



2018 PHASE I: Letter of Intent

Created: 07/02/2018 • Last updated: 07/07/2018

Basic Contact and Application Information

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

Please indicate whether a New Operator Applicant Group (which does not operate a Regents-authorized charter school or does not operate any schools currently) or an Existing Education Corporation (which operates one or more Regents-authorized charter schools) is submitting this Round 1 Letter of Intent.

New Operator Applicant Group (operating no charter schools at all or in New York or not operating Regents-authorized charter schools)

Proposed Charter School Name

(Please write out the full name of the proposed new charter school, and include the words "charter" and "school" in the naming).

Proposed School Name	Sofara International Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial 5 year Term	K-6
Max Number of Students During Initial 5 year Term	350

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

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

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Nermin Ahmad		
Public/Media Contact Person	Voyka Soto		

List of Key Design Elements

List the key design elements which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. Approved schools will be accountable for implementation of the key design elements included in their charter.

1	An International Focus
2	Dual Language English/French
3	Trans-disciplinary Curriculum
4	Flexible staffing model
5	Purposeful School Culture
6	Robust Staff Support System
7	Diversity

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

www.sofarainternational.org

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

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	Not Applicable
Partner Organization 1	Not Applicable
Partner Organization 2	Not Applicable

Proposed Board Chair Signature

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

A handwritten signature in black ink, appearing to read "Mark K. Shaw". The signature is fluid and cursive, with a large initial "M" and a distinct "K" and "S".

Date

2018/07/02

Thank you for completing this form.

I. Applicant Group Information:

- a. **Applicant Group Members:** Table 1 attached/completed through online portal.
- b. **Public Contact:** [REDACTED]
- c. **Application History:** Sofara International Charter School (Sofara) founders submitted to NYSED in 2015, 2017 and 2018 and the SUNY Charter School Institute in 2016 withdrawing its proposal each time. An LOI was submitted to and accepted by SUNY in the first round of 2017 but no proposal was submitted. SICS has since broadened outreach for enrollment; strengthened its key design elements and assessment protocols, and developed supplemental materials. We have also strengthened our proposed Board of Trustees (Board) by adding an educator with administrative, IB and charter school experience and engaging the services of Empire Charter Consultants for Board training and school leader guidance. Sofara has been diligent in its responsiveness to feedback, from the Local Community, Regulators and the full range of stakeholders across Harlem. We understand that CSD5 in Harlem feels saturated with Charter Schools, and are consciously focusing on CSDs 4 and 6 (Hamilton Heights) in our application.

New Applicant and Prospective School Trustee Background Information Form (5a): Attached.

II. Proposed Charter School Information

- a. **Proposed school name:** Sofara International Charter School (SICS).
- b. **Proposed school mission:** *The mission of the Sofara International Charter School is to develop students' natural motivation for learning through a dual language, International Baccalaureate framework that is fully committed to their intellectual, social and emotional growth. Through rigorous, inquiry-led learning, students from diverse cultural, ethnic and socio-economic backgrounds establish a strong foundation for lifelong academic and real-world success.*
- c. **Proposed school location:** New York City Community School District (CSD) 4, and the Hamilton Heights section of CSD 6 (6HH) in Harlem, where several viable private locations have been identified for lease. Sofara will comply with NYSED requirements and work with the New York City Department of Education's (NYCDOE) facilities access process.
- d. **Target population/community served:** The Sofara target population lives in Community Boards 9, 10 and 11, located within CSDs 4 and 6HH, as well as 5. Clear need was identified for these communities through the annual analysis of school data conducted by each Community Board¹, discussions with stakeholders, and at the East Harlem Community Visioning Workshops. Data for Kindergarten through 6th grade indicates that the target areas have a high needs population of low-income students who mostly perform below grade level. According to 2017 data², Students With Disabilities (SWD) in grades 3-8 across these districts are at or below 8% proficiency in English Language Arts (ELA). English Language Learner (ELL) students in CSD 4 are at 3% proficiency, at 4% proficiency in 6HH and just 2% in CSD 5. Economically Disadvantaged (ED) students show 22% - 28% proficiency. Mathematics proficiency has similar percentages across the districts. SWDs average 8.6%, ELLs 7%, and ED students 21.3% math proficiency.

