Applicant Group Qualification**

Lead Applicant Qualifications: Voyka Soto is a CSD5 parent and resident. As an educator who has worked her entire career with high-needs populations. She has held both general and special education positions in K-12 schools where she has served on many committees including the Magnet Leadership Team and School Leadership Team. As an overseas Educator, Ms. Soto worked in the Middle East to plan, start and assist to accredit special needs programs and to plan and start new schools. With a Masters in International Curriculum & Instruction through the State Department Sponsored Foreign Affairs Teacher Training Program, Ms. Soto went on to earn certification in Teaching and Learning from the International Baccalaureate Organization. Additionally, Ms. Soto has also served on a local Charter School Board and its sub-committees.

Founding team qualifications:Co-Lead Applicant- Nadhege Ptah is a parent, resident and community organizer in Harlem. Mrs. Ptah has extensive experience working with children through the performing arts as a teaching artist consultant and drama therapist. Her artistic and psychological training has yielded opportunities in consulting throughout New York City schools where she assisted teachers in approaching innovative ways to teach children the freedom to express through dance and drama; techniques in conflict resolution; leadership training; and parent workshops in stress management. In addition, Ms. Ptah has worked on many community outreach projects in the realm of education, children’s issues, and social justice. Ms. Ptah has served on the executive committee of a PTO as well as serving as Parent Representative at the Charter School Board level.

Ms. Carol Anelas, as Director of Operations, brings with her over 15 years of solid experience in, but not limited to management of operations including vetting candidates, payroll, facility needs planning, emergency planning and management, records management, procurement, budgeting, and public outreach. Ms. Anelas also has successful experience in meeting deadlines, fiscal management and meeting compliance guidelines and timelines.

In addition to the qualifications described above, the founding team has over four decades of combined experience working in schools. Ms. Brown ,a CSD 5parent, brings knowledge and experience in the IB PYP program while Dr. White works at the NYC DOE Office of Innovation and has Charter School Board experience. Ms. Redick, a CPA, has worked on NYC Community Boards 4 and 10 in addition to years of experience holding positions on several CBO Boards. She also has extensive financial management experience. Mr. Bretz is meticulous at financial and government compliance, Mr. Wells, an attorney, has a unique acumen that offers support in new business start-up as well as fundraising,while Mr. Drakeford brings his extensive knowledge of CSD 5 commercial property and their owners and his knowledge of real estate trends in CSD 5 as he sits on the Land use committee of CB 11 (See *Attachment 5(A)*). Each member of the team was carefully chosen for their specific expertise as well as their commitment to the community and the Sofara International Charter School mission as an innovative concept in seeing our children as our future.

Proposal Development: As a grassroots movement, Voyka Soto was the primary author of the proposal through the brainstorming and concept development with Nadhege Ptah and other community parents, meeting several times per week and communicating multiple times daily, by phone and email. Industry professionals were sought out to advise on the process, all of whom did so without compensation providing Charter school insight, sample documents, agency referrals, and guidance on academic programs and support needs. Soto and Ptah formed a team. They met with members of the founding team frequently throughout the drafting process, and communicated with team members at least weekly via phone or email. Founding team members accompanied Soto and Ptah to public meetings,

conducted outreach on behalf of the school, and shared research and expertise that informed the school design. Each founding member reviewed the Letter of Intent and mission statement, suggesting changes and improvements as necessary. Founding team members reviewed sections of the application relevant to their expertise and provided feedback. The full founding team met as needed before the application was submitted, and will continue to convene throughout the remainder of the application phase.

**B. Board of Trustees and Governance**

**Proposed Board of Trustees**

Name	Voting (Y/N)	Position on the Board*	Relevant Experience/Skills and Role on Founding Group	Length of Initial Term
Monica White	Y	Trustee	Education	5 year renewable
Janeat Brown	Y	Trustee	Education	2 year renewable
Millicent Redick	Y	Trustee	Finance	5 year renewable
Kevin V.G. Wells	Y	Trustee	Legal	3 year renewable
Holley Drakeford	Y	Trustee	Facilities	3 year renewable
Thomas Bretz	Y	Trustee	Compliance	2 year renewable
Parent Representative	Y	Trustee	Reserved	1 year renewable per parent elections

\*Trustee positions will be determined at first meeting of the full Board when formally constituted. Terms of service are staggered in the first 3 years to allow for stabilization of the Board with renewals in accordance to bylaws . In addition, recruitment of members will be active and ongoing.

*Advisory Board:* In addition to the Board of Trustees, SICS is building an Advisory Board who will not formally serve as Trustees, Advisors will provide SICS’ leadership and Trustees with ongoing advice and support with committee task force work.

Per the SICS by-laws in *Attachment 5(B)*, the Board will be composed of a minimum of five and a maximum of fifteen

Advisory Board	Current Position	Expertise
Michael Leshner	International Baccalaureate Organization Outreach and Development Manager	IBO Continuum of programs IB School development
Mary Ehrenworth	Deputy Director TC – Reading and Writing Project	Literacy
Marva Allen	Owner Hue-Man Books Founding team / Trustee – Neighborhood Charter School	Charter school development, Marketing & Fundraising
Thecla Harris	Artistic Director – Rosie’s Theater Kids	Art programming Non-profit Management
Teofeek Rubiu	AOL	Software Engineering Mechanical Engineering
Izzy Colon	Principal, FLI Charter School	Leadership Development

members. The By-Laws provide more detail regarding the information requested by the Regents on the Method of Appointment or Election of Trustees (Article III, Section 3.8), the Procedure for Conducting Board Meetings (Article III, Section 3.9-3.14), and the Procedure for Providing Public Notice of Monthly Meetings to be held at the Charter School (Article III, Section 3.10)

**Administrative Relationship between Trustees and the Board of Regents:** SICS

understands the charter agreement is between SICS’ Board of Trustees and the Board of Regents. All decisions will be guided by the approved charter agreement. The Trustees must seek approval prior to making a decision contrary to any provision in the charter. SICS expects to receive in each year of the charter term, and at periodic intervals in subsequent charter terms, inspection visits conducted by NYSED staff and external consultants if contracted. SICS will submit to the Board of Regents an annual report detailing the academic and fiscal performance of SICS. This includes but is not limited to: (1)

information related to student academic performance; (2) a description of SICS' progress in achieving its Accountability Plan Goals; (3) a certified financial statement and SICS' most recent independent audit report; and (4) a demonstration of SICS' success in meeting enrollment targets of special populations. SICS' Board and leadership will ensure that all reports and data required by the authorizer will be delivered accurately and in a timely manner.

**Roles and Responsibilities of the Board and Its Officers:** The Board of Trustees is the school's oversight and policy-making body. The Board may delegate responsibilities and duties to the ED, HOS, or other staff directly related to the school's daily operation, under the following conditions: (a) that the school staff will operate with oversight from the Board; and (b) that the Board is ultimately responsible and accountable for the actions to whom responsibility has been delegated, and for all obligations, programs and policies of the school. A complete discussion of the organizational structure of the school is provided in *III.C*. Board responsibilities include setting the budget, determining annual priorities, formulating major policy, overseeing SICS' compliance with relevant laws and regulations, and raising funds to support SICS' growth.

Specifically, among the Board's responsibilities are:
• Ensuring that SICS implements its programs in a manner consistent with the mission, goals, terms and conditions of its charter, including all applicable state and federal laws and regulations.
• Operating at all times in compliance with SICS' Code of Ethics and overseeing the implementation of all policies governing the operation of the school.
• Overseeing implementation of the educational program to ensure the charter school operates in an educationally sound manner including approving and ensuring that SICS progresses toward and fulfills its goals and objectives set forth in the charter and Accountability Plan.
• Hiring the ED evaluating his or her performance annually.
• Overseeing the evaluation of the staff by the ED or his or her designee.
• Approving SICS' annual budget, review regular financial updates, and ensure that the school operates in a fiscally sound manner, including adequate internal financial controls.
• Providing support to the school with additional fundraising, marketing and other services.
• Advocating on behalf of the school by establishing partnerships with institutions of higher learning, government organizations, community-based organizations and corporate entities.
• Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to SICS' complaints process (see <i>Attachment 5(B)</i> ).

The Board will use data to help improve the quality of its decision-making. Student assessment and achievement data will be collected, managed and stored in a secure data warehouse that provides online access to data and presents it in comprehensive and understandable reports. The Board will require SICS' management to prepare reports and/or make Board presentations on a regular basis regarding a variety of data, including ongoing assessment results, state test results, attendance/disciplinary information and relevant personnel-related data.

The Officer positions on the Board are Chair, Vice Chair, Secretary, and Treasurer (see By-Laws for full position descriptions). Much of the Board work will be conducted in Committee and by their sub task forces. Initially, the Board will have four standing committees, each consisting of at least three members, except for the Executive Committee, which shall have at least five members. Per the By-Laws, the Board may establish ad hoc committees as needed, i.e. Facilities Committee. The standing committees are: (see *Attachment 5b* for full description)

- **The Executive Committee**, chaired by the Board Chair, will facilitate effective decision-making by the board and is responsible for: a) planning board meeting agendas; b) making decisions on behalf of the full board; and c) serving as a communication link with other board members.
- **The Finance Committee**, chaired by the Treasurer, coordinates the board's financial oversight

responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of SICS.. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives. The Finance committee is chaired by the Treasurer with involvement of the ED and contracted accountant.

- **The Education Committee** works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the ED in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Education Committee include: a) advising the board on the core values and activities of scholarship that define the School's core activities of teaching and learning; b) recommending to the board the adoption of academic policies consistent with the School's vision, mission and strategic plan; c) adopting procedures of board-approved academic policies; d) protecting and enhancing the quality of the School's academic programs at all levels; e) advising the board on the academic aspects of the overall strategic direction of the School; and f) working in conjunction with the ED to monitor and advance the quality of all academic activities.

- **The Compliance Committee** oversees all academic, fiscal, and programmatic audits of the school. It ensures that SICS is prepared for all audits, and that the school is in ongoing compliance with all applicable laws and regulations, as well as directives from SICS' authorizer. It supports the ED, the HOS, and the DOO in ensuring SICS' compliance as described above. The Compliance Committee investigates any complaints made against the school and takes appropriate action.

**Parent and Staff Involvement in School Governance:** A seat on the Board will be reserved for a parent once SICS is in operation. Additionally, **SICS will facilitate the development of a Family-School Association (FSA)**. At Board meetings there will be a regular item on the agenda for the FSA to report on their work or any school issues. Parents may also participate as members of standing and ad hoc Committees. SICS will encourage at least one teacher volunteer to attend every Board meeting. A regular agenda item at each meeting will be reserved for teacher feedback. The ED and the Board will promote staff involvement in school improvement initiatives.

**Board Recruitment, Selection and Development:** The Board is cognizant of the need to continually recruit new members. The Board will create a Board Development Committee to engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. The Board Development Committee will ensure that the Board constitution reflects and strengthens its relationship with the community served by the school.

### **C. *Management and Staffing***

**Description of Organizational Structure:** (see *Attachment 8a* – job descriptions) SICS believes that the best way to support instructional excellence is to define clear staff responsibilities and reporting structures, empowering each individual to fulfill his or her duties. With only one or two exceptions (i.e. the ED/IB Coordinator), SICS has avoided split roles and job descriptions so that each staff member has a clear understanding of his or her responsibilities.

The **ED** reports to the Board and is responsible for the overall management of the school and growth of IB programs. The ED is the public face of the school, and is responsible for managing all relationships with the community, parents, the authorizer, and for all operations, fundraising and development. The ED manages the Head(s) of School(s) (HOS), DOO, Community Outreach Organizer and in Years 1 and 2, the Contracted Accountant (see *III.J*); in Year 3, the Development Associate (DA) and Business Manager (BM). The ED will recruit and replace all staff, subject to consultation with the HOS, and will strongly consider the HOS' recommendation in the recruiting and replacing of instructional and program staff.

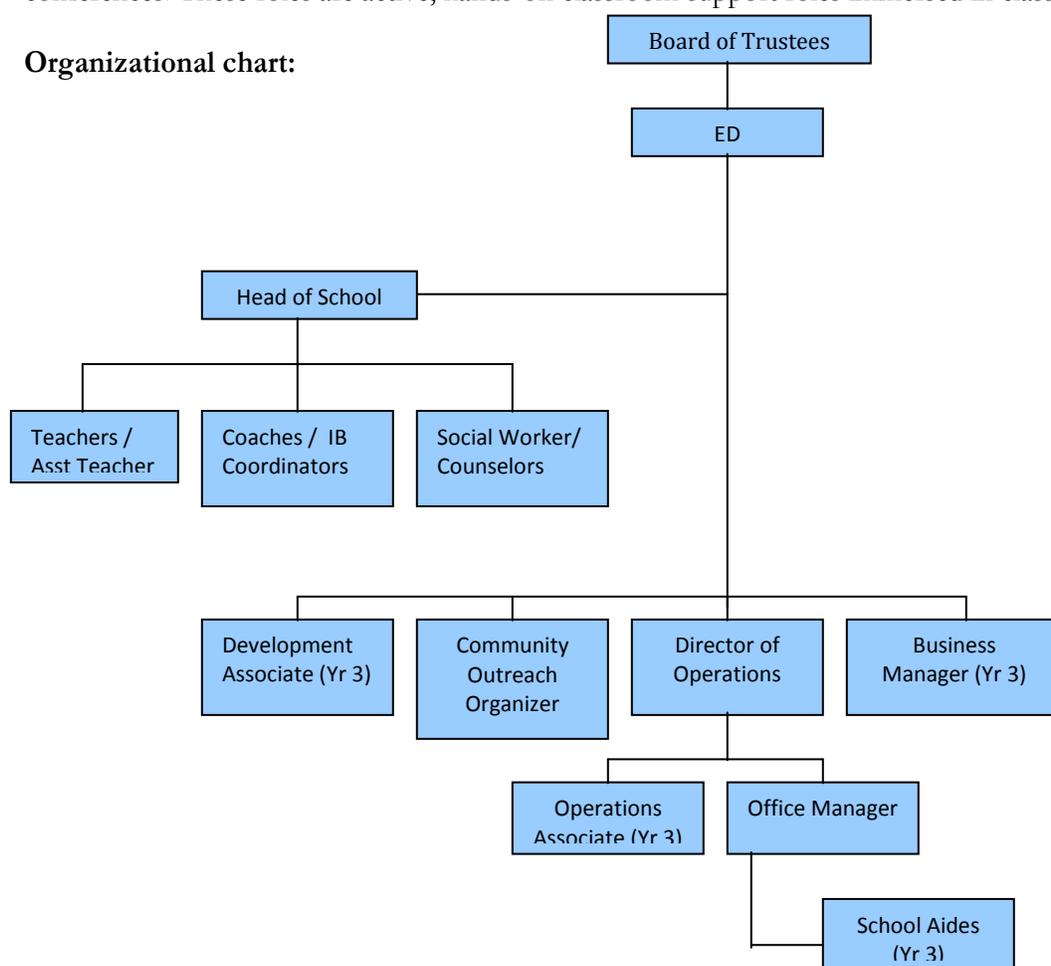
The **HOS** reports to the ED and is the instructional leader of the school. The HOS supervises and evaluates all instructional and program staff including teachers, counselors, and Instructional Coaches/IB Coordinators. The HOS ensures that the educational program is meeting the goals of the charter by coordinating the educational programs, professional development, curriculum POI design, and

staff accountability.

The **DOO** is responsible for ensuring the effective management of the non-instructional functions of the school. The DOO manages admissions, facilities, student records, food services, the generation of required reports, and other operational and compliance responsibilities. In Year 3, an Operations Associate (OA) will be hired to assist the DOO. The DOO will supervise and evaluate non-instructional, non-program staff, including the OA (Year 3), and the Office Manager (OM). The OM will manage the School Aides in Year 3.

**Instructional Coaches and IB Coordinators** specifically and intentionally *do not* have a supervisory role. They will provide coaching and instructional support to teachers. The presence of a dedicated staff member who is in a non-evaluative role will allow teachers to feel more comfortable exchanging feedback about their own growth areas<sup>37</sup>. The Instructional Coaches and/or IB Coordinator will coordinate expeditionary opportunities, observe teachers, ensure curriculum and IB alignment, aid in the creation of units of study, review lesson plans, conduct PD, and hold pre/post-observation conferences. These roles are active, hands-on classroom support roles immersed in classroom instruction.

**Organizational chart:**



**Staffing Plan:** The following table provides the staffing plan over the first charter term. Job descriptions and qualifications for all staff positions can be found in *Attachment 8(A)*.

Number FTE in Position					
Grades Served	Year 1	Year 2	Year 3	Year 4	Year 5

<sup>37</sup> Bambrick-Santoyo, P. (2012). *Leverage Leadership: A Practical Guide to Building Excellent Schools*. San Francisco: Jossey-Bass.

	Grades K-3	Grades K-4	Grades K-5	Grades K-6	Grades K-7
<b>Enrollment</b>	116	166	216	266	316
Executive Director	1	1	1	1	1
Head Of School(s)	1	1	1	1	1
IB Coordinator	1	1	1	1	2
Instructional Coach	1	1	1	2	2
Director of Ops	1	1	1	1	1
Operations Assoc.	0	0	1	1	1
Comm. Outreach Organizer	1	1	1	1	1
Business Manager	0	0	1	1	1
Office Manager	1	1	1	1	1
School Aide	1	1	1	2	2
Bilingual French/Eng Teachers	4	5	6	7	8
General Education teachers	1	2	3	4	5
Grades Served	Year 1 Grades K-3	Year 2 Grades K-4	Year 3 Grades K-5	Year 4 Grades K-6	Year 5 Grades K-7
<b>Enrollment</b>	116	166	216	266	316
Bilingual Arabic/Eng language teachers	1	1	2	2	2
Teaching Asst.	2	2	2	2	2
ESL teacher	1	1	1	2	2
SpEd teacher	1	1	2	2	3
Physical Education teachers	1	1	1	2	2
Social Worker	1	1	1	1	1
Art	1	1	1	1	1
STEAM teacher	1	1	1	2	2
ELA teacher	0	0	0	0	1
Math teacher	0	0	0	0	.5
Social Studies teacher	0	0	0	0	1
Science teacher	0	0	0	0	.5
School Counselor	0	1	1	2	2
<b>Total Number of FTE</b>	22	25	31	39	47

SICS' staffing structure over five years is aligned with the educational and operational model delineated in this charter application. The above staffing chart includes the necessary administrative and instructional staff contemplated in the operational and academic program for general education students, SWD, FRPL students and ELLs. It takes into consideration the needs of SICS' projected student enrollment and growth plan and the fiscal impact thereof. Staffing for these populations is based on projected enrollments supplied by guidance from New York State Enrollment Targets calculator. Each

staff member is accounted for in the budget (see *Attachment 9*). **SICS' staffing plan is aligned with the school's mission and contemplates the educational preparedness that most incoming students will have. This includes, for example, hiring a full-time, certified ELL Specialist in Year 1, and an additional ELL Specialist in Year 4 if deemed needed. This staffing ratio also supports the intricacies of the transdisciplinary instructional delivery model.** SICS has identified consistent real world exposure, literacy, and mathematical skill as three areas of need (see *I.D.*)

**Hiring/Personnel Policies:** For more information on SICS' hiring & personnel policies see *Attachment 8A*.

**Substitutes:** In all years, SICS has enough full-time staff that it will not need to contract with a substitute teacher agency. Teachers or administrators will provide coverage if a teacher is absent or needs to attend external PD or IEP conferences (see *II.G.*). However, due to the extensive IB training that will occur in the start-up of the school, SICS will first pull from a compiled list of local area per diem educators. If needed, SICS will contract with an educational temp. service provider.

**School Leadership:** SICS' school leaders will be the ED, who is identified as being the author of this proposal, and the Head of School, who has not been identified (See *Attachment 8(B)*).

**Recruitment of effective teachers:** SICS is particularly well-situated to recruit IB certified teachers as the ED is an IB alumni with an extensive network that reaches worldwide. SICS, as a recipient of advisory support from the International Baccalaureate Organization, will also have access to their recruitment network. Additionally, SICS will work with the Global Language Project to identify Bilingual French and Arabic candidates. SICS will establish a diverse applicant pool by including recruitment through listings in newspapers and with online teacher career sites (such as *TieOnline.com*), reach out to alumni and career services offices of graduate programs, network with professional associations and attend hiring and teacher recruitment fairs that service international educators. We will also utilize the personal networks of SICS staff and Board members. SICS will also promote diversity in its applicant pool by advertising positions in targeted media, such as ethnic or non-English newspapers, networking with local community organizations that serve culturally diverse populations, and participating in minority recruitment events. SICS will comply with all federal, state and local laws and requirements regarding the hiring of staff, and will not discriminate in hiring, employment, contracting or retention for reasons of race, sex, age, religion, disability, sexual orientation or other reasons prohibited by local, state or federal law. SICS will recruit teachers who are excited to work in a high-performing urban school where a premium is put on instruction and the growth of the whole child. To ensure that SICS' instructional staff remains highly qualified, SICS will contract with the New York City Charter School Center for teacher certification services.

**Retention of effective teachers:** SICS is committed to retaining successful teachers and keeping them in the classroom where their instructional talents can be maximized. SICS will support its teachers in the same holistic manner in which its students are supported which includes opportunities for open reflective dialogue for example at designated staff meetings. SICS has built several mechanisms for retention of high-quality teachers into its school design. Some of these mechanisms are echoed by findings of the TeachPlus Working Group on Public Charter Schools, a consortium of teachers from across the country researching the issue of teacher retention<sup>38</sup>.

*Pathways for Career Advancement:* SICS is committed to developing leadership from within while still finding ways to keep strong teachers in the classroom. SICS will require minimal administrative responsibilities from teachers, but it will also provide for additional leadership opportunities for those teachers who have a track record of instructional excellence as determined by student assessment data. SICS will encourage experienced, proven teachers to serve as department heads, grade leaders, members of the hiring committee, coaches, or curriculum developers. Teachers who take on these roles will receive

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<sup>38</sup> [http://www.teachplus.org/uploads/Documents/1340224253\\_WhyAreMyTeachersLeaving062012.pdf](http://www.teachplus.org/uploads/Documents/1340224253_WhyAreMyTeachersLeaving062012.pdf).

an extra stipend of \$5,000, and may have their teaching load reduced by one or two classes to fulfill the new responsibilities. They will be motivated to remain in the classroom, but will have the opportunity to grow, lead and advance professionally.

Respect for Teacher Time and Planning: SICS' school day and calendar **respect and protect teacher planning and professional time**. Teachers have two periods per day of planning time, as well as up to two hours per week of PD and co-planning on Wednesday and Friday after students are released. The calendar includes a ten day Summer Institute for staff orientation and planning period before school starts, plus another seven half-days once incoming students begin the Summer Safari program. The calendar also includes four PD days during the year when students will not be in attendance and three data analysis days at key points in each trimester.

Minimal Extra Duties: SICS believes that the vast majority of teacher time should be used for planning, instruction, assessment, and feedback. **Teachers will not be required to perform administrative tasks**. Specifically, they will not be asked to commit to after school clubs, or perform other tasks such as hallway supervision, lunch duty or detention monitoring.

Coaching: SICS believes that teachers who are coached by a peer or more experienced teacher who does not have an evaluative role are more open to feedback. **SICS' staffing plan allows for instructional coaching for every teacher from an Instructional Coach**. The HOS may assign these staff members to work with individual teachers, departments, or small groups, but their only role is to improve planning, instruction, and assessment. Additionally, teachers with a track record of instructional success may serve as mentors or coaches to developing teachers (see above).

Culture of Mutual Feedback: SICS intends to provide mechanisms for teachers to provide feedback to administration so that they have input. Teachers will be invited to every Board meeting, and a portion of the Board's agenda will be set aside for a report from the teacher(s) attending. SICS also intends to conduct regular anonymous surveys among its teachers, in order to identify areas of satisfaction and areas where teachers would like to see change or improvement.

Fair Compensation: SICS' average starting teacher salary is \$62,000. This **is nearly 10% higher than the DOE salary for a sixth year teacher with a Master's Degree**<sup>39</sup>. SICS anticipates that this starting salary will allow it to be a competitive candidate for the services of experienced, educated teachers who wish to teach in New York City. SICS may explore the addition of a bonus structure in alignment with budgetary constraints in the future. SICS will offer a standard 3% raise each year for all teachers. Additionally, SICS will match up to 3% of an employee's contribution to their retirement plan for employees who have been with SICS for more than one year. Lastly, SICS will provide \$1,000 stipends for teaching during Intersession.

Travel Fellowships: Modeled off of successful practices employed by the Young Women's Leadership Network, SICS will also offer two **competitive travel fellowships of \$3,500 each** to teachers, with the number of fellowships rising to three in Year 2, four in Year 3, and five after Year 4 subject to availability of funding. These Fellowships are only open to teachers, counselors, and junior level staff. Staff will submit an application explaining what the stipend will be used for, which will be reviewed by the Board of Trustees. Fellowships may be used to pay for plane tickets, hotel accommodations, admissions to attractions or other travel costs. SICS will require the use of these travel fellowships for professional growth purposes, such as a teacher traveling abroad, or a teacher choosing to attend a language immersion program to improve foreign language skills. All teachers will be aided with applications to Fund For Teachers, which offers grants for academic travel opportunities to teachers as well.

**Use of Student Assessment Data to Drive Key Decisions Aimed at Recruitment, Retention, Evaluation and Support of Staff and Leadership:** SICS will comply with the reporting requirements of the Teacher-Student Data Linkage (TSDL). For further information on how student data

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<sup>39</sup> <http://schools.nyc.gov/NR/rdonlyres/72DE1FF1-EDFC-40D7-9D61-831014B39D1E/0/TeacherSalarySchedule20083.pdf>

will drive key decisions related to staff and leadership, see *III.D*.

#### **D. Evaluation**

**Programmatic Audit:** SICS will submit to NYSED an Annual Report by August 1 each year, which will include the state-mandated School Report Card. The Annual Report will include a Progress Report, which evaluates the school's progress in meeting its approved Accountability Plan goals. SICS expects to undergo programmatic audits related to federal entitlement and competitive public grants it receives, including but not limited to Consolidated Title Funds and CSP grant funds.

**Evaluation of the Academic Program:** The following data will be collected daily: attendance, student assessment data, student discipline data, and student enrollment data. SICS will utilize Pinnacle Insight to house data. Pinnacle Insight provides users with the capability to view, analyze and report on an ongoing, real time basis, information regarding the mastery of learning goals of individual students, class sections, and the school as a whole in order to tailor instruction to student needs. SRG incorporates an ongoing process of progress monitoring that occurs throughout the academic year to ensure that SICS is on target to meet its achievement goals (see *II.A*). Student level formative and summative data will be used to inform instruction; section-wide SRG assessment data will be used to evaluate the effectiveness of the curriculum and instruction; disaggregated and aggregate school-wide student assessment data will guide programmatic and resource allocation decisions. SICS will collect formative feedback on the curriculum student and teacher reflections and PD with teachers. The level of school-wide rigor will be gauged through feedback from external stakeholders, such as the authorizer, educators from successful district and charter schools, and consultants. The Board Education Committee will regularly monitor academic progress and advise changes as necessary. SICS' Board and staff will interpret and analyze summative data on academic programs at the conclusion of each trimester informing adjustments to curriculum & instruction.

**Evaluation of the Assessment System:** SRG will be evaluated for: 1) its consistency in implementation and 2) its impact on student achievement compared with control schools that use traditional grading systems (see *II.D*). Research demonstrates that if SRG is implemented to its fullest integrity, it should require that teachers spend **only a marginal amount of additional prep and grading time at the beginning of the year, with time ultimately saved overall**<sup>40</sup>. The Head of School will evaluate the degree of consistency in which SICS teachers utilize SRG by monitoring activity on Pinnacle Insight and analyzing student data using the tool. Teachers identified as needing additional support with implementing SRG will be provided coaching sessions held by the HOS or Instructional Coach, coupled with action plans that detail clear steps that must be taken in order to expeditiously implement SRG. Beginning in year 1 with 3<sup>rd</sup> grade students, comparisons of student performance on exams and TerraNova assessments with other high-performing schools using traditional grading will be a summative indicator of the effectiveness of SRG. In the event that student assessment data demonstrates that SRG is ineffective with closing the achievement gap, the Board will determine corrective actions necessary, which may include, but is not limited to, structural changes to the grading system.

**Evaluation of Teaching:** SICS will utilize multiple measures of effectiveness to inform teachers of their annual effectiveness and make staffing decisions. While the actual evaluation process tools will be developed during the start-up period, SICS subscribes to a general framework of teacher evaluation, *The Art and Science of Teaching*<sup>41</sup> (the Framework) and *Effective Supervision: Supporting the Art and Science of Teaching*<sup>42</sup>. SICS will adopt the Framework for teacher evaluation at the school. The Framework is aligned to SICS' mission and is an approved rubric for teacher evaluation designed by Robert Marzano, the leading expert on SRG. Through SICS' instructional coaching model (see *III.E*), teachers receive

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<sup>40</sup> Marzano, R. (2010). *Formative Assessment & Standards-Based Grading*. Bloomington: Marzano Research Library.

<sup>41</sup> Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria: Association for Supervision and Curriculum Development.

<sup>42</sup> Marzano, R. (2011). *Effective Supervision: Supporting the Art and Science of Teaching*. Alexandria: Association for Supervision and Curriculum Development.

frequent, consistent, non-evaluative feedback through weekly informal observations from the IB Coordinator or Instructional Coach and, beginning in Year 3, the HOS. This formative data will be used to guide improvement of teachers' instructional and planning practices leading up to **three formal evaluations by the HOS** each school year, at the conclusion of each trimester. Each formal observation will entail 1) a pre-observation conference where the teacher discusses their growth goals and how it will be demonstrated within a formal observation, 2) a formal classroom observation, 3) a post-observation reflection and self-assessment by the teacher, 4) the HOS' summative evaluation, and 5) a post-observation conference where the HOS and teacher discuss evaluation scores and next steps.

Individual student-level and class-level assessment data from internal and external sources will be utilized to evaluate teacher performance. This includes diagnostic assessment data. In addition to monitoring student data through Pinnacle Insight on an ongoing basis, **summative data from interim benchmark assessments will provide additional data points for teacher evaluation.** SICS will also comply with reporting procedures of the NYSED's Teacher-Student Data Linkage initiative, which will use student exam scores to link student growth data to individual teachers. The HOS will utilize data to celebrate student performance and encourage sharing of best practices for effective teachers and take swift action to mobilize instructional coaching support for teachers whose data indicates lack of sufficient student growth. In the event that student data indicates regression of learning in an individual teacher's class, despite the above supports, the teacher will be placed on an improvement plan and notify the teacher that next steps may include a recommendation for termination. Ultimately, teachers' annual renewal of their position will be based on multiple measures that include performance on formal observations, student growth as measured by schoolwide IB summative tasks and student end-of-year exam or F & P mastery level results.

**School Leader and Other Administrator Evaluation:** The Board will carry out an annual evaluation of the ED that also uses multiple measures of key instructional benchmarks, progress towards achievement goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school. The ED will create a Professional Growth Plan (PGP), a targeted set of measurable and attainable goals, with the Board Chair to be regularly reviewed. In turn the ED will carry out an annual evaluation of the HOS. The HOS will create a PGP with the ED to be regularly reviewed. Should the goals of the HOS' and/or ED's professional growth plan not be realized, the Board Chair and ED respectively will establish an action plan with the HOS and/or ED to include mentoring, increased monitoring, leadership consultants, and a timeline for improvement. The Executive Committee of the Board will be apprised of progress or the lack thereof.

The Instructional Coach and IB Coordinator will create a PGP in collaboration with the HOS to be regularly reviewed. In addition, the HOS will evaluate the Instructional Coaches using designated metrics of teachers' progress towards growth goals aligned to the Framework (see *III.E.*). Additionally, the IB Coordinators will be evaluated using designated metrics of teachers' progress towards growth goals aligned to the IB program of instruction. During the school's start-up period, the ED will work with the Board and, if necessary, outside consultants to design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all non-instructional staff. Aspects of Bambrick-Santoyo's *Leverage Leadership*<sup>43</sup> will be employed in the evaluation of staff in leadership positions.

