



PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Amber Charter School III		
Education Corp. Name:	Amber Charter Schools		
Education Corp. Status:	Established	Proposal Type:	Standard
School District (or NYC CSD):	NYC CSD 6	Opening Date:	2020

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K, 1, 5, 6	400
Year 2	K-2, 5-7	610
Year 3	K-3, 5-8	802
Year 4	K-8	902
Year 5	K-8	923

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	Not applicable.
CMO Public Contact Info (Name, Phone):	Not applicable.
Partner Organization:	Not applicable.
Partner Public Contact Info (Name, Phone):	Not applicable.

Lead Applicant Contact Information

First Lead Applicant Name:	Vasthi Acosta				
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input checked="" type="checkbox"/> School Administrator	<input checked="" type="checkbox"/> District Resident	<input checked="" type="checkbox"/> Education Corp./Charter School
Organization Name:	Amber Charter Schools				
Applicant Mailing Address:	[REDACTED]				
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]	Email:	[REDACTED]

Second Lead Applicant Name:					
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	

List additional lead applicants in the "Other" section. Not Applicable Additional Applicants Listed in "Other"

Media/Public Contact Information (required)

Name:	Christine Ganey	Phone #:	212-534-9667 x107	Email:	cganey@ambercharter.org
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Lead Applicant Signature

Signature:		Date:	1/8/19
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By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design

MISSION STATEMENT

Amber Charter Schools provide students with an academically rigorous and well-rounded education, along with strong character development, which enables them to prosper in their future endeavors.

KEY DESIGN ELEMENTS

During the 20 years of serving the children of East Harlem, and subsequently replicating its K-5 model in the Bronx, Amber Charter Schools has not only created a program that produces strong academic performance, but more broadly addresses the learning and developmental needs of the whole child through enrichment offerings and a comprehensive range of supports.

Therefore, many key elements of Amber Charter School East Harlem and Kingsbridge will also be foundational in this replication and expansion.

Amber Charter School III, like its predecessors, will:

1. **Ensure a rigorous and comprehensive core academic experience**
2. **Support students in multiple ways**
3. **Create an educational community that celebrates culture and fosters a love of learning**

With its expansion into the middle school grades, Amber Charter School III also intends to:

4. **Provide clear pathways to high school and college**

1. Ensure a Rigorous and Comprehensive Core Academic Experience

Students will be engaged in rigorous academic experiences, value and demonstrate discipline and hard work, and be held responsible for their learning. All of our students will learn through direct skill and strategy building instruction, blended with opportunities to think critically, write creatively, make cross content connections and construct knowledge grounded in hands-on and real-world experiences. This will be evident in the authentic work they produce, their performance on formative and summative assessments, their responses to thought-provoking questions and their reflections on their own learning, orally and in writing. Learning will be challenging, exploratory, integrative and relevant.

- Students at all grades levels will receive instruction in the core subject areas:
 - At least 90 minutes a day of literacy
 - At least 65 minutes a day of mathematics
 - At least 90 minutes a week of social studies
 - At least 180 minutes a week of science in K-4, and 235 minutes in 5-8, to allow for extended lab experiences
- Non-core subject learning experiences will also be rich and engaging:
 - All students will learn Spanish as a second language. Eighth graders will graduate from Amber Charter School III as dual language speakers and readers.
 - Students will have opportunities to develop their skills, knowledge and passions within visual arts, music, physical education and technology classes.
 - Middle school students will benefit from integrated STEAM academic enrichment periods, twice each week.

2. Support Students in a Multiple Ways

Amber Charter Schools are inclusive environments. The same commitment will be replicated and expanded upon at Amber Charter School III through its RtI framework, K-8 model, small class size and low teacher/student ratio.

Amber Charter School III will employ a Response to Intervention multi-level prevention framework to categorize, support and monitor students, based on benchmark and formative assessment results. This approach is reflective of the Amber Charter Schools' core belief that every student can achieve grade level learning standards. Teachers will modify and differentiate core instruction for the broad range of challenged to advanced students. Moderate and high intensity interventions (for students identified as at-risk or as formally requiring Special Education and English as a Second Language services) will be provided by special education, ESL and Title I teachers.

All Amber Charter School III learners will be known and holistically supported across all grade levels. Students will have nine years to develop long-term, deep relationships with peers and staff members in our K-8 setting. Classes will have no more than 25 students across all grade levels, assuring a low teacher to student ratio.

3. Create an educational community that celebrates culture and fosters a love of learning

Learning will be a public and pervasive pursuit. In addition to the "AMBER Way," which articulates key character traits (Achievement, community, responsibility, honesty and Respect), students will be highly engaged in lessons, which will involve projects, investigations and explorations, and the integration of the arts. Daily learning will be interactive and collaborative, with students frequently working in pairs and teams to grapple with new concepts and skills and provide evidence of mastery.

Amber Charter School III students will work collaboratively, within and across classrooms and grade levels on impactful, meaningful community service projects.

Middle School Advisory at Amber Charter School III will foster connectedness and communication, while supporting students' social and emotional development and academic performance and persistence.

4. Provide Clear Pathways to High School and College

The structure of Middle School Advisory will ensure all Amber Charter School III students make successful transitions to high school.

Our students will also begin to contemplate their future aspirations, and to understand what will take to pursue higher education degrees and stimulating, impactful careers of their choice. Amber Charter School III will provide numerous opportunities for students to be exposed to and explore college and career pathways, through college visits, meeting college-aged or early career adults, partnerships with post-secondary institutions and real-world internships.

BRIEF OVERVIEW OF ACADEMIC PROGRAM

Students will be engaged in rigorous academic experiences, value and demonstrate discipline and hard work, and be held responsible for their learning. All of our students will learn through direct skill and strategy building instruction, blended with opportunities to think critically, write creatively, make cross content connections and construct knowledge grounded in hands-on and real-world experiences. This will be evident in the authentic work they produce, their performance on formative and summative assessments, their responses to thought-provoking questions and their reflections on their own learning, orally and in writing. Learning will be challenging, exploratory, integrative and relevant.

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School Management

MANAGEMENT STRUCTURE

The Amber Charter Schools Board will oversee all Amber Charter Schools through a single education corporation. A few additional Board members were recently sought with the following skills: enhanced fundraising capability, facility management, architecture, finance, and pediatric social emotional expertise.

Amber Charter School III will share management, Shared Support Team [SST], with Amber Charter School East Harlem and Amber Charter School Kingsbridge. The EdCorp, Amber Charter Schools, is embedded within the organization and the SST operates on-site at all school locations. The School Support Team includes an Executive Director, HR/Finance Officer, Chief Operations Officer/General Counsel, Chief Communications Officer, and a Director of Special Programs. Back-office departments will be further fortified to support this additional school, including the operational/financial department. The schools' principals report directly to the Executive Director and are members of the SST. The Executive Director and Director of Special Programs serve as Chief Academic Officers in partnership with the principals. This will be expanded in the coming years.

The Amber Charter School III school leadership structure will include one Principal, and two Assistant Principals, Directors of Operations, Deans of Students and Data and Assessment Managers (with elementary/middle school focus). Three Staff Developers round out the team. The Principal is the chief administrator at the school.

ROLE OF CMO OR PARTNER(S)

Not applicable.

School Facility Plans

Amber Charter School III plans to locate its K-8 program in CSD 6 and has identified a potential site.

Amber has started negotiating with Azimuth Development Group for a 35-year lease of an existing high school located at 532 West 215th Street. The facility is a 68,000 square foot building that currently houses Northeastern Academy. Amber has retained DBI, a real estate management consulting firm, and intends to complete lease negotiations by March 2019. We are currently exploring a number of facilities funding options, including Civic Builders and others, Amber intends to commence modest renovations in July 1, 2019, and be ready to occupy the space a year later on July 1, 2020. The school is nestled in a residential neighborhood flanked by parks and athletic facilities owned by Columbia University. Amber has a well-established partnership with Columbia University and anticipates leveraging this relationship on behalf of Amber Charter School III students so that they may access nearby athletic fields. The school is within walking distance of the 1 and A subway train lines and public bus options 7, 20 and 100.

Board Member Names and Biographical Summaries

Soledad Hiciano, Board Chair

Ms. Soledad Hiciano has served on the Board in different capacities since the school's founding in 2000. Ms. Hiciano has served as the Executive Director of La Asociación Comunal de Dominicanos Progresistas (ACDP) or Community Association of Progressive Dominicans since 2006, a highly respected community organization serving thousands of families in Northern Manhattan and the Bronx. ACDP is the first Dominican-led community-based organization in Washington Heights, and has been providing services to the families of Washington Heights for over 25 years. Ms. Hiciano has been and still is a very active parent advocate in the field of education. She led the President's Council of District Six in 1997, was a key member of the ACDP-sponsored team that founded PS 210/Twenty-first Century Academy for Community Leadership in 1997 and played a key role in the founding of Amber Charter School. She holds a Bachelor of Science from Mercy College. She is the mother of three daughters and former resident of Washington Heights.

John Gutierrez, Vice President

John A. Gutiérrez is an Assistant Professor in the Department of Latin American and Latina/o Studies at John Jay College of Criminal Justice/CUNY. He is a historian of the Spanish-speaking Caribbean islands, he specializes in the history of Cuba and specifically the history of health, medicine and disease during the early twentieth century. He earned his undergraduate degree at Vassar College and his doctorate at the Graduate Center/CUNY, where he was the recipient of a Ralph Bunche Dissertation Fellowship.

Before joining the faculty at John Jay, Dr. Gutiérrez was an Associate at the MirRam Group specializing in communications, policy analysis, and fundraising. He is a member of the Board of Trustees of the Friends of the New Jersey Hispanic Research and Information Center at the Newark Public Library. He joined the Board of Trustees of the Amber Charter School in 2015. He lives in Montclair, NJ with his wife and two sons.

Frank Aldridge, Treasurer

Frank Aldridge is Vice President of strategy and corporate development at Tradeweb Markets LLC, a leading firm in operating electronic over-the-counter fixed income and derivatives marketplaces. Mr. Aldridge began his career at Ernst & Young LLP in their Financial Services Office where he worked in their audit and advisory practices. He received his BBA in Accounting from the University of Georgia and his MBA from New York University. Mr. Aldridge has lived in Manhattan since graduating from the University of Georgia and has previously served in the community through the SLE Lupus Foundation and Habitat for Humanity.