¹ <http://www.nyc.gov/html/cau/html/cb/manhattan.shtml>

² <http://www.data.nysed.gov>

The ethnicity of the **community to be served** in CSD 4 is 46% Hispanic, 30% African-American (including all subgroups), and 24% other. CSD 6HH is 46.2% Hispanic, 36.1% African-American (including all subgroups), 12.8% White, and 2.9% Other. This includes a significant proportion of Francophone ELL families as confirmed by 2010 US Census data³, New York City Department of City Planning data, and our extensive community outreach and feedback. French is one of the top three languages in the Harlem school districts. Within the Harlem neighborhoods, there are over 5,000 families of varying Francophone origins (including French, Malian, Senegalese, Haitian and others) who may seek to benefit from a French foreign language program. SICS targets a cross-section of these households, representing existing cultural, linguistic, and socio-economic diversity, as well as underserved Francophone ELL and ELL with Individual Education Plans (IEPs). Public outreach also identified a strong interest in SICS’ dual language, inquiry-led learning program from the Anglophone and Hispanic communities. In addition to parent feedback, Assemblyman Robert Rodriguez has repeatedly endorsed Sofara for his East Harlem Community.

e. Planned ages, grades and enrollment.

Projected ages, grades and enrollment table						
Grade	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	4-6	50	50	50	50	50
1	5-7	50	50	50	50	50
2	6-8	50	50	50	50	50
3	7-9		50	50	50	50
4	8-10		50	50	50	
5	9-11		50	50	50	
6	10-12		50	50	50	
Total		150	200	250	300	350

f. **Proposed management and/or partner organization(s):** Not Applicable.

g. **Replication:** Not Applicable.

h. **School overview:** Sofara International Charter School is designed as a learning environment that engages cultural, linguistic and socio-economic diversity in promoting achievement and imbuing students with real-world skills. Sofara students acquire learning habits that provide a strong foundation for continued future academic achievement in secondary school and beyond through an international perspective brought to life in a dual language setting where teachers apply the successful principles and practices of the IB Primary Years Program, which promote social emotional engagement as well. Sofara’s key design elements therefore are:

- ***An international focus** throughout the school. Applying the International Baccalaureate Primary Years Program (IB PYP) framework, Sofara infuses an international focus enabling all students to develop a strong sense of self and their place in a global society. Sofara students

³ US Census Bureau; 2008-2012 American Community Survey

explore content through a comparative approach that includes both local and global perspectives. All content and class exploration are used as opportunities to drive deep student thinking, broaden their viewpoints, and discover cross-cultural connections while simultaneously respecting and celebrating what each student's background brings to the school.

- ***Dual language** proficiency in English and French. Integral to the international focus embedded within the IB framework is the acquisition of a second language. Being bilingual promotes international perspective and cultural awareness and ultimately enables students to be marketable and self-directed on a global scale. Each Sofara student works towards the goal of becoming fully biliterate and bilingual in English and French through an intensive focus, beginning in Kindergarten, on second language. Research confirms that second language acquisition heightens the mastery of cognitive skills and abilities, aptitude, and habits of learning that in turn improve student academic progress across the curriculum. Sofara has chosen the Gomez 50/50 Content Model for its English-French dual language component. This approach has proven successful in schools with similar demographics for at-risk populations. It fortifies the native language while acquiring a second language.
- ***Trans-disciplinary curriculum** built around established Units of Inquiry. The Sofara curriculum Program of Inquiry is centered on the annual six specific IB thematic Units of Inquiry. Each Unit of Inquiry revolves around an overarching theme, such as Sharing the Planet, and is anchored by a central, real life idea. Each Unit of Inquiry provides an opportunity to achieve depth of knowledge in alignment with current New York State Learning Standards and develop and reinforce strong foundational skills in literacy, math and the sciences.
- ***Frequent hands-on learning** opportunities. Sofara students synthesize knowledge and understandings by applying what they learn through hands-on activities. Performance tasks and activities or applied learning projects are part of every Unit of Inquiry. IB trained teachers, using Universal Designs for Learning, guide students to identify and research questions and issues; students then apply their newly gained knowledge, research data, and skills to generate solutions to scenarios and problems of concern to them. In addition to the Unit work, students can extend and test out ideas as part of their daily dedicated Library Lab time.
- ***Purposeful school culture and environment for learning.** The building of students' "Skills, Attributes and Attitudes" is a focusing tenet of the IB framework as well as a defining feature of school culture and environment. Collectively, this focus promotes community service as part of learning. There are 10 Learner Profile Attributes, 12 Attitudes and 5 overarching Skills. Attributes include concepts such as maintaining balance in what we do and knowing how and when to be a risk-taker. Attitudes address notions such as integrity and appreciation while Skills speak to actions such as how to research and self-manage. The Skills, Attributes and Attitudes are pervasive throughout the curriculum as points of perspective from which to view content, themselves, and the world. Additional means of establishing and nurturing a purposeful school culture include the use of "Choose-Act-Reflect time." These action cycles are a simple yet powerful tool used to teach children how to take action. By going through the three steps of choosing, acting and then reflecting back upon the results of their choice, students grow socially and emotionally while putting learning into real world context.