**Operational and Fiscal Health:** The Board is committed to ensuring it holds itself and the administration accountable for the operational and fiscal health and viability of the organization, including sound budgeting practices. The Board's work to develop a budget will begin each January. The ED, DOO, and the contracted accountant (BM beginning Year 3) will prepare annual operating and capital budgets, cash flow projections, and profit and loss statements after working together to identify and prioritize needs. The group will prioritize needs based on how they will support student achievement and fiscal and operational efficiency. The draft budgets will be reviewed and revised by the Board Finance

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<sup>43</sup> Bambrick-Santoyo, P. (2012). *Leverage Leadership: A Practical Guide to Building Excellent Schools*. San Francisco: Jossey-Bass

Committee. The Finance Committee will present the budget to the full Board of Trustees for approval by May. The adopted budget totals will be overseen by the ED and DOO and will be used to prepare budget information to actual reports. The contracted accountant/BM will be responsible for preparing monthly budget presentations, including updated annual budget information, monthly budget information, monthly actual against budget, and projected year end against budgeted year end. The ED and contracted accountant will review these presentations with the Board Treasurer prior to each Board meeting. All material deviations will be documented and explained by the ED and HOS. Any expected deviations in a budget category of more than \$5,000 and +/-10% of the budget amount will be considered material. If necessary the Finance Committee will bring the deviation to the Board's attention to consider any impact that deviation may have on the school's cash flow and financial position. *III.J.* provides details on the process for independent fiscal audits—an integral part of the process to verify the school's fiscal soundness.

**Board Evaluation:** It is critical that **evaluation of the Board both collectively and individually take place on at least an annual basis.** The process will involve each Board member completing three self-evaluation forms: one in which the Board member evaluates the performance of the Board as a whole; the second in which the Board member evaluates his or her own personal board performance and involvement; and the third in which the Board member is asked to evaluate a fellow board member. These tools will ask relevant and clear questions related to the functioning of the board and the charter school, clarity of roles and responsibilities, shared mission and vision, contributions, engagement, openness, personalities, processes, etc. This information will be analyzed annually by the Board Development Committee and ED (see *III.B.*) to inform Board development and training, ensuring requisite knowledge and skills of responsible stewards is evident.

**Family and Student Satisfaction:** SICS will formally gauge parent, teacher, and student satisfaction through the use of the DOE's Learning Environment Survey. SICS will also gauge student satisfaction through frequent FSA interaction and targeted events. All parents will receive the survey during the third trimester of the school year. The results of the survey will be tabulated and made public in the SICS School Report Card which we will make available on our website. Additionally, results of the survey will be published in our Annual Report to NYSED. Since the DOE parent survey does not disaggregate results by individual classroom teachers, SICS will conduct its own surveys of parents through micro-polling that will reflect family satisfaction with teachers and administration. The data will be used to inform changes to the school's operations, if needed. Finally, during informal settings, such as parent breakfasts with the HOS, STEAM Nights (see *II.F.*), or family events (see *III.I.*), SICS staff can gather additional formative data points on family and student satisfaction.

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

SICS believes that teacher quality and effectiveness is the critical lever to high student achievement. As such, SICS will invest heavily in developing high-performing, effective teachers. Teachers at SICS will benefit from a vast array of PD resources, including trainings, tools for improvement, and opportunities for collaboration and communication in all areas of its program offerings.

**International Baccalaureate – All SICS staff will go through an IBO conducted training before the opening of school in August of 2015.** The ED and HOS will receive PD in IB administration and the IB Coordinator, if needed, will receive PD specific to the coordination of programming. General staff will have training in the foundational tenets of the continuum of programs while instructional staff will receive additional PD on unit planning and all facets of instructional delivery.

**High-quality, Comprehensive Professional Development:** *Summer Institute:* There will be a scope and sequence for PD delivered throughout the year on Fridays, but a particular focus will be placed on **Summer Institute.** Summer Institute begins seven days prior to the start of **Summer Safari**, and continues throughout Summer Safari after students leave their half-day classes (see *II.B.* and *Attachment*

3B). Summer Institute will be used to introduce new staff and reinforce to returning staff SICS' mission, personnel and student policies, curriculum, instructional methods, and assessments. SICS' teachers will have an opportunity to take ownership of the POI by reviewing and revising it as well as adding current authentic experiences. This ensures that teachers can focus on creating and receiving feedback on **high quality, rigorous lesson plans through the IB** for the first weeks of school. The ongoing lesson plan feedback system, coaching model, and the Framework (see *III.D*) will be introduced. Training for the faculty will be provided by the HOS, ED, and the Instructional Coach(es). Special education specialists will be consulted to train teachers in **UDL and RTI models**, including identification of struggling students, assessment of struggling students, academic interventions, and progress monitoring. SICS' ELL specialists will provide teachers training in best practices for instructing and meeting needs of ELL students through **SDAIE strategies** and the **SIOP model, which also benefits students learning content through another language and is aligned with the IB methodology**.

Summer Institute will also place a heavy focus on infusing the culture of data into instruction. Teachers will be thoroughly trained on the vision behind **SRG** and how it should be implemented in order to **best build student investment and achievement of learning goals**. Teachers will be trained on and given ample time during Summer Institute to apply practice to linking formative and summative assessments to SRG. Technology training will also be provided, which includes **how to effectively use Pinnacle Insight to provide timely feedback, monitor student achievement, and drive instruction**. Also imperative to adult culture are team-building exercises that will be incorporated into the Summer Institute to familiarize staff with one another, start to develop an understanding of each other's work styles, and instill in the teachers a feel for what they should instill in the school community. Teachers will **explore the community they will serve and together create a culture of support and consistency**. Throughout the year faculty and staff will attend additional **IB** trainings specific to their individual needs. All teachers in year 1 will participate in trainings on the PYP delivered directly through the IBO.

*Ongoing Weekly PD*: Beyond Summer Institute, there are student early release days built into the school calendar every Friday, from 3:05-4:50pm, for PD/collaborative work. Each weekly PD session will cover one of the following: 1) SRG data best practices and support, 2) Marzano's pedagogical strategies, 3) Lemov's classroom management techniques, 4) differentiation of instruction through UDL, SDAIE, and SIOP, 5) planning and alignment to the CCLS, 6) interpretation and analysis of assessments, 7) family engagement, and 8) Inquiry and IB standards. Supported by content area expert consultants, the HOS and IB/ Instructional Coach will share best practices to **meet the needs of all teachers**, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects. SICS is committed to student achievement for all learners and will set growth targets that are unique, reasonable and rigorous for each child, and are based on assessment data. Student growth targets will drive conversations between teachers and leadership about collective and individual teacher PD needs and instructional strategies used to engage students to meet or exceed their learning goals. SICS teachers will receive ongoing support from Special Education specialists. SICS teachers will review students' IEPs and discuss student data and progress. The SPED Coordinator will observe in classrooms, model instruction, and provide resources for general education teachers. In addition, the Social Worker will conduct ongoing training about social/emotional issues, including compliance with DASA (see *II.F*).

**Professional Growth Plans**: In addition to the student data-driven conversations described above, the HOS will meet with each teacher to collaboratively set growth goals based on specific standards and indicators in the Framework, which has proficiency levels of Not Using, Beginning, Developing, Applying, and Innovating. Both the HOS and IB/Instructional Coach will hone in coaching and feedback to target those specific standards during each formal and informal observation in order to ensure growth. A key component to SICS' PD model is that **Instructional Coaches provide informal, non-evaluative feedback**. To collect formative teacher data leading into the formal evaluations by the HOS (see *III.D*), both the HOS and Instructional Coach will focus on **frequent, short classroom observations, some using real-time feedback and some using debriefing, both of which provide**

**actionable feedback tied to the Framework.** These informal observations will not be linked to the teacher's evaluation, but instead will be used as an opportunity to provide meaningful feedback. Teachers will be observed once a week at minimum. Coaching sessions will include real-time feedback, examining student artifacts and data, modeling of exemplar practices, video coaching, and discussion of case studies. Once a teacher moves into the Applying and/or Innovating levels of their professional growth goals within the Framework through coaching, the HOS will work with the teacher to select a new goal within the Framework fostering a culture of growth and continuous incremental improvement that provides unique, frequent, individualized support to each teacher.

**Shared Practice:** Another mechanism that will tailor support to individual teacher needs by adding an element of choice is the implementation of professional learning communities through the form of **Critical Friends Groups (CFG)** in the second trimester. By creating a safe environment for constructive feedback and critique, group members in CFGs work collaboratively to improve practice<sup>44</sup> in one of the above seven areas covered in ongoing weekly PD. The goal and purpose of CFGs will be to develop a community of practice and allow teachers of varying experience levels to share professional knowledge. In these meetings, teachers will share best practices, engage in professional conversations using protocols that will assess the effectiveness of strategies used to engage students to meet goals. In order to ensure consistency in the community of growth, teachers select 3-5 different foci over the year with specified durations. Teachers will also have the opportunity to use weekly PD time to plan with grade and/or department -level teams using SRG data.

**Individual Enrichment Opportunities:** SICS teachers and administration will be encouraged to partake in enrichment opportunities, such as courses, trainings, and conferences that will continually reinvigorate their joy and passion for teaching as a craft. Specific examples include IB trainings, courses through Relay Graduate School of Education, trainings and conferences offered by institutions such as Harvard Graduate School of Education, NYC Charter School Center, Center for Educational Innovation-Public Educ. Assoc., Building Excellent Schools, Uncommon Schools network and the International Baccalaureate certification affiliated Universities. Teachers are provided leadership stipends to build scalable skills, such as curriculum development and providing observation feedback (see *III.C.*), through coaching and mentorship of leadership and administrative staff. When possible, the school will provide coverage for teachers to visit highly successful schools, particularly in the STEAM and IB fields. Teachers also have the opportunity to apply for Travel Fellowships (see *III.C.*) to diversify their curriculum and pedagogy. Following the teacher's participation in the opportunity they will turn-key with fellow staff. Teachers will also be provided and encouraged to seek out content-specific PD through organizations such as NCTM, the National Science Teachers Association, and Reading Taxonomy trainings by Uncommon Schools. The HOS and ED will work with leadership consultants to ensure efficiency in the school model and streamlined communication channels between all stakeholders. The HOS and ED will also be provided guidance and support by the Advisory Board and other professionals in SICS' network.

***Retention of Excellent Teachers:*** SICS' professional environment will motivate and actively retain excellent teachers through a host of opportunities that cater to individual learning styles. Beyond the described PD, school leadership will promote positive staff and school culture through staff-appreciation initiatives over the school year, thereby further promoting staff retention. Such events or acts of appreciation may include: weekly breakfasts, gift certificates and discounts to local venues, social gatherings, kudos during a faculty meetings, and short written notes of recognition from leadership team members. Events such as these will help to make SICS an environment in which people enjoy working and feel supported as they strive to improve their craft. If deemed needed and fiscally responsible, SICS will consider implementing a teacher bonus structure.

**Evaluation of the Professional Development Program:** SICS will systematically use student performance data and teacher data from the Framework to inform school leaders of areas of weakness in

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<sup>44</sup> <http://www.nsrharmony.org/faq.html>

planning and instruction. Evaluation of the PD program will aim to improve the quality of the program and to determine its overall effectiveness. Formative evaluation will be used to modify and improve the PD program and will take place continuously throughout the year. Teachers will be asked to take surveys after each PD session to provide information on strengths and areas of growth. Through questionnaires, observations, self-assessment instruments and analysis of teacher evaluation records, instructional leaders will analyze how the PD programs have improved teacher and student practices. Teacher proficiency levels within the Framework and on professional growth goals will also inform instructional efficacy. Summative evaluations are also used to determine the effect of the PD process on student outcomes. SICS will use Unit and Interim Assessment benchmarks to determine if the PD program is effective in closing the achievement gap. When student assessment results improve notably after focused PD sessions, the program will be considered effective. Ineffective aspects of the PD system will be improved upon or eliminated.

**F. Facilities**

SICS has been working with several real estate owners and developers to locate viable facility options located in New York City Community School District (CSD) 5 in the borough of Manhattan. SICS has also explored facilities in the surrounding areas of adjacent CSDs 4, 6, and 3. While SICS will also request to be seated as a co-location school in CSD 5, it has also sought out a private facility that would provide an incubation space for the first 2 years of operation. Additionally, SICS has explored private space that would allow it to pre-lease space in a capacity that would be utilized for its entire charter term. Currently SICS has identified a privately held former adult learning center as a viable location to locate. Located at 145 East 125<sup>th</sup> Street in CSD 5 (CB11), this building is already outfitted as a school and would need minimal build-out for science based classrooms. This building, with a total square footage of 30,185 is more than sufficient for a 2 year incubation period at approximately \$32 per square foot and a possible permanent location.

SICS continues to consult with the Harlem Congregations for Community Improvement, Inc. (HCCI) as well as other community based organizations, including possibly collocating with an existing charter school. Expanding the search, SICS will seek input from recommended vendors of NYC Charter School Center, NYS Charter Schools Association and the Diocese of Manhattan. Through HCCI, SICS has identified another potentially viable facility within CSD 5. SICS has ensured that the budget is conservative enough to sustain sighting in a private facility in the event that it is only able to incubate in public space temporarily or not at all.

**Facility Needs of Students and Staff:** SICS is planning for programming space at approximately 80 square feet per student, all inclusive, which considers additional space requirements for STEAM Library Labs.

Year	Grade / Student Enrollment	Classrooms	Communal Space	Offices & Storage
2015-16	K-3 - 116	5	Science lab; STEAM Lib. Lab;	-Main Office
2016-17	K-4 - 166	7	artist room; gym; auditorium;	-Service Provider Room
2017-18	K-5 - 216	9	Teacher lounge	-3 Admin. Offices
2018-19	K-6 - 266	11	Yr2 - 2 science labs;	-IB/coach space
2019-20	K-7 - 316	13	Yr4-2 STEAM Lib. Labs	-2 Operations offices
All student facility needs will increase in accordance with any mandates and needs				

Contingent upon the budget surplus each year, SICS plans to make capital improvements to classroom & administrative facilities each year (see *III.K.*). To accommodate the year-round calendar, SICS may need to apply and pay for extended use permits for the months of July and August, which includes coverage for space usage, custodial services, and security (see *II.B.* and *III.K.*).

SICS will assess the school site’s accessibility for students and adults with disabilities once a

location is determined and make proper renovations as necessary. The school does not have a residential program, and will therefore not require residential facilities.

**Meeting the Needs of Students and the Community:** While SICS has located viable private space, SICS’ first choice for facility location would be to co-locate in a fully equipped DOE building within CSD 5. We have had conversations with the DOE regarding our interest in housing SICS in a public space and understand the current barriers. Upon further research of DOE statistics from the DOE office of Data and Accountability and Assessment, we have found under-utilized spaces located in CSD 5. According to the “Enrollment, Capacity and Utilization Report 2012-13<sup>45</sup>,” the average utilization rate of CSD 5 is 78%. Of ten school buildings within the district that may offer space for incubation, six are at **less than 70% capacity** for students. **Four buildings may currently have up to 300 vacant seats.** The most recent data from the report is laid out in the below chart showing current under-utilization of spaces located in CSD 5.

Current Building / School in CSD 5	Building/School Capacity (Historical)	Over / Under	Building % Utilization
M133	659	-398	40%
M154	877	-436	50%
M036	840	-290	65%
M195	1,133	-523	68%

SICS is not proposing to be located in any particular DOE building. We are merely stating findings on under-utilized buildings based on DOE public reports. We expect to work closely with the DOE during the pre-opening period, when they have up to date information on space utilization in CSD 5 and in accordance with their timeline for determining public school sites beginning Fall 2015. If SICS is to occupy part of a district school building, we will allow enough time in our facilities completion schedule for the Panel for Educational Policy to hold a hearing on notice as required prior to occupancy. The Board of Trustees would ensure that whatever space SICS decides to reside in aligns with SICS’ program needs and does not interfere with SICS’ mission.

**G. Insurance**

SICS will carry insurance that includes adequate insurance coverage for liability, property loss and personal injury to students. SICS has consulted with the insurance broker Austin & Co. which has provided SICS with a quote for insurance that includes Business Personal Property (\$250K), Business Income (\$750K), General Liability (\$3M), Abuse & Molestation (\$3M) Employee Benefits Liability (\$3M), and Personal Injury of Students (\$1M). The particulars of the proposal are provided in the Austin & Co. estimate, to be made available upon request, and are reflected in the budget. SICS retains sufficient cash reserves to obtain additional insurance if necessary.

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

**Health Services:** SICS will comply with all health services requirements applicable to public schools. Per New York Education Law 912, the New York City Bureau of School Children and Adolescent Health (the “Bureau”) will be responsible for the provision of these health services in a manner that is equivalent to the services provided to students attending regular public schools, including the students enrolled in New York City public schools. SICS will request these services from the Bureau in sufficient time to allow for inclusion of the requested services into the Bureau’s and DOE budgetary and staffing plans. Permanent non-consumable and consumable facilities and supplies shall be provided by the school and the Bureau as provided by applicable law and practice. All faculty and staff will have access to first aid resources. SICS will maintain appropriate access to automated external defibrillators (AED) as required by §917 of the Education Law and ensure that two or more staff members are certified in the operation and use of AED.

SICS’ health services program will ensure that each student has a certificate of immunization that

<sup>45</sup> [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013\\_Classic.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013_Classic.pdf)

complies with §2164 of the Public Health Law at the time of registration or within the acceptable time frame after enrollment (subject to exceptions permitted under the law for medical contraindications and religious exemptions). SICS will store health records for enrolled students as required by law. Prior to beginning each school year, SICS will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate.

**Food Services:** Proposing to be located in DOE facilities, SICS will apply for and participate in the U.S. Department of Agriculture's FRLP breakfast, lunch and snack programs for students eligible thereunder. SICS will contract with the NYCDOE's SchoolFood and the Office of School Foods and Nutritional Services to provide food service to eligible students. However, SICS reserves the right to contract with another food service provider if such policy is set by its Board of Trustees. As with other NYC charter schools SICS will investigate other vendors who can provide healthy and appetizing menus to the school's students. Regardless of origin, any and all revenues from the FRLP shall be used exclusively for the provision of services to students eligible thereunder as required by the terms of the program(s). Students not eligible under FRLP shall be responsible for their own meal and snack needs. Students may opt to bring their own lunch and not partake in the school lunch program.

**Transportation Services:** The NYCDOE is responsible for providing transportation services to SICS' students who will receive the same transportation services as other NYC public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined and provided by the Office of Pupil Transportation (OPT). The NYCDOE determines the eligibility for transportation based on age, distance from the school, and needs of students with disabilities. SICS will not guarantee parents a student will have yellow school bus service or half-fare or full-fare Metrocards until such service eligibility has been confirmed by OPT. On days when the regular NYCDOE public schools are not in session, SICS will purchase and provide Metrocards to students. Funds have been allocated to this transportation need in our budget projections and will be an annual budgetary item of the school, taking into account that schools can request Metrocards through OPT that covers the majority of the summer diagnostic sessions.

Special education student eligibility will be determined by the student's IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. SICS' students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation services, it will be the responsibility of the child's parents.

### ***I. Family and Community Involvement***

**Means of Engagement:** SICS will employ several means to engage parents. Beginning in April of the pre-opening period and through the end of the first trimester, SICS staff will conduct **individual home visits** with the family of every student. SICS will prioritize home visits for ELLs, all of which will take place before the first day of instruction. Home visits will be used to gather data, clarify expectations for students, parents, and SICS staff, and build relationships. The Community Outreach Organizer (COO) (see *II.C.*) will facilitate family engagement through continuous planning and development of appropriate interactions.

In addition to Parent-Teacher Conferences each trimester (see *II.B.*), SICS will hold **monthly parent workshops or events**. All workshops will be **centered around student learning and will allow for parent interaction**. For example, parents may meet to share ideas for supporting student completion of homework, even when the parent may not be familiar with the content area or fluent in English. All workshops will be facilitated by a SICS staff member or parent. Additionally, parents will receive monthly phone updates from their child's teacher. In cases where a student is academically at-risk and the parent does not attend Parent-Teacher Conferences, SICS will schedule an individual case conference with the parent at another time.

As discussed in *II.F.*, positive reinforcement is a critical part of SICS' culture. Teachers will be required to minimally make two positive parent contacts per week and encouraged to make more. SICS

will provide positive reinforcement for parents in the form of events such as recognition breakfasts for parents whose children have perfect attendance and punctuality. Micro-surveys will be conducted at regular intervals based off the DOE Parent Satisfaction Survey, and SICS will ensure that parents have ample opportunity to complete the actual DOE survey. SICS will adjust its strategies for parent engagement in part based on the results of these surveys.

When SICS students enter 7th grade, SICS will deeply involve parents in the development of their child's post-secondary plan. SICS' counselors will hold specific workshops on the academic opportunities and even the University application process, financial aid, and the transition to higher education. The counselors will hold individual conferences with each parent and child, starting in 7th grade. These supports will help mitigate some of the challenges that first-generation students have in completing college<sup>46</sup>.

**Community Involvement in Planning, Implementation and Design:** Throughout the planning and application phase, SICS has reached out to community parents and specifically requested their input, using that feedback to inform the application. SICS has spoken with parents both formally, at community forums and town halls, as well as informally while handing out flyers or doing grassroots outreach. SICS intends to continually engage organizations through the start-up, opening and operation of the school (see *I.E.*). Parents and the community will be a critical part of SICS' plans to implement its school design. Once the school year begins, SICS will support the creation and ongoing administration of a voluntary FSA (see *III.B.*), which will advise and support the school. The FSA will elect the parent representative to the Board of Trustees. SICS will support the FSA in the following ways:

- The COO will help organize and coordinate FSA meetings.
- SICS will make meeting space available at the school for the FSA to conduct its business.
- SICS will support and encourage communication between the FSA and the school's overall parent body, individual parents, the Board, the ED, the HOS, instructional staff and the public.

Separate from parent workshops, SICS will also hold regular breakfasts, lunches or coffees with the HOO and/or ED. These will be informal opportunities for parents to meet the school leaders, ask questions, and provide feedback for purposes of planning, implementation, and program design. SICS will evaluate its effectiveness in incorporating parent feedback through its scores on the DOE parent satisfaction survey, which is part of the school's overall evaluation (see *III.D.*).

**Evidence that Anticipated Partnerships are Achievable:** Several of the parent engagement strategies described above have a history of success. The School Leader has employed home visits and positive phone calls in their practice. Others, such as workshops specifically centered around student learning and parent interaction, derive from research cited in *Beyond the Bake Sale*<sup>47</sup>. In all cases, SICS believes meaningful, targeted, and sincere parent engagement will increase parent involvement in the school. As a grassroots endeavor, SICS has found warm welcome in CSD 5 both from individual parents and from CBOs that represent parents, youth, and families. We have had numerous meetings with community leaders who are interested in and supportive of the school (see *Attachment 2*). SICS' presentations have been warmly received, both by community organizers and individual parents we have spoken with. SICS will operate from a strong base of support in its development of community partnerships and parent involvement. Partnerships have already been developed within the community, which is partially evident by the attached letters of support.

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

The ED will have oversight responsibilities for the financial management of the school and thus will be responsible for the protection of the school's financial records with oversight from the Board Finance Committee. The ED will be supported in implementing all financial matters by the DOO, Operations staff, and a contracted accountant. In Year 3, a BM will be brought on in place of the

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<sup>46</sup> <http://faculty.soe.syr.edu/vtinto/Files/Moving%20Beyond%20Access.pdf>.

<sup>47</sup> Henderson, Anne T. et al, *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. The New Press. New York. 2007.

contracted accountant. For purposes of clarity, the remainder of this application will reference the BM, since it will become the permanent model in Year 3 and beyond. The BM, with oversight from the ED, will prepare the financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Such financial statements would be prepared for each fiscal year and would include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and notes to the financial statements.

**Independent Audit:** The Board will be responsible for hiring an independent auditor to perform an annual audit of the financial statements prepared by the management. The Board Finance Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Board and NYSED by the determined deadline.

**Accounting Procedures and Fiscal Controls:** SICS is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP), and adherence to the Financial Accounting Standards Board (FASB) rules and regulations. The following explains the Internal Control System, which will be composed of two basic elements: (1) the control environment and (2) the control procedures.

1. *The Control Environment:* The control environment reflects the importance SICS places on internal controls as part of its day-to-day activities. Factors that influence the control environment include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, management methods and control, and personnel policies and practices. SICS' Board will review fiscal reports as part of its board meetings and ensure that the organization's structure allows for sufficient checks and balances.

2. *The Control Procedures:* Control procedures will be set up to strengthen SICS' internal control structure and thus safeguard the school's assets. They are divided into the following:

- a) *Segregation of Duties:* No one person would control all key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other. In general, the transaction approval function, the accounting/reconciliation function and the asset custody function would be separated among employees ED, DOO, and BM whenever possible. When these functions are not or cannot be separated, then a detailed supervisory review of related activities should be undertaken by the Finance Committee as a compensatory control.
- b) *Restricted Access:* Physical access to valuable and movable assets will be restricted to authorized personnel (ED, DOO, and BM). Systems access to make changes in accounting records will be restricted to authorized personnel (Board Treasurer and ED) with changes and explanation for changes documented as a safeguard.
- c) *Document Control:* To ensure that all documents are captured by the accounting system, all documents will be pre-numbered and the sequence for documents must be accounted for.
- d) *Processing Control:* Various processing controls will be designed to catch errors before they are posted to the general ledger. Common processing controls that SICS expects to implement are the following: source document matching; clerical accuracy of documents; and general ledger account code checking.
- e) *Reconciliation Controls:* Various reconciliation controls will be designed to catch errors after transactions have been posted to the general ledger. Controls include reconciling selected general ledger accounts to subsidiary ledgers. All bank statements will be reviewed by the Board Treasurer.
- f) *Fraud Prevention:* The school will seek to include measures in its banking relationship to deter

check fraud such as Positive Pay. All purchase orders and checks over \$5,000 will require approval by the Finance Committee.

g) *Cash Handling Controls*: All cash receipts will be handled exclusively by the DOO. On a periodic basis, the BM will perform unannounced review of the cash. Such review will involve reconciling cash on hand and the expected balance calculated using the opening cash balance and accounting for the receipts and disbursements of cash. Such review will be performed at least on a bi-monthly basis. The Board Treasurer will develop fiscal policies and procedures with support from the BM. SICS will adopt the fiscal policies and procedures and implement the above-mentioned control structures. The independent auditor will be engaged to form an opinion about the proposed internal controls policies and procedures. Adjustments will be made to the policies and procedures based on any weaknesses identified by the auditor. Fiscal policies and procedures will be ratified by the SICS' board and adopted by the school no later than January 2015 (see *III.L.*).

**Student Records:** SICS will have trained personnel on staff who are responsible for managing the student information. The DOO, with oversight from the ED and support from the Operations staff, will be responsible for tracking enrollment and attendance, maintaining school lunch program records, including student eligibility and other data to ensure accurate billing and reimbursements. The DOO will work closely with the ED, who will serve as the School's Title I Coordinator, to ensure all data relevant to Title I services is collected and maintained to ensure accuracy in program reporting and reimbursement. SICS will have a robust student information system through Pinnacle Insight that will be utilized by the DOO to store, analyze and produce needed reports on all relevant student data. The DOO will be responsible for the protection of student records under the supervision of the ED. With regard to the special education program and IEPs, until the SPED Instructor is hired the HOS will be responsible for maintaining and securing all records, as well as submitting all required reporting on SWD and services provided to the SWD in accordance with their IEPs to appropriate agencies including necessary reporting for special education reimbursement through the DOE invoicing portal. SICS understands its obligations to comply with FERPA and will follow all appropriate procedures to comply fully with the New York State Freedom of Information law (Article 6 of the New York Public Officers Law).

**K. Budget and Cash Flow**

SICS' start-up budget and cash flow, first-year budget and cash flow plan, and five-year budget and cash flow plan all use conservative assumptions (see *Attachment 9*). In the pre-opening period SICS' staff includes only the ED, HOS, and COO acting as independent contractors awarded a stipend. SICS will be able to comfortably cover all operating expenses throughout the chartering period while remaining solvent at all times, even if with delays in disbursement of federal funds.

<b>The Budgets Reflect the Following Conservative Revenue Assumptions:</b>
• SICS per pupil funding will remain at \$13,527 per student throughout the first chartering period.
• All projections for SWD, FRPL and ELLs are based on the NYS Enrollment Targets Calculator.
• Of the SWD, SICS assumed that 73.14% would receive less than 20% services (no funding), 16.23% would receive between 20% and 60% services, (\$10,390 per pupil) and 10.63% would receive greater than 60% services (\$19,049 per pupil). These assumptions were based on the percentages in grades K-8 in CSD 5, provided to us by the DOE Office of Special Education. SICS also assumes funding for Special Education under IDEA.
• SICS assumes it will receive non-competitive start-up funding from DYCD. SICS anticipates not receiving funds until the final quarter of Year 1. SICS' cash flow projections allow for this delay.
• SICS assumes it will receive flat funding for NYSTL, NYSSL and NYSLIB.
• Based on the Enrollment Target Calculator, SICS assumes that 85.6% of the student population will be FRPL. Therefore, SICS assumes it will qualify for Title I and Title II funding. Funding assumptions of

<p>\$585 and \$60 respectively per FRPL were based on the publicly available funding data for other charter schools in the district. SICS will file all forms in a timely fashion to ensure disbursement by the end of the fiscal year.</p>
<ul style="list-style-type: none"> <li>• For Title III funding, SICS assumes a funding rate of \$143 per ELL based on publicly available funding data for other charter schools in the district.</li> </ul>
<ul style="list-style-type: none"> <li>• While SICS will apply for all competitive public grants available for start-up and implementation including CSP and State Stimulus Funds (SSF), we only assume CSP in the total amount of \$500,000 over the start-up and first two years of operations.</li> </ul>
<ul style="list-style-type: none"> <li>• SICS intends to aggressively seek private funding from foundations and individuals. A brief examination of the database at the Foundation Center<sup>48</sup> shows dozens of private foundations and corporate entities seeking to fund K-12 STEAM education. For revenue purposes SICS has assumed only \$30,000 in fundraising during its pre-opening phase and \$10,000 in Year 1 and Year 2 of operation. These are based on estimates in the SICS fundraising plan at the grassroots level.</li> </ul>
<ul style="list-style-type: none"> <li>• In Year 3, SICS will bring on a full-time Development Associate. With more time and resources to devote to private fundraising, SICS anticipates being able to raise more money privately in Years 3, 4, and 5. This is reflected in SICS' revenue projections. At no point does SICS' fundraising projection exceed 4.2% of its total revenue, meaning SICS will maintain a significant budget surplus even without raising private money.</li> </ul>

<p><b>The Budget Reflects the Following Conservative Expense Assumptions:</b></p>
<ul style="list-style-type: none"> <li>• During the start-up period, in order to ensure comfortable solvency, the ED, HOS and COO will defer their stipends until anticipated CSP funding is disbursed. SICS will file all appropriate forms in a timely manner to ensure funding disbursement as soon as possible.</li> </ul>
<ul style="list-style-type: none"> <li>• SICS has projected a realistic staffing structure over the five years, incorporating all administrative and instructional staff contemplated in its operational and academic program for general education students, SWD, FRPL students, ELLs and other students at risk (see Staffing Table in <i>III.C.</i>) Salaries for teachers and staff are competitive, and anticipate a standard 3% annual raise. Salaries for the ED, HOS, and DOO start lower than DOE salaries for similar positions, but grow at a rate of 5%, and by Year 5 are competitive with DOE salaries<sup>49</sup></li> </ul>
<ul style="list-style-type: none"> <li>• SICS will provide medical and dental insurance. SICS assumes 70% of employees will receive individual medical coverage and another 15% of employees will receive spouse or family medical coverage. SICS assumes 85% of employees will receive dental coverage. Employees will bear the cost of adding additional dependents to their dental plans. Medical and dental plan assumptions are based on the plans utilized by other charter schools.</li> </ul>
<ul style="list-style-type: none"> <li>• HRA cost of \$100 per full time employee per year is based on similar costs at other charter schools.</li> </ul>
<ul style="list-style-type: none"> <li>• SICS will enroll employees in a 403b retirement plan and will match employee contributions up to 3% of their salary starting in Year 2; SICS assumes 60% of employees will take advantage of the full matching amount.</li> </ul>
<ul style="list-style-type: none"> <li>• The line “Payroll Taxes” has been broken down into separate line items for Social Security, Medicare, SUTA, FUTA, MTA Tax and Worker’s Comp</li> </ul>
<ul style="list-style-type: none"> <li>• As described in <i>II.B.</i>, SICS will operate a year-round calendar with an optional “Intersession” in February, April and July. SICS will require all instructors to staff Intersession one week per year, and has budgeted \$1,000 per instructional staff as a stipend.</li> </ul>

<sup>48</sup> <http://foundationcenter.org/newyork/>.

<sup>49</sup> <http://www.csa-nyc.org/sites/default/files/Salary%20Schedule.PDF>.