Amador Centeno, Secretary

Amador Centeno is the Vice President of Facilities Management & Campus Services at Columbia University Medical Center. He oversees the portfolio that includes: in Capital Projects, Maintenance, Operations, Housing, Finance and Administration, Compliance, Public Safety, Student Health Services, Dining and Catering, Library Services, and Space Planning divisions. Before joining Columbia, Mr. Centeno worked at Beth Israel Medical Center where he served as the Vice President of Administration overseeing Environment Services, Engineering, Linen, Safety, Transportation & Mail Services, Hazardous Waste Management and PACC Facilities. He holds a Master of Science degree in Health Services Administration from Iona College and a Bachelor of Arts degree in Economics from Lehman College. He lives in New Jersey with his wife, Virginia, daughter Tyler and twin boys, [REDACTED]

Vasthi R. Acosta, Ex-Officio Trustee

Vasthi Reyes Acosta is the Executive Director of Amber Charter School. Dr. Acosta was hired at Amber in 2007 as the Director of Curriculum and Instruction. In 2008 she was appointed Head of School/Principal, a position she held until 2014 when she became Executive Director. Dr. Acosta has worked in the NYC Department of Education as Assistant Principal, Consultant and teacher. She was a college professor at Hostos Community College in the Early Childhood Education department, a curriculum developer and teacher trainer at Teachers College. She is the founding convener of the Latino Charter Leaders Roundtable. Dr. Acosta is a graduate of Columbia University's Teachers College where she was awarded both a Doctor of Education and Master of Arts degrees. She also holds a Master of Science degree from Bank Street College of Education and a Bachelor of Arts degree from Fordham University. She is the wife of Appellate Justice Rolando T. Acosta, and mother to son, [REDACTED], daughter, [REDACTED], and son in law, [REDACTED]. She is a resident of Inwood.

Kelly Combs, Trustee

Kelly Combs is an architect & designer with Gensler, joining the NY office in 2004. She leads teams on technical and aesthetic design in the education practice area for higher education and K-12 facilities as well as specialty spaces such as Innovation Labs, Co-working workplace, and Maker Spaces. Kelly is an active member of the AIA Committee for Education Architecture. She develops roundtable discussions, panel events, and Maker/STEM workshops for K-12 children. Kelly lives in Manhattan with her husband, Jim, and their daughter, Bryce. In her spare time, she likes to ride bikes and take her daughter to the park for playtime. She is a Board Member at Amber because designing, planning and advocating for educators and education spaces has been her life's work.

Dr. Miguelina Germán, Trustee

Dr. Miguelina Germán is a clinical psychologist and researcher, with over 15 years of experience treating children, families and adults and evaluating clinical intervention programs. Dr. Germán is currently the Assistant Director of the Pediatric Behavioral Health Integrated Program (BHIP) at Montefiore Medical Group (MMG), which has integrated pediatric behavioral health providers into 20 primary care practices that serve 90,000 children across the Bronx, NY and lower Westchester County. She is the mother of two daughters and a resident of Washington Heights. She is passionate about improving the educational outcomes and emotional health of low-income children, in addition to passing on her love for reading and dancing to her own children. She completed her undergraduate work at Columbia University and obtained her doctoral degree from Arizona State University.

Elena Goldberg Velazquez, Trustee

Elena Goldberg Velazquez, Esq., works in the Law Department, in the New York State Supreme Court, Appellate Division, and First Department as the Principal Appellate Court Attorney. Previously, Elena worked at Soto, Sanchez and Negron, LLP where she handled civil litigation.

Elena is active in the Puerto Rican Bar Association, she is a Committee Member of the New York State Bar Association Diversity Committee and serves as Chair of Judicial Diversity Sub-Committee. Elena also serves as a board member of the City University of New York School of Law Board of Visitors. Elena earned her Bachelor of Arts in Political Science and International Relations from Syracuse University. Elena earned her Juris Doctor from City University of New York School of Law Queens College.

Elena was the recipient of the 2012 Manhattan Times/Bronx Free Press Distinguished Women's Award, the Puerto Rican Bar Association's 2009 Young Lawyer Women's Award, 2007 Entre Nosotras Award and 2006 Latin Scholarship Award.

Beatriz Gonzalez, Trustee

Beatriz Gonzalez is currently the VP Comptroller at Smile Train. She manages the company's Finance and Accounting and works closely with Fundraising and Grant Management. She has over twelve years of experience working at public accounting firm where she performed audits in a wide range of industries with a focus in non-profits. She enjoys changing the world one smile at a time by helping children with cleft lip and palate around the world. Ms. Gonzalez graduated Cum Laude from Rutgers University with a degree in Accounting. She earned her CPA designation in New York and New Jersey.

Jazmine Landa, Amber Charter School II Kingsbridge Parent Representative

Jazmine Landa serves as the Amber Kingsbridge parent representative on the Board of Trustees. Ms. Landa is the Office Manager at CARES, Mt. Sinai/St. Luke's Hospital. She has a Medical Assistant diploma from Brown Mackie College and is pursuing a Bachelor in Health Studies from Walden University. Ms. Landa cares about children receiving the best education possible as her son thrives at Amber.

Shawnte Lorick, Amber Charter School II East Harlem Representative

Shawnte Lorick serves as the Amber East Harlem parent representative on the Board of Trustees. Ms. Lorick is a U.S. Probation Officer Specialist at the U.S. District Court. She is a licensed social worker. Ms. Lorick has a Master's Degree in social work and a Master's Degree in criminal justice from the State University in Albany. As a resident of East Harlem, she believes strongly in her community and knows these children have the potential to become future leaders.

Bradley Olsen, Trustee

Bradley Olsen is a Managing Director at CIBC Commercial Banking, with proven skills in developing strong trusted adviser role for clients. Bradley has earned a reputation as a result driven, highly motivated strategic thinker with an optimism for constant improvement in both professional and personal life. He has deep comprehensive knowledge of banking solutions, for client contract negotiation and process innovation. Bradley has a Bachelor of Science in Business Administration and Finance from the University of Southern California. He is a board member at Amber because the Amber team is amazing and education is one of the foundations for future success.

Jenna Pantel, Trustee

Jenna Pantel is the Chair of the Education Committee on the Amber Board. She graduated magna cum laude from Syracuse University's S.I. Newhouse School of Public Communications and the College of Arts and Sciences. She then graduated magna cum laude with her Juris Doctorate from the University of Miami School of Law. While at the University of Miami, Jenna participated in the Center for Ethics and Public Service's Street Law program. As a Street Law fellow, she taught law and ethics to Miami Senior High School students.

Ms. Pantel is currently an associate at a New York City education law firm where she represents parents of students with disabilities. She has been interested in education, education law, and education policy since taking her first psychology of reading disabilities course at Syracuse University.

Brian Quillin, Amber Charter School Teacher Representative

Brian Quillin is the Teacher Representative on the Board. He joined the Amber faculty in 2013 and has worked as a Tutor, Teacher Assistant, and Teacher. He is currently the Music and English as a New Language Intervention Teacher for Amber Kingsbridge. Brian's undergraduate degree is from SUNY Fredonia, and his graduate degree in Music Education Prek-12 from Hunter College, CUNY.

Other



GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

Applicants with currently operating public or private schools should complete this form.

1- General Information

Complete the form on the following tab for all academic years in the current charter term. Be sure to include the school name at the top.

Complete a separate form for each school in the education corporation (or network) for replicated schools.

2- Enrollment

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities count even if they no longer receive services.

Any student identified as an English language learner at any point of enrollment in the school should be included in the English Language Learners count regardless of their current English language proficiency status.

3- Retention

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

4- Discipline

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

SCHOOL NAME: Amber Charter School East Harlem

	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment^[1]					
Total Enrollment	497	480	497	495	526
Number of Students with Disabilities	80	87	84	89	91
Number of English language learners	28	24	23	45	33
Number of Economically Disadvantaged Students	417	415	429	421	429
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]	434	434	434	437	441
Total Number of Eligible Students Who Returned from Previous Year	385	385	371	380	387
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]	76	72	83	73	83
Number of Students with Disabilities Who Returned from Previous Year	58	67	61	62	73
Number of English language learners Eligible to Return from Previous Year ^[5]	26	28	24	23	44
Number of English language learners Who Returned from Previous Year	20	24	20	21	37
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	365	371	381	380	374
Number of Economically Disadvantaged Students Who Returned from Previous Year	327	328	325	328	328
Average Daily Attendance Rate	94%	93%	95%	94%	93%
Discipline					
Number of In-School Suspensions (Occurrences)	13	8	9	7	7
Number of Out of School Suspensions (Occurrences)	11	16	13	21	2
Number of In-School Suspensions (unique students)	0	0	0	0	0
Number of Out of School Suspensions (unique students)	0	0	0	0	0
Number of Expulsions	0	0	0	0	0

[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.



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Applicants with currently operating public or private schools should complete this form.

1- General Information

Complete the form on the following tab for all academic years in the current charter term. Be sure to include the school name at the top.

Complete a separate form for each school in the education corporation (or network) for replicated schools.

2- Enrollment

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities count even if they no longer receive services.

Any student identified as an English language learner at any point of enrollment in the school should be included in the English Language Learners count regardless of their current English language proficiency status.

3- Retention

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

4- Discipline

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

SCHOOL NAME: Amber Charter School Kingsbridge

	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment^[1]					
Total Enrollment	N/A	N/A	128	271	357
Number of Students with Disabilities	N/A	N/A	9	40	35
Number of English language learners	N/A	N/A	26	26	35
Number of Economically Disadvantaged Students	N/A	N/A	87	215	272
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]	N/A	N/A	N/A	117	254
Total Number of Eligible Students Who Returned from Previous Year	N/A	N/A	N/A	91	212
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]	N/A	N/A	N/A	14	30
Number of Students with Disabilities Who Returned from Previous Year	N/A	N/A	N/A	11	26
Number of English language learners Eligible to Return from Previous Year ^[5]	N/A	N/A	N/A	24	24
Number of English language learners Who Returned from Previous Year	N/A	N/A	N/A	17	19
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	N/A	N/A	N/A	87	215
Number of Economically Disadvantaged Students Who Returned from Previous Year	N/A	N/A	N/A	63	159
Average Daily Attendance Rate	N/A	N/A	95%	94%	95%
Discipline					
Number of In-School Suspensions (Occurrences)	N/A	N/A	13	12	14
Number of Out of School Suspensions (Occurrences)	N/A	N/A	8	14	6
Number of In-School Suspensions (unique students)	N/A	N/A	0	0	0
Number of Out of School Suspensions (unique students)	N/A	N/A	0	0	0
Number of Expulsions	N/A	N/A	0	0	0

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1. Community Need and Proposed School Impact

a. Community Description and Need

Provide an analysis of the community and target population for the school including:

- A description of the community from which the proposed school intends to draw students;
- Community demographics;
- A description of the specific population of students the proposed school intends to serve;
- The applicant’s rationale for selecting the community;
- Performance of local schools in meeting the community’s need; and,
- How the proposed school would provide a needed alternative for the community.