***Robust staff support systems.** Sofara has designed an inclusive, empowering work environment for its staff. School leadership will continually invest in its teachers' pedagogical development through a differentiated system of supports both inside and outside of the classroom by setting aside annual stipends for administrators and teachers to pursue individualized PD opportunities. In addition, a full time IB Coordinator will coach teachers on implementation and maximize their professional growth in IB practices within their respective programs of instruction.

***Diversity.** Sofara is purposefully cultivating a learning environment that engages and celebrates cultural, linguistic, ethnic and socio-economic diversity amongst its student population within the context of achieving and acquiring real-world skills. Sofara's Community Outreach Plan provides for intentional diversity in language and educational capabilities and is deliberate in its efforts to include a broad cross-section of the rapidly changing demographics of Central Harlem. For example, the applicants maintain close and collaborative relationships with NYCHA Resident Associations, community day care facilities, service-oriented community-based organizations, and cultural organizations representing francophone families in Harlem. Sofara also has designed targeted recruitment strategies to hire teachers and staff that reflect the diverse student population.

III. Enrollment and Retention Strategies.

Sofara has already begun to ensure it will meet enrollment goals. Sofara's Executive Director, Board, and Community Outreach Liaison (COL) work together to maintain the Sofara Stakeholder Engagement Plan (to include Outreach, recruitment, families, partners), and refine the ensuing recruitment plan. Initial outreach will continue post-authorization and support active recruitment. Workshops and community events have been held across CSDs 4, 6HH, and 5. These will continue throughout the charter term. Sofara has initiated and is growing relationships with organizations that support the school and its development, including community-based organizations, the Districts' Community Education Councils, Community Boards and the local Council on Special Education. Community supporters include: New York City Housing Authority Tenant Associations; education enrichment programs, such as The Reading Team; The Senegalese Association of NY; and Harlem4Kids, all of whom are allowing Sofara to recruit from their collective 7,000+ member families. Support is also growing among early childhood providers serving 1,800+ children.

ENROLLMENT actively focuses on meeting Sofara's targets as a neighborhood school to attract, recruit, and enroll a diverse and inclusive student body, including those at-risk.

- **SWD** – Sofara is engaging local education-based providers, such as the Reading Team, that service students with IEPs. Two open sessions are scheduled in Sofara's recruitment plan each year to field community questions and concerns specifically around special needs. Sofara fact sheets outline how key design elements benefit SWDs, for example, showing how barriers to learning are reduced by the use of hands-on applied learning in an inquiry-led approach to teaching.
- **ELL** – Sofara uses its website, flyers, enrollment and application material in multiple languages as a standard recruitment tool. Sofara has engaged in collaborative presentations, events and outreach with the many international and cultural organizations in and around Harlem. This includes the Morija French Speaking Church, the French American Culture and Education Foundation, the Senegalese Association, and the HANAC Community Services Center -

Immigration Programs (Harlem Office). Advertising in foreign language media includes through Radio Africa, El Diario and others. Bilingual staff is available to answer questions.

- **ED** - Sofara uses grassroots outreach, such as tracked street team distribution throughout the CSDs with their combined average population of 89% ED. Flyers are posted and hand-distributed at local public meetings and locations such as libraries, parks, heavily populated subway and bus stations, and public-housing complexes. Impact is monitored, reviewed and evaluated for improvement. Presentations are ongoing for Universal Pre-K centers.