• The line items “Technology” and “Office Expenses” contain additional costs in Years 4 and 5 associated with the articulation process.
• SICS will seek to develop leadership from within (see <i>III.C.</i> ). We have budgeted \$5,000 leadership development stipends per 20% of the staff each year.
• The budget line “STEAM Supplies” reflects the unique funding needs of STEAM courses and equipment. SICS has budgeted \$25,000 per year for each of the first four years, as new courses are being developed.
• Line items for staff furniture, classroom furniture, technology, and STEAM supplies include funding to replace or upgrade already purchased items. SICS has separated out costs of staff furniture and classroom furniture
• SICS has received a written estimate for the Insurance coverage (see <i>III.G.</i> ), which forms the basis of our insurance assumptions.
• The line “Staff Development” includes training for IB and certification in Years 3, 4, and 5.
• The line “Parent Engagement” includes costs of parent meetings, breakfasts with the HOS, and other parent events.
• Year 1 costs for telephone, technology, and office expenses were allocated to match the percentage of staff resources devoted to each specific category.
• The line “Extended Use Permits” replaced the original line item of “Building Rent/Lease.” This cost, which will cover the use of space and custodial services in July and August, will vary widely depending on whether the building is a centrally funded DOE site or if it is a self funded DOE summer school site. “Security” will also be required for July and August. SICS has taken the conservative approach of budgeting for maximum costs. Cost estimates are based on guidance from the current educational leaders.
• The line “Repairs & Maintenance” includes capital improvement costs for new classrooms and offices, as well as existing spaces that need renovation. In Year 1, improvements will not be made until Winter Break to ensure conservative cash flow. Cost estimates are based on guidance from current educational leaders.

In each of the five operational years beyond the start-up period, the SICS budget reflects very conservative assumptions. All revenue projections remain flat while most expenses—including personnel costs, which are by far the largest expense—increase. The budget is aligned with our charter application. We have incorporated all possible costs contemplated by our educational, fiscal and operational program. In the Year 1 budget, all revenues and expenses have been allocated to each of the main categories and subcategories using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. In certain instances, SICS assumed that for school operation costs that would benefit all students a certain percentage was allocated to general education and special education students. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories. At that point SICS will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

*L. Pre-Opening Plan*

Activity	Start Date	End Date	Responsibility	Notes
<b>Management</b>				
File for 501(c)(3) status for school and state tax exemptions status	Begin filling out paperwork before charter is approved; submission	See Notes	ED, Board, Pro-Bono Legal Counsel	SICS is aware that the IRS may take several months to review the application for tax-exemption and award

	upon approval of charter			501(c)(3) status. In the meantime, SICS will develop relationships with existing 501(c)(3) organizations to receive private contributions on SICS' behalf.
Identify additional areas of need for Board and recruit Board members	Ongoing	Ongoing	ED, HOS, Board	
Elect Board officers, ratify By-Laws, establish committees and membership	At first Board Meeting	At first Board Meeting	Board	The first Board meeting will take place within one month of authorization.
Officially Vet & Hire HOS Officially hire ED	Upon approval	August 2014	Board	Both HOS and ED will begin part-time on January 1, 2015; ED will begin full-time on March 1, 2015; HOS and ED will officially be hired May 1, 2015.
Further develop, refine, and adopt by Board action, school's policies including but not limited to Fiscal, Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Tech Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, distribute to relevant stakeholders and publicize on school's website	Upon Charter Approval	August 2015	Board, ED, HOS	Legal counsel and other professional consultants as appropriate will vet all these policies. Policies may be adopted at different times. Fiscal policy will be in place by end of January, 2015 (see <i>III.J.</i> )
Submit application to IBO for candidate status	August 2015	September 2015	ED / HOS	To be done in consultation with IBO
<b>Financial</b>				
Research and apply for competitive public funding and private grant opportunities; solicit	Research has Already begun	First proposals will be submitted upon charter	ED, Board	SICS' budget for pre-opening and Year 1 assumes fundraising that has already been pledged. SICS will also

private donations.		approval; ongoing		fundraise in order to supplement the budget.
Develop and approve final first year budget based on known revenue streams and expenses. Make hiring adjustments as needed, for example, additional Special Education staff.	April 2015	June 2015	ED, HOS, Board	
Apply for Consolidated Title I Funds	July 2015	August 2015	ED, DOO	
<b>Operations</b>				
Establish checking account with financial institution	Upon approval of charter	January 2015	Board Treasurer or ED	
Develop and finalize employee benefit package	Upon approval of charter	February 2015	Board	
Contract with website developer and financial planning service to audit systems and budget	January 2015	March 2015	ED, Board Treasurer	Financial systems audit completed in January; website will be up and running by end of March.
Establish all relevant financial systems, payroll, billing, other disbursements as per internal controls policy	January 2015	March 2015	ED, Board Treasurer, outside contractor	
Student/family outreach and marketing	December 2014	April 2015	ED, HOS	
Recruit and hire all administrative, support, and instructional staff for first year of operations	December 2014	June 2015	ED, HOS	SICS will have signed hiring letters with all required administrative, Support & instructional staff by July 1, 2015. With all necessary background checks and Fingerprinting completed and certifications, where required, will be confirmed.
Research and contract for	January 2015	June 2015	ED, HOS	

Student Information System				
Purchase and accept delivery of all necessary furniture, equipment, and technology necessary for school operations	January 2015	July 2015	ED, HOS, DOO	Acceptance of delivery will depend on when SICS staff is allowed access to facility.
Secure Facility	Ongoing	June 2015	ED, HOS	SICS will work with the DOE to identify a facility and prepare extensively for PEP meeting if needed.
Apply for extended use permits upon securing facility if needed	Ongoing	June 2015	ED, DOO	Apply for extended use permits upon securing facility
Conduct student lottery, generate acceptance list and waitlist	April 2015	April 2015	ED, HOS	
Send out acceptance packages to students/families, continue to enroll students or take names off waitlist as necessary. Paperwork contains student registration form, emergency contact form, Home Language Survey, FRPL form, Student Release form for test data, Media Release Forms, Medical Forms, Records Release Form from previous schools, School Calendar, Discipline Policy, and other necessary paperwork.	April 2015	Ongoing	ED, HOS	This will start with completion of lottery and continuing through the school year as families decline acceptance or withdraw their child from school.
Request and secure student records from sending schools, including IEPs where appropriate	April 2015	Ongoing	ED, HOS, DOO	This will be ongoing, as students may be accepted off the waitlist.
Arrange accounts for phone and internet connectivity	June 2015	July 2015	ED	

Communicate with NYCDOE on transportation and food	July 2015	August 2015	DOO	
Arrange for AED/CPR training of staff	July 2015	August 2015	DOO	
Create class rosters and disseminate to teachers, students and families	August 2015	August 2015	ED, HOS, DOO	
<b>Instructional</b>				
Apply for IB staff PD	March 2015	April 2015	ED / HOS	To be done in consultation with IBO
Planning for first year academic program, development of assessment protocol, POI and curriculum.	January 2015	August 2015	HOS	
Participate in trainings, visit high-performing STEM/STEAM schools	January 2015	June 2015	HOS	
Develop agenda and engage appropriate consultants or guests for Summer Institute PD and develop PD for first year	March 2015	July 2015	HOS, ED	
Conduct Home Visits	April 2015	November 2015	ED, HOS, other staff	Home visits for ELLs will be completed by the first day of instruction.
Create/obtain diagnostic assessment materials and plan Summer Sofari Program	July 2015	August 2015	HOS, ED	
Finalize Special Education policies and procedures, including record keeping process, pre-referral and referral process	July 2015	August 2015	ED, HOS, SPED instructor	

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

In the event of closure or dissolution of SICS, the Board shall delegate to the ED and the HOS the responsibility to manage the dissolution process in accordance with Education Law §2851(2)(t). This process shall include notification to parents of children enrolled in the school. A list of SICS students will be sent to the local district where SICS is located. SICS shall transfer student records to the student's school district of residence, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of Sofara International Charter School, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another charter school within the school

district where SICS is located or, if no such charter schools exist, directly to the NYCDOE. SICS has ensured in its budget plan that it will segregate a fund of \$75,000 to be used in the event of the dissolution of the charter. The school has allocated \$25,000 per year for the first three years to maintain this fund; these funds would be used to pay for legal and audit expenses that would be associated with the dissolution. The dissolution process would begin with a meeting of the leadership team that will include at least the Board Chair, the Board Treasurer, ED, and its legal counsel. The purpose of this meeting would be to confirm a plan and timeline that will be used to guide the dissolution process. Upon approval of the plan and timeline, the ED and the Board Chair would meet with representatives from the NYSED Office of Charter Schools or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting would be a final dissolution plan and timeline that would be used to manage the dissolution process. SICS ensures compliance with all applicable requirements of §219 and §220 of NYS Education Law.

**Days 1-5:** (1) SICS will deliver a current student list to the NYCDOE; (2) The ED will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) The contracted accountant and a SICS Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The ED will notify all staff and parents in writing of the closure of the school and the ensuing placement process; (5) The ED will meet with the students and parents to discuss the school's closing and the ensuing placement process; (6) The HOS will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss SICS' closing and the transfer of students to other public schools; (7) SICS will schedule a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) SICS' website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools; and (9) SICS' pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

**Days 5-15:** (1) The pupil personnel staff will prepare a written report for the ED confirming the scheduling of placement meetings for each student/parent; (2) The pupil personnel staff will commence student placement meetings; (3) The HOS will provide written notice to appropriate NYCDOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The HOS will notify, in writing, those school HOSs in schools likely to receive transfers from SICS of the closure and provide contact information for school personnel handling transfers.

**Days 15-30:** (1) The pupil personnel staff will continue with student placement meetings; (2) A list students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the ED; (3) SICS will transfer student records to the NYCDOE upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records; and (5) SICS will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

**Transfer of Assets:** The contracted accountant, with support from the ED, will be responsible for developing a plan that will direct the transfer of assets. The contracted accountant will maintain an up-to-date inventory of the assets of the school. The contracted accountant, with the assistance of the Board Finance Committee, will attend to the payment of all of SICS's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the contracted accountant with the cooperation of the NYSED and NYCDOE Offices of Charter Schools. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation.

**Attachment 1. Admissions Policy and Procedure**  
**Sofara International Charter School**

Sofara International Charter School shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or on any other basis that would be unlawful for a public school. SICS shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, or any above-mentioned basis that would be unlawful for a public school.

In its first year of operation, SICS will accept applications for admission grades K-3 of which approximately 116 will be accepted. SICS will add one grade each year, until it reaches 7th grade (12th grade for second charter term). In subsequent years, SICS will accept 50 new Kindergarten grade students. SICS will replace K and 1<sup>st</sup> graders lost to attrition, but generally will not replace students from 2<sup>nd</sup> grade up in this charter term. However, if SICS determines its programs and design will properly serve additional students above this grade, and admitting those students is otherwise consistent with achieving the school's mission, SICS may elect to admit new students to grades 2-7. Beginning in the second charter term, SICS will admit students in grades K, 1, 6 (year 2), and 9 (year 3).

Admissions at any time would be on a non-discriminatory basis, in accordance with the other provisions of this Policy and in compliance with applicable laws, and would be subject to space availability. In this event, such information will be included in the application and lottery materials and the Charter Office at the NYSED will be notified. Considering the attrition assumption in *I.C.*, SICS will reach capacity of approximately 316 students by the fifth year of operation in this charter term. Should the school experience higher attrition than anticipated, SICS may enroll additional students to the extent supported by the school's maximum capacity.

**Application Process, Publicity, and Outreach:** Each year SICS will hold tours and information sessions to inform the families of prospective students and community members about its program. Information sessions may be held at the school itself, at local daycares and developmental centers, or at local organizations that serve young school aged children and/or their parents. SICS will schedule information sessions beginning during the autumn prior to the first day of the subject school year and will hold as many of them throughout the autumn, winter and spring as the Board considers appropriate to meet SICS' target enrollment, as well as to ensure sufficient numbers of ELLs. While SICS will give first preference to students in CSD 5, SICS will also conduct outreach in neighboring school districts. SICS will implement these measures with consideration to parents of children with special needs and ELLs.

Outreach sessions for students will be publicized using flyers, signage at the school and contact with community organizations. For school years following the first, families will be encouraged to visit the school, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.

SICS will undertake all measures to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English

translation. Given the proposed location of SICS and the surrounding demographics, the application will be available in English, French and Spanish, as well as other languages if the demographics of the neighborhood change. For any parent that requests assistance in completing the application, multi-lingual staff may assist. If translation services are required and multi-lingual staff is unavailable, we will hire translators during the admission period.

Families interested in enrolling a child at SICS will be required to submit an application and asked to attend an IB information session. Applications will be made available at parent information sessions and for pick up at the school and on SICS' website and may be made available by other means, provided application availability will be non-discriminatory. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools. During or before each January of the upcoming academic year, SICS will advertise open registration. Families, if they choose to, may meet with staff and review the expectations of SICS.

### **Public Lottery**

*Target "At Risk" Student Population and Lottery Process:* SICS is committed to serving CSD 5 and students that are at risk of academic failure. The school applies the following definition to students at risk: *those students who are ELLs*. At a minimum, a percentage of the seats equal to the enrollment targets set by New York State for that population will be set aside for ELLs. **However, this set aside will not be in effect while SICS is receiving funds from the CSP grant as per their guidelines. Until the CSP grant is no longer obtainable, any reference herein to preference on the basis of academic status such as ELLs, is not in effect.**

Among the information under consideration that would be voluntarily provided to verify ELL status is a copy of past NYSESLAT tests along with the application; such documentation would not be automatically required. Two lotteries will be held. The first lottery will be for students who meet the criteria of at risk as previously stated. If there are less than 15 students (13% of 116) in this pool, all will be accepted. If there are more than 15 students who are at risk according to this measure, a preliminary lottery will be held. The students who are at risk according to SICS' definition but do not receive a seat in the 13% pool will be re-entered into the second lottery and will have another chance to receive a seat in the school. Admission preference shall be granted to applicants in the following manner:

1. Students who live within CSD 5 (up to 65%)
2. Returning pupils (applicable in Year 2 and beyond, only)
3. The siblings of enrolled pupils
4. ELLs within CSD 5 (once target enrollment as set by Board of Regents has been reached, these students will be folded into Group 5)
5. ELLs outside of CSD 5 (once target enrollment as set by Board of Regents has been reached, these students will be folded into Group 7)
6. Students of staff, with priority given to international staff
7. Students who live outside of CSD 5

*Lottery Process:* In the event that the number of student applicants to SICS exceeds capacity, a random selection lottery will be conducted by an entity unaffiliated with the school. This lottery will be held between April 2 and April 15, subject to circumstances beyond the reasonable control of the school, and all applications received on or before April 1 will be entered into the drawing. Letters

announcing the date and location of the lottery will be mailed to all applicant families in English, French and Spanish. The date of the lottery will also be listed on the student application.

After a name is drawn from the lottery it will be posted immediately to the school's lottery board, where seats will be reserved for families who qualify for the at risk preference. Following the lottery, letters will be mailed to inform parents/guardians of acceptance or of their number on the waiting list. Parent/guardians of accepted students will be asked to return a postcard stating that they accept their placement.

A waiting list will be maintained of applications that were not selected from the lottery as well as applications submitted throughout the school year. These applications will be placed on the waiting list by the date and time the application is received behind applications placed on the waitlist from the lottery. When space becomes available at the school, applications will be pulled from the waiting list in order and calls made to parents offering admission. The waiting list is subject to the same preferences as the lottery.

Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to SICS pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period. However, SICS may send an application or other information directly to families who have previously applied.

**Enrollment:** All admitted students will receive a SICS enrollment packet within three weeks of the admission lottery. SICS will encourage parents/guardians and students to sit with a school staff member to review the required enrollment papers. Parents whose first language is not English may be provided with a translator upon request. SICS will expect all enrollment packets to be returned to the DOO within four weeks of notification of admission. Students who fail to return completed enrollment packets to the DOO within four weeks of admission will forfeit their place in the school and SICS will replace the seat in accordance with the appropriate wait-list procedures. All students admitted or waitlisted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete.

A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to SICS' Admissions Policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application. SICS may request that families confirm the enrollment of children enrolled in the school for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at SICS) in order to promote and ensure contemplated enrollment in each grade at the school. The intentional provision of untruthful information at application, admission or enrollment will entitle SICS to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend.

**Student transfer and/or withdrawal procedures:** SICS will be a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a

different school. A parent or guardian wishing to withdraw his/her child from SICS will be asked to complete a request for student withdrawal form. SICS personnel will offer to meet with the family and discuss their reasons for withdrawing from SICS, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, SICS will ensure the timely transfer of any necessary school records to the student's new school. SICS will not impose any arbitrary requirements for application beyond completion of the one page SICS application and a parent orientation to IB. Practices such as requiring parents or guardians to attend an open house, submit to an interview or tour of the school will not be a condition for accepting an application.

**Attachment 2. Samples of Evidence of Community Outreach  
Sofara International Charter School**

For the sake of brevity, SICS has not included copies of petition signatures, all email correspondence nor all letters of support. They can, however, be furnished upon request.

<b>COMMUNITY OUTREACH</b>		
<b>WHO</b>	<b>TYPE</b>	<b>RESULTS</b>
FAMILIES	Flyers; town hall; face to face conversations; website; facebook, twitter, list serve announcements; online support petition	*800+ signatures *Feedback to drive design *220+ fb followers *120+ online petition comments and feedback
COMMUNITY BASED ORGANIZATIONS  Educational Cultural Business	Face to face presentations; flyers; co-sponsored events; dissemination of Sofara Executive Summary	*Charter Schools - developed mentor relationship (Harlem Hebrew, Neighborhood Charter & FLI CS) * <b>15 Letters of support</b> from varying sectors (attached)
COMMUNITY LEADERS  Elected Officials Community Boards Reps. of CEC for CSD 3&5	Numerous face to face conversations; disseminated Sofara press packets	* <b>Letters of Support from:</b>  <b>Congressman Rangel;</b> <b>Councilwoman Dickens</b> <b>Assemblyman Rodriguez</b>
COMMUNITY EVENTS	Co-sponsored community events; attended community events to disseminate information on Sofara  *Attended – Community Kwanzaa celebration; Image Nation Marketing for small business; Harlem Arts Salon; Global Community Charter School community gathering; Black Girls Rock Schomburg cultural event, and more	*Co-sponsored: Harlem First Junior Lego League final presentations and Art in Engineering closing gallery event.  *Sofara booth/table – Sabree Child Health Fair  * Hosted 2 community information events
OTHER	Face to face promotion of the Sofara mission and vision: NYS Democratic Club Gulf Cooperation Council Qatar Ambassador Qatar Foundation Walton Foundation Carnegie Foundation United Nations	Development of ongoing relationship and mentorship  ** <b>Letter of Support from the International Baccalaureate Organization</b>  * <b>Invitation to apply for Walton Foundation grant</b>



**SOFARA INTERNATIONAL CHARTER SCHOOL**

A PROPOSED WALL-TO-WALL INTERNATIONAL BACCALAUREATE (IB) SCHOOL

Where: Community School District 5      When: Proposed opening in fall of 2015  
 Serving: All of Harlem and beyond for K-12      Who: Enrolling K-3 in our first year

**Why?**

- ✓ We deserve the best opportunities for our children.
- ✓ We need a nurturing and empowering environment where kids can grow with stability
- ✓ Quality education in the IB can cost you as much as \$40,000 per year.
- ✓ There are no tuition free schools offering the K-12 IB continuum of programs
- ✓ IB is an internationally recognized standard of education
- ✓ IB will develop skills in our children that will make them globally competitive.
- ✓ **We'll offer Foreign language development in French and Arabic**
- ✓ IB students experience inquiry driven, project based learning to include Science Technology Engineering Art and Mathematics (**STEAM**)
- ✓ IB students develop well-rounded artistic and athletic abilities
- ✓ No one else offers Blended learning that opens access to academics from any location

Visit us for more information at [www.sofarainternational.org](http://www.sofarainternational.org)  
[info@sofarainternational.org](mailto:info@sofarainternational.org)  
 Or call our Community Liason at 212-591-0299



**SOFARA INTERNATIONAL CHARTER SCHOOL**

A PROPOSED WALL-TO-WALL INTERNATIONAL BACCALAUREATE (IB) SCHOOL

---

**COMMUNITY EDUCATION MEETING**

When: Saturday, August 24, 2013  
 Where: Shugah Baybees Child Development Center  
 135W 122nd Street Suite 1  
 New York, NY 10027  
 (646)833-7343

Thanks to: Janay Shabazz

---

**COME HEAR MORE ABOUT THE OPPORTUNITY SOFARRAH WILL BRING TO OUR COMMUNITY!**

1:00p.m. to 2:00p.m.

Program begins at noon. Join an info session on admission to Hunter Elementary School and the Shugah Babees Child Development Center

Visit us for more information at [www.sofarainternational.org](http://www.sofarainternational.org)  
 Or call our Community Liason at 212-591-0299



SICS Community event                      SICS Facebook Page sample

Sofara (SICS) sponsored community event

m.facebook.c

**KINETIC!: Art & Cocktails - hosted by Sofara Int'l School -**  
Hosted by ImageNation Cinema Foundation · Public

**KINETIC!: Art & Cocktails - hosted by Sofara Int'l School - Fri. 11/8, RSVP! is on Facebook.** To connect with KINETIC!: Art & Cocktails - hosted by Sofara Int'l School - Fri. 11/8, RSVP!, join Facebook today.

Join Log In

Join Maybe Invite More

Friday, November 8, 2013 at 6:30pm - 8:30pm in EST about 4 months ago

**ImageNation Cinema Foundation**  
RAW SPACE - 2031 Adam Clayton Powell, Jr. Blvd., New York, New York 10039

Tickets Available [imagenation.wufoo.com](http://imagenation.wufoo.com) Find Tickets >

Sofara (SICS) public website

international.org

English | Arabic

**SOFARA INTERNATIONAL**

HOME MISSION IB PHILOSOPHY ACADEMICS PETITION DONATE

**PURPOSE**  
We will produce young ambassadors who are well prepared to assume domestic and global leadership roles and who will collaborate on creating a unified, more peaceful world.

**What is SICS?**  
We are a proposed New York City International Charter School to be founded in CSD 5. Harlem is the center of American Culture with many resources at hand to develop inquiring minds. Come join us on our Expedition and see how FAR your child will go!

**What's the difference?**  
The Goal of the Sofara International Charter School is to infuse, throughout all aspects of the school, the International Baccalaureate philosophy and educational model that has been an academic standard around the world for generations. "The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of in international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." ~ The IB Mission Statement, IBO.org The International Baccalaureate (IB) educational model, which is normally reserved for private school students, offers exciting possibilities to public school children and would provide a new way of viewing who they are

← →  www.ipetitions   

**ipetitions** YOUR VOICE COUNTS SIGN IN or JOIN

## Community Support for Sofara International Charter School

Dear Community,

Thank you for taking the time to sign our petition of Support. Sofara International Charter School is an amazing opportunity for our children. To bring SICS online, in its proposed location in NYC School District 5, we are asking for community support. To date we have collected over 700 paper signatures of support and we want to collect 200 digital signatures toward meeting our goal of 1000+.

Our Vision is to open a **wall-to-wall International Baccalaureate school** that would serve children from K through 12 in the Harlem community. Our mission is to produce internationally-minded and globally competitive ambassadors that can thrive in a variety of settings. Our languages of choice are French and Arabic.

Please participate in the opening of Sofara International Charter School by signing our community petition of support. For more information about the school, to add comments, or to ask questions, please visit [www.sofarainternational.org](http://www.sofarainternational.org) or email us at [info@sofarainternational.org](mailto:info@sofarainternational.org).

[SEE MORE](#)

# tiled view

DISCUSSION (16)    RECENT SIGNATURES (10)    PETITION HIGHLIGHTS

most upvotes    most replies    latest

 **Sing Lathan** February 6, 2014 10:47 PM

UPVOTE (0)    REPLY

 **Alicia Soto** January 27, 2014 1:17 AM

Sofara International would be a great addition this wonderful community that I belong too. It prepare our children for the future and ensure that our children will be leaders in the global community.

UPVOTE (0)    REPLY

[Show all 2 replies](#)

 **Alicia** January 27, 2014 12:14 AM

The languages are a welcome addition and the level of quality is needed!

UPVOTE (0)    REPLY

 **Paula Redd Rollins** January 24, 2014 2:03 AM

I am happy to lend my support to an impressive organization. Charter school such as this are integral to creating a place that nurtures inner city youth in the formative years in a way that allows them to celebrate the richness of their culture, expand their horizons and plan bright futures.

It is a pleasure to spread the word!

UPVOTE (0)    REPLY

[Show all 2 replies](#)

 **janeat brown** January 21, 2014 12:48 AM

### Sign this petition

[Sign with Facebook](#)    [Sign with Twitter](#)

NAME

EMAIL

Comments

COMMENTS

Show my name in the online signature list

**SIGN NOW**

---

**121 SIGNATURES**

GOAL: 200

Spread the word

  0     0     2

**Medicare/Medicaid Plans**

[hfnycmedicare.org/...](http://hfnycmedicare.org/...)

635 Fulton Street,  
Brooklyn, NY 11217,  
United States

Have One of Our Knowledgeable

**SOFARA (SICS) ONLINE PETITION WITH AREA FOR PUBLIC COMMENT \*\*121 signatures**

Congressman Charles Rangel Letter of Support

GEORGE H. HENRY  
CHIEF OF STAFF



Congress of the United States  
House of Representatives

February 21, 2014

The Honorable John B. King, Jr. Ed.D  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Commissioner King,

I write in support of the Sofara International Charter School's Application for Charter. It strives for higher quality by teaching in an innovative manner. Their mission is to further international awareness and to instill skills in our children that would allow them to compete on a global level.

Increasing global awareness amongst our children is an admirable mission, for it improves their chances in this global economy. An early start to a top notch education is the surest way we can position the children in my district to excel academically and their "service as learning" program and steam projects will give these students the head start they need. These students would be given the invaluable advantage of having strong early education which then leads to strong higher education. The Sofara International Charter School's effort to involve the community is wonderful and I am sure the community will play a major role in the success of this school as well. I would be proud to have such an ambitious institution in my district.

The future of this city and our Great Nation depends on our ability to give young people the opportunity to contribute to the resolve of the challenges that face our local communities. I encourage you to give Sofara International Charter School's application your highest consideration for the aforementioned reasons and overall benefit to the community. Please know that you can continue to count on my strong support in the United States Congress.

CHARLES B. RANGEL  
13th Congressional District  
New York  
COMMITTEE  
WAYS AND MEANS  
JOINT COMMITTEE  
ON TAXATION

- LETTERS OF SUPPORT Received (in addition to the 9 included below):
- 1) The Math Clinic – American Legion
  - 2) St.Aloyisus Education Clinic
  - 3) Hue-man Books
  - 4) Shubah Baybees Develomental Day Care Center
  - 5) Harlem Pediatrics
  - 6) City National Bank
  - 7) Rosie's Theater Kids
  - 8) The Laundromat Project
  - 9) COSEBOC

<b>ASSEMBLYMAN RODRIGUEZ LETTER OF SUPPORT</b>
--



ROBERT J. RODRIGUEZ  
Assemblyman 68<sup>th</sup> District

**THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY**

COMMITTEES  
Labor  
Banks  
Mental Health  
Small Business  
Corporations, Authorities & Commissions  
Puerto Rican/Hispanic & Asian Legislative  
Caucus

February 21, 2014

Ms. Voyka Soto,

I am pleased to submit this letter of support on behalf of the Sofara International Charter School. With your help, we can invest in the future of our students to ensure the growth of this community by nurturing academic growth and social development. SICS will work to achieve its mission by enriching the lives of our students through a developmentally appropriate model of instruction that will help create the future leaders in a globally competitive society.

Sofara International Charter School is an International Baccalaureate (IB) school growing from Kindergarten through 12th grade. The first of its kind for public school children in New York State, this school will create a tuition-free, nurturing academic environment focused on the social, international and competitive enrichment of its students. SICS will help to realize its mission by extending their school day time, promoting international-mindedness and establishing a rigorous holistic learning environment developed through the International Baccalaureate continuum of K-12 programs.

By becoming the first wall-to-wall International Baccalaureate school, not only in NYC but in all of NYS to offer both a trans-disciplinary and interdisciplinary model that creates a natural fit for inclusion of Science Technology and Engineering Art Mathematics (STEAM), SICS will help instill students with universal foundational skills and strategies. Of the current 24 elementary schools in existence in CSD 5, seven of which are charter, none offer the IB Primary Years Program nor an inquiry based instructional methodology. Additionally, at our current district performance rating of 3 out of 10, it is evident that by investing in the future of our students through this innovative learning approach, we can foster change for the better of our community.

I applaud SICS's innovative approach to help impact student performance in our community and I respectfully urge you to support their goal to enrich the lives of our future global ambassadors.

Thank you for taking this request into consideration. I look forward to encouraging a greater range of accessibility and benefits to facilitate the formation of this program.

Sincerely,

Robert J. Rodriguez  
Assembly Member  
NYS Assembly District 68

Email Address: [rodriguezr@assembly.state.ny.us](mailto:rodriguezr@assembly.state.ny.us)

□ Albany Office: Room 728, Legislative Office Building, Albany, New York 12248, 518-455-4781  
□ District Office: 55 East 115<sup>th</sup> Street, New York, New York 10029, 212 828-3953

COUNCILWOMAN INEZ DICKENS LETTER OF SUPPORT

INEZ E. DICKENS  
COUNCIL MEMBER  
5TH DISTRICT, MANHATTAN

DISTRICT OFFICE  
115 WEST 125TH STREET, SUITE 529  
NEW YORK, NY 10027  
TEL: (212) 678-4505  
FAX: (212) 664-4379

CITY HALL OFFICE  
290 BROADWAY, 16TH FLOOR  
NEW YORK, NY 10007  
TEL: (212) 785-7267  
FAX: (212) 415-2333



THE COUNCIL  
OF  
THE CITY OF NEW YORK

CHAIR  
LAND USE SUB-COMMITTEE OF  
PLANNING, DISPOSITIONS & CONCESSIONS

COMMITTEES  
LAND USE  
OVERSIGHT & INVESTIGATIONS  
RULES, PRIVILEGES & ELECTIONS  
SMALL BUSINESS  
STATE & FEDERAL LEGISLATION

February 7, 2014

Ms. Voyka Soto, Founder  
Sofara International Charter School  
61 West 127th Street  
New York, NY 10027

Dear Ms. Soto:

I am writing this letter in support of SOFARA International Charter School, as they explore an opportunity to establish a new Charter School in my City Council district.

SOFARA has witnessed struggles many families face in trying to provide a well-rounded learning environment that seeks to bring out only the best in their children. Some of these institutions have traditionally been financially out of reach, have too few available slots, or worse, require burdensome social obstacles.

As a result of this, SOFARA has seen a unique opportunity to provide a much needed and necessary service for an underserved segment of our beloved community. Due to Harlem's ever growing socially diverse population, available quality learning environments have become ever more crucial to sustaining a vibrant neighborhood.

SOFARA's unique approach toward cultivating the whole child in becoming culturally aware and attached to the community in which they live offers a world of opportunities that only seek to improve a community as a whole. As the child's "extended family", SOFARA has created a caring atmosphere of acceptance for the various different cultures that have made Harlem the cultural Mecca it is known for the world over.

SOFARA seeks to broaden the lessons these future leaders learn at home by exposing them to the lifestyles of others. While growing up in such a city like New York can be difficult and at times overwhelming for many children and parents, these trips seek to enhance their sensitivities to the hardships of that others experience. Such lessons teach a greater appreciation for family, for community, for Harlem.

Sincerely,

*Inez E. Dickens*  
Inez E. Dickens

## INTERNATIONAL BACCALAUREATE ORGANIZATION LETTER OF SUPPORT



29 August 2013

Voyka Soto, Founding Director  
Sofara International School  
61 West 127th Street  
New York, New York 10027

Dear Ms. Soto:

The International Baccalaureate (IB) supports **Sofara International School's** pursuit to become an IB World School. It is encouraging to know that students in New York City will have the opportunity to experience the full IB continuum of programmes. Our organization will provide the necessary direction and supervision to help Sofara through the authorization process; the timeline and fees guide for authorization are available at: [www.ibo.org/iba/become](http://www.ibo.org/iba/become). As you know, the authorization process is designed to support schools in making the decision to become IB World Schools and to fully understand the nature and requirements of our programmes.

We believe that our mission statement best elucidates the nature of this support:

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

Please note that while this support in no way guarantees authorization to offer our programmes, we look forward to guiding you through the process, which may take as long as three years. Please feel free to contact me for any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Leshner".

Michael Leshner  
Manager, Regional Development and Outreach  
IB Americas

International Baccalaureate Organization  
7501 Wisconsin Avenue  
Suite 200 West  
Bethesda, Maryland, 20814  
USA

Tel: +1 301 232 3000  
Fax: +1 301 232 3000  
E-mail: [ibo@ibo.org](mailto:ibo@ibo.org)  
Web: [www.ibo.org](http://www.ibo.org)

International Baccalaureate® - Baccalauréat International® - Bachillerato Internacional®



HARLEM FOR KIDS LETTER OF SUPPORT (2000+ membership)



September 2, 2013

Nadhege Ptah  
Co-Founder  
Sofara International School  
61 West 127  
New York, NY 10027

Dear Mrs. Ptah,

On behalf of Harlem4kids, a parent run not for profit with over 1,800 subscribers to our listserv, I'm pleased to provide this letter of support for Sofara International School.