The board and leaders of Amber Charter Schools are pleased to submit this charter application to the SUNY Charter Schools Institute for consideration. The vision and design of Amber Charter School III demonstrates a two-fold commitment - first, to the Washington Heights/Inwood community, as we will be expanding our reach and impact into new - yet familiar - neighborhoods, where many of our stakeholders have deeply established roots, and second, to our current Amber Charter School Kingsbridge and East Harlem students and families, who have long desired and needed a high-quality choice for middle school.

Northern Manhattan: The Washington Heights/Inwood Community

Washington Heights/Inwood is a vibrant community at the north end of Manhattan. The neighborhood is bordered to the south by Harlem along 155th Street, Spuyten Duyvil Creek to the north, the Hudson River to the west and the Harlem River and Coogan's Bluff to the east. It is situated within the boundaries of Community District 12 and the north section of Community District 9. According to the 2015 Community Health Profile¹, the population of Washington Heights and Inwood is majority Hispanic (71%, primarily Dominican), with 17% white, 7% black, 3% Asian and 1% other. Fifty-eight percent (58%) of the population are foreign-born and 39% identified as limited English proficiency. Almost one-third of residents (30%) have not completed high school, a contributing factor to the widespread economic challenges in the area. In 2013, median household income was only \$37,460 (less than the citywide average of \$52,220), and one-quarter of the households had incomes below the federal poverty level (compared to the citywide rate of 18%).² The area is also experiencing development, which will present both new opportunities and challenges; a rezoning was approved this year for development planned along Sherman Creek in Inwood, which would stimulate an influx of about 15,000 additional residents in the near future.

NYC DOE Community School District 6

Washington Heights and Inwood are served by NYC DOE Community School District 6, which includes 34 schools that serve the elementary and middle grades (17 elementary, 7 K-8 and 10 middle schools - 2 of which are 6-12). Students attending these traditional district schools are more likely to be eligible for free or reduced lunch, black or Hispanic and English language learners than their peers across the city. They are comparably likely to be identified as having a disability. These demographics are presented below

¹ [Community Health Profile: Manhattan Community District 12: Washington Heights and Inwood, Copyright©2015 The New York City Department of Health and Mental Hygiene](#)

² [An Economic Snapshot of Washington Heights and Inwood, Office of the NYS Comptroller, June 2015](#)

**2017 NYC DOE CSD 6
K-12 Student Demographics³**

Characteristic	CSD 6	NYC
K-12 Enrollment	22,701	1,135,334
Eligible for Free or Reduced Lunch	85.2%	74%
English Language Learners	27.5%	13.5%
Special Education	19.1%	19.7%
Black or Hispanic	92.2%	65.5%

Proficiency as measured by the NYS ELA and math assessments are at particularly low levels in this district, and there is evidence of striking disparities in terms of race, students with disabilities and English language learners. The tables below include percentages of all students who demonstrated proficiency, and subgroup performance by race, disability and English language.

**NYC DOE CSD 6 Grades 3-8
Performance on 2017 and 2018 NYS ELA Assessments (Percent Proficient)**

2017		Race			Special Education		English Language	
3-8	All	White	Black	Hispanic	GE	SWD	Non-ELL	ELL
#	9463	456	514	8317	7539	1924	6950	2513
%	30%	65%	28%	28%	36%	8%	39%	4%

2018		Race			Special Education		English Language	
3-8	All	White	Black	Hispanic	GE	SWD	Non-ELL	ELL
#	9300	529	499	8076	7344	1956	6873	2427
%	37%	69%	31%	35%	43%	14%	48%	7%

**NYC DOE CSD 6 Grades 3-8
Performance on 2017 and 2018 NYS Math Assessments (Percent Proficient)**

2017		Race			Special Education		English Language	
3-8	All	White	Black	Hispanic	GE	SWD	Non-ELL	ELL
#	9670	449	508	8527	7803	1867	6696	2974
%	26%	62%	18%	24%	30%	10%	35%	7%

2018		Race			Special Education		English Language	
3-8	All	White	Black	Hispanic	GE	SWD	Non-ELL	ELL
#	9332	508	489	8144	2836	1928	6582	2750
%	33%	66%	25%	31%	38%	14%	43%	10%

³ [NYC Demographic Snapshot](#)

Overcrowding in this district’s schools is a significant issue. In 2017, one-third (13 of 37) were considered to be over-utilized. The NYC DOE 2016-2017 space utilization report⁴ noted that CSD 6 has a 90% capacity rate overall, which is the second highest of all districts in Manhattan (only surpassed by CSD 2 at 91%). The table below lists all of CSD 6 schools serving elementary and middle grades, their grade bands, 2018 NYS assessment results, and enrollment, and identifies the schools that are over-utilized (and by how much).

**NYC DOE CSD 6 Elementary, K-8 and Middle Schools
Enrollment, Utilization⁵ and Demographics**

Name	Grades Served	2018 ELA	2018 Math	2017/2018 ⁶ Enrollment	Over-utilization
Dos Puentes Elementary School	K-5	44%	39%	280/274	133%
PS 128 Audubon	K-5	28%	32%	622/552	107%
PS 4 Duke Ellington	K-5	25%	25%	610/586	120%
PS 48 PO Michael J Buczek	K-5	25%	18%	579/546	115%
PS 8 Luis Belliard	K-5	26%	46%	563/519	126%
Muscota New School	K-5	79%	76%	281/282	182%
Castle Bridge School	K-5	61%	65%	204	
Hamilton Heights School	K-5	22%	26%	207	
Professor Juan Bosch PS	K-5	43%	55%	281	
PS 115 Alexander Humboldt	K-5	23%	29%	491	
PS 132 Juan Pablo Duarte	K-5	29%	30%	378	
PS 152 Dyckman Valley	K-5	28%	30%	542	
PS 173	K-5	40%	33%	483	
PS 189	K-5	43%	31%	842	
PS 192 Jacob H Schiff	K-5	31%	31%	243	
PS 28 Wright Brothers	K-5	30%	37%	662	
PS 98 Shorac Kappock	K-5	27%	28%	463	
Amistad Dual Language School	K-8	50%	37%	423/396	128%
Paula Hedbavny School	K-8	55%	51%	551/550	139%
PS 18 Park Terrace	K-8	26%	27%	362/362	109%
Washington Heights Academy	K-8	70%	67%	563/514	124%
PS/IS 187 Hudson Cliffs	K-8	63%	54%	807/804	149%
PS/IS 210 21 st Century Academy	K-8	46%	47%	453/433	128%
Washington Heights Expeditionary Learning	K-8	37%	9%	779	

⁴ [Space Overutilization in New York City Public Schools: Report on the 2016-2017 School Year, May 9, 2018 \(NYC DOE\)](#)

⁵ [Space Overutilization in New York City Public Schools: Report on the 2016-2017 School Year, May 9, 2018 \(NYC DOE\)](#)

⁶ Both 2017 (from the space over-utilization report) and 2018 enrollment for over-utilized schools is included, while only 2018 enrollment is included for the remaining schools. Although seven of thirteen schools that were considered over-utilized in 2017 appear to have decreased enrollment, they are still categorized as overcrowded.

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IS 528 Bea Fuller Rodgers School	6-8	34%	31%	199/197	115%
Community Math and School Prep	6-8	10%	10%	239	
Harbor Heights	6-8	7%	20%	149	
Harold O Levy School	6-8	24%	12%	331	
JHS 143 Eleanor Roosevelt	6-8	20%	15%	314	
Middle School 322	6-8	29%	21%	316	
MS 319 Maria Teresa	6-8	31%	30%	468	
MS 324 Patria Mirabal	6-8	28%	27%	419	
City College Academy of the Arts	6-12	56%	39%	599	
Mott Hall V School	6-12	31%	22%	668	

Interestingly, the students attending five of the seven K-8 schools tend to fare better on standardized assessments than those in K-5 schools, and considerably better than those in middle schools (grades 6-8). Further, almost all of these K-8 schools (85%) were identified as overcrowded and most remained so a year later, which indicates ongoing family interest despite space strains.

Independent/Private Schools in CSD 6

There are a number of independent/private schools located within the boundaries of CSD 6. Six are small PreK-8 Catholic/Protestant schools, which may be of interest to Amber’s target population, but tuition costs are likely to be prohibitive. One school serves middle/high school aged students with significant disabilities, and three serve orthodox Jewish populations, two at the high school level. Prospective Amber Charter School III students are not likely to be interested in a school serving the Orthodox Jewish community, or require a model targeting severe special needs.

Independent/Private Schools in CSD 6

School	Grades	Type	Enrollment
St. Rose of Lima	PreK-8	Catholic	163
St. Elizabeth School	PreK-8	Catholic	360
Incarnation School	PreK-8	Catholic	316
Manhattan Christian Academy	PreK-8	Protestant	220
Good Shepard School	PreK-8	Catholic	270
Our Lady Queen of Martyrs	PreK-8	Catholic	280
Phyllis Susser School for Exceptional Children	Ages 11-21	Severe Special Needs ⁷	N/A
Yeshiva Rabbi Samson Raphael Hirsch School (boys) /Beis Yaakov (girls)	PreK-12	Orthodox Jewish	N/A
Marsha Stern Talmudical Academy	9-12 boys	Orthodox Jewish	N/A
Yeshiva University High School for Boys	9-12 boys	Orthodox Jewish	300

⁷ Autism, Speech, Language, Other Health Impairment, Traumatic Brain Injury, Intellectual, Emotional, Multiple Disabilities.

Charter Schools in CSD 6

On the average, charter schools in CSD 6 have shown results approximately 20 percentage points higher than the district; however, that performance is skewed by KIPP and Success, where between two-thirds and almost all students demonstrated proficiency. The other four schools' performance is mixed, and more comparable to CSD 6 results. The table below includes 2018 assessment results for all charter schools that served tested students.