RETENTION goals inform Sofara's strong family engagement, which includes a proposed Family School Association and addresses family needs beyond student school needs. The Special Services Coordinator leads the Academic Intervention Teachers in monitoring the progress of at-risk students. All students benefit from the well developed, multi-tiered, *Response to Intervention* protocols, second language acquisition support structure, and inquiry based learning, which helps retain families. A pervasive, restorative school culture and climate, which supports social, emotional, and intellectual growth as part of academic infrastructure, is of particular benefit to at-risk students.

- **SWD**. Sofara retention focuses on providing support mechanisms that promote personal and academic growth and drive achievement. Parents are viewed as partners in setting goals for teaching and learning, and IEPs are closely monitored to ensure authentic annual progress goals are set. Academic Intervention Teachers ensure that goals are met with no gaps in support for both English Literacy and French immersion. This allows students to take risks while learning through both adapted and differentiated lessons.
- **ELL**. Sofara draws and retains students by offering the only French/English dual language content program in CSDs 4 and 6HH thereby incorporating a dominant yet underrepresented native language of neighborhood families. Celebrating cultures is used as a way to maintain engagement while Specialty Staff, namely English as a Second Language (ESL) and FLE (aka French as a Second Language) teachers support academic growth and achievement. Parent engagement in daily student life is enhanced through the use of BLOOMZ, a home-classroom engagement application that allows communication in several different languages.
- **ED**. Sofara supports students through an equalizing, holistic school environment. Outreach, consisting of clear communication, home visits, and a strong Family School Association that offers resources to parents, drives retention for all families, particularly the economically disadvantaged. Providing exposure to new experiences and resources as part of the school community supports a family atmosphere that attracts parents. Sofara has dedicated the staff position of COL to engage families and bring in resources for them.

IV. Public Outreach and Community Support.

a. For the LOI, outreach over the last eighteen out of 48-months total is shown on Table 2; a sample of outreach is provided through Attachment 2A.

Sofara continues to publicize its intent to apply for a charter at least once a month, through various media, including print, online platforms and in-person meetings. Input is documented through notes taken at events, received through feedback (on comment cards, through phone calls, email, and via discussion), and through an online comment platform. Team members attend community events, Community Education Council and Community Board meetings and parent gatherings. The website,

www.Sofarainternational.org, Facebook page (Sofara), and Twitter (@sofaraint) disseminate information and updates, and interested stakeholders receive updates by email, through the Sofara [mailing list](#) and community-based [parent list-serves](#).

Since its genesis in 2013, key design elements were formulated through knowledge networking with community parents, including brainstorming and solutions research. The initial team visited high quality, high performance schools, deconstructed various school models and listened carefully to community leaders and parents. Sofara introduced concepts underlying school design and solicited feedback, including for design modifications, and has analyzed feedback from community stakeholders to make further adjustments to the school design.

b. Sofara has heard the concerns of individual families in CSDs 6, 5, 4 and 3, families in surrounding CSDs to a lesser extent, and community education leaders in Harlem. Outreach has included parents in public housing and homeowners; Americans and new immigrants; French, English and non-native English speakers. There has been overwhelming and consistent support for Sofara, for example Community Board 9 passed an official Resolution of Support. The team held five (5) town hall meetings (2 in 2017) and hosted community events (5 in 2016 and 3 in 2017) through which great encouragement was shown. *Harlem411* 90.3 FM took Sofara's message to a broader community, and led to print interviews, invitations to speak on panel discussions, and meetings with private groups and cultural institutions.

Praise and constructive ideas, including from residents disinclined to support charter schools, were received on key design elements. Parents continue to call upon Sofara to express their concern about the lack of genuine school choice in Harlem and to inquire about our progress to authorization. We have received feedback on the dual language program, choice of languages, importance of varying design components, co-location, care-giver awareness and needs (parents, single fathers, grandparents, foster parents), and requests to grow SICS to Middle School.

Currently SICS has 130+ specific intent to enroll signatures from families with eligible K-2 children for the 2019/20 school year. These are in addition to 800 general signatures of support and 152 electronic petition signatures amassed from all four Harlem Districts, CSD 2, and the south Bronx. Amazingly, though we are now focusing on CSD 4 and 6HH, public outreach sessions continue to drive pressure for a French/English dual language offering in CSD 5. This is part of the narrative behind Sofara, and we will maintain an openness for families seeking our education format.