One of the core values of our organization is enrichment through cultural diversity. As such we strongly believe in Sofara's mission to provide the families of Harlem with additional school choice; especially one that is infused with the International Baccalaureate philosophy and a global language component.

An international school could fundamentally enrich the experience of our local public school students. We trust that Sofara International School's academically challenging environment will produce internationally-minded scholars who are prepared to make a positive impact on our local and global community.

We wish you much success in this process.

Sincerely,

Lisa J. Brown  
President

[www.harlem4kids.com](http://www.harlem4kids.com)

SENEGALESE ASSOCIATION OF AMERICA – 2000+ membership



*Association des Sénégalais d'Amérique, ASA, Inc.*

121 St Nicholas Avenue, New York, NY 10026

Tel: (212) 932-0900 – Fax: (212) 932-0880

Email: [general@asa-website.org](mailto:general@asa-website.org)/[www.asa-website.org](http://www.asa-website.org)

Dear Voyka Soto & Nadhege Ptah,

It is with pleasure that I am writing to express my strong support for the establishment of the Sofara International Charter School.

The Senegalese Association in America is a worldwide organization with approximately 6000 members of which about 2500 are active here in New York City. As the {position} of the Senegalese Association in America (ASA), there is a great need for global education that will serve children in the Harlem community with the vision of preparing our children to be internationally-minded and competitive scholars that can use their skills to unite our communities. The French and Arabic languages will further enhance children's abilities to be multi-lingual. The students in New York City should be given the chance to benefit from the educational options offered by Sofara International Charter School.

Our association is committed to improving the quality of life of its members and we believe Sofara shares that mission. New York is home to French speakers from around the world and many of our members are from Senegal, where French is a dominant language. This school will be a great benefit to Senegalese children in our community and children of all origins.

We expect that the school will provide an academically challenging environment for children of our members. Establishment of this school will assist our children to achieve the necessary skills and values to prepare them to become well-educated and true citizens of the world. We are convinced that this school will be very beneficial to the total community.

I wish you every success in founding this charter school.

Sincerely,

The Vice-President

Elhadji Faye

THE READING TEAM LETTER OF SUPPORT



October 3, 2013

Nadhege Ptah  
Sofarah International Charter School  
253 West 125<sup>th</sup> Street  
New York, NY 10027

Dear Ms. Ptah,

I heartily applaud the work you and Voyka Soto are doing to establish the Sofarah International Charter School in CSD 5 in Harlem.

The Reading Team has provided early-literacy services in this district for more than 12 years. We fully understand the regional constraints that threaten academic opportunity for many of its children, some of which include: high levels of poverty and unemployment, inadequate support for a child's early language development, and attendance at low-achieving schools.

Our programs have made significant progress in helping young children to become strong and enthusiastic readers and to achieve academic success. I am confident that Sofarah International will substantially add to the caliber of education in this community. The curriculum seems to offer every student a wealth of tools that he or she needs to succeed.

Moreover, its accent on intercultural collaboration and respect will enhance the future for all of us by preparing students to understand, empathize, and contribute positively to the challenges of our growingly complex world.

Best wishes as you move toward your program opening date of fall 2015. Please let me know how I can be of further support along the way.

Sincerely,

A handwritten signature in blue ink that reads 'Maureen Rover'.

Maureen Rover  
President

CC: Voyka Soto

HARLEM JR. FIRST LEGO LEAGUE LETTER OF SUPPORT



2/24/2014

Mrs. Voyka Soto & Mrs. Nadhege Ptah  
Founders  
Sofara International Charter School  
District 5  
New York, New York, 10027

RE: Letter of Support

Dear Mrs. Soto and Mrs. Ptah:

It is with great pride, hope, honor and optimism that I am writing you today in support of your valiant effort to open a school of this caliber in our community, for our district and for our children.

As long-term residents, educators and mothers, you are also aware that despite the number of Charter schools present, our community is still lacking access to a truly world-class education, and the vital critical thinking skills that will allow our children to plot an uncharted future in any field of study, at truly competitive universities, world-wide.

The preponderance of rote memorization to pass tests versus the leveraging of key skills, aligned with innovative, inquiry based teaching methodologies, is the critical difference between the ability to build an inter-connected knowledge base with a vital framework that will lead to many successes, for years to come. Sofara's ability to provide this difference in a 'Wall to Wall' IB curriculum, is also well-beyond what is offered at present. In addition, the bi-lingual, bi-cultural and bi-literate curriculum, employing both the French and Arabic languages native to Harlem, will be an important asset to the self-efficacy of our children, as it reflects the existing cultural fabric of our community.

In closing, the Harlem Junior LEGO League was founded to speak to the deficits of STEAM ( Science, Technology, Engineering, Arts + Design and Math ) education in Harlem, by people from that same community, and it is wonderful and exciting to see that same sentiment mirrored in yourselves and addressed in your curriculum.

Together we share the objective of nourishing the educational growth of all children in our districts, leveraging STEM education in early-childhood to close the achievement gap as future leaders and scholars in these fields.

I wish you immense success with the opening of this school, and look forward to partnering with you further.

Regards,

April Patrick-Rabiu  
Harlem Jr. First Lego League

**ABYSSINIAN DEVELOPMENT CORP – ABYSSINIAN HEAD START  
LETTER OF SUPPORT**



**ABYSSINIAN HEAD START**

September 14, 2013

To Whom It May Concern,

It is with tremendous pleasure for me to write this letter of support for the Sofara International Charter School.

As an Education Director for Abyssinian Head Start (AHS), I feel the mission to *invest in children, as our future, and ensure their academic success by nurturing their growth and development while promoting international mindedness for success in a global society;* is necessary to prepare children to become better world citizen.

I particularly like the International Baccalaureate which will aim to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world through intercultural understanding and respect. Children need more exposure to the world around them, to help them value and respect other cultures different from their own. I strongly believe that children and families will benefit from the educational option being offered by for the Sofara International Charter School.

Abyssinian Head Start has been committed on establishing a Global Curriculum within our centers and having a school such as the Sofara International Charter School as a school choice once our children live the program will ensure a continuation of what they have learned from AHS.

On behalf of the Abyssinian Head Start, I would once again express our support for the Sofara International Charter School. The leadership has significant educational and school start up capacity and they will be serving an underserved population, deserving of a high quality education as proposed by the Sofara International Charter School.

We wish you every success in founding the school.

Sincerely,

Melodie Delphonse, Education Director

Annie G. Newsome Head Start I, 120 West 138th Street, New York, NY 10030, T: 212.246.6600 F: 212.246.6110  
Annie G. Newsome Head Start II, 646 Lenox Avenue, New York, NY 10037, T: 212.681.2144 F: 212.681.3333  
Adam Clayton Powell Jr., 25 West 152nd Street, New York, NY 10037, T: 212.234.3250 F: 212.680.5115

The Laundromat Project, community based youth outreach

# The Laundromat Project

Mail // 127 West 127th St,  
Suite 324, New York, NY 10027  
+718 574 0798

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

March 5, 2014

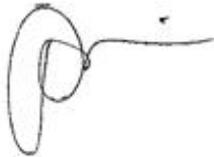
To Whom It May Concern:

It is with great pleasure that I am writing this letter of support for the Sofara International Charter School. As a past student of an International Baccalaureate school and the Program Director at The Laundromat Project, a non-profit arts organization that brings art, artists, and arts programming into laundromats and other everyday spaces, I firmly believe that being immersed in a multicultural education setting prepares children K-12 to navigate their own communities and wherever their travels lead them with confidence, robust information about other cultures, open-mindedness and socio-economic fluidity.

The Laundromat Project's work amplifies the creativity that already exists within communities to build community networks, solve problems, and enhance our sense of ownership in the places where we live, work, and grow. Based on these principles and the fact that the school's founders are Harlem-based, I cannot think of better people to start this school.

Bringing a comprehensive IB school to Harlem is a great way to enrich and prepare public school students for the world that they will work in whether it is in a local or global context. The children in Harlem stand to benefit from this new and exciting institution. The Laundromat Project congratulates the founders on this timely and ambitious undertaking. We wish them every success with the Sofara International Charter School and look forward to supporting them as they embark upon this great endeavor.

Kind regards,



Petrushka Bazin Larsen



SOFARA INTERNATIONAL CHARTER SCHOOL SAMPLE WEEKLY SCHEDULE  
ATTACHMENT 3a

PYP STUDENT WORK WEEK ASSUMPTIONS					
KG1	DUAL LANGUAGE				
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
(90 mins)	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry
8:00-10:30	STEAM	STEAM	STEAM	STEAM	STEAM
(60 mins)	STEAM	STEAM	STEAM	STEAM	STEAM
10:30-10:50	Break	Break	Break	Break	Break
switch	Break	Break	Break	Break	Break
10:50-11:50	Math	Math	Math	Math	Math
(60 mins)	Math	Math	Math	Math	Math
11:55-12:45	L	U	N	C	H
12:45-1:05	CAR	CAR	CAR	CAR	CAR
1:05-2:05	Lang Lit.	Art	Lang Lit.	P.E.	Lang Lit.
2:05-3:05	P.E.	P.E.	P.E.	Art	Assembly
3:05-4:05	Arabic	Arabic	Arabic	Arabic	PD Early Release
4:05-4:15	Dismissal	Dismissal	Dismissal	Dismissal	PD
4:20-4:50	Tutoring	Tutoring		Tutoring	PD

PYP STUDENT WORK WEEK ASSUMPTIONS					
KG2	DUAL LANGUAGE				
	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
(60 mins)	Lang Lit.	Math	Lang Lit.	Math	Lang Lit.
8:00-10:00	Math	Art	Math	Art	Math
(60 mins)	Math	Art	Math	Art	Math
10:00-10:25	Break	Break	Break	Break	Break
switch	Break	Break	Break	Break	Break
10:30-11:55	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry
(90 mins)	Inquiry	Inquiry	Inquiry	Inquiry	Inquiry
11:55-12:45	L	U	N	C	H
12:45-1:05	CAR	CAR	CAR	CAR	CAR
1:05-2:05	STEAM	STEAM	STEAM	STEAM	STEAM
2:05-3:05	Arabic	Arabic	Arabic	Arabic	Assembly
3:05-4:05	P.E.	P.E.	P.E.	P.E.	PD Early Release
4:05-4:15	Dismissal	Dismissal	Dismissal	Dismissal	PD
4:20-4:50	Tutoring	Tutoring		Tutoring	PD

**PYP STUDENT WORK WEEK ASSUMPTIONS** 150 minutes of Inquiry-through Science and Social Studies (90mins) & Library Lab STEAM (60mins)  
70 minutes of LUNCH- Lunch (50 mins) and Choose Act Reflect (CAR) (20 mins)

PYP TEACHER WORK WEEK ASSUMPTIONS GRADE K Dual Language TEACHER					
	Monday	Tuesday	Wed.	Thursday	Friday
7:30-7:55	Greeting Students	Greetings	Greetings	Greetings	Greetings
	Inquiry - KG1	Inquiry KG1	Inquiry - KG1	Inquiry - KG1	Inquiry - KG1
8:00-10:30	STEAM CTT KG1	STEAM KG1	STEAM KG1	STEAM KG1	STEAM KG1
10:30	switch	switch	switch	switch	switch
10:30-11:55	Inquiry - KG2	Inquiry KG2	Inquiry KG2	Inquiry KG2	Inquiry KG2
11:55-12:45	L	U	N	C	H
12:45-1:05	CAR Time	CAR Time	CAR Time	CAR Time	CAR Time
1:05-2:05	STEAM CTT KG2	STEAM KG2	STEAM KG2	STEAM KG2	STEAM KG2
2:05-3:05	Planning & Prep	Planning & Pre	Planning & Prep	Planning & Prep	Assembly
3:05-4:05	Planning & Prep	Planning & Pre	Planning & Prep	Planning & Prep	PD Early Release
4:05-4:15	Dismissal	Dismissal	Dismissal	Dismissal	PD
4:20-4:50	Tutoring	Tutoring	Specialty Planning	Tutoring	PD

**MYP STUDENT WORK WEEK ASSUMPTIONS** beginning year 5  
**Grade 6 Level 1**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-9:40	Science A	Math	Lang A Eng	Humanities	Math
9:43-10:43	Science A	Math	Lang A Eng	Humanities	Lang B Arabic
10:46-11:46	Math	Science A	Art	PE	Lang B Arabic
11:49-12:39	PE	Science A	Art	Lang B Arabic	Humanities
12:40-1:00	L	U	N	C	H
1:03-2:03	CAR Time	CAR Time	CAR Time	CAR Time	CAR Time
2:06-3:06	Language B Arabic	Lang A Eng	Humanities	STEAM	Lang A Eng
3:09-4:09	Language A English	Lang B Arabic	Humanities	STEAM	Assembly
4:10-4:15	Humanities	STEAM	STEAM	Art	PD Early Release
4:20-4:50	Dismissal	Dismissal	Dismissal	Dismissal	PD
	Tutoring	Tutoring		Tutoring	PD

The schedule as is does not represent additional interdisciplinary instruction  
 STEAM is counted as 1/4 each of science, art, technology and mathematics instruction  
 SICS may opt to introduce a rotating or 4x4 block schedule to minimize any lost instruction due to PD and holidays in the MYP.

**MYP TEACHER WORK WEEK ASSUMPTION GRADE 6 Bilingual**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-9:40	6a	6b	6b	6a	6b
9:43-10:43	6a	6a	prep	prep	6b
10:46-11:46	prep	6a	prep	prep	6a
11:49-12:39		L	U	N	C
12:40-1:00	CAR	CAR	CAR	CAR	CAR
1:03-2:03	prep	prep	6a	6a	6b
2:06-3:06	6b	prep	6a	6a	Assembly
3:09-4:09	6b	6a	6a	6a	PD Early Release
4:10-4:15	Dismissal	Dismissal	Dismissal	Dismissal	PD
4:20-4:50	Tutoring	Specialty Plann	Tutoring		PD

**MYP-8**

**REQUIRED COURCES**

Language A Sciences  
 Language B Technology  
 Humanities Mathematics  
 Health and Physical Education  
 Arts

*Attachment 3b: Proposed First Year Calendar  
Sofara International Charter School*

AUGUST					SEPTEMBER				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
3	4	5	6	7		1 SS	2 SS	3 SS	4 SS
10	11	12	13 SI	14 SI	7	8	9	10	11
17 SI	18 SI	19 SI	20 SI	21 SI	14	15	16	17	18
24 SI	25 SI	26 SI	27 SS	28 SS	21	22	23	24	25
31 SS					28	29	30		

OCTOBER					NOVEMBER				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
			1	2	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20 PD
19 PD	20	21	22	23	23	24	25	26	27
26	27	28	29	30	30				

DECEMBER					JANUARY 2016				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
	1	2	3	4					1
7	8	9	10	11 A	4	5	6	7	8
14	15	16	17	18	11	12	13	14	15
21	22	23	24	25	18	19	20	21	22
28	29	30	31		25	26	27	28	29

FEBRUARY					MARCH				
MON	TUE	WED	THU	FRI	MON	TUE	WED	THU	FRI
1	2	3	4	5		1	2	3	4
8	9	10	11	12	7	8	9	10	11A
15	16	17	18	19	14	15	16	17	18
22	23	24	25	26	21	22	23	24	25
29 PD					28	29	30	31	

Summer Institute for teachers – professional development and training.
Summer Sofari for students – pre academic session to allow students to be oriented to IB and teachers to assess students
Holiday – those regularly scheduled in the DOE calendar
PD – four full-day professional development days scheduled at key points during the year
A – three full-day data assessment days scheduled at key points during the year to allow teachers to deepen their understanding of their students

APRIL				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29 PD

- First day of school for teachers - Thursday, August 13, 2015 (ten days of pre-opening PD).
- First day of school for students - Thursday, August 27th, 2015.
- The last day of school for students and teachers will be Thursday, June 30th, 2016.
- The school year will be broken into trimesters with 3 marking periods:
- The first marking period ending on or about November 19, 2015.
- The second marking period ending on or about March 15, 2016.
- The third marking period ending on or about June 24, 2016.
- Every student report is distributed to parents at individual parent teacher conferences.

MAY				
MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE				
MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10
13	14	15	16	17 A
20	21	22	23	24
27	28	29	30	

JULY				
MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Month	Holidays	Student Contact Days
August 2015		3
September 2015	September 7: Labor Day September 14: Rosh Hashanah September 23-24 Yom Kippur	21
October 2015	October 12: Columbus Day	20
November 2015	November 11: Veterans Day November 26-27: Thanksgiving	17
December 2015	December 24-December 31: Winter Break	16
January 2016	January 1: New Year's Day January 18: Martin Luther King Jr. Day	19
February 2016	February 15-19: mid-Winter break	15
March 2016		22
April 2016	April 14-18, Spring Break	15
May 2016	May 30: Memorial Day	21
June 2016		21
Total		190
Summer Academy		
July 5-August 2, 2016	Student Day runs from 8:30 am-11:30 am Teacher day runs from 8:00 am-12:00 pm	

- Summer School begins on July 5, 2016 and runs through August 2, 2016.

*Attachment 4**Sofara International Charter School Disciplinary Policy*

Student disciplinary offenses are those actions or inactions that violate the school's Disciplinary Policy. A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school.

**SICS will follow the NYC DOE discipline code of conduct for levels of infractions and options for intervention. This will be in conjunction with the following which may be modified from time to time by the HOS, Executive Director, or Board of Trustees.** School staff will be educated about and trained to implement the policy during the Summer Institute. Newly admitted students will receive a copy of the Disciplinary Policy in their enrollment packet (see *II.F.*).

**Dress Code:** SICS requires that all teachers wear “professional attire” and students wear SICS designated uniform attire at all times, with the exception of announced days such as “Casual Fridays,” during which casual professional attire will be permitted. Students out of dress code will not be permitted to attend class. They may either wait in the office for up to an hour until parents have brought appropriate clothes from home, or they will be sent home. If possible, the school will maintain a few items of dress code-appropriate clothing for students. However, it is not the obligation of SICS to supply alternative appropriate clothes for a student who is out of dress code. If a student wears an outfit that is not specifically covered by this dress code but is nevertheless deemed by the HOS or Executive Director to be “unprofessional,” SICS reserves the right to deem the student out of dress code and administer the above consequences.

*Boys:* Boys must wear shirts with collars or turtlenecks. Shirts must have sleeves and be tucked in, neatly and completely. Boys must wear full-length pants (not denim, sweatpants, or athletic gear) in good repair. Shoes must have backs, closed toes, and be in good repair. Pants must be worn at the waist with a solid colored belt and may not “sag.” Boys may wear sneakers so long as they are solid black in color. Boys may wear solid sweaters or sweatshirts with no writing on them. Boys may not wear hoodies, hats, scarves, or any other head covering except for religious purposes. Any jewelry must be modest and not over-sized.

*Girls:* Girls must wear shirts or dresses with sleeves (no sleeveless items such as spaghetti straps or tank tops) and modest necklines. Girls may wear solid blouses or polo shirts. Shirts must fall well below the waistline and midriffs may not be exposed. Skirts and dresses must be knee length. All garments must fit properly without being tight. Girls may wear full-length or calf-length pants (not denim, sweatpants, or athletic gear). Pants must be worn at the waist with a solid colored belt and may not “sag.” Leggings must be worn under a skirt, dress, or pants that comply with SICS' dress code; they may not be worn on their own. No see-through garments are allowed. Shoes must have low heels, low soles, backs and closed toes. Girls may wear sneakers so long as they are solid black in color. Girls may wear solid sweaters or sweatshirts with no writing on them. Girls may not wear hooded sweatshirts,

hats, scarves, or any other head covering except for religious purposes. Any jewelry must be modest and not over-sized.

*School Discretionary Clause:* Notwithstanding the above language, the HOS and ED may, at their discretion, deem a student out of dress code if he or she is wearing clothing the HOS or ED deem “unprofessional.” In this case, the consequences in the disciplinary code would apply.

### **STUDENT DISCIPLINARY ACTIONS**

Discipline at SICS will be administered by school personnel utilizing consequences described elsewhere in this Policy. **Definitions:** For purposes of this Code:

- *"Short-term suspension"* shall refer to the removal of a student from school for disciplinary reasons for a period of ten or fewer days;
- *"Long-term suspension"* shall refer to the removal of a student from school for disciplinary reasons for a period of more than ten days; and
- *"Expulsion"* shall refer to the permanent removal of a student from school for disciplinary reasons.

**In-School Disciplinary Measures:** In-school disciplinary matters will be referred to and administered by the HOS. In each case, the HOS will follow the steps listed below.

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student’s version of events) and writes up the infraction for the HOS.
- If necessary, the student is removed from class.
- The HOS notifies the parents of the offense and describes the consequence to be administered.
- If appropriate, the school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- The HOS may assign one or more In-School Disciplinary measures as a consequence for violating the Code of Conduct as outlines in the adopted NYC DOE discipline code.

**Due Process:** SICS shall follow due process procedures consistent with *all applicable laws*.

**Short-Term Suspensions:** Short-term Suspension may be imposed by the HOS, ED, or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the accusation against him or her.
- The student is entitled to respond to the accusations against him or her.
- The parent/guardian is notified of the imposition of short-term suspension by SICS in writing.

Written notice shall be provided by e-mail, personal delivery or express mail delivery to the last known address(es) of the parents or guardians as provided by them. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the HOS. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by SICS to be other than English.

- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

The HOS or Executive Director's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

**Long-Term Suspension and Expulsion:** The HOS, Executive Director, or Board may impose a long-term suspension. If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the accusations against him or her.
- Upon determining that a student's action warrants a possible long-term suspension, the HOS shall verbally inform the student that he or she is being suspended and is being considered for long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing by SICS. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a current contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident(s) that resulted in the suspension and indicate that a formal hearing will be held, which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school will set a hearing date. The student and/or his/her parent/guardian will be notified in writing of the:
  - o accusations and a statement of the evidence
  - o date, time and place of a hearing
  - o notice of the right at the hearing to:
    - o be represented by legal counsel (at the student's/parent's own expense)
    - o present evidence and question witnesses
- After the HOS, ED, the Board or a hearing officer designated by either of them hears the case, the HOS, ED or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.
- If a parent or student wishes to appeal a decision, they may do so by notifying the Chair of Board of Trustees in writing within 5 school days of issuance of the written decision.

The decision to impose a long-term suspension/expulsion upon a student may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

**Provision of Services During Removal:** SICS will ensure that alternative educational services are provided to a child who has been suspended. For a student who has been suspended or expelled, alternative instruction will be provided to the extent required by law. The school will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing and may include a blended learning model. Alternative instruction for suspended students will be of sufficient duration to enable a

student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another public school, SICS does not have to, but may, provide alternative instruction for expelled students.

### **DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES**

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may request to be disciplined in accordance with these provisions. SICS shall comply with sections 300.530-300.536 of the Code of Federal Regulations (“CFR”) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such 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 may be 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. The CSE will be notified in the event of:

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any infraction resulting from the student’s disability.
- 3) 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 HOS would seek to impose a suspension in excess of ten days.

Also, SICS will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- 1) Convene a CSE meeting within 10 school days to make a manifestation determination;
- 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan;
- 3) Provide the student’s parent with a copy of their procedural due process rights; and
- 4) Work closely with the CSE of the students’ district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

**Provision of Services During Removal:** Those students removed for a period of fewer than ten days will receive 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 within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring depending on grade level.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, 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 §300.530(g) 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 per 34 CFR §300.520(g).

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 student 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.

**Due Process:** If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

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 with consideration 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 to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, 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 school agree otherwise.

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Monica White

**Charter School Name:** Sofarah International Charter School (SICS)

**Charter School Address:** NYC CSD-Manhattan: CSD 5

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached (yes)
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm (yes).
3. Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm. (yes)
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of the work towards opening SICS when Voyka Soto and myself sat on the board of another charter school together. As the project became more serious I was asked for advice and eventually was asked by the Lead Applicant, Voyka Soto, to serve as a member of the board and share my educational expertise as a founding board member.

5. Please explain why you wish to serve on the board.

In knowing Ms. Soto and the work she is doing to open Sofara Internal Charter School, I have gained full confidence in her vision and mission of the School and her ability to fulfill said. As a resident of the community who has very strong ties to the community, I look forward to being able to being a part of bringing SICS to fruition.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes . (Include description here):

Yes, I have previously served on the board of a Harlem based charter school. Currently I sit on the executive board and have sat on the foundation board of Delta Sigma Theta. Additionally, my current position with the NYC DOE office of innovation allows me to bring solid insight and understanding of innovative educational practices to such an enriching school as Sofara International Charter School.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
- I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
- I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
- No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
- Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
- Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a

management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None  Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If believed that one or more members of the charter school's board were involved in either self-dealing or other forms of conflicts of interest, I would immediately present the matter to them and then to the other members following any procedures laid out in the bylaws or State laws dealing with this matter. I am clear that board members have a fiduciary responsibility to disclose such involvement prior to board involvement. If the inappropriate activity is confirmed, the offending board member will be in breach of duty and may be held personally liable. Based on board by-laws, the targeted member shall be immediately removed. Thinking proactively, I will offer board workshops on this and other issues.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.

It is my understanding that Sofara International Charter School will utilize the continuum of IB programs as a framework to create an inquiry based curriculum to include STEAM and foreign language with the main goal of instilling the skills needed to have its graduates be leaders of their industries, and thus globally competitive. This will be attained by teaching to the whole child with real-world activities and challenges, rather than just their academic growth.

19. Please explain your understanding of the educational program of the charter school.

There are four main components to Sofara International Charter School's educational programming: IB programs, STEAM, Foreign Language and

Blended opportunities. This programming entails inquiry work that is project based in a trilingual setting that has many opportunities, including those with technology, to differentiate instruction and increase access to academics.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe that charter schools are successful when everyone knows their role and when systems, processes, and procedures are in place at all levels that allow for smooth transitions, organized operations, and clear oversight by the stakeholders. This will be possible by supporting personnel trainings at each level and ensuring board training.

### Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

A Charter School board member's responsibilities include ensuring that the school as a whole is in good standing and that the academic program is successful and inline with its charter. Board members provide oversight by reviewing school data, including student performance and budgetary reports, reviewing performance and monitoring the strength of the programs. Members collaborate on short and long term strategic plans and fulfillment of said. Additionally, members secure resources and funding according to the needs of the school.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm.

23. Please provide any other information that you feel is pertinent to the Department's review.

Presently, I feel confident I can further the mission and vision of the Sofara International Charter School. I am confident I can collaborate with the proposed board and help create an atmosphere of productive, organized oversight.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

I, Monica A. White, Ed.D. (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.



March 8, 2014

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Signature

Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

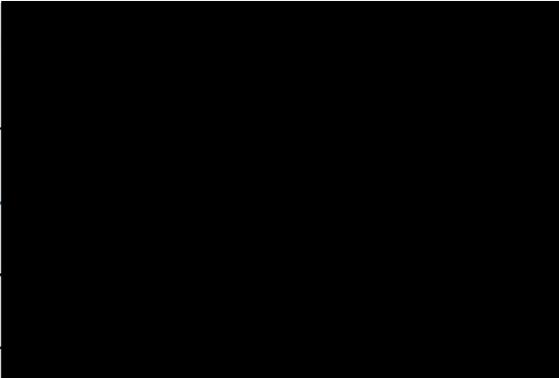
**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_



**Monica A. White, Ed.D.** 304 W. 117th Street, Apt. 2N New York, New York 10026 · 646-467-4424 (mobile) · maw155@columbia.edu

## PROFESSIONAL PROFILE

**Talented educational leader**, who has over 20 years of comprehensive experience in teaching, learning, leadership, and strategic management in schools and educational programs:

- Shaping vision for improving student outcomes for students with high needs in the largest U.S. public school system
- Managing district-wide multi-million dollar partnerships, budgets, and resources
- Developing district-wide professional learning options for teachers, school principals, and district network leaders
- Strategizing successful school/program change initiatives
- Designing innovative curriculum and instructional strategies
- Facilitating vendor and partner relationships that lead to innovative instruction
- Published researcher, author, and lecturer at Teachers College Columbia University with technical skills and expertise in research design, methodology, and leadership in school reform and accountability

## EDUCATION

*Doctor of Education.* Teachers College, Columbia University. New York, New York (October, 2006).

· Spencer Foundation. *Research Apprentice.* Awarded Research Fellowship in amount of \$66,000.00

· Education Policy Fellowship Program (EPFP), Institute for Educational Leadership *Fellow*

*Master of Arts in Teaching in Urban Schools.* Southern University at New Orleans. New Orleans, LA (May, 2001).

*Bachelor of Science in Education.* Louisiana State University. Baton Rouge, LA (May, 1992).

## PROFESSIONAL EXPERIENCE

**New York City Department of Education, New York (August, 2008-Present).**

**Current Title: Senior Director of Special Programs. Other positions held: Executive Director of Academic Support for Alternative Schools and Programs (District 79) and Network Innovation Manager (Office of Innovation iCoach).**

- Developing new school model using radical innovation practices targeting the use of time and space in schools
- Created the direction for academic reform and shared ambitious vision of a relevant and meaningful curriculum for district serving over 70,000 students who have been underserved in traditional schooling options.
- Led community of teachers and leaders in the implementation of innovative strategies—project-based learning, flexible scheduling, and blended learning—to obtain personalized mastery learning for high school students

**Teachers College, Columbia University, Adjunct Lecturer/Curriculum Coordinator/Researcher New York, New York (September, 2002-present).** Developed and implemented research on nationwide school reform initiative funded by Bill and Melinda Gates Foundation while teaching graduate level courses at top-ranking graduate school of education on the topics of designing curriculum, principles of teaching and learning, and leadership and accountability.

**Institute for Student Achievement and Secondary Literacy Institute, School Redesign Coach and Literacy Consultant, New York, New York (July, 2003 - July, 2008).** Facilitated strategic planning

for implementing small learning communities around ISA principles or Secondary Literacy Institute objectives within a large comprehensive high school, a major school reform effort funded by the Bill and Melinda Gates Foundation.

**New Orleans Public Schools and Archdiocese of New Orleans. *Title I Coordinator of Instruction and teacher, New Orleans, Louisiana (August, 1992 -July, 2001)*.** Managed Title I program for cohort of middle schools developing strategic plans to meet annual yearly progress (AYP) goals.

### **SELECT PUBLICATIONS**

Shipp, D., & White, M. (2009). A new politics of the principalship? Accountability-driven change in New York City. *Peabody Journal of Education, 84*(3), 350-373.

White, M. A. (2004). Paradise lost?: Teachers' perspectives on the use of cultural capital in the segregated schools of New Orleans, Louisiana. In Vincent P. Franklin & Carter Julian Savage (Eds.) *Cultural Capital and Black Education: African American Communities and the Funding of Black Schooling, 1865 to the present*, 143-158.

White-Smith, K. & White, M. (2009). School reform implementation: Its impact on the principalship. *Urban Education, 44*(3), 259-279.

White, M. (2006). A case of New York City high school principals' experiences with multiple accountability pressures and accompanying models for decision-making. Ed.D. dissertation, Teachers College, Columbia University, United States -- New York. Retrieved March 21, 2011, from Dissertations & Theses: Full Text. (Publication No. AAT 3237103).

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Millicent Redick

**Charter School Name:** Sofarah International Charter School (SICS)

**Charter School Address:** NYC CSD-Manhattan: CSD 5

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached (yes)
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm (yes).
3. Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm. (yes)
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was informed of the start-up work on Sofara International Charter School through community residents. I was told that Voyka Soto was actively recruiting for a board member that had a financial background. I gave permission to be contacted and after several conversations and meetings with Ms. Soto and co-founder Nadhege Ptah, I was asked to serve as a prospective board member on the founding team.

5. Please explain why you wish to serve on the board.

Professionally, I know I can bring financial oversight to the school since I have experience doing so on other boards as a CPA. However, my main reason for wanting to serve on the board of Sofara International Charter School is that I believe our community really needs a school like Sofara. In working with the cofounders I know they are genuine and capable and I want to help bring the vision to our children.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

I am a resident of Harlem and a very active part of my community. Over the years I have served on several non-profit boards and community based organizations in Harlem. This includes serving on the board of the Harlem Commonwealth Council., holding the chair at Commonwealth Holdings, and holding the vice-chair at the Harlem Community Development Corp.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
- I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
- I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
- No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
- Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
- Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates

conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

- Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None  Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Following all applicable laws and by-laws of the school I would bring the matter to the attention of the full board. If the matter involved any criminal activity I would bring it to the attention of the appropriate governing authority. Corrective action would be taken and new procedures and processes put in place to deter repeated improprieties.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.