**CSD 6 Charter Schools
2018 NYS Assessments, Percent Proficient**

School	# Students	Grades	ELA	Math
All CSD 6 Charter Schools	3549	K-12	49%	53%
KIPP NYC Washington Heights Charter School	908	K-8	63%	72%
Success Academy	379	K-5 (K-8)	90%	98%
The Equity Project Charter School	597	5-8 (K-8)	40%	56%
School in the Square Charter School	105	6-8	36%	33%
New Heights Academy Charter School	749	5-8 (5-12)	38%	27%
Inwood Academy for Leadership Charter School	811	5-8 (5-12)	39%	35%

In addition, WHIN Music Community Charter School launched in Washington Heights this year and is currently serving kindergarten and first grade students.

Long-Standing Ties to Washington Heights/Inwood

It is significant that Amber Charter Schools Executive Director, Dr. Vasthi Acosta, has been committed personally and professionally to this community for decades. She has lived in the neighborhood her entire life, born and raised in CSD 6, and has been a resident of Inwood since 1983. She began her career as a bilingual teacher at PS 115 in Washington Heights. She was also a co-founder of the 21st Century Academy for Community Leadership School (P.S./ I.S. 210), drafting the initial proposal, serving as the project director and then assistant principal of this New Visions school. Her work as a teacher trainer, curriculum developer and coordinator at the Early Childhood Bilingual Multicultural Resource Center, Institute for Urban and Minority Education, at Teachers College, Columbia University also provided touchpoints to schools in CSD 6.

Soledad Hiciano, the Amber Charter Schools board chair and the Executive Director of Community Association of Progressive Dominicans (ACDP) since 2006, was also born and raised and lived most of her adult life in Washington Heights. In addition, the Amber Charter Schools board and leaders maintain a close relationship with Luis Miranda, Jr.⁸, also a resident of Inwood since the '80's, who was the founding board chair of Amber Charter School in East Harlem and has served as a senior leader in a number of community-based organizations (Hispanic Federation, National Action Council for Minorities in Engineering, Community Service Society, the NYC Department of Employment, the NYC Board of Education, and Aspira of New York) and as an advisor to NYC Mayors Koch, Dinkins and Giuliani. He has consulted on a number of successful political campaigns as well.

⁸ <http://www.miramgroup.com/luis-miranda-jr/>

Amber Charter Schools: A Track Record of Academic Success for ALL Students

Amber Charter School East Harlem was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (ACDP)⁹, a community-based organization located in the heart of Washington Heights. Now almost 20 years old, Amber Charter School East Harlem has provided a safe, rigorous and joyful learning educational home for hundreds of K-5 students and their families. Amber Charter School Kingsbridge was opened in 2016-17, incubating in Washington Heights in year 1 and then relocating to its permanent Bronx location in 2017.

In NYC DOE Community School District 4, where Amber Charter School East Harlem is located, only 39.7% of students demonstrated proficiency on the 2018 ELA assessments and 56.7% on the 2018 Math assessments, compared to **66%** and **64%** of Amber Charter School East Harlem students. The table below demonstrates the significant differences in percent proficient at each grade level between the school and district.

**Amber Charter School, East Harlem¹⁰ compared to NYC DOE Community School District 4
2018 NYS ELA and Math Assessment Results, Percent Proficient**

Grade	ELA			Math		
	ACS I	CSD 4	Diff	ACS 1	CSD 4	Diff
Grade 3	88.61%	46.83%	41.78%	86.08%	44.63%	41.45%
Grade 4	44.93%	39.39%	5.54%	50.72%	34.34%	16.38%
Grade 5	60.00%	33.75%	26.25%	49.09%	35.98%	13.11%

Beyond the high percentage of students demonstrating proficiency on the English language arts and math assessments, the school is making impressive progress in closing the achievement gaps for Black and Hispanic students, as well as those with disabilities, those who experience economic disadvantages and young English language learners.

**Amber Charter School, East Harlem¹¹ compared to NYC DOE Community School District 4
2018 NYS ELA and Math Assessment Results
Percent Proficient by Race, Students with Disabilities and Economic Disadvantage**

	ACS I	Race				Special Education				Economically Disadvantaged			
		ACS I		CSD 4		ACS I		CSD 4		ACS I		CSD 4	
	All	Black	Hisp	Black	Hisp	GE	SWD	GE	SWD	Non-ED	ED	Non-ED	ED
ELA	66%	58%	69%	33%	36%	71%	41%	49.9%	12%	78%	63%	50%	28%
Math	64%	52%	69%	27%	28%	70%	32%	41 %	11 %	76%	61%	46%	25%

⁹ The Community Association of Progressive Dominicans (ACDP) is a highly respected organization providing services to residents of Northern Manhattan and the Bronx. ACDP was founded in 1979 and incorporated in 1980 as the first non-profit to focus on the needs of New York's Dominican immigrants and the communities in which they live. ACDP has organized the community to develop high quality programs providing direct assistance to 27,000 children and families annually.

¹⁰ Amber Charter School Kingsbridge, served K-2 in 2017-18, so will administer NYS assessments for the first time in spring 2019.

¹¹ Amber Charter School Kingsbridge, served K-2 in 2017-18, so will administer NYS assessments for the first time in spring 2019.

The Development of English Language Learners

Amber Charter Schools place a high priority on advancing the reading, writing, listening and speaking skills of the young English language learners (ELLs) it serves. Although both Amber Charter School East Harlem and Amber Charter School Kingsbridge serve a substantial number of ELLs (45 at East Harlem and 25 at Kingsbridge in 2017-18 - reflecting 9% and 11% of the populations respectively), almost all test out of this formal designation by 3rd grade. On the Spring 2018 NYSESLAT, 80% of kindergarteners and 100% of first graders performed at the expanding or commanding levels at Amber Charter School East Harlem, and 100% of both kindergarteners and first graders scored at those levels at Amber Charter School Kingsbridge. Reference the table below for further details.

Amber Charter School Kingsbridge

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	18	0%	0%	0%	33%	67%
Grade 1	0	5	0%	0%	0%	40%	60%
Grade 2	–	2	–	–	–	–	–

Amber Charter School East Harlem

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	26	0%	0%	19%	42%	38%
Grade 1	1	14	0%	0%	0%	93%	7%
Grade 2	–	4	–	–	–	–	–
Grade 5	–	1	–	–	–	–	–

Overwhelming Interest

As a result of a strong academic program and performance of Amber Charter Schools' students, the number of families interested in enrolling their children continues to be overwhelming. Below are the application and waitlist numbers for the past two years.

School	Fall 2017			Fall 2018		
	Eligible Applications	Enrolled	Waitlisted	Eligible Applications	Enrolled	Waitlist
ACS East Harlem	718	210	475	722	280	452
ACS Kingsbridge	725	310	422	1020	175	854
Totals	1443	520	897	1742	455	1306

These figures demonstrate that 62% and 75% of those who applied in 2017 and 2018 did not secure a spot at our schools, and instead ended up on our waitlists.

A Strong Sense of Community

As evidence of strong school culture, parents and teachers at both existing school locations rated Amber Charter School positively, as captured on the NYC DOE Quality Snapshots. An overview is presented in the table below.

**Amber Charter Schools
2017 NYC DOE Quality Snapshot**

Area	Responded Positively
Rigorous Instruction	92%
Collaborative Teachers	96%
Supportive Environment	93%
Effective School Leadership	95%
Strong Family-Community Ties	92%
Trust	96%

Making Plans to Expand

Seeking to broaden its impact to serve more students in new communities, Amber Charter Schools stakeholders initially engaged in a strategic planning process in 2013-14 to consider a number of potential geographic locations to replicate its successful model, including Washington Heights, Marble Hill/Kingsbridge, the Lower East Side and Queens. These were identified as high-need areas, which Amber defined as having at least 70% of its student population receiving free or reduced lunch (a key indicator of poverty), low levels of proficiency on NYS assessments (40% or higher, on average or within any subgroups, scoring in Level 1 – not meeting grade level standards), at least 70% of students identified as Black and Latino (combined), limited quality public school choice and receptivity to Amber Charter School’s design and mission.

Amber Charter School Kingsbridge, which opened in 2016, incubated in a temporary space in Washington Heights in its first operational year. It then moved to its permanent location, in the Kingsbridge section of the Bronx, in 2017. During this period, the Washington Heights community enthusiastically supported our model, and many students who resided in Washington Heights remained enrolled even when we moved to the Bronx. Therefore, we are eager to permanently site our third school in the Washington Heights/Inwood area, and expect the range of local stakeholders to rally around us once again. Please refer to R-04abc, R-04d, R-04e and R-04f within this application for documentation of current community interest and support.

The Opportunity of Amber Charter School III

As described above, Amber Charter Schools have a long track record of success serving similar populations of students and families, the majority of whom are of Hispanic descent. The East Harlem school, now open for almost 2 decades, has demonstrated strong academic performance overall, and a trend of decreasing the achievement gaps for English language learners and students with disabilities. These gaps are typical across the city, but particularly concerning in CSD 6.

Amber Charter School III will provide an alternative, rigorous and engaging academic program to Washington Heights. During the 20 years of serving the children of East Harlem, and replicating its model in the Bronx, Amber Charter Schools has not only created a program that produces strong student performance, but more broadly addresses the learning and developmental needs of the whole child through enrichment offerings and a comprehensive range of supports.

Amber Charter School III, like its predecessors, will provide a rich core academic experience, including at least 90 minutes of literacy and mathematics instruction in the elementary grades, as well as science, social studies, Spanish, the arts, physical education and technology. In grades 5-8, students will have 65 minutes of humanities and math every day, with social studies twice and science (including one extended lab period) three times each week. All students will graduate from Amber Charter School III as dual language speakers and readers, as they will receive instruction in Spanish as a second language from kindergarten through eighth grade.

Beyond the standard special education services, such as targeted learning support, counseling, speech, occupational and physical therapy, students will also benefit from designated RtI (Response to Intervention) periods, after school and summer remediation, all aimed at supporting struggling students in achieving and exceeding grade level standards. All middle school students, advanced and otherwise, will benefit from rich internship experiences and integrated STEAM learning opportunities. Enrichment will also include programming in visual arts, music, physical education and technology, and will expand to include intramural sports in the middle grades.

Foundationally, our students will experience a strong culture of respect for learning through the infusion of the “Amber Way,” which teaches the following character traits:

Achievement
ComMunity
ResponsiBility
HonEsty
Respect

All Amber Charter School III students will complete a community service project each year, and students in grades 5- 8 will participate in a customized advisory program to foster connectedness, promote open communication, address issues of community, monitor academic progress and support the high school articulation process.