Intent-to-enroll signatures were obtained without an official recruitment and marketing campaign, which will be rolled out during the pre-opening phase. As a sign of growing interest, parents have asked to be kept abreast of Sofara's progress toward authorization, so they can enroll their children. Families that self-identify as Francophone/ELL families represent a large portion of parent interest.

To continue the momentum, Sofara has an ongoing Outreach Plan that includes establishing collaborations with early childhood providers toward establishing feeder schools. For example, Sofara's Director of Teaching & Learning is currently planning events to cohost with daycares including Sheltering Arms early childhood UPKs.

V. Proposed Board Chair Signature and Date



Nermin K. Ahmad

Name

07/06/18

Date



Table 1: Applicant Group Information

Created: 07/03/2018 • Last updated: 07/07/2018

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Voyka Soto [Redacted]	Executive Director for the proposed Sofara International Charter School	Bilingual education International Baccalaureate Certified, Educational Leadership roles, K-8 Educator, New School design, Curriculum Development, Charter School Committee and Board Exp	Employee - Executive Director	None
2	Katie Taylor [Redacted]	NYCDOE Central Special Education Office, Impartial Hearing Representation	Administrative and school leadership in bilingual setting, Data Analysis, K-12 Special Education expertise	Employee - Director of Teaching & Learning	None
3	Bob McCullough, Jr. [Redacted]	Principal Harlem Professionals, Inc.	Youth outreach, community development, parent engagement	Employee - Community Outreach Liaison	None
4	Bailey Rollins [Redacted]	Self-employed Educator	Charter School and Private School experience, early childhood development	Employee - Founding Teacher	None
			Multilingual,		

5	Nermin K. Ahmad [REDACTED]	Founder CSRspace; Principal The Kufikia Project	International Affairs, Infrastructure Development and Start-up, Fund Development, Business Leadership	Trustee	Chairperson
6	Rashard Dvess-Lane [REDACTED]	Senior Manager Henry Schein Medical, Inc.	Large-scale budget oversight, technology, supply chain resource management	Trustee	Vice-Chairperson
7	Robert Deutsch [REDACTED]	Retired	Finance, Compliance, business start-up, Branding, Marketing	Trustee	Treasurer
8	Henry Comas [REDACTED]	Regional Disaster Liaison, US Dept. Housing & Urban Development	CSD 4 Acacia Network Board of Directors; Large scale policy development & implementation, project oversight	Trustee	Secretary
9	Mary Tumbleson [REDACTED]	Educator, Osceola County School System, Florida	Education Administration, Charter School Start-up, Intern'l Baccalaureate experience, at-risk student teaching & learning	Trustee	Member
10	Holley Drakeford [REDACTED]	Principal The Drakeford Realty Group	Commercial realty, facilities management	Trustee	Member
11	Kevin V.G. Wells, Esq. [REDACTED]	Director-Diversity & Inclusion / MWBE Services NYCDHPD	Compliance, Contracts, Diversity, Education, Fund Development	Trustee	Member

12	Tom Amico [REDACTED]	Principal / Partner Tom & Eric 911	Marketing & branding, and fund development	Trustee	Member
13	Torian Richardson [REDACTED]	Principal Torianite, Inc.	International Education from Business perspective, operations, financial management, sourcing and forecasting, recruitment & retention strategies	Trustee	Member
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

Sofara applied to NYSED during both Rounds in 2015 and withdrew each time. Sofara's LOI was approved in 2017 Round 1 to NYSED; application was not submitted. Sofara's LOI was approved in 2017 Round 2 to NYSED; application was withdrawn. Sofara submitted in Round 1 of 2018 and reached capacity interview. Sofara applied once in 2016 to SUNY and withdrew.