The Sofara International Charter School mission is to expose children not just to American education and experiences but to give them an international perspective and how they fit into an ever-growing global society. The philosophy is to accomplish this by teaching to the academic, intellectual, social and emotional areas of children's development. To help achieve the mission SICS will include studies in areas of industry growth such as STEAM.

19. Please explain your understanding of the educational program of the charter school.

Sofara International Charter School will use the International Baccalaureate programs, which are designed to be developmentally and age appropriate. Students will learn 50% of the school day in French and learn Arabic in daily classes as a specialty. Students will also work

on STEAM projects aligned to their units of study that create real-world understanding. Students will also have access to technology to help review or further their studies. Everything has been designed based on research in how children learn and to meet achievement goals.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Successful charter schools are those that have a clear vision and goals toward achieving the mission. SICS will need to ensure that this same clarity is pervasive throughout all areas including the Board operations and oversight procedures. The Board will need to train together, come up with the clear goals and then maintain a respectful tone during deliberations while using the charter as a foundation for decisions. The Board will also have to cultivate and support the relationship of and with the executive management knowing that they are responsible for oversight and not the management of the school.

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member.

A charter school board member is there to provide oversight for the school and not management. Members are there to maintain the integrity of the charter and any applicable charter or government laws. Board members are also in the role of mentors to executive management when needed and fundraisers for meeting specified school goals.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm.

23. Please provide any other information that you feel is pertinent to the Department's review.

I believe in the mission of the Sofara International Charter School and the founding team and want to bring my expertise in to help meet the needs of our community.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

### STATEMENT OF ASSURANCE

I, MILLICENT REDICK (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Millicent Redick  
Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:**

**Business Address:**

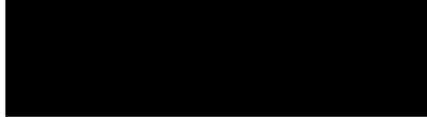
**E-Mail Address:**

**Home Telephone:**

**Home Address:**



**Millicent E. Wilkinson-Redick**



**Senior-Level Organizer- Community Organizer and Outreach Coordinator**

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**Executive Summary**

Entrepreneurial CFO-level executive with more than twenty five years of quantifiable achievement in drawing together and galvanizing individuals to solve common problems. Worked directly with community residents to meet shared needs, and create awareness for many projects. Have been involved in nurturing leaders at the local level; educate community residents and families on such issues as: banking, environmental, employment, small business, and political candidates. Developed strategic plans community charrettes for the MTA Mother Clara Hale Depot, Pathmark among the few.

Cross-industry experience creating and increasing productivity, efficiency and profitability. Consistently employ an energized, can-do management style utilizing human resources to obtain real outcomes for many projects in the Harlem community. I have

Organizational abilities, vision, and tenacity. I can blend motivation, leadership, and creative analytical abilities to develop and implement innovative ideas that produce bottom-line results.

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**Areas of Knowledge And Expertise**

- Company Formation / Start-up Consulting
- Business / Enterprise Turnarounds
- Strategic / Creative Marketing / Planning
- Budgeting and Forecasting
- Human Resource Management
- Fund Raising and Grant Writing
- Relationship and Team Building
- Contract Review and Negotiation

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**Career Profile**

**Experienced CFO, President, Consultant and entrepreneurial business owner.**

Companies have included Camden Empowerment Zone, Commonwealth Holding Company, Corinthian Housing Development Corp, Consortium for Central Harlem Development, Community Association of the East Harlem Triangle, Faze Electric, Powerhouse Consulting Services, Manhattan Borough President Office, City Council of the City of New York, Agenda for Children Tomorrow, George Funaro & Company, Starnes and Tanksley CPA Firm.

**Structure innovative programs/ businesses that produce strong and sustainable results.**

Consistently revitalize and restructure problem organizations or organizational business entities. Expert in working with large groups of people for a specific outcome.

**Directly responsible for multimillion-dollar company growth, contracts and accounts.**

Oversee budgets of up to \$20 million and staffs of up to 100 persons. Bid and negotiate million-dollar-plus contracts. Administer intricacies of government regulated programs. Motivate teams to excellence.

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**Executive  
Highlights**

**As CFO was directly responsible for the construction and implementation of a business plan for Corinthian Housing Development Corp., Faze Electric, Powerhouse Consulting Services, George Funaro & Co.** that built a profitable \$2 million gross revenue stream from an original \$100 thousand gross, in three years.

**As President of Commonwealth Holding Company** was involved in the development of surveys and these surveys were utilized by the Northern Manhattan Empowerment Zone to provide investment and banking services in the Harlem Community. Today the banking industry continues to invest in residential housing and businesses today. Completed the negotiations for the first Pathmark and the Magic Johnson Complex in the Harlem community. Work with the West Harlem Environment Action Community and the Harlem River Task Force for the development of the Riverbank State Park and the Harlem River Park. Planning for the Harlem River Park task force to date has been funded more than \$2 million for the development of bike paths, comfort stations, walkways and many other amenities that are environmentally friendly.

**As Executive Director for the East Harlem Triangle** was involved in the health services for Senior Citizens in East Harlem. Managed construction costing for commercial property built along the 125<sup>th</sup> corridor and managed the Alice Kornegay senior housing and Project Linkage where on-site medical services were provided to 88 units of assisted living housing for its residents. Provided Human Resource services to handicapped independent living residents of the East Harlem Triangle. Created proposals and received funding for on site programs for these residents.

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**Education**

**Master Of Business Administration in Accounting  
Baruch College, New York City**

**Bachelor Business Administration in Finance  
Baruch College, New York City**

**Certificate of Registered Apartment Management**

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Kevin V.G. Wells

**Charter School Name:** Sofarah International Charter School (SICS)

**Charter School Address:** NYC CSD-Manhattan: CSD 5

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached (yes)
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm (yes).
3. Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm. (yes)
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was asked by the Lead Applicant, Voyka Soto, to serve as a member of the board and share my legal expertise in an advisory capacity.

5. Please explain why you wish to serve on the board.

I strongly believe in the mission of SOFARA International Charter School and have very strong ties to its community. I am a Harlem resident and have personally witnessed the dedication of both its applicants, Voyka Soto and Nadhege Ptah as education advocates and concerned parents.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes (x). (Include description here):

Though I have not sat on a not-for-profit board, I was a former member of the Department of Education Diversity Leadership Council throughout 2013. Throughout my tenure, I worked closely with senior DOE personnel in addressing issues on engaging community small businesses with the DOE procurement efforts with public and charter schools.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 (x) This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

(x) This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

(x) I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

(x) I / we do not know any such persons.  Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

(x) No.  Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

(x) I / we do not know any such persons.  Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

(x) I / we have no such interest.  Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

(x) I / we do not anticipate conducting any such business.  Yes.

15. Please indicate whether you, your spouse or other family member is a

director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  (x) This does not apply to me, my spouse or other family members.  Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

(x) None  Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

As legal advisor to the board, if I believed that one or more members of the charter school's board were involved in either self-dealing or other forms of conflicts of interest, I would immediately present the matter to them. Board members have a fiduciary responsibility to disclose such involvement prior to board involvement. Upon the confirming such actions, the offending board member will be in breach of duty of care and may be held personally liable in money damages for all pecuniary losses sustained as a result of their misconduct. Also, based on board by-laws, the targeted member shall be immediately removed. These adverse consequences can readily be avoided with advance knowledge of the nature and scope of the fiduciary obligation and forethought by our board members as to the implications of their conduct. I will present frequent board in-services.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.

It is my understanding that Sofara International Charter School will invest all its resources in children and ensure high levels of achievement by nurturing academic growth and social development while promoting and growing international-mindedness towards successful participation as leaders in a globally competitive society. SICS will provide a rigorous, inquiry based, holistic learning environment developed through the International Baccalaureate continuum of K-12 programs

19. Please explain your understanding of the educational program of the charter school.

Sofara International Charter School will create a diversified, tuition-free International Baccalaureate (IB). The IB curriculum includes: the **Primary Years Program (PYP)** – a 3 dimensional concept based upon a student's natural inquiries to drive learning through trans-disciplinary instruction for ages 3- 12; the **Middle Years Program (MYP)** is an interdisciplinary, developmentally appropriate model of instruction, that incorporates

students' natural inquiries to drive learning for ages 11- 16. Both models create a natural fit for inclusion of Science Technology Engineering Art & Mathematics (STEAM). Just as important, SICS will offer French as a bilingual language within 50/50 immersion program and offer Arabic as a functional language. If authorized SICS will also incorporate the IBCC and the DP programs of the IB.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe that one of the strong characteristics of a successful charter school is its board. Each board member must know their responsibilities and have a strong partnership with the school leader, but know the difference between governance and management. The board and the school personnel must know and understand the complexities and demographics of the community that it serves. Additionally, the Board will need to participate in collaborative training, setting unified policies, and meeting regularly while maintaining open, respectful communication.

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member.

A Charter School board member's responsibilities include ensuring that the organization remains viable, its academic program is successful and faithful to the terms of its charter. The mission and purpose must also be clearly in focus. Board members are instrumental in selecting the school leader and reviewing his or her performance and monitoring the strength of the programs. Members must also ensure effective organizational planning with measurable goals consistent with the charter accountability plan, while securing adequate resources and approving the annual budget.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm.

23. Please provide any other information that you feel is pertinent to the Department's review.

The Sofara International Charter School proposed board is a very cohesive group comprised of a wealth of individual talents, expertise and experience. More importantly, I have witnessed first-hand the commitment and dedication of each board member in their collective quest to ensure that the Sofara International Charter School and its mission succeeds as fully operational community educational organization.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

I, Kevin V.G. Wells (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.



Signature



Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

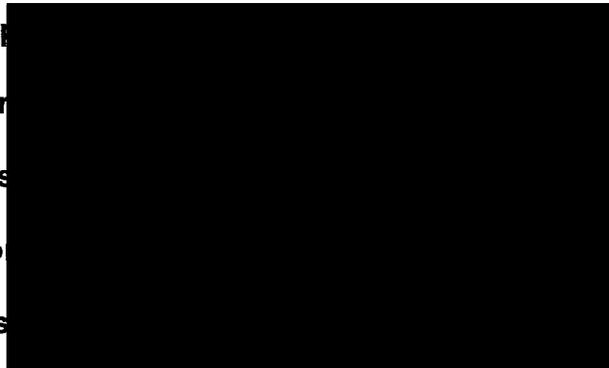
**Business Tele**

**Business Addr**

**E-Mail Address**

**Home Telepho**

**Home Address**



# Kevin V.G. Wells, Esq.

## General Counsel

Ability to build and motivate the Corporate Social Responsibility team of any Fortune 1000 while strategically re-enforcing their respective company brand

Provide strategic legal and operation advice to both NGOs with sustainability missions and non-profit organizations seeking to implement initiatives with international and domestic businesses

Mitigate risk through skilled negotiation

Able to build and motivate diverse teams and drive employee engagement

**Business Strategy and Negotiations**

**Corporate Governance**

**Vendor Contracts Management**

**Commercial Real Estate**

**Environmental Law**

**Commercial Transactions**

**Risk Management**

**Employment Law**

## CAREER ACCOMPLISHMENTS

- Recognized by Sustainability leaders; various Corporate Social Responsibility teams; and business journalists for addressing emerging domestic market issues through a uniquely crafted Sustainability Summit showcasing over 100 US vendors with innovative products in the areas of alternative energy and renewable energy
- Directly promoted job creation in targeted US regions by strategically linking multi-national enterprises with prime "green" vendors, which led to a paradigm shift in small business utilization
- Conceived strategy to monetize the process of identifying over 100 diverse small businesses with innovative products and services in the Sustainability area through an interactive online video platform
- Amplified the value of US small business innovation through a crowdsourcing initiative, which facilitated a global "innovative sustainability challenge" to address supply chain efficiency for the Fortune 500
- In response to the 2003 Executive Order 36 promulgated by Mayor Michael Bloomberg, devised an outreach vehicle for the NYC Department of Small Business, the "NYC Fast Track Program", to enable private sector certified small businesses to gain MWBE New York City vendor certifications within 10 days for its public sector contracts, which resulted in a 30% increase of businesses being eligible for NYC contracts
- Devised a similar Fast Track Certification program for the New York State Empire Development procurement program from the lauded NYC Fast Track program, which resulted in 23% more small businesses being eligible for NYS contract opportunities
- Featured speaker for the New York State Bar Association at its Career Development Conference, "Strategies for Success"
- Author: "Matching Suppliers with Global Database" *The Green*, March 2006 Edition, which introduced the need for on-line targeted vendor matching for specific procurement based on Fortune 500 demand
- Reviewed and drafted comment on pending Homeland Security legislation to emergency procurement procedures with small business vendors at the behest of ranking State Senate 2005
- Adjunct Professor, Business Law Executive Leadership Program for Entrepreneurs at Rutgers University (Spring 2004)

## PROFESSIONAL EXPERIENCE

### THE COUNCIL<sup>SM</sup>, New York, NY

(NY & NJ Minority Supplier Development Council, Inc.)

2002 – Present

#### General Counsel

Organization that identifies and certifies viable ethnic businesses [Asian-Indian, Pacific-Islander, Native-American, Hispanic-American or African-American] as minority business enterprises (MBEs) throughout New York and New Jersey as viable for its Fortune 500 corporate membership to diversify their global supply chains.

- Numerous interface with Fortune 500 CSOs, CPOs and Presidents of the Fortune 500 to strategize on value based procurement objectives meshing Sustainability platforms for growth strategies targeting US small business vendors resulting in a 20% increase in utilizing innovative "green" diverse vendors
- Frequent featured speaker on supply chain efficiency with Sustainability, workforce diversity/ inclusion at domestic and international economic forums that has actively engaged Corporate Social Responsibility departments
- Productive restructure of the organization's legal department by coordinating and implementing a cost reduction plan to utilize specialized paralegals in lieu of staff attorneys and leverage business relationships with outside firms without increasing risk saving more than \$300K annually

- Spearhead initiatives with partners in Eastern Europe, India, China, and Africa for procurement opportunities, resulting in larger brand recognition and strategic alliances for US small businesses
- Successful mitigation under a Federal subpoena duces tecum through successful negotiation, averting extensive discovery and costly operations slow-down
- Successful management of expansion program that grew operations from the main Manhattan office and a satellite office in New Jersey to two additional satellite offices in Upstate New York
- Ensure compliance under Sarbanes-Oxley by revising the Whistle Blower Policy and implemented practice to convert all sensitive organization records to digital database to reduce storage and augment the current Document Retention policy
- Effective negotiation on all commercial leases, modifications and terminations, while ensuring compliance with all contractual, financial and occupancy-related lease obligations, which included two organization relocations
- Created and secured the organization brand "The Council<sup>SM</sup>", which initiated the distinction and prominence from the remaining 37 regional councils throughout the US, Canada and Puerto Rico
- Directly addressed and handled workers compensation, employment termination, unemployment hearing preparation/ mediation
- Successful renegotiation of the organization's D&C insurance

**NEXTEL TELECOMMUNICATIONS, White Plains, NY**

2001 – 2002

**Compliance Counsel**

A nationwide telecommunications service provider:

- Lead on major commercial licensing agreements and all environmental issues regarding installation of communication towers
- Lead of a 3-member investigative team that assessed and implemented a work-force diversity program

**FOJP SERVICE CORPORATION, New York, NY**

1999 – 2000

**In-house Counsel**

A risk management advisory organization servicing the healthcare industry:

- Directly addressed risk assessment and compliance issues for claims underwriting departments
- Coordinated insurance litigation discovery process involving outside counsel

**WILLKIE FARR & GALLAGHER LLP, New York, NY**

1997 – 1999

**Environmental Counsel**

An international law firm specializing in complex litigation and Superfund practice:

- Key drafter on environmental memorandum regarding seepage for \$45.5 million suit
- Defended and took depositions, including prepping expert witnesses, for complex environmental litigation

**CONTAINEEERING INC., New York, NY/ Paris, France**

1995 – 1997

**Corporate Compliance Counsel**

An international manufacturer of storage reservoirs and tanks:

- Provided guidance directly to CEO, foreign counsel, and plant managers on various State and Federal regulatory compliance issues for relocation of storage and conducted on-site audit inspections at facilities

**MINERALS TECHNOLOGIES, INC., New York, NY**

1993 – 1995

**Attorney**

An international manufacturer of minerals for the paper and healthcare industries:

- Drafted operational response guidelines to potential environmental compliance issues
- Representative for corporate strategy meetings with the National Association of Manufacturers (NAM) to outline environmental and OSHA issues for industry lobbyists

**ALLAN KANNER & ASSOCIATES, Philadelphia, PA/ New Orleans, LA**

1991 – 1993

**Summer Associate/Associate**

- Researched and drafted briefs and memorandums for unique plaintiff environmental litigation AV-rated firm

**NYC BOARD OF EDUCATION, New York, NY**

1985 – 1988

**Special Education Teacher**

- Taught Emotionally Handicapped and Learning-Disabled children

**EDUCATION**

*Juris Doctorate* Widener University School of Law, Wilmington, DE  
*Bachelor of Arts* University of Maryland, College Park, MD

**BAR ADMISSIONS**

New York State Bar  
Federal Court for the Southern District

**HONORS**

Recipient of *The Barrister's Award of Philadelphia*

### School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Holley Drakeford

**Charter School Name:** Sofara International Charter School

**Charter School Address:** 61 West 126 Street, New York, NY 10027

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

#### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have 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.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I met with Voyka Soto and Nadhege Ptah one afternoon concerning real estate in Harlem. They discussed thier frustration with the educational system in Harlem and how they decided that a wall to wall International Baccalaureate school was badly needed. They then described the goals and concept of the

**Sofara International School and I decided it was something I wanted to be a part of.**

5. Please explain why you wish to serve on the board. **I felt I could add to the value of my professional experience in business as well as expertise in real estate to assist the school in being successful.**
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **X** This does not apply to me. **X** Yes. (Include description here): **I have advised the New East Harlem Merchants Association in fundraising and community organization matters. I can assist in the areas of real estate and facilities management since I am an licensed Associate Real Estate Broker and a member of two committees with Real Estate Board of New York as well as an experienced facilities manager in the private sector.**
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me. **X** Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s). **This was a misdemeanor in 1972. Attached are the official documents concerning the case.**

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
**X** This does not apply to me.  Yes.  
If the answer to this question is yes, please provide an explanation.

### Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  
 Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None  Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would first bring the situation to the Director of the Board and then request the situation be brought up at the next Board meeting for discussion and investigation.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. Sofara international Charter School will invest in children as our future. Ensuring high levels of achievement by nurturing academic growth and social development while promoting an international mindedness towards successful participation as leaders in a globally competitive society.

19. Please explain your understanding of the educational program of the charter school. The educational will insure academic success for all students through the inquiry based approach with which students at all learning levels will have the opportunity to find and develop their role in a globally competitive society instilling universal fundamental skills and strategies, providing developmentally appropriate learning opportunities in an authentic manner, creating critical thinkers with depth of knowledge, growing students socially, emotionally, academically and intellectually while producing bilingual / bi-literate graduates with career readiness due to the development of leadership qualities and becoming skilled team members that can thrive in all situations. Every student will graduate with well rounded skills and strategies ready for high achievement.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

**A successful charter should have cohesive leadership with the same goals and aspirations for the creation, maintenance and future development of the school.**

**Create and ensure financial stability to sustain the goals of the charter school.**

**Engage the parents of the students and the community at large to become involved with the charter schools activities and success.**

**Hire personnel that have a similar vision and feel a responsibility to promote the goals and success of the charter school.**

**Keep a high level of success in the education and development of the students as responsible young adults.**

#### Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

**Each board member has expertise in an individual or particular discipline. As in any team each member has to deliver their strength or knowledge in a specific area order to achieve the successful completion of the boards goals. If each board member does their job while working in concert with the other board members then success should follow.**

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

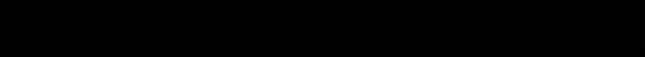
## STATEMENT OF ASSURANCE

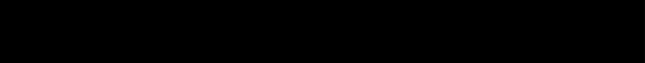
I, Holley Drakeford (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

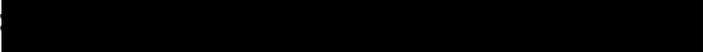
  
Signature

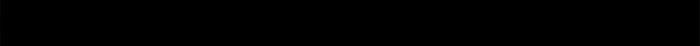
March 10, 2014  
Date

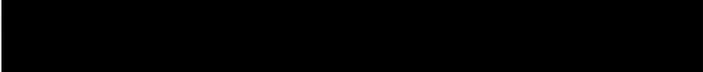
*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

## HOLLEY DRAKEFORD

### Executive with proven management skills, cross functional leadership and process improvements.

- Several years of successful management experience in the computer, banking, telecommunications, and energy and retail industries.
- ~~Managed the sales division and overall company operations for PC manufacturer and computer parts distributor.~~
- Planned sales and inventory levels for a national retailer within a 95% confidence level.
- Controlled the distribution of materials locally, nationally and worldwide.
- Created company personnel administration policies and procedures.
- Administrative management functions of personnel recruitment, hiring supervision and evaluation were achieved.

Results orientated leader adapt at motivating highly productive teams, implementing change and improving operational quality. Strong communication, analytical and interpersonal skills.

## PROFESSIONAL EXPERIENCE

### Giscombe Realty Group, LLC

11/09 – Present

#### Commercial Real Estate Sales Manager

- Recruit, train and motivate sales associates.
- Prospect clients and exclusive property sales and leasing listings..
- Market and promote the sale or lease of commercial real estate.
- Create proposals to lease or purchase commercial / residential properties.
- Review agreements to make sure they are consistent with proposals.
- Execute lease agreements and contract to purchase agreements.

### Hilton New York – Marriott Marquis

2/06 – 3/09

#### Marketing Representative

- Promote sale of time share opportunities to hotel guests by immediate tours or travel to vacation locations internationally through individual or group presentations about the beneficiaries of world wide vacation ownership.

### Accent Energy

5/04 – 1/06

#### Sales Manager NYC metropolitan area

- Increased sales 100% over previous year.
- Increased sales force from 12 to 45 representatives.
- ~~Recruited, trained and motivated all sales representatives.~~
- ~~Created policies and procedures.~~
- All management responsibilities for the New York City office which included payroll, information distribution,, sales materials and promotions.

### PC Ware International Inc. / Star Microsystems

11/89 – 5/04

#### Director of Operations

- Commercial real estate, finance, development, facilities management.
- Management all warehouse, shipping, receiving, purchasing and operational activities.
- All risk management, contract negotiations carrier and vendor selection
- Legal Liaison. Lawyer selection and primary contact for all legal matters.
- Telecommunications and internet administration.
- Human resource management.

Education – B. A. Luther college – Decorah Iowa

### Community Service

- 1) **Community Board 11**
  - a) **Member of the Economic Development, Culture and Tourism Committee.**
  - b) **Member of the Land Use and Landmarks Committee**
- 2) **New York State Notary Public**

### Professional Affiliations

- 1) **The Real Estate Board of New York**
  - a) **Member of the Brokers Agent Rental Committee**
  - b) **Member of the Leasing Brokers Committee**
  - c) **Member of the Uptown Real Estate Brokers Committee.**
- 2) **International Council of Shopping Centers**
  - a) **Member of the Next Generation Group**

**CERTIFICATE OF DISPOSITION  
DISTRICT COURT OF NASSAU COUNTY - HEMPSTEAD**

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THE PEOPLE OF THE STATE OF NEW YORK

DOCKET NUMBER: 3887/72

VS.

HOLLEY DRAKEFORD

DATE OF ARREST/ ISSUE: 12/30/1972

ARRAIGNMENT CHARGES:  
PL 170.10(4) DF FORGERY

DATE OF PLEA: 3/27/1973

DISPOSITION:  
PL 170.10(4) DF FORGERY  
REDUCED TO PL 170.05  
PL 170.05 AM FORGERY  
PLED GUILTY

SENTENCE: 04/30/1973

ONE YEAR CONDITIONAL DISCHARGE  
FINE = \$250 PAID

LICENSING SERVICES  
AUG 23 2011

I HEREBY CERTIFY THAT THIS IS A TRUE EXCERPT OF THE RECORD ON FILE IN THIS COURT.

MICHAEL BEGANSKAS  
CLERK OF THE COURT *ke*

DATE August 17, 2011

(CAUTION: THIS DOCUMENT IS NOT OFFICIAL UNLESS EMBOSSED WITH THE COURT SEAL.)

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Thomas Bretz

Charter School Name: Sofara International Charter

Charter School Address: Community School District 5

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Trustee, Finance and Compliance

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. attached
5. Please explain why you wish to serve on the board. attached

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

### Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

we do not know any such persons.  Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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we have no such interest.  Yes.

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Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. attached

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. attached
19. Please explain your understanding of the educational program of the charter school. attached
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. attached

### Other

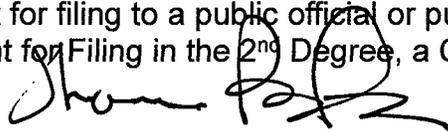
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22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. attached
23. Please provide any other information that you feel is pertinent to the Department's review. not applicable

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

### STATEMENT OF ASSURANCE

I, Thomas Bretz (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Signature



Date 08 March 2014

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

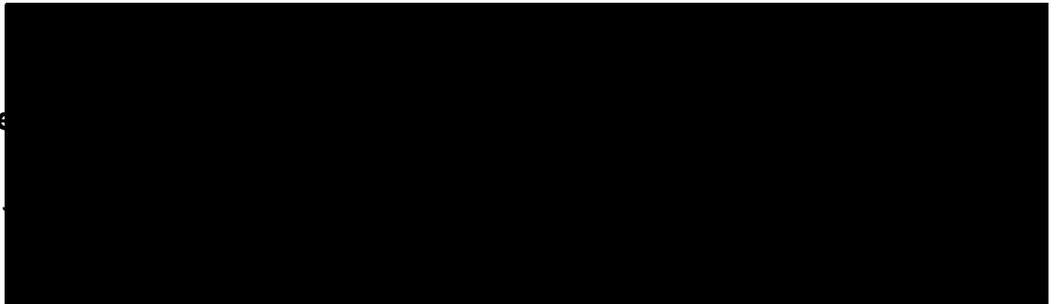
**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-Mail Address:**

**Home Telephone:**

**Home Address:**



**Prospective Sofara International Charter School Board Member**

**Background**

4. I became aware of the school in conversations with the founding board members last year. We discussed the application process for establishing a charter school in New York City and I helped formulate budget projections used in the application. Thereafter I was asked to serve as a member of the board.
5. I wish to serve on the Sofara Board because I fervently believe in and support the structure, vision and mission of the Sofara International Charter School. I can provide guidance and oversight to help ensure the school strictly adheres to compliance and finance procedures and protocols.

**Conflict of Interest**

9. I know the founders through our social interaction as parents at a local elementary school. However, I do not know the other proposed members of the Sofara Board of Trustees.
17. If I believed that one or more members of the charter school's board was involved in working for their own benefit or the benefit of their friends and family, I would make an immediate verbal and written report to the Sofara Board of Trustees, and, if warranted, to the school's authorizer and to any other governing or oversight agency.

**Educational Philosophy:**

18. My understanding of the school's mission and/ or philosophy is that it aspires to develop bilingual/bi-literate global citizens who are well-prepared to assume leadership in an increasingly multi-cultural society. This will be achieved through a rigorous, holistic learning environment developed through the International Baccalaureate continuum of K-12 programs and by attracting a student population from the culturally rich and diverse surrounding community.

19. The educational program of the Sofara International Charter School is based on the precepts and best practices of the International Baccalaureate continuum. It will focus on the development of the whole child as a life-long learner inside the classroom and in the world outside. It will be holistic in addressing student's academic, social and emotional well-being. And it will encourage students to develop independence and to take responsibility for their own learning. The curriculum framework in the first years of the school's operation will feature the concept-based model of instruction that uses a child's natural curiosity to guide instruction as articulated in the IB-Primary Years Programme. As such, this program will offer a uniquely rigorous educational experience for families in Community District Five.
  
20. The characteristics of a successful charter school revolve around a strong and committed partnership between parents and teachers. Each member of the Board of Trustees ("the Board") must know and carryout their individual responsibilities and the Board, as a whole, must provide vigorous oversight to ensure that sufficient and appropriate educational procedures, protocols, and practices are in place to measure, maintain and improve the educational outcomes of its students and performance of all teachers and staff. In addition, the Board must be mindful to adhere to all federal, state and local administrative guidelines and requirements as well as setting forth clear and achievable goals-including planning and implementing fund-raising strategies-to enhance and assure the long-term prospects of the charter school

**Other:**

21. The appropriate role of a charter school board member is:
  1. To ensure that the school fulfills the mandate of it's charter
  2. To monitor the fiscal integrity of the school
  3. Evaluate and oversee the performance of the principal
  4. To monitor the quality of life and instruction in the school
  
22. I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Thomas Bretz

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## Work Experience

After twenty-two years as a proprietary equity and derivatives trader and also as a Managing Director of Trading Operations, in which I managed the finances and operations on a day-to-day basis of two Wall Street firms, I established, with my eldest son, a not-for-profit tutoring service, Appleseed Workshop, that offers low-cost and often pro bono K-12 instruction in core academic subjects and SSAT, SAT and ACT exams. Our focus is to help students improve grades, raise test scores, develop and improve study and writing skills, and build self-confidence. I also have a tax advisory business for a select number of small business and individual clients.

### **Co-Founder: Appleseed Workshop, New York**

Established in 2010, Appleseed is a not-for-profit after-school academic learning center for economically disadvantaged students in Upper Manhattan. Maintain an academic support team of dedicated Ivy-League student-tutors. It's core commitment is to help students attain their highest level of academic proficiency and excellence.

### **Managing Director: Bear Stearns, New York.**

Responsible for firm's trading floor operations at the American Stock Exchange. Supervised 75 floor brokers, traders and operations personnel. Ensured compliance with all SEC, NASD, NASDAQ and AMEX rules, regulations and data reporting requirements. Performed risk analysis of traders positions (portfolio) on a daily basis.

### **Director of Operations: Spear, Leeds & Kellogg, New York.**

Managed daily operations of Specialist Firm's finance and operations on trading floors in New York, Chicago and California (AMEX, CBOE and PSE.) Directly supervised over 100 equity and index derivative options product traders. Evaluated individual and firm-wide risk parameters on a daily and intra-day basis. Established job performance and productivity (profitability) goals for traders. Managed exchange memberships. Responsible for hiring and firing, when necessary, of trading personnel. Negotiated and managed vendor relationships.

**Derivatives Trader, John Mann & Co., New York**

Learned to trade equities with AMEX specialist firm as a trading floor clerk. Promoted to Stock Specialist (on-floor trader) within two months. Introduced firm to nascent equity options trading strategies in late 1970's and helped firm expand by securing franchise rights to trade exchange traded options on companies like Gillette, U.S. Steel and in later years, Intel and Microsoft.

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**Education**

Bachelor of Science, Economics and East Asian Studies. Columbia College,  
New York, NY

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## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Janeat Brown

**Charter School Name:** Sofara International Charter School

**Charter School Address:** Community School District 5

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Trustee Assessment in Education

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least ~~at least~~ eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have 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.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of the charter school and the opportunity to serve as a member of its board through Voyka Soto who was promoting the idea of having a charter in Harlem that served students through the IB program. She

was looking for qualified people who have experience with education the IB board. After many months of consulting with Ms. Soto on various parts of the educational plan, she asked that I join the Board as a Trustee.

5. Please explain why you wish to serve on the board.

I wish to serve as on the board because it is an exciting opportunity to create an excellent school serving the children of the community. IB is a global standard of excellence and rigor in education. In addition, the programs and languages Sofara will offer makes it a unique and exciting educational environment for students that I would love to help further.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons.  Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.  Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would handle a situation like this by bringing it to the attention of all board members, sitting down and discussing the concern and figuring out a solution that's in the best interest of both the students we serve and the school.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.

My understanding of Sofara's mission is one where students learn from a global aspect, incorporating all academic studies into their inquiries as they investigate their own learning as well as become problem solvers and critical thinkers in a holistic way. Additionally, they will be well rounded in skills including being bilingual thereby making them globally competitive.

19. Please explain your understanding of the educational program of the charter school.

My understanding of the educational program of Sofara International Charter School is to produce students to become open-minded, global citizens who can look at the world culturally and respectfully as a leader from a critical perspective. Students will have the opportunity to express their interests through a real world hands-on approach to learning as they progress through the IB programs of study.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the

board of the charter school will need to take to ensure that this charter school is and remains successful.

The characteristics of a successful charter school is belief in and understanding of the mission of the school and ensuring its integrity; that all members of the school have a clear understanding of their roles and responsibilities; Trustees attend board meetings and seek improvements to the school and its future; Trustees provide guidance and oversight; trust and respect amongst all members is promoted; and building partnerships with a wide array of organizations.