Families in CSD 6 indicate that they appreciate their K-8 schools, as they are generally overcrowded, and although they are not performing exceptionally, they are doing better than the elementary and middle school models in the same community. Amber Charter School III will be a welcome alternative, easing the overcrowding in these schools without creating significant financial hardships that lowered enrollment rates can introduce. Because Amber Charter School III founders will not be pursuing DOE space but seeking a private facility, it will be better able to build collaborative relationships with these schools.

b. Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;
- Information demonstrating a thorough analysis of existing educational options for the community and target population;
- Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,
- Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.

Amber Charter School III will have a positive impact on the local community, by providing a high-quality educational option in a district that currently does not offer enough excellent schools to its children and families.

Programmatic Impact on CSD 6

The grade configuration and enrollment of all public schools in CSD 6 are described above. To reiterate, the majority of the NYC DOE schools that are most similar in structure to Amber Charter School III are the eight K-8 models. Although these schools demonstrate encouraging (but not stellar) academic performance on the average, almost all are overcrowded. If local families seeking a similar K-8 design decide to enroll their children at Amber Charter School III, this would actually ease rather than strain those schools. The other 29 schools, as previously noted, are particularly poor performing, with almost half of the K-5 schools also identified as over-utilized.

In terms of the impact on charter schools in the area, two-thirds of them currently serve middle and high school students. Therefore, Amber Charter School III would be an additional choice for families that are most likely to apply to KIPP, Success Academy or WHIN Music Community Charter School. Amber Charter School have had two decades of comparable experiences balancing an atmosphere of healthy competition with effective relationship-building and collaboration in East Harlem, as the neighborhood has grown increasingly saturated with a large number of charter schools over the years. As a secular school of choice targeting disadvantaged students, Amber Charter School III is unlikely to compete with parochial and private schools, though it may attract some students whose parents would prefer a free education option and have previously been unwilling to place their children in the existing public schools. While some of the schools in the community provide one or more of Amber Charter School's key design elements, we know of no other schools in the community that offer our unique combination of a rigorous academic program, strong school culture and professional environment.

Impact on the Amber Charter Schools Network

Amber Charter School East Harlem is well-established in the East Harlem community. It has a private facility, a stable staff and high demand for enrollment. Amber Charter School Kingsbridge is also permanently sited in a private facility in the Kingsbridge neighborhood of the Bronx.

Dr. Vasthi Acosta has fully transitioned from her previous role as Head of School/Principal to become the network's Executive Director. The Shared Services Team (SST) was established in 2014, prior to Amber Charter School Kingsbridge opening in 2016, and they are ready and eager to support the launch and

ongoing operations of a third school. Details about the expansion of this team are included in the **Business Plan**.

In addition, the economies of scale generated by this third replication provide a number of advantages, as all three schools will now share some of the administrative costs, instead of shouldering them on their own. Moreover, the expansion further increases opportunities for teachers and other staff to collaborate across schools and leverage professional development experiences, as it also reduces the typical isolation many teachers may feel working in a single school alone.

c. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations;
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district’s budget (for districts projected to send at least 10 students).

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School from District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	400	15,537	6,214,642	338,371	6,553,013	25,533,673,000	0.026%
Year 2 (2021-22)	610	15,770	9,619,489	520,651	10,140,140	27,831,703,570	0.036%
Year 3 (2022-23)	802	16,006	12,836,972	691,863	13,528,835	30,336,556,891	0.045%
Year 4 (2023-24)	902	16,246	14,654,155	785,684	15,439,839	33,066,847,012	0.047%
Year 5 (2024-25)	923	16,490	15,220,257	811,868	16,032,125	36,042,863,243	0.044%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/05/040-DOE.pdf				

We assume that the charter school funding of \$15,307 per pupil, with a conservative estimate of a 1.5% increase per year over the 5 years of this charter period (Column B). Column E reflects additional

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income that includes IDEA, NYSTL and Title funds. We estimate that the NYCDOE budget will increase by 9% annually, conservatively based on the actual rate of increase of almost 10% per year since 2016. We use the FY 2019 operating budget as a starting point.

As a result, the fiscal impact of Amber Charter School III will be a small fraction of one percent of the district's budget each year, which will have negligible impact.

2. Addressing the Need

a. Mission

Provide the mission statement for the proposed charter school.

Amber Charter Schools provide our students with an academically rigorous and well-rounded education, along with strong character development, which will enable them to prosper in their future endeavors.

b. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the specific key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.

NOTE: This response should not exceed five pages in length, and the key design elements discussed should match those included in the Transmittal and Summary Form.

During the 20 years of serving the children of East Harlem, and subsequently replicating its K-5 model in the Bronx, Amber Charter Schools has not only created a program that produces strong academic performance, but more broadly addresses the learning and developmental needs of the whole child through enrichment offerings and a comprehensive range of supports.

Therefore, many key elements of Amber Charter School East Harlem and Kingsbridge will also be foundational in this replication and expansion.

Amber Charter School III, like its predecessors, will:

1. **Ensure a rigorous and comprehensive core academic experience**
2. **Support students in multiple ways**
3. **Create an educational community that celebrates culture and fosters a love of learning**

With its expansion into the middle school grades, Amber Charter School III also intends to:

4. **Provide clear pathways to high school and college**

1. **Ensure a Rigorous and Comprehensive Core Academic Experience**

Students will be engaged in rigorous academic experiences, value and demonstrate discipline and hard work, and be held responsible for their learning. All of our students will learn through direct skill and strategy building instruction, blended with opportunities to think critically, write creatively, make cross content connections and construct knowledge grounded in hands-on and real-world experiences. This will be evident in the authentic work they produce, their performance on formative and summative assessments, their responses to thought-provoking questions and their reflections on their own learning, orally and in writing. Learning will be challenging, exploratory, integrative and relevant.

- Students at all grades levels will receive instruction in the core subject areas:
 - At least 90 minutes a day of literacy

- At least 65 minutes a day of mathematics
- At least 90 minutes a week of social studies
- At least 180 minutes a week of science in K-4, and 235 minutes in 5-8, to allow for extended lab experiences
- Non-core subject learning experiences will also be rich and engaging:
 - All students will learn Spanish as a second language. Eighth graders will graduate from Amber Charter School III as dual language speakers and readers.
 - Students will have opportunities to develop their skills, knowledge and passions within visual arts, music, physical education and technology classes.
 - Middle school students will benefit from integrated STEAM academic enrichment periods, twice each week

2. Support Students in a Multiple Ways

Amber Charter Schools are inclusive environments. The same commitment will be replicated and expanded upon at Amber Charter School III through its Rtl framework, K-8 model, small class size and low teacher/student ratio.

Amber Charter School III will employ a Response to Intervention multi-level prevention framework to categorize, support and monitor students, based on benchmark and formative assessment results. This approach is reflective of the Amber Charter Schools' core belief that every student can achieve grade level learning standards. Teachers will modify and differentiate core instruction for the broad range of challenged to advanced students. Moderate and high intensity interventions (for students identified as at-risk or as formally requiring Special Education and English as a Second Language services) will be provided by special education, ESL and Title I teachers.

All Amber Charter School III learners will be known and holistically supported across all grade levels. Students will have nine years to develop long-term, deep relationships with peers and staff members in our K-8 setting. Classes will have no more than 25 students across all grade levels, assuring a low teacher to student ratio.

3. Create an educational community that celebrates culture and fosters a love of learning

Learning will be a public and pervasive pursuit. In addition to the "AMBER Way," which articulates key character traits (Achievement, comMunity, responsiBility, honEsty and Respect), students will be highly engaged in lessons, which will involve projects, investigations and explorations, and the integration of the arts. Daily learning will be interactive and collaborative, with students frequently working in pairs and teams to grapple with new concepts and skills and provide evidence of mastery.

Amber Charter School III students will work collaboratively, within and across classrooms and grade levels on impactful, meaningful community service projects.

Middle School Advisory at Amber Charter School III will foster connectedness and communication, while supporting students' social and emotional development and academic performance and persistence.

4. Provide Clear Pathways to High School and College

The structure of Middle School Advisory will ensure all Amber Charter School III students make successful transitions to high school.

Our students will also begin to contemplate their future aspirations, and to understand what will take to pursue higher education degrees and stimulating, impactful careers of their choice. Amber Charter School III will provide numerous opportunities for students to be exposed to and explore college and career pathways, through college visits, meeting college-aged or early career adults, partnerships with post-secondary institutions and real-world internships.

3. Proposal History

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act, or, if a board chair, mark "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and education background.

Amber Charter School III is proposed to be added to an existing Education Corporation.

The applicant is Dr. Vasthi R. Acosta, Executive Director of Amber Charter Schools.

Name of Replicating Education Corporation: Amber Charter Schools

Name of Board Chair: Soledad Hiciano

b. Proposal History

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations, or consultants (even if these outside advisors are not active members of the founding group).

Seeking to broaden its impact to serve more students in new communities, Amber Charter School stakeholders initially engaged in a strategic planning process in 2013-14 to consider a number of potential geographic locations to replicate its successful model, including Washington Heights, Marble Hill/Kingsbridge, the Lower East Side and Queens. These were identified as high-need areas, which Amber leaders defined as having at least 70% of its student population receiving free or reduced lunch (a key indicator of poverty), low levels of proficiency on NYS assessments (40% or higher, on average or within any subgroups, scoring in Level 1 – not meeting grade level standards), at least 70% of students identified as Black and Latino (combined), limited quality public school choice and receptivity to Amber Charter School's design and mission.

Amber Charter School II (later renamed Amber Charter School Kingsbridge), which opened in 2016, incubated in a temporary space in Washington Heights in its first operational year. It then moved to its permanent location, in the Kingsbridge section of the Bronx, in 2017. During this period, the Washington Heights community enthusiastically supported our model, and many students who resided in Washington Heights remained enrolled even when we moved to the Bronx. Therefore, we are eager to permanently site our third school in the Washington Heights/Inwood area, and expect the range of local stakeholders to rally around us once again. Please refer to **R-04abc - Community Outreach, Support and Demand, R-04d-Evidence of Outreach, R-04e - Evidence of Community Support and R-04f - Evidence of Student Demand** within this application for documentation of current community interest and support.

The proposed school will be similar in many ways to Amber Charter School East Harlem and Kingsbridge, in terms of high expectations, quality of teaching and learning and community. The most significant enhancement is the addition of the middle grades to develop a comprehensive K-8 model. The board education committee has approved several critical aspects of the new middle school, including curriculum and instruction, developmentally appropriate program expansions (such as advisory and internships) and academic and social enrichment opportunities. The finance committee of the board has been involved in the development of the budget, and in particular, the enrollment plan of this school and the consolidated enrollment figures across the entire network.