**SOFARA INTERNATIONAL CHARTER SCHOOL (SICS)
Table 2: Public Outreach Information**

Dates of Outreach	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
<i>Scheduled FUTURE outreach To begin September 2018</i>	Direct Parent outreach toward enrollment. Giving out pre-application information, solicit pre-application intent to enroll parent/student contact information	Throughout Harlem	Early childhood centers, family day cares, Housing resident associations	TBD	Creating an official list of family contact information from those who expressed desire/requested additional application information. *Call and e-mail families	TBD
<i>Scheduled FUTURE Outreach To begin August 1 - October 15, 2018</i>	Update Harlem based francophone cultural centers, CBOs, Housing associations toward enrollment	Email, telephone and in-person	Francophone enclaves in Harlem	TBD	Creating an official list of family contact information from those who expressed desire/requested additional application information. *Call/e-mail families	TBD
<i>Scheduled FUTURE Outreach TBD</i>	Co-host family events with local Daycare providers	TBD	General population	N/A	anticipating potential enrollment data	open to community
<i>Scheduled FUTURE Outreach TBD</i>	Host 2 Information sessions	CSD 6HH	Students with Disabilities & ELLs	N/A	TBD	open to community



Dates of Outreach	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
June 12, 2018	SICS Update, Inquire about current support embassy and FACE have in place	Phone Call	Fabrice Jaumont, Education Attache/French Consulate/ French community	French President is in full support of bilingual educ. FACE has supports ready to be accessed by SICS	Future date set for follow-up	French Attache & SICS ED
June 12, 2018	Inform and solicit feedback with flyer distribution	CSD 6HH Amsterdam Avenue btwn 140th & 145th Streets CSD 4 5th Ave. btwn 115-110th Strs.	General residents NYCHA Housing	N/A	N/A	100 individuals in each CSD received a flyer
May 24, 2018	Follow-up meeting to Inform and solicit feedback	Councilman's office	Councilman Mark Levine	Councilman is 100% in favor of bilingual education and is working to ensure more programs are in place	Distributed Councilman's bilingual petition	Chief of Staff SICS ED
May 17	Inform and solicit feedback of new State Senator	Phone Calls	State Senator Brian Benjamin	The Senator appreciates the connection of SICS and the CBO Each One Teach One	Follow-up meeting	EOTO Director SICS ED Senator & CoS
May 11, 2018	Seek feedback	City Hall	Councilman Robert Corker	Charter Schools should have diverse Leadership	Set up additional time for in-depth talk	Councilman SICS COL & ED
May 10, 2018	Inform and solicit feedback and support	Councilman's office	Councilman Bill Perkins	Charters must keep their performance promises, Location on 110th Street would be perfect	Followed-up with calls and pieces of SICS' proposal to address questions	Councilman Perkins & his Chief of Staff SICS COL & ED
May 3, 2018	Public Hearing	Office of Assemblyman Rodriguez 75 E. 115th Str.	General Public	Seven speakers expressed support for SICS' opening	N/A	7 SICS team members Approx. 11 stakeholders



April 16, 2018	Board Development Fair	The Harvard Club	Harvard Alumni	Met several alumni, discussed mission and vision of SICS and shared descriptions of open board positions	Meetings set up	SICS Board Chair and ED
March 22, 25, 30, 2018	Meet with African Women's Assoc.	Malian Cultural Center	Francophone community	Parents need a choice like SICS	To present SICS to several small groups	3 groups of 6 parents SICS DOTL & ED
Dates of Outreach	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
March 16, 2018	Update on SICS progress and search for additional facilities	75 E. 115th Str.	Assemblyman Robert Rodriguez	Child-centered, progressive style education environments are excellent for learning and are missing in Harlem	Set time for follow-up call	Asbm. Rodriguez SICS COL & ED
February 13, 2018	Meet and establish relationships with Heads of Schools	The PLayers Club 16 Gramercy Place, NYC	Charter School Leaders	*Participate in the C3 cooperative *Several offers BoT members and School Leaders to be thought partners	ongoing contact	SICS Board Chair and ED
February 8, 2018	In person workshop: STEM Programming	Jermaine L Green STEM Institute of Queens, 126-10 Bedell St Queens, NY	Teachers, coaches/mentors, principals, administrative staff	Best practice and strategy integrating STEM programs into schools	Will incorporate into curriculum planning and PD	SICS Director of T&L, 40+ teachers coaches/mentors, administrators
February 6, 2018	Community Partnership with PearTree daycare	Email and phone call	Progressive, dual language daycare pipeline	*Parents seeking independent programs with international focus; *Hire local school staff so the students can really connect with the leaders in the	PearTree will co-host events with the SOFARA team to present select programs	SICS Director of T&L