The specific steps I think the board of the charter school will need to ensure that this charter school is and remains successful are:

- Understanding the value of the school's mission
- Communication among all staff
- Monitoring student performance
- Ongoing professional development
- Managing finances appropriately
- Collaborating on ideas for student achievement

#### Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

My understanding of the appropriate role of a public school charter board member is to work collaboratively with all members to model the mission of the school; helping ensure the school reaches its yearly goals; having trust and holding everyone accountable for their role as well as being a school resource for the schools success.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm.

23. Please provide any other information that you feel is pertinent to the Department's review.

None



**Janeat Brown**



**PROFILE: New York State certified teacher with a strong background in assessment driven instruction and a documented history of student achievement. Experience with general and special education. Specialized training in Leadership as well as the Primary Years Program of the International Baccalaureate. Completed Principal Internship.**

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**EDUCATION:**

**Adelphi University, Manhattan, New York, NY**

- Masters of Science, Conferred May 2008  
Major: Educational Leadership and Technology

**Adelphi University, Manhattan, New York, NY**

- Masters of Arts, Conferred May 2006  
Major: Special Education

**State University of New York at New Paltz, New Paltz, NY**

- Bachelors of Science, Conferred December 2001  
Major: Elementary Education  
Minor: Black Studies

**TEACHING EXPERIENCE**

**ICT and general education, Elementary Level , NYC DOE 2006 - Present**

- Planned and developed weekly instruction that addressed the needs of the students
- Planned and developed general and IB/inquiry based units of study
- Prepare and deliver differentiated tasks and projects for varied student needs
- Incorporate Common Core Learning Standards in daily planning to prepare students for college readiness
- Conduct small group instruction based on individual student needs
- Provide a safe and caring learning environment that promoted student self monitoring and reflection
- Fostered child-centered curriculum and student activities through inquiry based learning
- Supported testing skills to prepare students for state exams including Math, English Language Arts and Science
- Promoted rigorous test taking strategies in preparation for state exams
- Assessed students using formative and summative instruments and data
- Provided a rigorous academic learning experience aligned with state standards to develop reading, writing, and math skills
- Prepared students for entry state exams for third grade
- Achieved outstanding success in strengthening reading and math skills
- Participated in professional development meetings to enhance as an educator
- Created professional ELA and Math portfolios for middle school articulation and interviews

## **RELATED EXPERIENCE**

**Teacher**, Partners in Reading Fall Program for Teachers, Manhattan, NY (October 2009- May 2012)

- Implement creative reading lesson plans related to program theme
- Track students' progress using 3-Minute Assessment reading program
- Encourage parental involvement to reinforce and enrich classroom learning with Family Literacy Nights
- Cultivate students learning through stimulating educational games and hands on learning activities

**Teacher Grade 3**, P.S. 165 Brooklyn, New York, NY (Summer 2011)

- Demonstrated success using Balanced Literacy and Mathematics approaches
- Implemented ability to communicate orally and in writing
- Constant assessing students to plan effectively according to varied learning abilities
- Kept track of student progress using progress reports and student attendance

**Teacher Grade 8**, P.S. 165 Manhattan, New York, NY (Summer 2010)

- Implemented all instructional activities assigned by school-based supervisors
- Maintained student attendance and progress reports
- Used ongoing assessments to plan instruction
- Incorporated Balanced Literacy and Balanced Mathematics learning to enhance the reading and math skills of students to prepare them for state examinations

**Principal Internship**, Thurgood Marshall Academy, New York, NY (June 2008-Nov.2008)

- Performed formal and informal teacher observations with immediate feedback
- Provided services to students, parents, and teachers concerns

**Teacher**, Partners in Reading Summer Program for Teachers, Bronx, NY (Summer 2007)

- Implemented daily educational balanced-literacy instruction
- Enhanced students' skills and abilities as readers and writers through meaningful read-alouds and shared readings

Attachment 5(B) Proposed By-Laws

**Sofara International Charter School ("The Corporation")  
By-Laws**

**ARTICLE I**

**THE CORPORATION**

Section 1.1. Name and Formation. Sofara International Charter School is a non-stock, non-profit corporation organized under the laws of the State of New York.

Section 1.2. Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, without limitation: (a) to operate a public charter school in the City and State of New York (the "School") pursuant to a charter agreement therefore; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above of the Constitution of the United States or the State of New York.

**ARTICLE II**

**OFFICES**

Section 2.1. Principal Place of Business. The principal place of business of the Corporation shall be located in the City and State of New York. The Corporation may have such other offices, either within or without the State of New York, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.

**ARTICLE III**

**BOARD OF TRUSTEES**

Section 3.1. Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the charter filed to create the Corporation, or these By-Laws.

Section 3.2. Duties. The duties of the Board of Trustees shall be as follows:

- a) to govern and oversee the School for the purpose of achieving its Mission;
- b) to take actions necessary to cause the School corporation to satisfy its obligations under the New York State charter schools act and other applicable laws;
- c) to hire, fire, oversee, evaluate, guide and support the Executive Director and Head of The School and other members of the School staff;
- d) to financially manage the School, including: budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent;
- e) to develop, approve, implement, and monitor achievement of the School's accountability plan as required by law;
- f) to set, implement and enforce, or delegate the implementation and enforcement of, School policies in respect of –
  - i) admissions,
  - ii) curriculum, teaching and learning,
  - iii) employment and other personnel matters,
  - iv) student discipline,
  - v) Special Education,
  - vi) English language education for English language learners,
  - vii) the Code of Ethics and policies governing self-dealing of Trustees, Officers and employees,
  - viii) dress code,
  - ix) transportation,
  - x) student food services,
  - xi) student health services,
  - xii) communication with students' families,
  - xiii) communication with governmental and regulatory agencies,
  - xiv) public relations and outreach, and
  - xv) hearing complaints as required by §2855(4) of the New York charter schools act (the enforcement of which shall not be delegated, notwithstanding the foregoing).

Section 3.3. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on a Board committee, in good faith and with the degree of diligence, care and skill, including reasonable inquiry, an ordinary prudent person in a like position would use under similar circumstances.

Section 3.4. Number. The number of Trustees constituting the initial Board of Trustees shall be five (5). Thereafter the number of Trustees may be changed from time to time by amendment of these By-Laws in compliance with applicable laws, but the School's Board will have a minimum of five members and a maximum of fifteen members.

Section 3.5. Founding trustees will hold staggered terms as presented in the Charter to the authorizer. Upon completion of each staggered term, each Trustee shall hold office for a term of three (3) years or until earlier death, resignation or removal. Terms are renewable. No more than 40% of the persons serving as Trustees at any one time may be officers, directors or employees of a single organization. No more than 49% of the persons serving as Trustees at any one time may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or

part-time employee, independent contractor or otherwise; or (2) any sibling, 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.

Section 3.6. Removal. Any Trustee may be removed for cause by a majority vote of the entire Board, but not less than the entire Board, excluding the Trustee who is the subject of the removal action, provided, that at least one week's previous notice of the proposed action have been given to the accused and to each trustee.

Section 3.7. Resignation. Any Trustee may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date that is prior to the date of resignation specified in the notice, notwithstanding a resigning Trustee's specification of a different date in his notice. Acceptance of a resignation shall not be necessary to make it effective.

Section 3.8. Vacancies. Any newly created Trusteeships and any vacancies on the Board of Trustees, arising at any time and from any cause, may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. In accordance with the General Municipal Law, no vacancies will be filled with a person who has an interest in a for-profit contract, unless one or more of the exemptions listed in General Municipal Law 802 are applicable. Trustees so elected shall serve for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or in the case of any other vacancy for the term. To the extent required by law, any Trustee that shall fail to attend three (3) consecutive regular meetings without an excuse accepted as satisfactory by the Board may, at the Board's election, shall be deemed to have resigned, and the vacancy shall be filled.

Section 3.9. Meetings. Meetings of the Board of Trustees shall be subject to requirements of the New York State Open Meetings Law, as applicable and as amended from time to time. Regular meetings of the Trustees will be held at the school facility once it has been identified and the school has taken occupancy of it. Until that time, meetings may be held at such time and place as shall from time to time be determined by the Board, but not fewer than the number of times per year required by applicable laws and regulations. The School will hold a meeting of the Board once per calendar month on dates determined by the Board. Special meetings may be called any time by two or more Trustees together. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.10. Notice of Meetings. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent reasonably possible a written agenda stating all matters upon which action is proposed to be taken, shall be given to each Trustee by the Board Chairperson by personal delivery, facsimile, or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of a special meeting shall be given by receipted personal or overnight delivery no fewer than seven (7) days prior to the special meeting date. Trustees calling for a special meeting shall specify in reasonable detail matter(s) to be considered at the special meeting. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement the lack of notice to him or her. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law. Specifically, the School will post notices in the following media outlets; The Official School's community mailing list,

Facebook Page, and the Amsterdam News. The School will also post notices in the main office of the School, as well as on the school's website. Trustees calling for a special meeting shall be responsible for giving all required public notices of the special meeting.

Section 3.11. Executive Session. Upon a majority vote of the entire Board of Trustees on a motion which identifies generally the subject to be considered, the Board may meet in executive session in compliance with Section 105 of the New York State Open Meeting Law, as amended from time to time.

Section 3.12. Videoconferencing and Telephone Conferencing. Videoconferencing may be used to conduct a meeting of the Board of Trustees in compliance with the New York State Open Meetings Law, as amended from time to time. Public notice of a meeting at which a Trustee intends to participate by videoconference shall identify the videoconference locations for the meeting and state that the public has the right to attend the meeting at a videoconference location. Beyond a quorum, other Trustees may participate by telephone conference. The Corporation shall provide an opportunity for the public to hear and participate in the teleconferenced discussion.

3.13. Quorum and Voting. A majority of the Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these By-Laws, the vote of a majority of the Board of Trustees constituting the quorum thereof shall be an act of the Board, except that a vote of three-quarters of the Trustees eligible to vote, if a quorum shall be constituted, shall be required to amend these By-Laws. A Trustee who is also an employee of the Corporation shall not be able to vote in his or her capacity as a Trustee during the pendency of his or her employment.

Section 3.14. Minutes. Minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. Minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York State Freedom of Information Law. The minutes of meetings and executive sessions shall be available to the public as required by the New York State Open Meetings Law.

Section 3.15. Committees. The Board of Trustees may designate from among its members committees from time to time comprised of a number of committee members as required by applicable law; provided, the Board shall at all times maintain an Executive Committee, a Finance Committee, and an Education Committee and a Compliance Committee. All standing committees will have a minimum of three (3) members, except the Executive Committee that will have a minimum of five (5) members. The Board may designate one or more Trustees as alternate members of any committee, who may replace absent or disqualified members at any meeting of the committee. A committee shall appoint its chairperson by action of a majority thereof. Any one or more members of a committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with applicable requirements of the New York State Open Meetings Law. From time to time a committee may empanel one or more standing or other subcommittees. Committee members shall maintain minutes of each committee meeting and shall file copies of the minutes with the corporate

records in compliance with applicable laws. A committee shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in, the Board or any committee of the Board, (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board if approved, (c) to amend or repeal these By-Laws or adopt any new By-Laws, (d) to amend or repeal any resolution of the Board which by its terms shall not be so amendable to repealable, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustees or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees. A majority of a committee shall constitute a quorum for the transaction of business. Except as otherwise provided by these By-Laws, the vote of a majority of a committee constituting the quorum thereof shall be an act of the committee.

Section 3.16. Compensation. Persons serving as Trustees or members of a committee shall not receive any salary or compensation for their services as Trustees or committee members. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

Section 3.17. Right of Inspection. Subject to restrictions imposed by applicable law on access to or the use or dissemination thereof, every Trustee shall have the right to inspect and copy at his expense all books, records and documents of the Corporation and to inspect the physical properties of the Corporation; provided such inspection is conducted at reasonable times upon not less than 10 days' prior written request to the Corporation.

## ARTICLE IV

### OFFICERS

Section 4.1. Number. The "Officers" of the Corporation shall be a Chair, Vice Chair, Secretary and Treasurer, and such other Officers, if any, as the Board of Trustees may from time to time elect. The same person may hold any two or more offices; provided, no individual may act in more than one capacity where action of two or more Officers is required; and further provided the Secretary may not be the same person as the Chair.

Section 4.2. Election and Term. All Officers shall be elected by the Trustees from among them and shall hold office for the term of one year or such shorter term as decided by Board action. Each officer shall continue in office until the expiration of his term or his or her death, resignation or removal in accordance with Section 4.3 of these By-Laws.

Section 4.3. Resignation or Removal. Any Officer may be removed, with or without cause, by a majority vote of the entire Board excluding the Trustee who is the subject of the removal action. Any Officer may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date prior to the date of resignation specified in the notice, notwithstanding the specification of a later date in the notice. Acceptance of a resignation shall not be necessary to make it effective. A vacancy in an office shall be filled for the unexpired term by Board action.

Section 4.4. Employees and Other Agents. The Board of Trustees may from time to time hire such

employees and appoint such agents on such terms as it deems appropriate from time to time.

Section 4.5. Chair. The Chair shall have the power to sign alone in the name of the Corporation all contracts authorized by the Board of Trustees and to execute and deliver other documents and instruments. The Chair also shall be the Chairperson of the Board of Trustees and shall preside at Board meetings in such capacity. The Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.6. Vice Chair. The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.7. Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Trustees; be responsible to serve or cause to be served all notices of the Corporation and be custodian of the Corporation's records (other than financial records). The Secretary shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.8. Treasurer. The Treasurer shall be responsible for the oversight of all financial matters within the Corporation and the maintenance of accurate financial records of the Corporation and shall be the custodian of the Corporation's financial records. The Treasurer shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.9. Compensation. Persons serving as Officers shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

## ARTICLE V

### SELF-DEALING TRANSACTIONS

Section 5.1. Purpose. The purpose of the procedures prescribed in this Article V is to protect the Corporation's best interests when entering into a transaction or arrangement that also might benefit the private interest of a Trustee, Officer or employee of the Corporation or a blood or marital relation of a Trustee, Officer or employee.

Section 5.2. Board's Authority. The Board shall not authorize corporate action, and no committee shall recommend corporate action, except in accordance with procedures set forth herein.

Section 5.3. Procedures.

(a) Duty to Inquire. In its consideration of any action the Board and all committees shall first conduct appropriate inquiry to determine whether the action involves a Self-Dealing Transaction, including determining the nature, scope and details thereof. "Self-Dealing Transaction" means any transaction having the School as one party and one or more of the following among the proposed other parties thereto:

(i) Trustees, Officers or employees of the School, or blood or marital relations of any of them,

- (ii) an entity in which a Trustee, Officer or employee of the Corporation, or blood or marital relation of any of them, holds an ownership or investment interest,
  - (iii) an entity which employs or otherwise compensates a Trustee, Officer or employee of the School, or employs or compensates a blood or marital relation of any of them, and/or
  - (iv) any entity which has as a member of its board of directors or trustees a Trustee, Officer or employee of the School, or a blood or marital relation of any of them. A Trustee involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Trustee." Involved Trustees, and Officers and employees, related to a possible Self-Dealing Transaction being evaluated shall not participate in the inquiry into or the determination of whether the transaction is a Self-Dealing Transaction, but may present to the Board regarding the nature and extent of his or her relationship to the matter being considered.
- (b) Determining Whether a Self-Dealing Transaction Exists. After inquiry in accordance with subparagraph (a) immediately above, the Board shall take action as to whether the transaction is a Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote the issue of whether a transaction is a Self-Dealing Transaction.
- (c) Action on a Self-Dealing Transaction. If the Board determines a transaction being considered is a Self-Dealing Transaction, the Board will exercise due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the School with reasonable efforts. An Involved Trustee shall not participate in this determination. As part of its due diligence, the Board may involve or engage one or more disinterested people to investigate alternative transactions. If the Board decides not to proceed with an alternative transaction, the Board shall determine whether it is in the Corporation's best interests and is fair and reasonable to the Corporation to authorize the Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote upon the authorization of a Self-Dealing Transaction.
- (d) Violations. If the Board has reasonable cause to believe that a Trustee, Officer or employee has violated the School's Trustee, Officer and Employee Code of Ethics, it shall conduct further investigation as the Board deems warranted, shall inform the Trustee, Officer or employee of the basis for such belief, and afford him or her an opportunity to explain the alleged failure to disclose. If the Board determines that a violation of the Code of Ethics has been committed, the Board shall take appropriate disciplinary and/or corrective action. A Trustee who is the subject of an investigation or possible disciplinary or corrective action under this subparagraph (d) shall not participate in the deliberation of or vote on such determination or disciplinary or corrective action.
- (e) The Procedures prescribed in subparagraphs (a), (b) and (c) immediately above shall apply to actions of committees of the Board in the same manner and to the same extent as prescribed for Board actions.

Section 5.4. Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain the names of the persons and entities involved in transactions which are or may be Self-Dealing Transactions, findings of the Board in respect of the scope and nature of those person's and entities' involvement, actions taken in accordance with this Article, the names of the persons present for or who participated in discussions thereof and a summary of the content of such discussions, and a record of votes taken in connection therewith, including the names of those present for and who participated in voting and their respective votes.

**ARTICLE VI**

**MISCELLANEOUS**

Section 6.1. Interpretation of Charter. In the event of a conflict between these By-Laws and the Charter, the provisions of the Charter shall control.

Section 6.2. Effectiveness of Non-Public Notices. Non-public notices given under these By-Laws shall be deemed effective only upon verified receipt or refusal.

**END**

## Attachment 5(C). Code of Ethics

**CODE OF ETHICS FOR SOFARA INTERNATIONAL CHARTER SCHOOL (SICS)  
TRUSTEES, OFFICERS AND EMPLOYEES**

The undersigned Trustee, Officer or employee of SICS shall comply with the Code of Ethics of the School, as set forth below in this document, during the entirety of his/her tenure on the Board or employment with the School:

Provision 1. Trustees, Officers and employees of the School Corporation will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of New York State Education Law, General Municipal Law and Not-For-Profit Corporation Law, and the School's charter and the Bylaws of the School Corporation, as applicable.

Provision 2. No Trustee, Officer or employee of the School Corporation shall engage in a "Self-Dealing Transaction," except as approved by the Board in accordance with procedures set forth in Article V of the By-Laws of the School Corporation. A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an "Involved Trustee."

Provision 3. In respect of any transaction under consideration by the School or to which the School is already a party, a Trustee, Officer or employee of the School Corporation shall have the obligation to make a "Self-Dealing Disclosure" as defined below, if he or she:

- (i) is or proposes to be, or has a blood or marital relation who is or proposes to be a party to the transaction in conflict of official duties,
- (ii) holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,
- (iii) is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or
- (iv) is, or whose blood or marital relation is a director, trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties. A "Self-Dealing Disclosure" is the prompt, full and frank public, written disclosure to his or her immediate supervisor (if applicable) and to the Board of his or her interest (or interest of his or her blood or marital relation), giving rise to the Self-Dealing Disclosure obligation. It is the obligation of every Trustee, Officer and employee to inform himself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board, Principal or Executive Director. Disclosure required under this shall include all relevant and material facts known to the Trustee, Officer and employee about the contract or transaction, and shall be set forth in the minutes of the Board.

Provision 4. In addition to the above Provisions of this Code of Ethics, Trustees, Officers and employees of the School Corporation shall avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School. Specifically, no trustee, officer or employee shall:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing

or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

- Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School or the Board of which he is an officer, member or employee or of any School or Board Committee or entity over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any School or Board Committee or entity, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

Provision 5. A Trustee, Officer or employee cannot have an interest in any for-profit contract with the school. Trustees, Officers or employees who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must disclose these contracts but they are not prohibited.

Provision 6. As a requirement of section 803 of the General Municipal Law, any Trustee Officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School Corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the minutes of such body.

Provision 7. A Trustee, Officer or employee who violates this Code of Ethics will be subject to corrective or disciplinary action including removal in respect thereof.

Provision 8. Trustees, Officers and employees cannot hold investments in conflict with official duties with the exception of holdings where when less than five per centum of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Trustee, Officer or employee.

Provision 9. Trustees, Officers and employees shall not have private or future employment in conflict with official duties as shall be determined by the Board upon disclosure prior to such employment or upon hire.

Provision 10. Trustees, Officers and employees of Sofara International Charter School will be required to sign a statement acknowledging receipt of and agreeing to comply with the Board, Officer and Employee Code of Ethics.

**CODE OF ETHICS FOR SOFARA INTERNATIONAL CHARTER SCHOOL (SICS)  
TRUSTEES, OFFICERS AND EMPLOYEES**

Signature \_\_\_\_\_

Name of Trustee, Officer or Employee \_\_\_\_\_

Date signed \_\_\_\_\_

*Attachment 8(A). Hiring and Personnel Policies and Procedures  
Sofara International Charter School*

**Personnel Procedures:** All employees of Sofara International Charter School will be expected to adhere to the policies below. Each employee, upon hire, will be given a copy of the personnel handbook and it will be reviewed. All employees will be expected to sign an Employment Acknowledgement Form and this form will be kept in their employee file. The personnel handbook will be reviewed and updated as needed with approval from the Board of Trustees. SICS reserves the rights to modify, revoke, suspend or change, any or all such plans, policies or procedures, in whole or in part, at any time, with or without notice. The resolution of any questions, interpretations or applications of policies will be the sole prerogative of SICS’ and its management. This handbook is not an employment contract and does not create legally enforceable obligations for the schools or the BoT

**Equal Opportunity Employment:** It will be the policy of SICS to provide equal employment opportunity to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, or any other protected classification. This policy will apply to all aspects of the employment experience, including recruitment, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff, SICS-sponsored training, and social and recreational programs. Any and all such employment decisions will be made in a non-discriminatory manner. SICS will comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. SICS will also provide reasonable accommodation for such individuals in accordance with these laws.

It is SICS’ policy to:
<ul style="list-style-type: none"> <li>• ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that employees with disabilities are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment;</li> </ul>
<ul style="list-style-type: none"> <li>• administer medical examinations to employees when justified by business necessity;</li> </ul>
<ul style="list-style-type: none"> <li>• keep all medical-related information confidential and retain it in separate files;</li> </ul>
<ul style="list-style-type: none"> <li>• provide reasonable accommodation to applicants and employees with disabilities, except where it would create an undue hardship for SICS; and</li> </ul>
<ul style="list-style-type: none"> <li>• notify individuals with disabilities that the school provides reasonable accommodation to qualified individuals with disabilities by including this policy in the personnel handbook and by posting the Equal Employment Opportunity Commission’s poster on discrimination throughout school premises.</li> </ul>

A qualified individual with a disability may request a reasonable accommodation by communicating this request to the ED either orally or in writing. Upon receiving the request, the ED will meet with the employee to identify the precise limitations resulting from the disability and accommodation that SICS may make. SICS reserves the right to request additional medical documentation. The HOS and ED will make the final decision.

**Immigration and Nationality Act:** In compliance with the Immigration Reform and Control each new employee of SICS, as a condition of employment, will complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility as requested on the Employment Eligibility Verification Form I-9 within three (3) business days of starting employment. Where indicated, employees will be required to submit documentation establishing continued eligibility for employment.

**Hiring Procedure:** All SICS positions will be posted publicly and will include a job description and minimum requirements. All postings will include the following wording: *“As an equal opportunity employer, SICS hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.”* All applicants’ resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references that will be checked and will be required to provide FBI clearances upon hire. SICS’ hiring process will include the following phases:

- **Submission of Resume and Cover letter:**

- **Interview:** SICS will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Head of School, Executive Director, or a designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and can work in a manner consistent with SICS' instructional philosophy and culture.
- **Demonstration Lesson:** Teaching candidates who are invited to continue in the process will be asked to conduct one or more demonstration lesson(s).
- **Checking References:** SICS will call references provided by the employee including a former employer.
- **Offering Employment:** SICS will offer employment through a hire offer memo and a phone call. SICS' job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will.
- **Fingerprinting:** All employees must first clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee. SICS reserves the right to amend, extend or truncate this process as circumstances require.

**Teacher and Staff Qualifications:** Teacher and staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of SICS educational goals. Teachers with **IB** experience or training will be given priority in interviewing. Attention will be paid, among other factors, to the candidate's academic records and to his or her previous relevant experience. Successful candidates for teaching and staff positions must demonstrate that they are willing and able support the educational and developmental needs of a diverse student population.

SICS will make efforts to attract key personnel who contribute to the diverse skill-set necessary to thrive in a charter school setting. We anticipate hiring a diverse team of educators, from a wide range of experiences, cultures, and countries of origin, to serve a diverse population of students. Teachers should have at least two to four years of experience designing and teaching an integrated curriculum, differentiating instruction for children who have multiple learning styles. They should also have achieved a Masters Degree in Education. Additionally, candidates should have a proven track record of high achievement in the classroom or other applicable setting and commitment to accountability; they should exhibit a belief in and alignment with SICS' core beliefs and educational philosophy SICS will comply with all applicable laws and regulations regarding teacher certification and licensure. In the case of non-certified instructional personnel, SICS will consider the teacher's experience, references, demonstration lesson, interview, and other criteria deemed appropriate by the Head of School and Executive Director.

**Recruiting effective teachers and staff that align with SICS' mission:** SICS will seek to establish a broad applicant pool for all available and vacant positions. SICS will diligently seek its employees through a variety of means, including the IB network of educators, Board referrals, teacher recruitment fairs and targeted advertisements, and relationships with colleges and graduate schools of education. SICS will attempt to promote diversity in its applicant pool by advertising positions in targeted media & networking with minority organizations. Job postings on *idealist.org* and *tieonline.com* or similar websites, and networking and communication with the NY Charter School Center and the NY Charter Schools Association and similar organizations will also be applied.

**Employee Terminations:** To ensure orderly operations and provide the best possible work environment, SICS will expect employees to follow rules of conduct that protect the interests and safety of all employees and the organization. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following non-exhaustive list is examples of infractions of rules of conduct that may result in disciplinary action, up to and including immediate termination and should not be read to limit the "at will" status of employees.

- theft, damage or unauthorized removal or possession of SICS property
- falsification of timekeeping records
- any discriminatory act
- sexual or other unlawful or unwelcome harassment
- possession, distribution, sale, transfer or use of alcohol or illegal drugs while on duty, including operating vehicles or equipment
- any disruptive behavior, including fighting or threatening violence in the workplace
- insubordination or other disrespectful conduct
- gambling on the premises
- safety violations including lack of supervision of students
- possession of dangerous or unauthorized materials, such as explosives or firearms

- excessive absenteeism, tardiness or any absence without approval
- misappropriation of school property

All SICS employees will be employed “at-will,” and may be terminated with or without cause or notice and are not guaranteed employment for any length of time. SICS will reserve the right to change the school organizational structure and eliminate jobs or job classifications when needed.

**Staff Qualifications and Licenses:** It shall be the obligation and financial responsibility of each SICS staff member to obtain and maintain certifications, licenses, and other credentials necessary for the position for which he or she was hired. It shall be the sole discretion of SICS to determine from time to time whether any staff member’s certificates, licenses, credentials and qualifications are sufficient or appropriate for any position at SICS.

**Occupational Exposure Policy:** The policy of SICS on occupational exposure will be consistent with the laws and regulations outlined by the United States Department of Labor’s Occupational Safety and Health Administration. Employees exposed to blood or other bodily fluid, in the course of their jobs will be required to exercise universal precautions. Universal precautions are intended to prevent the transmission of blood-borne disease when providing first aid or health care. Such precautions include the use of protective gear, washing hands and any contaminated areas with soap and water, and seeking medical attention for any significant exposure to the blood or bodily fluids of another person.

## EMPLOYEE EXPECTATION AND EVALUATIONS

### Professional Expectations

*Hours of Operation, Work Days, Week and Year and School Year:* The SICS building will open each school day from 7am until 6pm. If access to the building is needed outside of the specified hours, approval should be sought from the Head of School or Executive Director. Special access will need to be scheduled two (2) weeks in advance to allow the administration to apply for the required permits. Employees work hours will be 7:55 AM – 4:50 PM, unless otherwise specified in employees hire memo. Each full-time employee each day, at a time specified by the school, may take a 50 minute non-working lunch break. The work year shall be as determined by school leadership and shall be subject to change at its discretion without prior notice. All staff members will be expected to be on time for all duties. If an employee is running late the employee must contact the Office Manager, Executive Director or the Head of School before the start of his or her shift. The Director of Operations will document all lateness. If an employee is excessively tardy without authorization, he or she will receive a written warning and be placed on thirty-day probation and may have his or her pay docked. Failure to correct this action can result in termination.

*Additional Hours and Work Days:* SICS may require employees to report to work on days not originally scheduled as work days if appropriate to advance the educational program of the school. For example, teachers may be asked to attend presentations or seminars held outside of normal school hours, to provide small-group instruction outside of normal school hours, or to design and execute academic projects. Compensation, if any, shall be determined by the school. SICS employees may take up to ten (10) personal or sick days throughout the fiscal year. These days will not roll over from one year to the next.

*Intersession:* SICS will require all instructional staff to report to work for one week of Intersession. Employees may express their preference about which week to report, but the Executive Director will make the final determination. Staff will be given a \$1,000 stipend for their work during a full week of Intersession. All regular full-time staff members will be encouraged to attend school events occurring outside of school hours. All regular full-time staff members will be required to attend and assist with trips, parent workshops and parent-teacher conferences. Additionally, all regular full-time staff members will be required to attend up to ten (10) evening or weekend activities beyond these activities.

**Criminal Conviction:** All employees of SICS will be required to notify the Head of School within 48 hours of occurrence of any criminal arrest and/or conviction whether it occurred in or out of the workplace.

**Background Criminal Check:** Employees of SICS will be required to successfully clear a background criminal check before their first day of work. If a situation arises where an employee must begin before clearance is received the employee must receive an Emergency Conditional Appointment that has been approved by the Board of Trustees. Under a conditional appointment, measures will be taken to ensure that the staff person is supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for the New York State Education Department or the New York Board of Education must be fingerprinted at a facility approved by the New York State Division of Criminal Justice Services at the employee’s own expense.

**Professional Evaluation Process:** Our intention is to hire the most qualified people available and to give them the maximum opportunity to succeed and attain professional growth. All staff members of SICS will be expected to demonstrate progressive expertise in job performance and knowledge. The HOS will be responsible for the performance evaluation of all instructional and program staff. The Executive Director will evaluate the performance of all non-instructional staff. In both cases, the Head of School and Executive Director will provide ongoing support and guidance to their respective staffs. Annual performance evaluations will be conducted to provide the opportunity to discuss job responsibilities, to identify and correct weaknesses, to recognize strengths and to discuss positive, purposeful approaches for meeting goals. These reviews and evaluations will serve as an objective basis from which recommendations for salary adjustments and other personnel decisions may be made.

Evaluations for teaching staff will be conducted by the Head of School through regular informal classroom visits throughout the year. The visits will be conducted for a range of reasons, including observation of student achievement, demonstration or modeling of **IB** or best practices, assistance with guided instruction, or observation of practice. The visits may not be announced. One to three times per year, each teacher will have a formal evaluation that will be planned at least five (5) days in advance. After the formal evaluation the teacher who was evaluated will receive a performance evaluation based on the visits and observations of the Head of School. For all non-teaching staff their respective Manager or Director (including the ED) will discuss the staff person's performance and establish performance goals based on responsibilities and requirements of the position. The criteria of the evaluation for each position will be based on the school's operating values and the employee's job description. These criteria will be circulated prior to the evaluation. This criterion can be subject to change at any time without notice to the employee. We expect that staff will carry out their responsibilities fully and to the best of their abilities, and conduct themselves in a manner that best serves the interests of SICS. The results of the formal evaluation will be kept in each employee's personnel file. If a staff person's work performance does not meet satisfactory standards, their Manager or Director, in conjunction with the Head of School or Executive Director, may take any of the following steps:

- Identify areas of weakness, counsel and recommend ways to address them within a specified time frame;
- Present a verbal warning, and if the problem(s) continue, staff person is presented with a written warning/letter to file; and/or
- Discharge the staff person.

These steps are not to be seen as progressive in nature. The Head of School or Executive Director will take the step that is most appropriate under the circumstances.

**School Policies** *Harassment Policy:* SICS will strive to maintain an environment free from discrimination and harassment, where employees treat each other with respect, dignity and courtesy. To this end, SICS will consider unacceptable any conduct or comments regarding a person's age, race, color, creed, sex, national origin, sexual orientation, disability, or other protected characteristic that fail to respect the dignity or feelings of the individual. Accordingly, discriminatory conduct or conduct characterized as harassment as defined below is prohibited. In general, ethnic or racial slurs and other verbal or physical conduct relating to a person's sex, race, color, religion, age, national origin, sexual orientation, disability or other protected characteristic constitute harassment when they unreasonably interfere with a person's work performance or create an intimidating work environment.