To prepare for the submission of this proposal, Dr. Acosta and her leadership team conducted community outreach, explored a number of potential facility options and collaborated around decisions related to teaching and learning approaches and resources. Karen Drezner, Founder and CEO of Leveraging Leaders, and an experienced charter school leader and designer, was engaged as a consultant to support the development and writing of this application. Joey Gustafson of JM Consulting, Inc., with Michael Buerger and Judy DeLeon-Chavez of Abacus Education Partners worked with Dr Acosta to develop the business plan and craft Amber Charter Schools multi-year strategic plan.

c. List of Founding Team Members

Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school. Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 – Governance).

Name	Role/Title	Areas of Expertise
Dr. Vasthi Acosta	Executive Director	Dr. Acosta is the overall leader of the effort to develop this proposal. She is the ED of Amber Charter Schools, an educational corporation that currently includes two high-quality charter schools. Dr. Acosta is a seasoned, knowledgeable and impactful educational leader. Her bio and resume are included in Response R-03f.
Karen Drezner	Consultant	Ms. Drezner has been engaged as a consultant to research relevant content, provide guidance and draft responses for this application. Ms. Drezner is an experienced charter school founder and leader. She has completed over 30 initial and renewal applications for charter schools in NY and NJ and has served as both an evaluator and facilitative coach to leaders and teachers at many schools.
Joey Gustafson	Consultant	Ms. Gustafson has been engaged as a consultant to develop the content of the business plan and support the Executive Director with broad, multi-year strategic planning. Ms. Gustafson is the CEO of JM Consulting, Inc., a firm that provides diagnostic and technical assistance support to schools, non-profit organizations and businesses.
Abacus Education Partners	Consultant	Partners from Abacus are contributing their expertise to the development of Amber Charter Schools EdCorp multi-year strategic plan. Abacus Education Partners is a financial consulting firm. Partners Bryan Adams, Michael Buerger and Judy DeLeon-Chavez have been in the charter school industry since the early 2000s.

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:

- The name of the proposed charter school(s) when previously submitted;

- A detailed summary of what has changed in the proposal since its previous submission(s) and the reasons therefore.

Indicate whether the applicant and/or founding team has previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide:

- The name of the charter entity;
- The state where the application was submitted (if not New York);
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of the application(s);
- If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial.
- If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,
- Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.

Not applicable.

e. Letters of Justification for Previously Denied Applications

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this Response.

Not applicable.

f. Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

Dr. Vasthi Acosta is the Executive Director of Amber Charter Schools and the founding applicant of Amber Charter School III. This school is proposed to be added to the existing Education Corporation of Amber Charter Schools, which currently includes Amber Charter School east Harlem and Amber Charter School Kingsbridge.

Dr. Acosta was hired at Amber Charter School East Harlem in 2007 as the Director of Curriculum and Instruction. In 2008 she was appointed Head of School/Principal, a position she held until 2014, when she became Executive Director.

Dr. Acosta has worked in the NYC Department of Education as Assistant Principal, Consultant and teacher. She was a college professor at Hostos Community College in the Early Childhood Education Department, and a curriculum developer and teacher trainer at Teachers College, Columbia University. She is the founding convener of the Latino Charter Leaders Roundtable.

Dr. Acosta is a graduate of Columbia University's Teachers College where she was awarded both a Doctorate of Education and a Masters of Arts degree. She also holds a Master of Science degree from Bank Street College of Education and a Bachelor of Arts degree from Fordham University.

Dr. Acosta's resume can be found on the following pages.

VASTHI REYES ACOSTA



EDUCATION

Doctorate of Education, Teachers College, Columbia University
Department of Curriculum and Teaching, Specialization in Early Childhood Education, 1994

Master of Education, Teachers College, Columbia University, 1995

Master of Science, Bank Street College of Education, Bilingual Education, 1981

Bachelor of Arts, Fordham University,
Major: Education/Spanish Literature, 1977

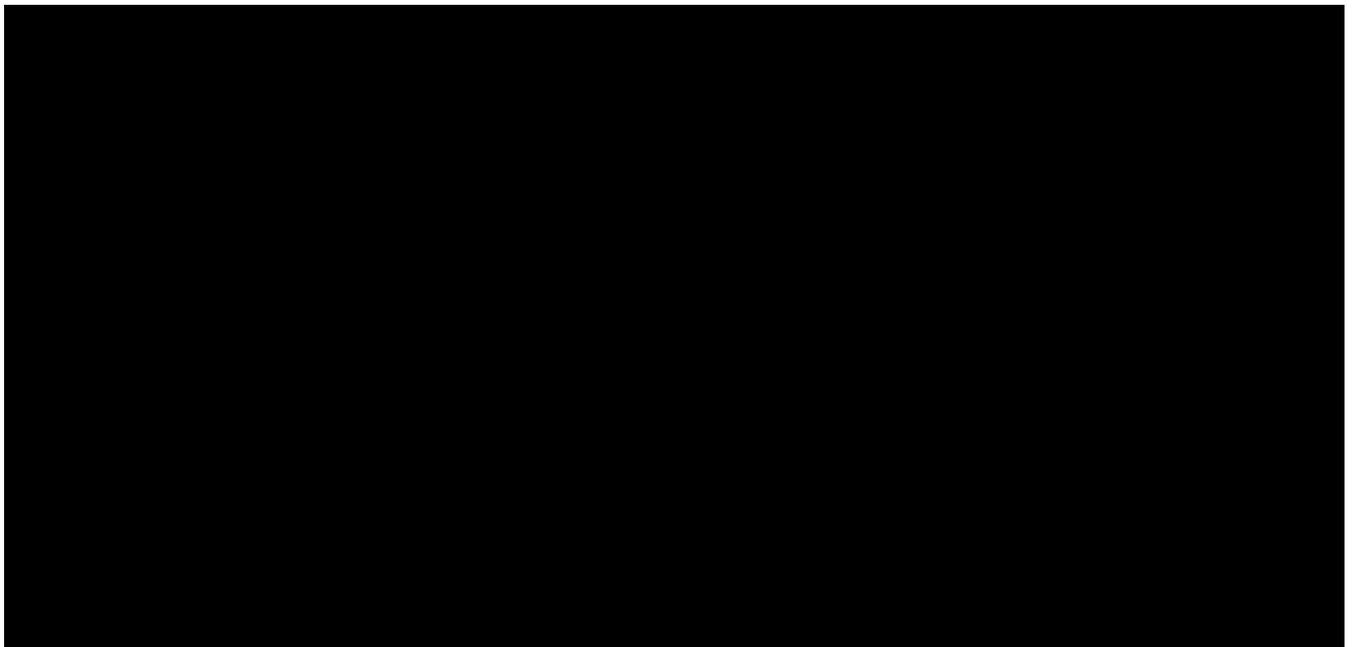
LICENSE AND CERTIFICATION

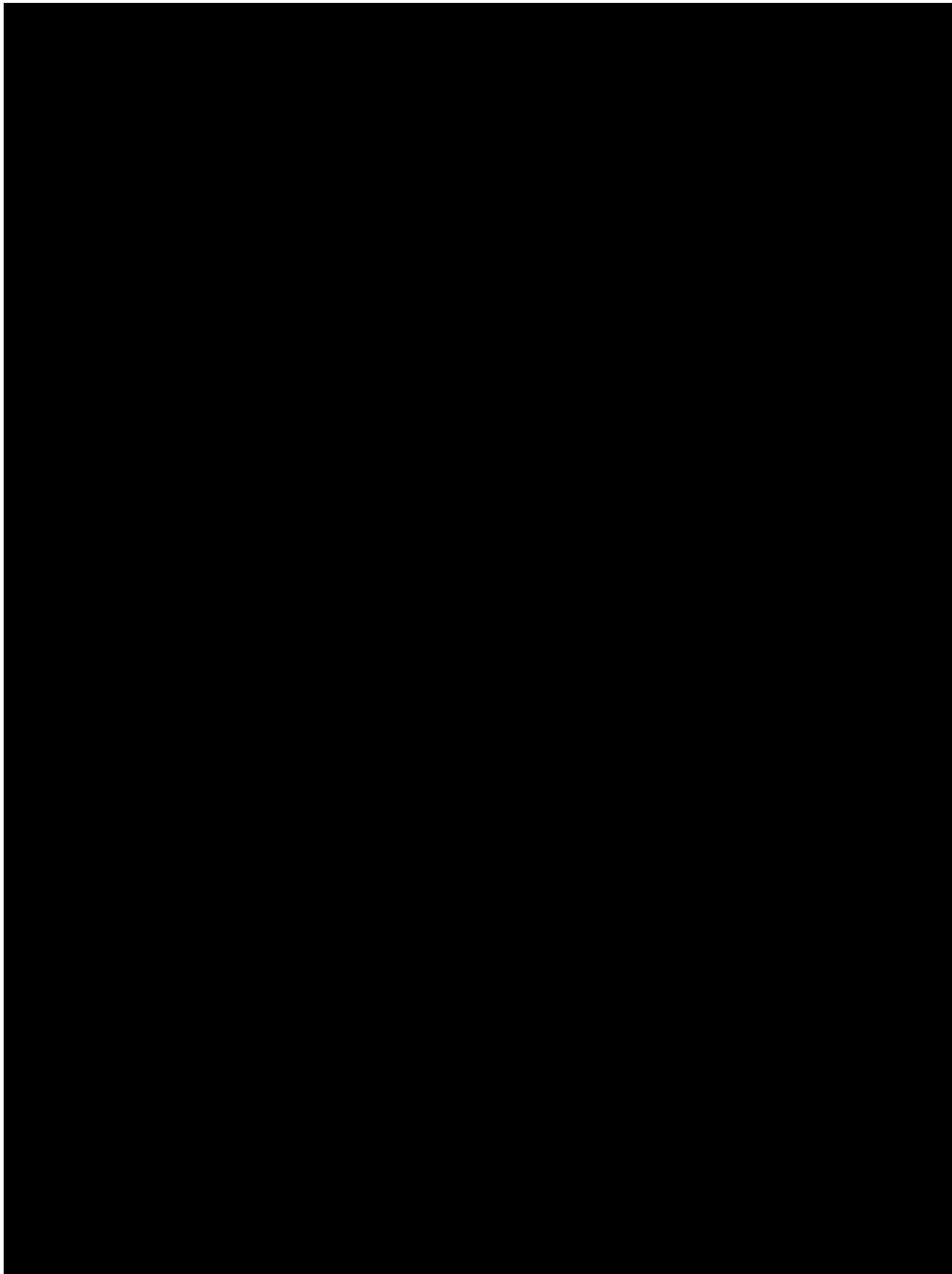
New York State Permanent Certification
New York City License (Bilingual Common Branches)