				school; *Parents are looking for dual language programming		
February 1, 2018	In person meeting with Brooklyn Compass Charter School	PS 146 The Brooklyn New School, 610 Henry Street Brooklyn, NY	Founding leadership team	*Reviewed Challenges to starting a new school	Will schedule a follow-up call with Brooke Peters and Elizabeth VonFelde after authorization	SICS Director of T&L, Brooklyn Compass Director of Learning Support and Co Leader K-2
February 1, 2018	In person workshop: Authentic Learning	PS 146 The Brooklyn New School, 610 Henry Street Brooklyn, NY	Teachers, coaches/mentors, principals, administrative staff	Best practice in promoting critical thinking in experiential learning were discussed	Will incorporate into curriculum planning and PD	SICS Director of T&L, 40+ teachers coaches /mentors, administrators
Dates of Outreach	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
January 26, 2018	Soliciting additional feedback and support	115th Street office	Assemblyman Robert Rodriguez	*CSD 4 is definitely open to Sofara *Progressive education, when done right, is an asset to a community	Will follow-up during authorization process to inquire about new possible facilities	Assemblyman Rodriguez SICS ED & COL
January 24, 2018	In person workshop with mentors to obtain feedback on teachers support and retention	Pace University, NYC	Teacher coaches and mentors	Best practice in providing teachers with consistent and effective feedback and support	Will incorporate into curriculum planning and PD	SICS Director of T&L, 75+ teacher coaches and mentors
January 23, 2018	Solicitation of feedback and collaboration	Email and phone call	Denise Adusei, Founding Director PearTree daycare	Community and family needs *Have an International focus *Parents value Location for security	Will incorporate into outreach strategy	SICS Director of T&L



				<p>*Parents like an Environment new, bright *Focus on parent engagement *Local School staff is valuable for making connections with kids</p>		
January 23, 2018	Email and phone call with Sheltering Arms daycare	Email and phone call	Glenda Arvelo, Family Coordinator	Community and family needs	Will incorporate into outreach strategy	SICS Director of T&L
January 17, 2018	Further develop community presence and establish enrollment partnership	Email and call	Peartree Community Preschool	General introductory conversation	Will set up second call for partnership and event planning	SICS Director of T&L Executive Director/ Founder
Dates of Outreach	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
January 17, 2018	Further develop community presence and establish enrollment partnership	Email and call	Sheltering Arms Community Programs (UPK provider)	General introductory conversation including topic of community wants and needs	Set up date for second call	SICS Director of T&L Program Director
January 12, 2018	Inform and solicit feedback with flyer distribution	CSD 6HH Broadway btwn 136th & 145th Streets CSD 4 1st Ave. btwn 100-110th Strs.	General residents	N/A	N/A	100 individuals in each CSD received a flyer
January 10, 2018	Outreach to inform and solicit feedback	Phone call	SICS's local Regent representative	*Ms. Meade is interested to learn more about the SICS	Will schedule a follow-up call with	Ms. Meade



Attachment 2a – Evidence of Public Review Process

1) SICS has informed the Harlem community stakeholders in CSDs 4 and 6HH, “about the proposed charter school, including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered”. Focus Groups, Town Halls, flyering, and our website are a few examples of our outreach to inform. SICS has also informed a wider group of stakeholders beyond Harlem. As seen below, The Sofara website, www.sofarainternational.org, openly informs the general public

The screenshot shows the Sofara International website. The navigation menu includes: HOME, WHO WE ARE, PETITION, ACADEMICS, NEWS & MEDIA, and CONTACT. The main content area features a header with three sections: INTERNATIONAL MINDEDNESS (Singapore Math & Core Knowledge Language Arts), HOW WE EXPRESS OURSELVES (Research and Model Building), and HOW THE WORLD WORKS (Applied Learning That Extends the Imagination). Below this is a section titled "Producing Young Ambassadors" with the following text:

Sofara International Charter School (Sofara) has been designed by Harlem community parents and stakeholders. It meets a strongly discernable need for a bilingual, bicultural school in the community. Sofara proposes to serve a diverse cross section of families, particularly underserved francophone speakers. Sofara will create an educational opportunity for our children in K through 6th grade. Our intent is to shape them into high functioning, career oriented citizens who are both self-aware and globally conscious.