Sexual harassment has been defined by federal and state law to include: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. The types of conduct prohibited by this policy will include, but are not limited to:

- Any demand for sexual favors that are accompanied by a promise of favorable job treatment or a threat concerning the employee's employment or the terms and conditions thereof.
- Subtle pressure for sexual favors, including implying or threatening that an applicant's or employee's cooperation of a sexual nature (or refusal thereof) will have any effect on the person's employment or future job opportunities.

- Repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes or innuendo of a sexual nature; words or gesture of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

*All Other Discrimination and Harassment:* It will be the policy of SICS that no discriminatory conduct by or against our employees will be tolerated. Harassment of any form will be prohibited, including, but not limited to: verbal, physical, or visual harassment of any kind; any form of sexual harassment (see description above); ethnic slurs; and creating or maintaining an intimidating, hostile or offensive environment. Harassment is prohibited in all relationships at the school including, but not limited to relationships between staff and between staff and students.

**Investigation and Remediation:** If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that employee should immediately notify the Head of School, Executive Director or any other managing personnel with whom that employee feels comfortable. All reports of harassment will be promptly investigated by the Head of School, Executive Director or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible. If an investigation confirms that harassment has occurred, the Head of School or Executive Director will take appropriate corrective action, which may, upon a determination by the Head of School or Executive Director, include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee. Documentation of the event, the investigation, and the remediation will be kept for at least three (3) years.

**Whistleblower Policy General:** SICS will require its directors, officers and employees to observe high standards of business and personal ethics, as it relates to the organization, in the conduct of their duties and responsibilities. All employees and representatives of SICS, must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations. This policy will not be a vehicle for reporting violations of the applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the Employment Manual. The matters that should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of school assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

*Reporting Responsibility:* It will be the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy.

*No Retaliation:* No director, officer or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequence as a direct result of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Organization prior to seeking resolution outside the Organization. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between SICS and its employees, nor does it change that employees of SICS are employees at will. Nothing contained herein provides any director, officer, or employee of SICS with any additional rights or causes of action, other than those already provided by law.

*Reporting Violations:* Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should be addressed directly to the Chair of the Compliance Committee.

*Compliance Officer:* The Compliance Officer will be a designee of the Compliance Committee and will be responsible for investigating and resolving all reported violations and shall advise the Compliance Committee and, if the Compliance Officer deems it appropriate, the Head of School and/or the ED, of all reported complaints and allegations of violations. The Compliance Officer will be required to report to the full Board of Directors at each regularly scheduled board meeting on compliance activity.

*Accounting and Auditing Matters:* The Compliance Committee of the Board of Directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The Compliance Officer shall immediately notify the Compliance Committee of any such complaint and work with the committee until the matter is resolved. Promptly upon receipt, the Compliance Committee shall evaluate whether a complaint constitutes an accounting complaint and if so shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation.

The Compliance Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results.

*Investigations:* The Compliance Officer may delegate the responsibility to investigate a reported violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of SICS or to any other individual, including persons not employed by SICS, selected by the Compliance Officer; provided that the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported violation or in a manner that would compromise either the identity of an employee who reported the violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported violation shall be determined by the Compliance Committee in its sole discretion and SICS and its employees will cooperate as necessary in connection with any such investigation.

*Acting in Good Faith:* Anyone filing a complaint concerning a violation will be required to act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

*Confidentiality:* In making a complaint or submission, an employee of SICS may request that such complaint be treated in a confidential manner. SICS will take reasonable steps to attempt in good faith that the identity of the employee making the complaint remains anonymous. SICS takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of violations will be kept confidential to the extent possible, consistent with the need to conduct an investigation.

*Handling of Reported Violations:* The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Compliance Committee, and appropriate corrective action will be taken if warranted.

*Records:* The Compliance Committee will retain on a strictly confidential basis for a period of seven (7) years (or otherwise as required under SICS record retention policies as amended from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to SICS and such records will be considered privileged and confidential.

**Alcohol, Smoking, and Drug Policies:** In keeping with the SICS policy of ensuring a safe and healthy work environment, smoking or having or using alcohol or drugs will be prohibited throughout the workplace. State Law prohibits smoking in all school buildings, including buses.

State Law also prohibits school employees from selling, distributing, attempting to sell or distribute, or being under the influence of alcohol or any controlled substance while on school property. This policy will apply equally to all employees, students, and visitors.

If an employee believes that he or she has knowledge of an incident involving smoking, alcohol, or drug use that occurred on school property that employee should immediately notify the Head of School, Executive Director or any other managing personnel with whom that employee feels comfortable. All reports of an incident involving smoking, alcohol, or drug use that occurred on school property will be promptly investigated by the Head of School, Executive Director, or his or her designee who is not involved in the alleged incident, and will be kept confidential to the extent possible.

If an investigation confirms that an incident has occurred, the Head of School or Executive Director will take appropriate corrective action, which may, upon a determination by the Head of School or Executive Director, include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee. Documentation of the event, the investigation, and the remediation will be kept for at least three (3) years. SICS will retain the right to search or test to maintain the safety, security, productivity, or quality of SICS and its community members; or if it will aid in an investigation of workplace accidents, but only if there is a valid reason to search or test. SICS will comply with applicable laws and regulations for searching and testing. All drug testing will be done fairly and the school will administer tests that conform to the scientific requirements of the New York Drug Testing Act. All results of testing and searching will be kept confidential.

**Property Searches:** All school property will belong to SICS including, but not limited to, desks, chairs, bookcases, computers, phones, and file cabinets. No person, including any staff member, has any right to privacy with respect to these items or locations. School equipment and instructional materials should not be used for any personal business without prior approval from the Executive Director and Head of School. Employees will also have no expectation of privacy with respect to all communications, including but not limited to telephone, voicemail, e-mail, and Internet use. SICS will not be responsible for loss or damage of any employee's personal property, even if the damage or loss occurs on school grounds.

**Confidentiality:** Employees of SICS may not release any privileged information about SICS, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Head of School. Examples of confidential information include, but are not limited to:

- |                    |  |
|--------------------|--|
| § Report cards;    | § Residence and contact information; and |
| § Medical records; | § Special Education records.             |

Only parents and guardians who have custody of their children and personnel mandated by law are allowed to see confidential information. Any applicable law or regulation supersedes a parent or guardian from seeing confidential information (i.e. a restraining order, a court order). No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the Head of School. Any document or other material containing such information is required to be returned to the Head of School upon an employee's termination or resignation.

If an employee finds it necessary to release privileged information about SICS, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Head of School, that employee must submit a written request to the Head of School. The request must include the information to be released as well as to whom the information is being released in order to be considered. Failure to secure permission before releasing privileged information can result in disciplinary action, including termination. The obligation for employee confidentiality continues after employment has been terminated.

*Telecommunication Policy:* SICS will provide computer and communication systems to support its business activities. These systems may include, but are not limited to: PC's, software, telephone, voicemail and electronic mail systems, all centralized computer equipment, networks, and access to the Internet. Each user will be personally responsible to ensure that these guidelines are followed. No employee of SICS should use any computers or communications systems for any non-school related business. All data in any SICS computer and communication systems (including, but not limited to, documents, and other electronic files, email and recorded voicemail messages) will be the property of SICS. SICS may inspect and monitor such data at any time. SICS may also monitor usage of the Internet by employees, including reviewing a list of sites accessed by an individual. No individual should have any expectation of privacy for electronic communications or account information in the system, including, but not limited to, documents, emails or messages marked "private," which may be inaccessible to most users but remain available to SICS. The deletion of a document or message may not prevent SICS from having access to the item or completely eliminate the item from the system. Likewise, no individual should have any expectation of privacy as relates to his or her usage of the Internet. In addition, SICS may restrict access to certain sites that it deems are not necessary for business purposes. SICS's computer and communication systems may not be used to create, transmit, access, receive, print, download or solicit material that is illegal, unauthorized, inappropriate, derogatory, obscene, sexually explicit or offensive, such as slurs, epithets, or anything that may be construed as harassment or disparagement based on race, color, national origin, citizenship, sex, sexual orientation, disability, age or religious or political beliefs. For example, the display or transmission of sexually explicit images, messages, jokes and cartoons is not allowed. Similarly, computer systems may not be used to lobby, solicit or proselytize others for commercial purposes, causes, outside organizations, chain messages or other non-job-related purposes.

Likewise, employees should not download or disseminate copyrighted material, load or execute unlicensed software on school computers or conduct any other activity in violation of applicable law or regulations. Employees will be prohibited from intentionally disrupting the network, destructing or altering information, unauthorized interference with private information, and provision of access to unauthorized persons.

Employees will assume all risks associated with using the network, including indemnification of the school if it is sued for damage caused by the employee's actions on or through the network.

Employees will be asked to notify their immediate supervisor, or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment. SICS will have no duty to inform any employee of changes to this policy.

**Employee Files and Employee Record Policy:** SICS will keep a confidential file on each employee that may include, but is not limited to, the following items: application materials and resume, letters of hire and acceptance, copies of certificates and licenses, performance evaluations, letters of commendation and/or warning letters regarding job performance, records of all disciplinary actions, a signed code of ethics, and documentation required by state or other regulatory agencies. SICS will be committed to the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of Agency employees. In order to comply with all rules and regulations, including the ADA, SICS will keep all medical records and all other necessary documents in a separate file. Employee files will be the sole property of SICS.

Employees may view their personnel file upon request and in the presence of the Head of School or ED. SICS will only release information on school personnel as consistent with all applicable rules and regulations. When legally mandated to release information on school personnel, SICS will do so without employee notification. If an employee requests SICS to release information to an outside party, that request must be put in writing to the ED. It is at the sole discretion of the ED, unless mandated by applicable laws and regulations, if information is released.

**Conflict of Interest:** A conflict of interest will be when any employee, Board of Trustee, or other person in a position in authority has competing personal or professional interests. All employees will be required to sign a conflict of interest agreement stating that they will not derive any personal profit or gain (excluding salary from SICS), directly or indirectly, by reason of his or her participation with SICS. Each individual shall disclose to the Head of School or designee any personal interest which he or she may have in any matter related to SICS and not participate in any decision on that matter. It will be the policy of SICS to excuse any staff, Board of Trustee, or other interested party from any part of the hiring process when the potential employee in question is a relative of the employee, Board of Trustee, or interested party.

## STUDENT-RELATED POLICIES

**Mandatory Reporting:** All staff members of SICS will be considered mandated reporters under Section 413 of the New York State Social Services Law. Mandated reporters are legally required to initiate a report under this statute's provisions when they have reasonable cause to suspect that a child is abused or maltreated. SICS will require all staff members who suspect that a child is a victim of child abuse, maltreatment or neglect to immediately bring the matter to the attention of the Head of School before completing all other mandatory reporting requirements. It will be the responsibility of every staff member to report any suspected child abuse, maltreatment or neglect directly to ACS. The form to be filled can be found in the Main Office or via the website: <http://www.ocfs.state.ny.us>. SICS will also be submitting a report to the appropriate authorities in accordance with the law. Any staff member's failure to report suspected child abuse, maltreatment or neglect may render SICS and the individual employee civilly and/or criminally liable. Reporting suspected child abuse, maltreatment or neglect in good faith will protect the reporting employee and SICS from being legally liable.

New York law defines an "abused child" as a child under eighteen (18) years of age whose parent or person legally responsible for his or her care inflicts or allows to be inflicted serious physical or mental injury by other than accidental means, or commits or allows to be committed an act of sexual abuse. A "maltreated child" is any child under eighteen (18) years of age whose parent or person legally responsible for him or her fails to provide him or her with food, clothing, shelter, education, medical or surgical care, who abandons the child, who uses excessive corporal punishment, or who uses drugs or alcohol to the point where he or she loses control of his or her actions. Although New York law defines child abuse and maltreatment narrowly, SICS will require employees to report suspicion of any serious physical or mental injury (other than by accidental means) or sexual abuse to the Head of School and ACS directly, regardless of who is the suspected perpetrator. In all situations involving suspected or alleged child abuse or maltreatment, SICS will endeavor to act in the best interests of the student and to cooperate with the appropriate authorities.

**Corporal Punishment:** Staff members of SICS should not touch students, unless safety intervention is necessary to protect a child’s physical well-being, or the well-being of another person. In the event of a classroom emergency in which a child needs to be physically restrained staff members should notify the Head of School or designee to the extent possible. Corporal punishment is prohibited by New York state law and by SICS. Corporal punishment will result in immediate termination. Prohibited actions include: taking away a child’s chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same phrase over and over; and requiring a child to affix something to her body as a symbol of bad behavior, such as tape over her mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the HOS

**Student Medicine Policy:** A parent or guardian requesting that medication be administered to their child during the school day will be required to submit the following in writing during school hours to the School Nurse:

1. a letter of request and authorization that contains all information required by SBESE policy;
2. written orders for all medications to be given at school, including annual renewals at the beginning of the school year;
3. a written description by physician or dentist of the desired effects and the child-specific potential of adverse side effects;
4. a prescription for all medications to be administered at school, including medications that might ordinarily be available over the counter;
5. a list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/guardian or student;
6. a list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent or guardian and licensed person prescribing the medication;
7. arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist; the medication shall be delivered by a responsible adult; and
8. unit dose packaging shall be used whenever possible.

Medicine shall be stored in a locked cabinet, closet, or drawer with access only provided to the nurse and the Head of School. Only the nurse can administer medications. Medication will be stored only in its originally labeled container as dispensed by the pharmacist and will be stored with a photograph of the child whom will be receiving the medication. Staff members of SICS, under no circumstances, will be permitted to administer any form of medicine to a student.

### JOB DESCRIPTIONS FOR SICS STAFF

**Executive Director Job Description** The Executive Director reports directly to the Board and is responsible for ensuring the effective implementation of policies established by the Board and the charter. The Executive Director manages the Head of School, the Director of Operations, the Community Outreach Organizer and, in Year 3, Business Manager. The Executive Director makes final decisions about, but not limited to, hiring, budgeting, and resource allocation and oversees planning and development of long and short term strategic plans.

**Specific Responsibilities:**

- Sets the vision for the school and specific means of executing that vision, including school programming and partnerships, while continuing to support and encourage the mission of SICS in its day-to-day operation
- Recruits, hires, and terminates all staff, with input from the Head of School when appropriate. Gives significant weight to the recommendation of the Head of School in hiring instructional staff
- Maintains communication with SICS’ authorizer and is liaison between NYSED and the SICS Board. Oversees

- production and submission of all required reports to NYSED
- Fosters a collaborative leadership culture among the school’s leadership team
- Responsible for success of all school programs and ensures that the school is in compliance with SICS’ approved charter, Board policies, appropriate governmental statutes, its authorizer’s and NYSED regulations and all other applicable governmental laws and regulations.

- Communicates vision of the school to the public and the press; represents the school to parents, community leaders, and the general public. Is responsible for all communications and marketing
- Is the public face of SICS in the community, working to build a strong, mutually respectful connection between the school and families and other stakeholders
- Works with the Family-School Assoc. to ensure that parents are engaged in all aspects of school life and have the opportunity to provide input.

*Qualifications:* (1) Minimum 5 years experience in urban education, at least 3 of which have been in a leadership role, with knowledge of leadership principles and practices gained through work experience and/or formal education; (2) Advanced Degree such as Masters Degree (preferably in Educational Leadership), Law, or Business; (3) An understanding of instructional practice including those related to delivery of instruction in the IB continuum of programs, development of curriculum and assessment of student performance; (4) An understanding of finance, budgeting, and operations; (5) Exceptional speaking and writing skills; (6) Exceptional interpersonal skills, effective communication and motivational skills; (7) A demonstrated ability to build partnerships with multiple stakeholders from a variety of backgrounds; and (8) Capable, with computer technology, in gathering information and coordinating technical resources for students, teachers and classrooms.

- Leads all fundraising and development initiatives, including grant writing and private fundraising
- Oversees and implements parent outreach and student recruitment process
- Works directly with contracted accounting professionals, the Business Manager and with the Board to ensure financial stability, sound fiscal planning, effective asset management and full compliance with government and charter audit requirements

**Head of School Job Description** The Head of School is the instructional leader of the school. The Head of School supervises and evaluates all instructional and program staff, including Subject Area Teachers, Social Workers, Counselors, and the Instructional Coaches & Coordinators. The Head of School ensures that the educational program is meeting the goals of the charter through coordinating the educational programs, professional development, curriculum design, and staff accountability.

**Specific Responsibilities:**

- Ensures high academic outcomes as identified in SICS' charter
- Responsible for the curriculum, all instructional materials and implementation
- Sets academic vision align with school vision and ensures that all staff are mission-aligned
- Leads staff and teachers in the development and on-going improvement of an academic program tailored to the needs of the school's students
- Makes hiring recommendations to the Executive Director, and leads hiring process for instructional and programming staff
- Aids teachers in implementing effective instruction; monitors student achievement

*Qualifications:* (1) Minimum 5 years experience in urban education, at least 3 of which have been in a leadership role, with knowledge of leadership principles and practices gained through work experience and formal education; (2) Masters Degree in Education; (3) A thorough understanding of instructional practice including those related to IB continuum of programs, delivery of instruction, development of curriculum and assessment of student performance; (4) A demonstrated ability to use data to analyze and improve performance; (5) Exceptional speaking and writing skills; (6) Exceptional interpersonal skills, effective communication and motivational skills; (7) Demonstrated ability to create a positive school culture; (8) Ability to impart a sense of urgency and relentlessness to instructors and all pedagogical and program staff.

- Oversees select programs as determined with ED
- Trains, supervises and evaluates all instructional staff and teachers, providing recommendations to the Executive Director on recruitment, retention, hiring and termination decisions.
- Works with staff to create PD plans
- Fosters collegiality and collaborative decision making among staff
- Oversees development and maintenance of school culture, including discipline system
- Plans all staff professional development
- Works with ELL Instructor(s) and Special Education Coordinator to make sure identified students receive designated services

**Director of Operations Job Description** The Director of Operations reports directly to the Executive Director and is responsible for ensuring the effective management of the non-instructional functions of the school. The Director of

Operations manages admissions, facilities, student records, food services, the generation of required reports, and other operational and compliance responsibilities. In Year 3, an Operations Associate will be hired to assist the Director of Operations. The Director of Operations will supervise and evaluate non-instructional, non-program staff, including the Office Manager and Operations Associate. **Specific Responsibilities:**

- Maintains system to address facility needs
- Manages all classroom spaces, including set-up and break-down at beginning and end of year, respectively
- Oversees school environment to ensure that it is ready and safe for students on a daily basis
- Manages contracted services
- Manages school meals
- Ensures compliance with Department of Health standards
- Oversees handling of all Human Resources administration, including all paperwork for new hires and exit interviews and paperwork for terminations
- Manages compliance related to By-Laws/charter renewal
- Selects and manages relationships with vendors/brokers and manages enrollment of health plans and retirement plans for all staff
- Selects and manages relationships with vendors/brokers for school-wide insurance policies per approval by the Executive Director
- Manages all compliance responsibilities including Titles I-V, teacher certification and fingerprinting, safety, fire drill coordinator, health, software compliance, COBRA letters, student lottery, annual Sexual Harassment seminar, and any legal issues
- Other duties, as assigned by the ED

*Qualifications:* (1) Demonstrated record of leadership, management and interpersonal skills; (2) Bachelor's Degree or higher in Operations Management, Organizational Management, Business or related field; (3) At least three years previous experience in Management capacity at a charter school or comparable environment; (4) Knowledge of/experience with relevant laws, regulations, governmental agencies, budgeting and charter authorizer requirements

**Community Outreach Organizer Job Description** The Community Outreach Organizer is responsible for assisting the Executive Director with creating the face of SICS and ensuring that the vision is being realized. The Community Outreach Organizer liaisons with all stake-holders of the school community including families and donors. Additionally, they will aid the Executive Director in overseeing the financial and personnel growth of the school. He or she manages all fundraising initiatives, including grant proposals, relationships with individual donors, and any fundraising events. He or she will also manage the initial stages of the hiring process. He or she reports to the Executive Director. **Specific responsibilities:**

- Assists the Executive Director with application to and administration of all competitive grants
- Assists the Executive Director with all fundraising events, including follow up
- Develops relationships with community organizations, families, and potential donors
- Recruits candidates for all existing and new staff positions
- Represents school at hiring fairs, screen resumes, conduct initial phone interviews when needed
- Develops opportunities for SICS students, such as jobs, internships & summer programs in collaboration with school counselor
- Oversees external communications, including press releases, community newsletter, annual report and other publicity materials
- Increases parent involvement in the school and convenes regular parent meetings
- Organizes open school night and other events
- Other duties as assigned by the ED

*Qualifications:* (1) Demonstrated record of success in development and/or talent recruitment field; (2) Bachelor's degree or higher in communications or other communications-related field; (3) Exceptional written and verbal communication skills; (4) Knowledge/experience of relevant technology; (5) Ability to quickly develop and maintain relationships with potential employees, donors, press and other constituencies to the benefit of SICS

**Business Manager Job Description** The Business Manager will be hired in Year 3, and is responsible for maintaining all financial systems and operations of the school. He or she will report to the Director of Operations. **Specific Responsibilities:**

- Posts all revenues, bank deposits, expenses, check disbursements in accounting system and maintains files of all related accounting documents
- Manages all payroll responsibilities including relationship with payroll service, electronic payroll processing, W-2 and 1099 distribution, time sheet management, posting payroll

expenses in accounting system, filing of related documents using Binder System;

- Tracks all days off (vacation, sick, personal, jury duty, bereavement, excused absences for professional development) and researches ways to automate tracking and communicating this to staff.
- Manages contracted services
- Manages school meals
- Handles Human Resources administration, including all paperwork for new hires and exit interviews and paperwork for terminations

*Qualifications:* 1) Demonstrated record of organization and interpersonal skills; 2) Bachelor's Degree or higher in Business Management, Finance, Accounting or other similar field; 3) At least two years previous experience in business or finance capacity at a charter school or similar environment; 4) Knowledge of/experience with relevant laws, regulations, and charter authorizer requirements

- Manages enrollment of health plans and retirement plans for all staff
- Manages all compliance responsibilities including Titles I-V, teacher certification and fingerprinting, safety, fire drill coordinator, health, software compliance, COBRA letters, student lottery, annual Sexual Harassment seminar, and any legal issues
- Managing compliance related to By-Laws and charter renewal
- Other duties assigned by Director of Operations

**IB Coordinator Job Description** The PYP Coordinator helps teachers strengthen their knowledge base and repertoire of teaching skills including inquiry, in order to implement the International Baccalaureate Organization's (IBO's) programs with fidelity. This person will promote the fundamental concepts of the International Baccalaureate Programme and help to ensure that such practices support improved student performance. The coordinator is a member of the school leadership team and collaborates with other members of the team to develop a school culture that reflects the qualities of the IB Learner Profile.

#### **Specific Responsibilities**

- Distribute information, communications and materials from the IBO and other relevant information to teachers and administrators as appropriate
- Plan and organize school level and external IB-approved training for teachers and administrators
- Provide school level professional development in instructional delivery and IB practices as needed (through modeling, workshops, non-evaluative observations and feedback, etc.)
- Assist the principal in scheduling and monitoring collaborative meetings of grade level teams and other team configurations
- Establish & maintain communication with and participation in sub-regional IB Mid – Atlantic groups.
- Ensure that all regulations set by the IBO concerning programmes and procedures are carried out properly and all deadlines are met.

*Qualifications:* 1) Knowledge of change management theory and practice; 2) Knowledge of adult learner characteristics and training principles and practices; 3) Ability to apply current technology to staff development and instructional delivery; 4) Outstanding communication skills; 5) Minimum of 3 years of successful teaching experience; 6) Master's Degree and experience planning, implementing, monitoring, and evaluating staff development programs preferred. 7) Prior training and experience in an IB program preferred but not required.

- Ensure that all PYP teachers are issued a username and password for access to the Online Curriculum Centre.
- Provide guidance and support to staff to implement the PYP, including developing a programme of inquiry, using the PYP planner and using a diverse set of assessment strategies
- Ensure that sufficient resources are organized and managed within the school and identified within the local community for the implementation of the PYP, including students undertaking both collaborative and independent inquiry.
- After the point of authorization, provide teachers and students are provided with guidance concerning the PYP exhibition.
- After the point of authorization, organize and conduct visits to the school by interested outside parties such as parents and area candidate schools.

**Instructional Coach Job Description** The Instructional Coach has the same job description as the Subject Area Teachers (see below), with the following additional responsibilities and qualifications. As SICS grows, one Instructional Coach will

become a Senior Instructional Coach and focus exclusively on assisting teachers with growth and development in a non-evaluative capacity. **Specific Responsibilities:**

- Observes each Subject Area Teacher at least once every week, conducting pre- and post observation conferences
- Provides additional, non-evaluative coaching on areas of lesson and unit planning, delivery of instruction, standards alignment, classroom management, and assessment
- Other duties, as directed by the Head of School or ED in support of teacher performance

**Qualifications:** (1) Minimum five years teaching experience in an urban or charter school; (2) Minimum one year experience as Coach, Department Head, or other intermediary instructional leadership position

**Subject Area Teacher Job Description (Including Special Education Instructor and ELL Specialists)** SICS will strive to hire instructional staff that has a combination of skills and attributes that align them with the general IB philosophy and the SICS mission. Priority will be given to instructors with IB experience or training at the program level for which they are applying to.

Subject area teachers, including Special Education and ELL Teachers, are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially, and are prepared for high levels of achievement in life and on State exams. All subject area teachers report to the Head of School. **Specific Responsibilities:**

- Executes the mission of SICS including high academic achievement, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be
- Consistently reflects on self and instructional practices, to achieve these academic goals
- Plans student learning and individual achievements based on long and short-term goals, and program objectives
- Selects and uses effective instructional methods and learning materials
- Manages the classroom in a positive manner and keeps students on task
- Attends, participates, and facilitates team meetings and professional development opportunities, as well as common planning times
- Communicates and collaborates with peers, sharing student work, methodologies, and strategies as well as coordinating lesson topics with other teachers in order to create a coherent curricular design to achieve the overall purposes of the SICS school program
- Communicates regularly with parents about both positive and negative interactions with students, making a minimum of two positive contacts (phone, email, or text message) with parents pw
- Prepares, administers, and reviews all required student assessments
- Meets regular and predictable attendance requirements
- Participates in professional development and personal growth opportunities
- Other duties, as assigned by the Head of School.

**Qualifications:** All content area teachers must hold a NYS professional teaching license or be eligible for reciprocity to include (1) Minimum Bachelor's degree in subject area to be taught, Master's Degree preferred; (2) Minimum of two years teaching experience in an urban public school or charter school setting; (3) Proven track-record of high achievement in the classroom and commitment to accountability; (4) Belief in and alignment with SICS's core beliefs and educational philosophy; (5) Valid New York State Certification, except in cases where the Head of School shall make an exception under the terms of this Policy, in compliance with all applicable laws and regulations.

**Social Worker and School Counselor Job Description** The Social Worker and School Counselors will support the school in addressing the social, emotional and developmental needs of the school's students and families, and in helping students and families access appropriate services and resources. They report to the Head of School. **Specific Responsibilities:**

- Provides mandated counseling services pursuant to students' IEPs
- Provides "at-risk" counseling for students referred by staff or self-referred, for those students whose behavior,

school progress, or mental or physical impairment indicates a need for assistance

- Conducts student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues
- Develops student behavior plans
- Coordinates external services for those who require
- Develops and reviews service plans in consultation with students, their families, and school staff, and performing follow-up assessing the quantity and quality of service provided
- Supports school staff in addressing issues such as suspected child abuse and neglect. Training staff in their role as mandated reporters; acting as school liaison with Administration for Children's Services

*Qualifications:* (1) Masters degree or higher in School Counseling or Social Work, as appropriate; (2) Appropriate New York State Certification; (3); Minimum three years experience working as a school counselor in an urban public or charter school; (4) Demonstrated ability to work productively with staff and with diverse populations of students, parents, and families, including students with disabilities or students with limited English proficiency; (5) Demonstrated understanding of issues facing children and youth, especially in urban environments; (6) French-speaking a plus

- Maintains case history records and prepares reports
- Trains staff on compliance with the Dignity for All Students Act
- Addresses emergency situations impacting students, such as leading group counseling sessions that provide support in areas such as grief, stress, or chemical dependency
- Arranges for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures
- Interviews students individually, in families, or in groups and assessing their circumstances, capabilities and problems, to determine what services are required to meet their needs
- Other duties, as assigned by the Head of School

### **Guidance Counselor Job Description (in addition to duties described as school counselor)**

The Guidance Counselor supports students and parents through mandated counseling services and crisis intervention as well as the higher education application process, and ensures that students have a realistic, workable and comprehensive post-secondary plan. A Guidance Counselor will be hired in Year 2 and reports to the HOS

*Qualifications:* (1) Bachelor's degree required, Masters Degree preferred; (2); Minimum three years experience working as counselor in an urban public or charter school; (3) Demonstrated ability to work productively with staff and with diverse populations of students, parents, and families, including students with disabilities or students with limited English proficiency; (4) Understanding of post-secondary options for students, including colleges, trade schools, and training programs; (5) Excellent oral and written communication skills; (6) Exceptional organizational skills; (7) Ability to represent SICS to organizations, donors, colleges, trade schools, and training programs.

**Office Manager Job Description** The Office Manager is the first point of contact for many parents and other visitors, and is responsible for making the school a welcoming, open environment. The Office Manager reports to the Director of Operations and supervises the School Aides. **Specific Responsibilities:**

- Answers and redirects, as needed, general telephone and email inquiries
  - Maintains office appliances
  - Tracks and replenishes office supplies
  - Coordinates internal meetings and appointments
  - Manages postal operations
  - Manages student recruitment process, including outreach and tours for parents
  - Ensures student enrollment is at the correct count
  - Carries out administrative tasks with respect to recruitment, lottery administration, and enrollment as
- directed by Director of Operations, HOS or ED
- Manages student transportation, including procurement and distribution of MetroCards, and all transportation requirements for field trips
  - Coordinates school-parent communications, including mailings or reminder phone calls
  - Manages system to address facility needs
  - Schedules & logs fire alarms as per with the law
  - Other duties, as directed by the Director of Operations, Head of School, or Executive Director

*Qualifications:* (1) Minimum Associate's Degree or Business training; (2) Demonstrates and successful record of prior employment in administrative, secretarial, or office manager in educational environments; (3) Knowledge of and experience with relevant technologies; and (4) French or Arabic speaker a plus

**School Aide Job Description** School Aides report to the Office Manager and are responsible for providing support to the Office Manager in carrying out his or her office and other administrative tasks at the school in support of the Head of School, Executive Director, Director of Operations, Office Manger and all instructional staff.

*Qualifications:* (1) Minimum of High School Diploma or secretarial training; (2) Knowledge of and experience with relevant technologies; (3) French speaker a plus

### POSSIBLE FUTURE POSITIONS

**Special Education Coordinator Job Description** The Special Education Coordinator oversees special education services, testing accommodations, fulfillment of IEP mandates and coordination with the CSE. The SpEd. Coordinator will also be a Special Education Instructor, with part-time administrative responsibilities.

#### **Specific Responsibilities:**

- Oversees special education and related services, programs and grants, and ensures compliance with state and federal laws and regulations related to the implementation of IDEA
- Remains current regarding laws, policies, trends and best practices related to education in general and SpEd programs specifically and shares this info. with administrators and staff on a regular basis
- Conducts all diagnostic testing required for accommodations by the College Board for SATs, PSATs, and other college entrance exams
- Provides training on UDL system of instruction and assists teachers with UDL planning
- Ensures that all students with disabilities receive appropriate testing accommodations during all

- assessments, including when taking Regents Exams
- Expands learning opportunities for students in an on-going effort to update opportunities, improve services and programs, offer instructional pathways based on best practices and maximize progress
- Provides support with complex IEPs including facilitating meetings and advising stakeholders
- Attends all IEP meetings with the CSE and coordinates participation of other school personnel, parents and students
- Ensures IEPs are updated and submitted in a timely fashion
- Provides reports each trimester to the HOS
- Other duties as determined by the HOS

*Qualifications:* (1) Minimum Masters Degree; (2) Valid NYS Special Education Certification; (3) Special Education administrative and teaching experience in an urban public or charter school, preferably in a high school setting; (4) Demonstrated ability to work effectively and collaboratively with multiple stakeholders; (5) Extensive knowledge of provisions of IDEA, Section 504, assessment and curriculum for Special Education student; (6) Demonstrated ability to implement Special Education strategies and accommodations, particularly UDL; (7) Extraordinary organization skills, allowing for detailed tracking of data, coordinating and following through on IEP meetings and procedures, and tracking of progress of students with disabilities

**Director of School Culture Job Description** The Director of School Culture is responsible for implementing the positive culture of the school, as well as maintaining high behavioral standards through enforcement of the school discipline policy. In Year 3, an Associate Director of School Culture may be added to assist the Community Outreach Organizer and HOS

*Qualifications:* (1) Minimum Bachelor's degree, Master's Degree preferred; (2) Background in School Counseling (certification preferred); (3) Excellent written and verbal communication ability; (4) Attention to detail and ability to manage multiple data systems at once; (5) Spanish-speaker a plus

**Parent and Family Coordinator Job Description** The Parent and Family Coordinator may be added in Year 2. He or she will report to the Executive Director. The Parent and Family coordinator is the chief liaison between parents and the school.