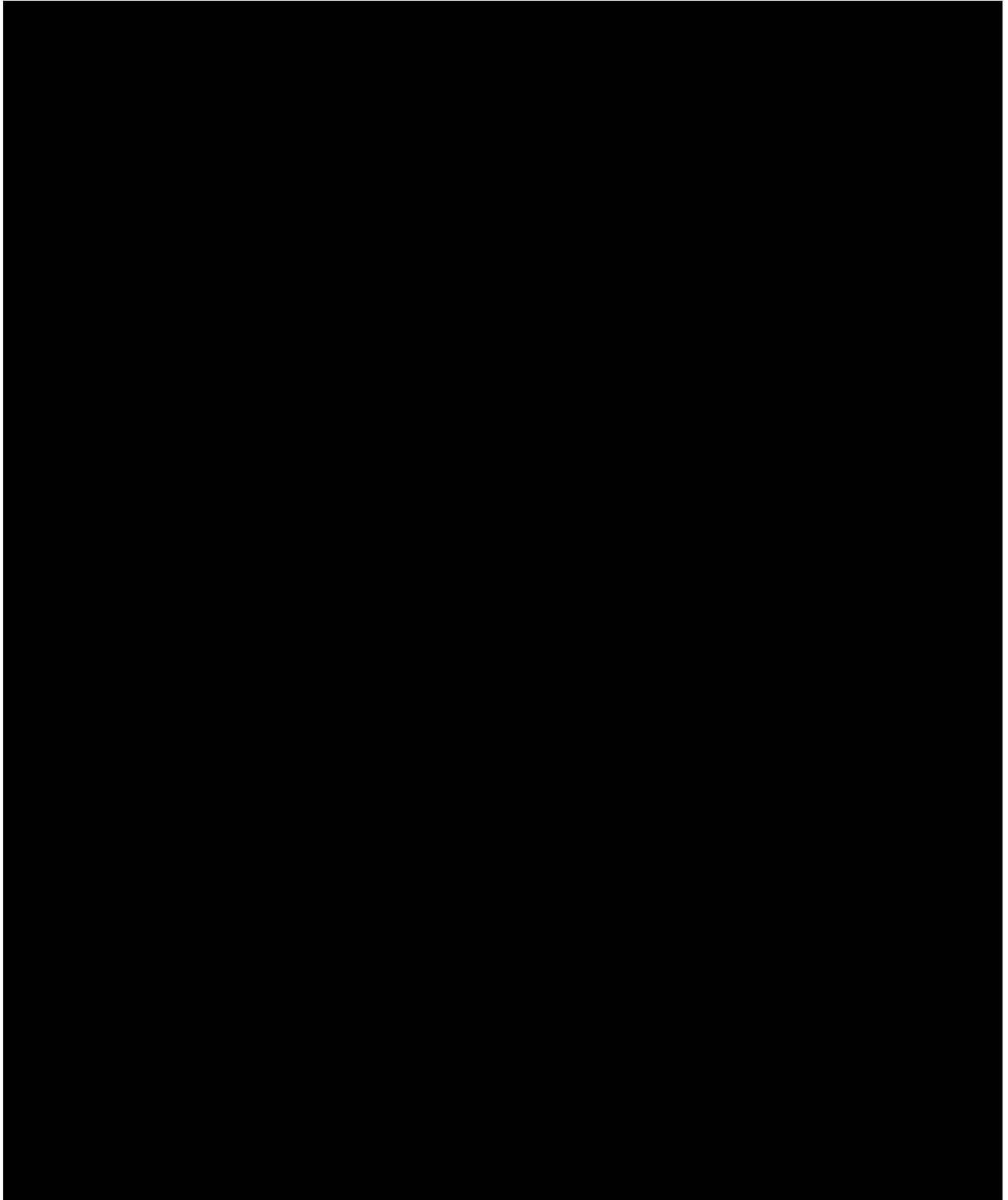
National Validator of Early Childhood Programs for the National Academy of Early Childhood Programs

Proposal Reader for the U.S. Department of Education for the Federal TRIO programs

PROFESSIONAL EXPERIENCE







HONORS

- Received Latino Illustrious Award 2018
- Recognized as one of the “Mujeres Destacadas” by El Diario La Prensa (2012)

- Profile in NY Times SchoolBook
- Award by P.S. 30 Teachers for outstanding assistance
- Award for outstanding contributions to
- The Twenty-first Century Academy for Community Leadership
- Teaneck Community Scholarship Award
- Teaneck Veteran's Scholarship
- Bank Street College of Education Bilingual Scholarship
- Ramon Emeterio Betances Education Award

LANGUAGES

English and Spanish

PUBLICATIONS

(2011 – present) Weekly column “La Maestra del Pueblo” in El Diario La Prensa

(2011 – 2013) Monthly column on educational topics in Manhattan Times and Bronx Free Press weekly newspapers.

(2012) Review of the book, Breaking the mold of education for culturally and linguistically diverse students. TC Record Online <http://www.tcrecord.org>

(2007) Gifts of the Magi, A Big Apple Christmas. New York: Barbour

(2006, Summer). Review of the book Language, Space and Power: A Critical Look at Bilingual Education. TC Record Online <http://www.tcrecord.org>

(May 16, 2005) Stung by Buzz Words. [Commentary] TC Record Online <http://www.tcrecord.org>

(2005, Spring) Confessions of a Quarrelsome Woman. Just Between Us, 10-11, 33.

(2005, Fourth Quarter) Confessions of a Quarrelsome Woman. The Journal. 24, 4, 10-11.

(2007, June) Where Are You Going? Women’s Touch Online http://wtonline.ag.org/closerwalk/where_are_you_going.cfm

Book Reviews on Christian Book Previews

<http://christianbookpreviews.com>

(2007, August) One Little Secret, by Allison Bottke

(2007, June) These Boots Weren’t Made for Walking, by Melody Carlson

(2007, June) Miss Katie’s Rosewood, by Michael Phillips

(2007, April) Feather, by Susan Davis Downs

(2007, April) Reclaiming Nick, by Susan May Warren

(2007, April) Remember to Forget, by Deborah Raney

(2007, January) The Best Christian Short Stories, edited by Brett Lott

(2007, January) Apples of Gold, by Lisa Samson

(2006) Bringer of Storms, by L.B. Graham

SELECTED PROFESSIONAL LECTURES, WORKSHOPS, AND PRESENTATIONS

From 1980 to present

Topics covering early childhood education, supervision and administration, teacher observation and evaluation, classroom observation, bilingual and multicultural education, early childhood bilingual multicultural curricula, head start and bilingual education, culture in the early childhood classroom, language development of the young child, parental involvement, supervision and conflict resolution, stress and burnout, time management, joys and sorrows of first immigrants, infancy and childcare, seven laws of teaching, and other related topics.

For different agencies and organizations such as: TESOL Annual Convention; Teachers College; State Association of Bilingual Education Conference; Somerset College; St. Peter’s College; BOCES Regional Superintendent Conference; New York University; Resource Action Project; Virgin Islands Head Start;

Puerto Rico Head Start; New England Association for the Education of Young Children Conference; National Association Of Bilingual Education Conference; Protecting Families, Protecting Children Conference; International Association of Early Childhood Educators; New Jersey Christian Education Conference; AG Spanish Eastern District Sunday School Conference; Charter School Leaders Symposium; Emerging Leadership Fellowship Workshop at NYC Center for Charter Schools.

4. Community Outreach, Support, and Demand

a. Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

- The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;
- The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,
- The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

NOTE: Community outreach is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook and to the Letter of Intent section of the RFP.

Community Outreach

The leaders of Amber Charter Schools have completed considerable community outreach, including informing the public of the proposed school, soliciting and considering input and feedback received from a range of stakeholders as well as seeking support for the proposed school. These efforts will be ongoing, in order to develop trusting and mutually supportive relationships with local families, communities, agencies and organizations. Our long-term goal is not only to ensure robust student enrollment and family engagement, but also to become intricately threaded into the fabric of the neighborhood.

Website homepage: A pop-up window on the Amber Charter Schools website (www.ambercharter.org) has included information about the proposed Amber Charter School III, and a link to the community feedback survey, since the fall of 2018. The website will provide updated information for the proposed charter school including information on public forums about the school as well as informational meetings at such places as day care centers, Head Start programs and other organizations that serve families with children who would be eligible to attend Amber Charter School III when it is approved. The information on the website is available in both English and Spanish. Please see **R-04d 1 Evidence of Outreach** for an image of the website's home page.

Press Release and Media Distribution List: Please see **R-04d 2a** for a copy of the Amber Charter School III press release and **R-04d 2b** for a list of all media outlets that received the press release.

Public Announcements/Meetings: A flyer was created, in English and Spanish (**R-04d 3a**), about Amber Charter School III. This flyer has been distributed widely in Community School District 6, during street outreach, and to community organizations, public libraries and churches (see list below). The December 18th public meeting was also announced on Facebook and Twitter. Screenshots are included as **R-04d 3b**.