As a content based, English-French, dual language school using the time-tested and highly successful inquiry-based framework established by the International Baccalaureate (IB), Sofara will open up opportunities for our children to excel.

To make Sofara International Charter School a reality, our team is requesting authorization from the Board of Regents through the New York State Education Department to open in August of 2019 in Community School District 4 or the Hamilton Heights community of Community School District 6. Our Letter of intent will be submitted February 8, 2018 with the full proposal due March 14, 2018. Charter School designation will allow continuous innovative growth while ensuring the internationally recognized IB framework is



2) Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school. Sofara International Charter School maintains an online Enrollment & Feedback (E&F) link on its website, www.sofarainternational.org for the community to leave comments anytime. From time to time, an open call for feedback is posted with the E&F survey link on Sofara’s social media platforms as seen below.

Many stakeholders have given their input on choice of language for the dual language component with dual language being the #1 aspect they liked about the design of the school.



In response to community feedback and that of other stakeholders, Sofara International will provide an after school choice of Mandarin studies through a collaboration with Manhattan Mandarin.

Q1: Contact

Name	[REDACTED]
Address 1	[REDACTED]
Address 2	[REDACTED]
City	[REDACTED]
State	[REDACTED]
Zip code	[REDACTED]
Telephone	[REDACTED]
E-mail	[REDACTED]

Q2: How many children, by age, currently live in your household?

4 years old	1
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Q3: Which School District Do You Live In?

Other (please specify)	1
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Q4: Would you enter your child in the enrollment lottery for the 2017 school year at Sofara International Charter School?

Yes

Q5: What Interests You Most About Sofara?

foreign lan. IB program

Q6: Please Provide Your Feedback/Ideas/Suggestions or Thoughts Here

Add Mandarin

Re: Re: Mandarin Upstart (21 k)

sent: 11/18/16 11:08 am
to: Executive Director

Thank you so much for the opportunity. I'm really looking forward to this and know that we will have something fantastic by launch time.

I had a great meeting with Asia Society and Wu Laoshi (from Princeton) yesterday. I think our curriculum will be more refined and tested by your launch and I think its going to change the way people think about teaching Chinese and other languages.

I'm a bit bogged down today but will have a draft agreement early next week or by Sunday night.

I'll have a great weekend!

On Wed, Nov 16, 2016 at 9:47 PM, Executive Director <info@sofarainternational.org> wrote:
Hi Jamie,

Just wanted to say thank you again for coming out to see us today. It was inspirational to hear the synergy in philosophy that we share! I look forward to receiving your letter of commitment this week.

Regards,



3) Sofara International Charter School has held many open community events and meetings to draw in the community from CSDs 4 and 6HH, and demonstrate the type of educational environment they can expect. Student and family centered events, such as a hands-on applied learning workshop that incorporated philanthropy: Ode to Joy TechFest, had over 20 participants. In addition to diverse families, open events also targeted a diverse stakeholder pool of early childhood service providers.

a) Early Childhood Educators

SICS hosted an open roundtable discussion of SICS’ key design elements targeted to Directors of organizations serving pre-K or younger children and families: Directors’ International Brunch

NOTE: You will be contacted when Sofara is authorized and when the application process has begun
Please use as many lines as needed to leave a Comment or Question

NAME	CONTACT INFO EMAIL OR PHONE	Current AGE OF CHILD	GRADE LEVEL AT 2018 ENROLLMENT	YES - I WOULD LIKE TO ENROLL MY CHILD(REN)	ZIP CODE
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

DIRECTORS' BRUNCH

Enjoy
American French Asian Indian Cuisine

**SOFARA INTERNATIONAL
CHARTER SCHOOL**

CORDIALLY INVITES YOU TO AN INTERNATIONAL BRUNCH
TO BE A PART OF CHANGE IN EDUCATION

* COME GIVE US YOUR FEEDBACK ON OUR PROPOSED SCHOOL DESIGN *

JUNE 19, 2017 10a.m. to 12p.m.
MAYSLES THEATRE 343 MALCOLM X BLVD. at 127th Street

Sofara International **TEXT RSVP TO:** 646.644.0300

Follow-up for this event includes establishing opportunities for SICS to engage students by volunteering academic activities and engage parents for future enrollment.