*Qualifications:* (1) Minimum Bachelor's Degree; (2) Demonstrates and successful record of prior employment in parent and community engagement role; (3) Knowledge of and experience with relevant technologies; (4) Strong oral and written communication skills; (5) French or Arabic speaker a plus

## VOYKA NICOLE SOTO - Curriculum Vitae

### PROFILE STATEMENT

American licensed teacher with experience in American and Middle Eastern Elementary and Middle Schools. Experience teaching mainstream, GT, special needs, and ESL students. Proven ability to solve problems while effectively leading staff in a team-work environment as a Team Leader. Demonstrated strong cross-cultural communication skills. Experience with curriculum development and chairing school-wide committees that work to identify and develop resources aligned with instructional needs. New school planning and development. Collaborated on systemic reform as part of Magnet Leadership Team. Collaborated on continuing reform and development as part of School Leadership Team.

### PROFESSIONAL TEACHING EXPERIENCE

#### **American Special Education Schools – Middle East 2002-2005 Creative Children International School, Dasman Model School, & Fawzia Sultan International School:**

##### **RESOURCE TEACHER / PLANNER / TEAM LEADER**

- Participated in ECIS accreditation process on Leadership Team
- Wrote initial start-up curriculum (scope & sequence)
- **Co-wrote start-up plan for school opening through SWOT analysis**
- **Managed many areas of the opening plan**
- Chaired Middle School Science Committee
- Designed inquiry & support programs for special needs students
- Served as Team Leader for lower grades (Mentor & Coach)

##### **RESOURCE TEACHER / PLANNER / TEAM LEADER**

- Assessed and evaluated student academic levels for placement
- Assessed, evaluated, and coordinated learning of Special Needs students
- Managed self-contained classroom of SN, ED, and LD students
- Wrote student IEP's and Term Plans aligned with SN curriculum
- Served as Team Leader for grades 1 to 3

#### **N.Y.C. Board of Education: 1999 -2013**

##### **CLASS ROOM TEACHER – Elementary School**

##### **IB Teacher**

- Developed IB PYP units of study aligned with CCLS and NYC scope and sequence
- Created trans-disciplinary lesson plans that met differentiated student inquiries
- Co-developed inquiry based performance projects and tasks
- Planned and developed grade-wide student exhibition
- Mentored fellow teachers on teaching and learning in IB

##### **ACADEMIC INTERVENTION SPECIALIST – Middle School grades 6, 7 & 8**

##### **Assistant Dean of Middle School**

##### **LANGUAGE ARTS & SOCIAL STUDIES**

- Provided ongoing Intervention support for classroom teachers
- Provided intervention services through small group and whole class instruction
- Developed Academic Intervention Plans for level 1 and 2 students in 6<sup>th</sup> & 7<sup>th</sup> grade
- Collaborated on the development and implementation of systems for promoting positive student behaviors

**RESOURCE ROOM TEACHER – Elementary School grades K-6**

- Served and evaluated individual student needs
- Performed testing for special needs students in collaboration with the SBST
- Created balanced assessment instruction plans for individual students
- Organized and ran faculty-staff professional development workshops

**BEHAVIOR INTERVENTION SPECIALIST- Pilot Program, Character Education**

- Developed values and ethics curriculum for general education (K-6)
- Successfully taught program through reading, writing, math, art, science and S.S.
- Established, coordinated, and ran school incentive program for 1200 students
- Designed and wrote monthly school newsletter
- Implemented curriculum through developed units of study for school based diversity & non violence program

**SCHOOL BASED SUPPORT PROJECTS**Faculty

Mentor – Special Education teachers  
 Developed & implemented Middle School discipline policy  
 Chaired Middle School Science Committee  
 Discipline Committee Member  
 Chaired Student Services committee as a member of the School-wide Steering Committee  
 School Leadership Team Core member  
 Magnet Leadership Team Member  
 Assisted in development and training of parent volunteer group  
 Developed and implemented school based student incentive system  
 Organized and ran faculty-staff professional development workshops.  
 Organized faculty professional development conference travel  
 Implemented school based diversity & non-violence program  
 School based Chapter Leader, United Federation of Teachers

Student

Experience in organizing and facilitating uniquely designed authentic learning experiences

- Organized school events and performances
- Produced and directed original student performances
- Implemented a Model U.N. program
- Faculty advisor for student newspaper
- Facilitated several student centered clubs
- Supervised student led fundraisers
- Facilitated process for articulation
- Organized student project exhibition

**PROFESSIONAL EXPERIENCE**

**Psychotherapist – Private practice**

- Specializing in child development and adult group therapy

**Assistant Researcher**

- Epistemology: Implicit learning and tacit knowledge
- pre-professional experience available upon request

**EDUCATION**

**United World College**

- Certification, International Baccalaureate Continuum: Teaching and Learning

**The College of St. Rose**

- Certification, Students with Disabilities

**George Mason University**

- Master in Education, International Curriculum and Instruction

**City University of New York at Brooklyn College**

- Bachelor of Art, Psychology

**OTHER**

**Languages**

English – Mother tongue

French – Conversational

Arabic – Basic

**Licensing**

NYS / Permanent Elementary (Common Branches)

NYS / Students With Disabilities 1-6      VA / PK – 6

# New York State Education Department

## Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

### Budget and Cash Flow Templates for the 2012 New Charter Applications

#### General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at <https://stateaid.nysed.gov/charter/> Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**New Application Budget(s) & Cash Flow(s) Template**

**Sofara International Charter School (SICS)**

Contact Name:	Voyka Soto
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
District of Location	Community School District 05
Pre-Opening Period	January 1, 2015 through June 30, 2015
Operational Year ONE	July 1, 2015 through June 30, 2016

**Sofara International Charter School (SICS)**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 through June 30, 2015**

**Assumptions**

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

<b>Total Revenue</b>	166,667
<b>Total Expenses</b>	166,167
<b>Net Income</b>	500
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

START-UP PERIOD

**REVENUE**

REVENUES FROM STATE SOURCES		Per Pupil Revenue	CY Per Pupil Rate	
NYC CSD 05			13,527	
School District 2 (Enter Name)			-	
School District 3 (Enter Name)			-	
School District 4 (Enter Name)			-	
School District 5 (Enter Name)			-	
Special Education Revenue				
Grants				
Stimulus				
Other				
Other				
<b>TOTAL REVENUE FROM STATE SOURCES</b>				
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs				
Title I				
Title Funding - Other				
School Food Service (Free Lunch)				
Grants				
Charter School Program (CSP) Planning & Implementation			166,667	First Installment of CSP funding
Other				
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>			166,667	
LOCAL and OTHER REVENUE				
Contributions and Donations, Fundraising				
Erate Reimbursement				
Interest Income, Earnings on Investments,				
NYC-DYCD (Department of Youth and Community Development.)				
Food Service (Income from meals)				
Text Book				
OTHER				
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>				
<b>TOTAL REVENUE</b>			<b>166,667</b>	

**EXPENSES**

ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions		List exact titles included in the position category, if different from description, and staff FTE's ( Full time equivalent)
Executive Management				
		2.00	59,000	Executive Director stipend @ \$37000 (starts part-time on Jan 1, 2015; full-time on March 1, 2015) HOS stipend @ \$22000 (starts part-time on Jan 1, 2015; full-time May 1, 2015)
Instructional Management				
	Deans, Directors & Coordinators	1.00	15,000	Comm Outreach Org. stipend @ \$15000 (starts part-time on Jan 1, 2015; full-time May 1, 2015)
	CFO / Director of Finance			
	Operation / Business Manager			
	Administrative Staff			
<b>TOTAL ADMINISTRATIVE STAFF</b>		<b>3.00</b>	<b>74,000</b>	were further reduced by approximately 1/3 to allow for the inclusion of a stipend for the COO.
INSTRUCTIONAL PERSONNEL COSTS				
	Teachers - Regular			
	Teachers - SPED			
	Substitute Teachers			
	Teaching Assistants			
	Specialty Teachers			
	Aides			
	Therapists & Counselors			
	Other			
<b>TOTAL INSTRUCTIONAL</b>				
NON-INSTRUCTIONAL PERSONNEL COSTS				
	Nurse			
	Librarian			
	Custodian			
	Security			
	Other			
<b>TOTAL NON-INSTRUCTIONAL</b>				
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		<b>3.00</b>	<b>74,000</b>	
PAYROLL TAXES AND BENEFITS				
	Payroll Taxes		8,000	FICA, FUTA, SUTA calculated at 10.81% of gross stipends
	Fringe / Employee Benefits		13,867	Health benefits: \$770.40 per month per employee
	Retirement / Pension			
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>			<b>21,867</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>3.00</b>	<b>95,867</b>	
CONTRACTED SERVICES				
	Accounting / Audit			
	Legal			Pro Bono services provided by Neighborhood Entrepreneur Law Project in start-up phase
	Management Company Fee			
	Nurse Services			
	Food Service / School Lunch			
	Payroll Services			
	Special Ed Services			
	Titlment Services (i.e. Title I)			
	Other Purchased / Professional / Consulting		20,000	legal; accounting audit; curriculum development and professional development consulting
<b>TOTAL CONTRACTED SERVICES</b>			<b>20,000</b>	
SCHOOL OPERATIONS				
	Board Expenses		3,100	\$100 per month for Board meetings and \$2500 for Board training
	Classroom / Teaching Supplies & Materials			
	Special Ed Supplies & Materials			
	Textbooks / Workbooks		1,500	Curriculum development materials
	Supplies & Materials other			
	Equipment / Furniture			
	Telephone		1,000	Phone and Fax charges
	Technology		3,000	website development
	Student Testing & Assessment			
	Field Trips			
	Transportation (student)			
	Student Services - other			

Office Expense	9,700	Incudes temporary work space (\$1500 per month for 6 months)
Staff Development	4,000	Five conferences
Staff Recruitment	3,500	teacher recruitment fairs
Student Recruitment / Marketing	5,000	Fliers, public presentations, marketing materials, public advertisements
School Meals / Lunch	-	
Travel (Staff)	5,000	local and out of state
Fundraising	5,000	
Other	2,000	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>42,800</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance		
Janitorial		
Building and Land Rent / Lease		
Repairs & Maintenance		
Equipment / Furniture	7,500	3 computers; 3 desks & chairs; copy machine
Security	-	
Utilities	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>7,500</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>		
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>		
<b>TOTAL EXPENSES</b>	<b>166,167</b>	
<b>NET INCOME</b>	<b>500</b>	

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
NYC CSD 05	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
<b>TOTAL ENROLLMENT</b>	<b>-</b>	
<b>REVENUE PER PUPIL</b>	<b>-</b>	
<b>EXPENSES PER PUPIL</b>	<b>-</b>	











FUTA	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MTA Commuter Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Worker's comp	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	20,160
Medical	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	7,275	87,300
Dental	630	630	630	630	630	630	630	630	630	630	630	630	630	7,560
HRA	183	183	183	183	183	183	183	183	183	183	183	183	183	2,200
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>19,056</b>	<b>228,668</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>22.00</b>	<b>131,056</b>	<b>131,056</b>	<b>131,056</b>	<b>131,056</b>	<b>131,056</b>	<b>131,056</b>	<b>131,056</b>	<b>131,056</b>	<b>131,056</b>	<b>131,056</b>	<b>131,056</b>	<b>131,048</b>	<b>1,572,668</b>
<b>CONTRACTED SERVICES</b>														
Accounting / Audit	3,750	3,750	3,750	28,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	70,000
Legal	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-	-	-	5,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	1,155	255	255	255	255	255	255	255	255	255	255	255	255	3,960
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	2,500	500	500	500	500	500	500	500	500	500	500	500	500	8,000
<b>TOTAL CONTRACTED SERVICES</b>	<b>8,655</b>	<b>4,505</b>	<b>4,505</b>	<b>30,755</b>	<b>4,505</b>	<b>4,505</b>	<b>5,755</b>	<b>4,505</b>	<b>4,505</b>	<b>5,755</b>	<b>4,505</b>	<b>4,505</b>	<b>4,505</b>	<b>86,960</b>
<b>SCHOOL OPERATIONS</b>														
Board Expenses	100	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Classroom / Teaching Supplies & Materials	5,000	1,406	705	705	705	705	705	705	705	705	705	705	705	13,456
Staff Furniture	13,500	1,400	160	160	160	160	160	160	160	160	160	160	160	16,500
STEM Block Supplies	-	11,000	900	900	900	900	900	900	900	900	900	900	900	20,000
Special Ed Supplies & Materials	-	1,000	1,000	112	111	111	111	111	111	111	111	111	111	3,000
Textbooks / Workbooks	22,500	3,500	2,000	1,500	875	875	875	1,375	1,375	1,375	1,375	1,375	1,375	39,000
NYSTL, NYSSL, NYSLIB	-	-	-	-	-	-	-	3,000	6,220	-	-	-	-	9,220
Supplies & Materials other	1,212	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	1,208	14,500
Classroom Equipment / Furniture	27,000	6,000	2,000	-	-	2,000	-	-	2,875	-	-	-	-	39,875
Telephone & Internet	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Technology	34,700	17,500	-	-	-	-	-	-	-	-	-	-	-	52,200
Student Testing & Assessment	5,000	5,000	5,000	5,000	2,000	-	-	-	-	-	-	-	-	22,000
Field Trips	-	-	-	-	-	1,500	-	-	1,500	-	-	-	5,500	8,500
Transportation (student)	-	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,821	1,819	21,850
Staff Development	-	5,000	3,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	17,000
Staff Recruitment	-	-	-	-	-	-	650	650	650	650	400	-	-	3,000
Student Recruitment / Marketing	100	-	-	-	-	-	1,400	1,400	1,400	350	350	-	-	5,000
School Meals / Lunch	-	481	481	481	480	480	480	480	480	480	480	480	480	5,283
Travel (Staff)	26	26	26	26	26	26	26	26	26	26	26	26	6,714	7,000
Fundraising	200	200	60	60	60	60	60	60	60	60	60	60	60	1,000
Parent Engagement	-	-	100	100	100	100	100	100	100	100	100	100	100	1,000
Leadership Development	-	-	-	-	1,500	-	-	-	-	-	-	-	1,500	3,000
Intercession Stipends	-	-	-	-	-	-	-	-	3,000	-	3,000	-	-	6,000
Other	312	308	308	308	308	308	308	308	308	308	308	308	308	3,700
<b>TOTAL SCHOOL OPERATIONS</b>	<b>112,721</b>	<b>62,200</b>	<b>20,119</b>	<b>14,731</b>	<b>12,604</b>	<b>12,604</b>	<b>11,154</b>	<b>17,654</b>	<b>22,249</b>	<b>13,604</b>	<b>10,354</b>	<b>23,290</b>	<b>23,290</b>	<b>333,284</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>														
Insurance	7,500	-	-	7,500	-	-	7,500	-	-	7,500	-	-	-	30,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	12,000	24,000	-	-	-	-	-	-	-	-	-	-	36,000
Repairs & Maintenance	-	-	-	-	-	-	15,000	-	-	-	-	-	-	15,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	3,640	3,640	-	-	-	-	-	-	-	-	-	-	7,280
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>7,500</b>	<b>15,640</b>	<b>27,640</b>	<b>7,500</b>	<b>-</b>	<b>-</b>	<b>22,500</b>	<b>-</b>	<b>-</b>	<b>7,500</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>88,280</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>3,000</b>	<b>3,000</b>	<b>25,000</b>
<b>TOTAL EXPENSES</b>	<b>261,932</b>	<b>215,401</b>	<b>185,320</b>	<b>186,042</b>	<b>150,165</b>	<b>150,165</b>	<b>172,465</b>	<b>155,215</b>	<b>159,810</b>	<b>159,815</b>	<b>147,815</b>	<b>161,843</b>	<b>161,843</b>	<b>2,106,192</b>
<b>NET INCOME</b>	<b>69,958</b>	<b>(159,846)</b>	<b>141,570</b>	<b>(186,042)</b>	<b>121,170</b>	<b>(136,946)</b>	<b>123,004</b>	<b>(145,301)</b>	<b>121,439</b>	<b>(24,541)</b>	<b>130,029</b>	<b>(141,734)</b>	<b>(141,734)</b>	<b>(87,239)</b>
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES</b>														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET INCOME</b>	<b>69,958</b>	<b>(159,846)</b>	<b>141,570</b>	<b>(186,042)</b>	<b>121,170</b>	<b>(136,946)</b>	<b>123,004</b>	<b>(145,301)</b>	<b>121,439</b>	<b>(24,541)</b>	<b>130,029</b>	<b>(141,734)</b>	<b>(141,734)</b>	<b>(87,239)</b>
<b>Beginning Cash Balance</b>	<b>57,420</b>	<b>127,378</b>	<b>(32,467)</b>	<b>109,103</b>	<b>(76,939)</b>	<b>44,230</b>	<b>(92,716)</b>	<b>30,288</b>	<b>(115,013)</b>	<b>6,426</b>	<b>(18,115)</b>	<b>111,914</b>	<b>111,914</b>	<b>57,420</b>
<b>ENDING CASH BALANCE</b>	<b>127,378</b>	<b>(32,467)</b>	<b>109,103</b>	<b>(76,939)</b>	<b>44,230</b>	<b>(92,716)</b>	<b>30,288</b>	<b>(115,013)</b>	<b>6,426</b>	<b>(18,115)</b>	<b>111,914</b>	<b>(29,819)</b>	<b>(29,819)</b>	<b>(29,819)</b>

Sofara International Charter School (SICS) PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						Assumptions
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.
<b>Total Revenue</b>	2,145,685	3,869,589	5,433,242	7,032,506	7,132,949	
<b>Total Expenses</b>	1,925,007	2,807,792	4,363,021	5,197,113	5,375,214	
<b>Net Income (Before Cash Flow Adjustments)</b>	220,678	1,061,797	1,070,221	1,835,394	1,757,734	
<b>Actual Student Enrollment</b>	125	250	362	463	463	
<b>Total Paid Student Enrollment</b>	-	-	-	-	-	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	
	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
<b>REVENUE</b>	<b>Per Pupil Revenue Percentage Increase</b>					
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CS D Per Pupil Rate					
CS D 06	13.527	1,690,875	3,381,750	4,896,774	6,263,001	6,263,001
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		1,690,875	3,381,750	4,896,774	6,263,001	6,263,001
Special Education Revenue		58,878	98,707	138,536	197,414	197,414
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		<b>1,749,753</b>	<b>3,480,457</b>	<b>5,035,310</b>	<b>6,460,415</b>	<b>6,460,415</b>
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		19,360	36,300	50,820	62,920	62,920
Title I		58,292	124,605	178,425	225,225	225,225
Title II funding		5,979	12,780	18,300	23,100	23,100
Title III funding (LEP)		1,825	5,005	7,293	9,295	9,295
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		166,667	166,667	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		<b>252,122</b>	<b>345,357</b>	<b>254,838</b>	<b>320,540</b>	<b>320,540</b>
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations, Fundraising		10,000	10,000	100,000	200,000	300,000
Erate Reimbursement		13,500	13,905	14,322	14,752	15,194
Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Development)		110,375	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		9,935	19,870	28,772	36,799	36,799
OTHER		-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		<b>143,810</b>	<b>43,775</b>	<b>143,094</b>	<b>251,551</b>	<b>351,994</b>
<b>TOTAL REVENUE</b>		<b>2,145,685</b>	<b>3,869,589</b>	<b>5,433,242</b>	<b>7,032,506</b>	<b>7,132,949</b>
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>No. of Positions</b>					
Executive Management	2.00	230,000	241,500	253,575	266,254	279,566
Instructional Management	2.00	32,000	82,400	122,000	125,660	129,430
Deans, Directors & Coordinators	1.00	70,000	72,100	142,000	146,260	150,648
Business Manager	-	-	-	75,000	77,250	79,568
Operations/Development	1.00	85,000	89,250	213,713	221,998	233,726
Administrative Staff	2.00	35,000	81,050	83,482	113,987	117,407
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>8.00</b>	<b>452,000</b>	<b>566,300</b>	<b>889,770</b>	<b>951,409</b>	<b>990,344</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>	<b>No. of Positions</b>					
Teachers - Regular	5.00	482,000	881,020	1,451,452	1,867,002	1,923,012
Teachers - SPED	1.00	62,000	63,860	132,000	135,960	140,039
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	2.00	-	-	-	-	-
Specialty Teachers	4.00	30,000	92,000	187,860	193,496	199,301
College Counselors	-	-	-	62,000	125,860	184,636
Therapists & Counselors	1.00	62,000	118,860	122,426	181,100	186,533
ELL Specialists	1.00	62,000	63,860	127,776	131,610	135,558
<b>TOTAL INSTRUCTIONAL</b>	<b>14.00</b>	<b>698,000</b>	<b>1,219,600</b>	<b>2,083,514</b>	<b>2,635,028</b>	<b>2,769,079</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>	<b>No. of Positions</b>					
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>22.00</b>	<b>1,150,000</b>	<b>1,785,900</b>	<b>2,973,284</b>	<b>3,586,437</b>	<b>3,759,423</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Social Security		82,720	109,405	182,274	219,504	229,404
Medicare		19,488	25,896	43,113	52,003	54,512
SUTA		9,240	11,340	18,480	22,260	22,680
FUTA		-	-	-	-	-
MTA Commuter Tax		-	-	-	-	-
Worker's comp		20,160	26,789	44,599	53,797	56,391
Medical		87,300	151,320	261,900	308,460	308,460
Dental		7,560	11,880	19,980	24,300	24,840
HRA		2,200	2,600	4,400	5,300	5,400
Retirement / Pension		-	20,950	32,900	55,078	66,680
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>228,668</b>	<b>360,179</b>	<b>607,646</b>	<b>740,702</b>	<b>768,366</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>22.00</b>	<b>1,378,668</b>	<b>2,146,079</b>	<b>3,580,930</b>	<b>4,327,139</b>	<b>4,527,789</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		70,000	80,000	35,000	25,000	25,000
Legal		5,000	5,000	5,000	5,000	5,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		3,000	4,860	7,920	9,540	9,720
						\$180 per employee annually

Assumes no increase in per pupil funding

Special Education student numbers based on NY State Enrollment Targets Calculator; 13.6% in Year 1, 15.8.0% in Year 2, 16% in Year 3, 16.2% in Years 4 and 16.7% year 5 (www.p12.nysed.gov/psos/documents/EnrollmentCalculator.xls); Assumes 14.74% of students receive 20%-60% services; assumes 10.63% of students receive >60% services; extrapolated from actual 2011-12 district expenditures on respective categories.

\$12.10 per student with disabilities. Special Education student numbers based on NY State Enrollment Targets Calculator; 12.5% in Year 1, 12.0% in Year 2, 11.6% in Year 3, 11.1% in Years 4 and 5 (www.p12.nysed.gov/psos/documents/EnrollmentCalculator.xls); Title I eligibility based on NY State Enrollment Targets Calculator (www.p12.nysed.gov/psos/documents/EnrollmentCalculator.xls); 85.9% eligible in Year 1; 87.3% eligible in Year 2, 88.2% eligible in Year 3, 88.5% eligible in Year 4 and 89.6% Year 5; \$565 per Title I student based off of 2010-2011 Title I funding data for other charter schools in CSD 05.

Title II eligibility based on NY State Enrollment Targets Calculator (www.p12.nysed.gov/psos/documents/EnrollmentCalculator.xls); 85.9% eligible in Year 1; 87.3% eligible in Year 2, 88.2% eligible in Year 3, 88.5% eligible in Year 4 and 89.6% Year 5 \$60 per Title II student based off of 2010-2011 Title I funding data for other charter schools in CSD 05.

LEP percentages as per NY State enrollment targets calculator; 11.0% in Year 1; 12.2% in Year 2, 12.9% in Year 3, Year 4 13%, and 13.5% Year 5 @ \$143 per LEP student, based off of Title III funding data for other charter schools in NY CSD 05.

Second and third installments of CSP grants

Development Associate hired in Year 3 to assist with fundraising

Reimbursement for 90% of phone and internet cost

per student: NYSTL - \$58.25; NYSSL - \$14.98 - NYSLIB: \$6.25

List exact titles included in the position category, if different from description, and staff FTE's ( Full time equivalent)  
State number of positions for years 2 thru 5 in assumptions if differ from Yr 1.

Executive Director; Principal  
Instructional Coach and IB coordinator  
Community Outreach Organizer; Associate Director of School Culture in Yr 3  
Business Manager in Yr 3.  
Director of Operations; Operations Associate and Development Associate in Yr 3.

Addition of Guidance Counselor in Yrs 1, 3, 4, and 5; see III.C. for number of regular teachers  
SPED Coordinator in Yr 3.

PE, Art, STEAM, Arabic language

Social Worker in Yr 1, School Counselor in Yr 2 and Yr 4.

Additional ELL Specialist in Yr 4

Social Security tax at 6.2% of first \$110,100 of each employee's wages

Medicare at 1.45% of wages

SUTA at 6% of first \$7,000 of each employee's wages

Exempt from FUTA as 501(c)3

Exempt from MTA commuter tax as charter school

Worker's comp at 1.5% of each employee's wages

\$485 per month, 15% employee plus spouse and/or family premiums at \$970 per month)

Assumes 85% participation rate of full-time employees at \$45 per month

\$100 per full-time employee each year

Employees qualify after 1 full year of employment. Employer match 403b capped at 3%.

Project 90% of qualified employees will participate.

\$25,000 Audit in all 5 years.  
\$45,000 in CSBM services in Yr1; additional services in Yr 2; transition of Business Manager in Yr 3.

Legal Retainer fees

Special Ed Services	-	-	-	-	-	
Tilement Services (i.e. Title I)	-	-	-	-	-	
Other Purchased / Professional / Consulting	8,000	8,000	8,000	8,000	8,000	IT Contractor
<b>TOTAL CONTRACTED SERVICES</b>	<b>86,060</b>	<b>97,860</b>	<b>55,920</b>	<b>47,540</b>	<b>47,720</b>	
<b>SCHOOL OPERATIONS</b>						
Board Expenses	1,200	2,500	5,000	5,000	5,000	Fixed estimated amount for board trainings, board conferences, best practice research, board cultivation events, travel
Classroom / Teaching Supplies & Materials	13,456	31,250	45,250	57,875	57,875	\$125 per student
Staff Furniture	16,500	6,000	9,000	11,000	11,000	\$100 per additional staff, plus \$3000 per year for upgrades, replacements, etc. 3 new staff in Year 2, 6 additional staff in Year 3, 8 additional staff in Year 4, 8 additional staff in Year 5
STEM Block Supplies	20,000	28,000	28,000	28,000	3,000	\$25000 per each year new STEM classes are added, plus \$3000 per year for upgrades, replacements, etc. New STEM classes added in each of first four years
Special Ed Supplies & Materials	3,000	3,090	3,183	3,278	3,377	3% increase annually
Textbooks / Workbooks	39,000	42,500	42,500	42,500	42,500	\$3750 per year for textbooks (\$300 for 125 students added each year); \$10,000 in first year to stock library and additional \$5000 annually thereafter
NYSTL, NYSSL, NYLSIB	9,935	19,870	28,772	36,799	36,799	Offset by NYSTL, NYSLIB and NYSSL revenue
Supplies & Materials other	14,500	37,500	54,300	69,450	69,450	\$150 per student
Classroom Equipment / Furniture	39,875	16,000	16,000	16,000	16,000	\$7000 per additional classroom, plus \$2000 per year to replace or upgrade furniture; 2 additional classrooms in each year
Telephone	15,000	15,450	15,914	16,391	16,883	Telephone and internet service; assumes 3% annual increase
Technology	52,200	21,950	26,650	22,650	8,700	\$500 per additional staff for computers, \$1200 annually for first four years for additional printers, \$8750 annually in Years 2-4 for additional mobile laptop labs; \$5000 per year to maintain, train and upgrade on SIS, \$1200 in Years 3-5 for subscription to professional development web-programs; \$2000 per year to maintain, upgrade and replace old technology (see III.K)
Student Testing & Assessment	22,000	22,660	23,340	24,040	24,761	3% increase annually
Field Trips	8,500	17,000	25,500	34,000	34,000	\$9500 for field trips per grade per year: (\$5,000 for big reward trip; \$1500 each for three trimester reward trips) beginning year 2 See II.F.
Transportation (student)	5,000	10,000	14,480	18,520	18,520	\$40 per student for travel costs when school is not in session
Student Services - other	-	-	-	-	-	
Office Expense	21,850	35,350	57,134	75,491	75,491	\$7 per student for postage; \$550 per grade level per month for copying; \$700 per month photocopier lease (second photocopier in year 3); \$500 per grade level per month for miscellaneous office supplies; Additional \$50 per 6/7th grader Years 4/5 (see III.K.)
Staff Development	17,000	38,000	64,000	80,000	82,000	\$1000 per full time instructional staff; 17 in Year 1, 19 in Year 2, 22 in Year 3, 28 in Year 4, 35 year 5. Will include payments for certification & IB training in Years 3, 4 and 5 (see III.E.); includes contracting with New York City Charter School Center for Teacher Certification Services (see III.C.)
Staff Recruitment	3,000	1,500	3,000	3,000	5,000	
Student Recruitment / Marketing	5,000	5,000	5,000	5,000	5,000	Additional expenses in Year 5 due to staff increase in upper grades
School Meals / Lunch	5,283	11,353	17,243	23,418	22,185	190 days of instruction; enrollment target calculations above. School pays \$1.50 per meal for full price and \$0.25 per meal for reduced price
Travel (Staff)	7,000	14,480	18,080	21,740	26,900	\$20 per year per full time employee plus \$3500 travel stipends (three awarded in Year 1, four in Year 2, five in Year 3, six in Year 4 and 5); Additional \$5000 travel budget for IB national & international conferences in yr. 5 (see III.C.)
Fundraising	1,000	1,000	5,000	10,000	15,000	
Parent Engagement	1,000	2,000	3,000	4,000	4,000	\$1000 per grade per year
Certification Consulting	-	2,500	2,500	2,500	2,500	See III.C.
Leadership Development	10,000	20,000	30,000	40,000	40,000	Stipends for hiring committee, grade leadership, department leadership, coaching, and curriculum development. Stipends of \$5000 per 20% of instructional staff
Intercession Stipends	6,000	19,000	32,000	40,000	41,000	Years 2-5, six weeks of intercession, stipends of \$1000 per instructional staff
Other	3,700	7,500	10,500	13,500	13,500	\$1,500 annually for Bank Fees, 5 mentors per grade \$500 each; \$500 per grade per year for positive parent contact teacher incentives (see II.F.)
<b>TOTAL SCHOOL OPERATIONS</b>	<b>340,999</b>	<b>431,453</b>	<b>585,344</b>	<b>704,152</b>	<b>680,441</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	30,000	30,900	31,827	32,782	33,765	3% inflation based on other charters of similar size
Janitorial	-	-	-	-	-	
Extended Use Permits	36,000	48,000	52,000	56,000	56,000	being used.
Repairs & Maintenance	21,000	21,000	24,000	21,000	21,000	STEM rooms.
Equipment / Furniture	-	-	-	-	-	
Security	7,280	7,500	8,000	8,500	8,500	Extended use security. Increased security costs due to increase in volume of students.
Utilities	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>94,280</b>	<b>107,400</b>	<b>115,827</b>	<b>118,282</b>	<b>119,265</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>						
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>						
	25,000	25,000	25,000	-	-	
<b>TOTAL EXPENSES</b>	<b>1,925,007</b>	<b>2,897,792</b>	<b>4,363,021</b>	<b>5,197,113</b>	<b>5,375,214</b>	
<b>NET INCOME</b>	<b>220,678</b>	<b>1,061,797</b>	<b>1,070,221</b>	<b>1,835,394</b>	<b>1,757,734</b>	

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
CSD 06	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>REVENUE PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EXPENSES PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>CASH FLOW ADJUSTMENTS</b>					
<b>OPERATING ACTIVITIES</b>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET INCOME</b>	<b>220,678</b>	<b>1,061,797</b>	<b>1,070,221</b>	<b>1,835,394</b>	<b>1,757,734</b>
<b>Beginning Cash Balance</b>	<b>500</b>	<b>221,178</b>	<b>1,282,975</b>	<b>2,353,196</b>	<b>4,188,589</b>
<b>ENDING CASH BALANCE</b>	<b>221,178</b>	<b>1,282,975</b>	<b>2,353,196</b>	<b>4,188,589</b>	<b>5,946,323</b>