Churches	Community Organizations/Public Libraries
Church of the Incarnation 1290 St Nicholas Ave	Community Association of Progressive 3940 Broadway
Fort Washington Collegiate Church	Washington Heights and Inwood Development Corporation
St Elizabeth's Church 268 Wadsworth Ave	611 W 177th St
Christ Church Washington Heights 4111 Broadway	Fresh Youth Initiatives (FYI) 505 W 171st St
Holyhood Episcopal Church - Iglesia Santa Cruz 715 W 179th St	Washington Heights Community 650 W 187th St
Saint Rose of Lima Church 510 W 165th St.	Dominican Women Dev Center 519 W 189th St
Fort Washington Presbyterian Church 21 Wadsworth Ave	Operation Exodus Inner City 21 Wadsworth Ave
Church of Our Lady of Esperanza 624 W 156th St	Washington Heights CORNER Project 1422-1434 St Nicholas Ave
St. Spyridon Greek Orthodox Church 124 Wadsworth Ave.	Growth & Development Services 216 Fort Washington Ave
Our Saviours Atonement Lutheran 178 Bennett Ave	Center for Preschool and Family Learning Head Start 529-531 W 155th St
Holy Cross Armenian Apostolic Church 580 W 187th St	Washington Heights Business 1456 St Nicholas Ave # 3
Sts.Church On the Hill 975 St Nicholas Ave	UFBCO Day Care Center 474 W 159th St
Iglesia Pentecostal De Washington Heights 281 Audubon Ave	Head Start 4467 Broadway
St Cabrini Shrine 701 Fort Washington Ave	Washington Heights Business Improvement District 560 W 181st St
Fort George Presbyterian Church 1525 St Nicholas Ave	Catholic Charities 4111 Broadway
Anargyroi Greek Orthodox Church 1547 St Nicholas Ave	YM&YWHA 54 Nagle Ave
North Presbyterian Church 525 W 155th St.	Inwood Community Services 651 Academy St
	New York Public Library

<p>Uptown Community Church W 185th St</p> <p>Iglesia Adventista del Séptimo Día de Fort Washington 502 W 157th St.</p> <p>Beacon Church 65 E Williston Ave</p> <p>The Capuchin Franciscans Of Good Shepherd 4967 Broadway</p> <p>Holy Trinity Episcopal Church 20 Cumming St</p> <p>Mt Washington Presbyterian Church 84 Vermilyea Ave</p> <p>Everyday Christian Church 4862 Broadway</p> <p>St Jude's Roman Catholic Church 439 W 204th St</p> <p>Our Lady Queen of Martyrs Church 91 Arden St</p> <p>Church of the Good Shepherd 608 Isham St</p> <p>Manhattan Bible Church 401 W 205th St</p> <p>Christ Crucified Fellowship 433 W 204th St</p> <p>Dyckman Spanish Seventh Day Adventist Church 111-113 Vermilyea Ave</p> <p>Church of Jesus Christ of Latter-day Saints 1815 Riverside Dr</p> <p>Iglesia Cristiana Pentecostés De New York Del Movimiento Misionero Mundial Inc. 529 W 207th St</p> <p>La Puerta Estrecha 161 Sherman Ave</p> <p>Catholic Guardian Society 107 Payson Ave</p>	<p>1000 St Nicholas Ave</p> <p>New York Public Library 4790 Broadway</p>
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Fireside Pentecostal Assembly 71 Thayer St	
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Letters of Outreach and Support: Amber Charter Schools leaders also outreached to local politicians, church leaders, community-based organizations, colleagues at area charter schools and the Community Education Council of CSD 6. Letters of support collected are listed in **R-04b** and **R-04e** and included in **R-04e 1-4**. The outreach letter to CSD 6 is included as **R-04d 5**.

Petition Signatures: 1060 petition signatures have been collected thus far, with almost 200 of them representing families who reside in CSD 6. Over 50 parents, along with several key staff members from Amber Charter School Kingsbridge, volunteered to canvas Washington Heights and Inwood throughout the fall and winter of 2018 to gather this considerable evidence of support. Signatures were collected at the corners of West 181st and Broadway and at 207th Street and Broadway, outside of the Incarnation and Good Shepherd Churches following Sunday morning services and at a Mary Poppins movie preview event at the United Palace Theater (Broadway and 175th Street), which over 1000 people attended in mid-December. Please see **R-04e 5** for these signatures.

Community Feedback Survey: In addition to soliciting feedback through public forums and informal community outreach, Amber Charter School created a survey to solicit community input regarding the proposed Amber Charter School III. The survey is available in both English and Spanish. Please see **R-04d 4a** and **R-04d 4b**. Individuals had (and continue to have) multiple ways to complete the survey. The shared services team analyzed trends in responses and evaluated which inputs add educational or operational value to the school design and how and why they should be or should not be incorporated.

Completed Community Feedback Survey Findings

As of December 25, 2018, over 300 community surveys have been received, 38 in Spanish. The responses from the first 261 completed surveys (received by 12/18) were reviewed and the findings and trends are included below. A majority of respondents reported having children between the ages of 5-9.

Item	# Yes/Agree	% Yes/Agree
Need for Amber Charter School in neighborhood?	246	95%
I am a supporter of charter schools and believe the parents should have viable education options.	234	90%
I would be willing to enter my child into the Amber Charter School lottery for admittance into Kindergarten or 1st grade, fifth or sixth grades (Charter schools are public schools and tuition-free).	251	96%
Rigorous curriculum steep in the Common Core Standards	187	72%
Curriculum in the core subjects that is challenging, exploratory, integrative and relevant	200	77%
Amber provides character development for their students through the AMBER way. We believe that all people should experience and embody the following: Achievement, Community, Responsibility, Honesty, and Respect. Are these character traits important for children in your community?	253	97%
Teacher assistants for grades K-2	195	75%
Tutors for grades 3-5	214	83%
Low student to teacher ratio.	206	80%
Intervention programs	171	66%

Advisory periods throughout 6-8 grades	180	70%
Visual arts, music, physical education and technology	232	90%
Opportunity to graduate with 2 Regents exams completed (Spanish, Algebra, Earth Science)	196	76%
Enrichment in the arts, music, technology and physical education	217	84%
Intramural sports (track, volleyball, softball, baseball, basketball, soccer)	211	81%
Spanish as a foreign language	210	81%
Opportunities to serve the local community	180	70%

Survey Responses: Analysis

The majority of respondents were aligned to the mission and key elements and Amber Charter School III. In terms of intervention programs and advisory, we intend to dig a little deeper with families about these items, as the lower than expected level of agreement may represent some misunderstandings or need for more information. For example, the word ‘Intervention’ may have a negative connotation for some families, rather than clearly represent our comprehensive strategies to support the learning needs of all students. Similarly, ‘advisory’ may be an unfamiliar or ambiguous term, so describing the design in more detail could help more families get behind this aspect of our middle school.

Open-Ended Response: Is there anything else you’d like to see?	
Extracurricular opportunities: <ul style="list-style-type: none"> • Reading/book clubs, clubs, sports, trips, arts, dance, drama, music • Summer camp, holiday participation, weekends • More real life, hands on learning (home economics, healthy eating, young adult issues) 	25
Middle school and high school <ul style="list-style-type: none"> • In District 6, Washington Heights, in Kingsbridge/South Bronx, in East Harlem 	17
After school programming <ul style="list-style-type: none"> • Free or cheaper, better/more organized, also for middle school 	16
More support for students with special needs and who do not do well <ul style="list-style-type: none"> • SETSS in the classroom, counseling, tutoring 	8
Staffing <ul style="list-style-type: none"> • High retention, low turnover • Additional aides, TAs, mentors 	7
Separate gym, auditorium, cafeteria and outdoor play space	6
Foreign language <ul style="list-style-type: none"> • Spanish, other than Spanish, French 	6
Communication with parents/parent involvement	9
Accelerated programming <ul style="list-style-type: none"> • Challenging students equivalent or comparable to the Districts Gifted and Talented Program, honor society, classes for advanced, overachievers 	3
Safe/disciplined environment	4
Busing	4
High school	3
College prep	3
Success to secure placement beyond K-8, HS admission support	2

Consideration of Community Feedback

Amber Charter School leaders are encouraged by the positive feedback and support we have received thus far in support of our mission and key elements. In terms of suggestions, many of them are related

to aspects we also embrace and have integrated into the school's design, but did not describe in detail on the survey, including enrichment and accelerated programming, open communication with families, staff retention, and supporting the needs of all students.

Middle School

The great interest in middle school confirms what we have heard informally from our current families. We also intend to share more about our advisory model, as it involves the high school articulation process and opportunities to gain exposure to college, including the pathways to get there.

Pathway to Middle School for Current Amber Charter School East Harlem and Kingsbridge Students

All along, the dual intent of the board and leaders of Amber Charter Schools has been to create a high-quality option for the children residing in Washington Heights/Inwood and a continued pathway for current Amber Charter School students for middle school. Of the survey responses we received from our current families, the interest in our middle school was even more overwhelming than expected - 96% indicated they would want to enroll their children in Amber Charter School III for middle school. This motivated us to revisit and revise the enrollment plan to ensure adequate seats would be available for both groups of students - those rising 5th and 6th graders from our current schools, and the elementary students we will enroll at Amber Charter School III from CSD 6, who will continue with us in the middle grades. Please see **R-05ac** for our enrollment plan and rationale.

Afterschool Programming

A significant number of parents expressed interest in an afterschool program. We will identify low-cost, high-quality afterschool options in close proximity to the Amber Charter School III site, and also explore developing an on-site program for our families.

Second Language Learning

A few parents indicated an interest in foreign language instruction. As described in **R-06af – Curriculum and Instruction**, Amber Charter School III intends to offer Spanish instruction throughout the middle grades, aiming to produce dual language speakers, readers and writers. French instruction may be explored as an enrichment option in the future.

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

As Amber Charter Schools did in 2013-14 when we incubated Amber Charter School Kingsbridge in Washington Heights, we continue to benefit from broad and deep support from stakeholders in this community. Please find the following letters included as attachments.

Community Letters of Support:

- R-04e 1a: Adriano Espaillat, U.S. House of Representatives, New York's 13th Congressional District
- R-04e 1b: Carmen De La Rosa, Assemblywoman, State of New York, 72nd District
- R-04e 1c: Ydanis Rodriguez, NYC Council Member, 10th Council District
- R-04e 1d: Asociacion Communal de Dominicanos Progresistas/Community Association of Progressive Dominicans (ACDP)
- R-04e 1e: Kingsbridge Heights Community Center
- R-04e 1f: Silver Spoons Daycare
- R-04e 1g: Riverdale YM-YWHA

NYC Charter School Community Letters of Support:

- R-04e 2a: NYC Charter Schools ELL Consortium
- R-04e 2b: Empire Charter Consultants
- R-04e 2c: Charter School Business Management (CSBM)
- R-04e 2d: American Dream Charter School
- R-04e 2e: Charter School of Educational Excellence
- R-04e 2f: Heketi Community Charter School
- R-04e 2g: International Leadership Charter High School
- R-04e 2h: NYC Autism Charter School

Greater NYC Letters of Support:

- R-04e 3a: Hispanic Federation
- R-04e 3b: Montefiore
- R-04e 3c: Museum of the City of New York
- R-04e 3d: Manhattan College
- R-04e 3e: Partnership with Children
- R-04e 3f: Zone 126
- R-04e 3g: School Professionals
- R-04e 3h: Faircom

National Organizations Letters of Support:

- R-04e 4a: Raza Development Fund Inc.
- R-04e 4b: UNIDOS
- R-04e 4c: Teachley
- R-04e 4d: Evolve (Dr. Kristin Moody)
- R-04e 4e: National Training Network
- R-04e 4f: Trinet

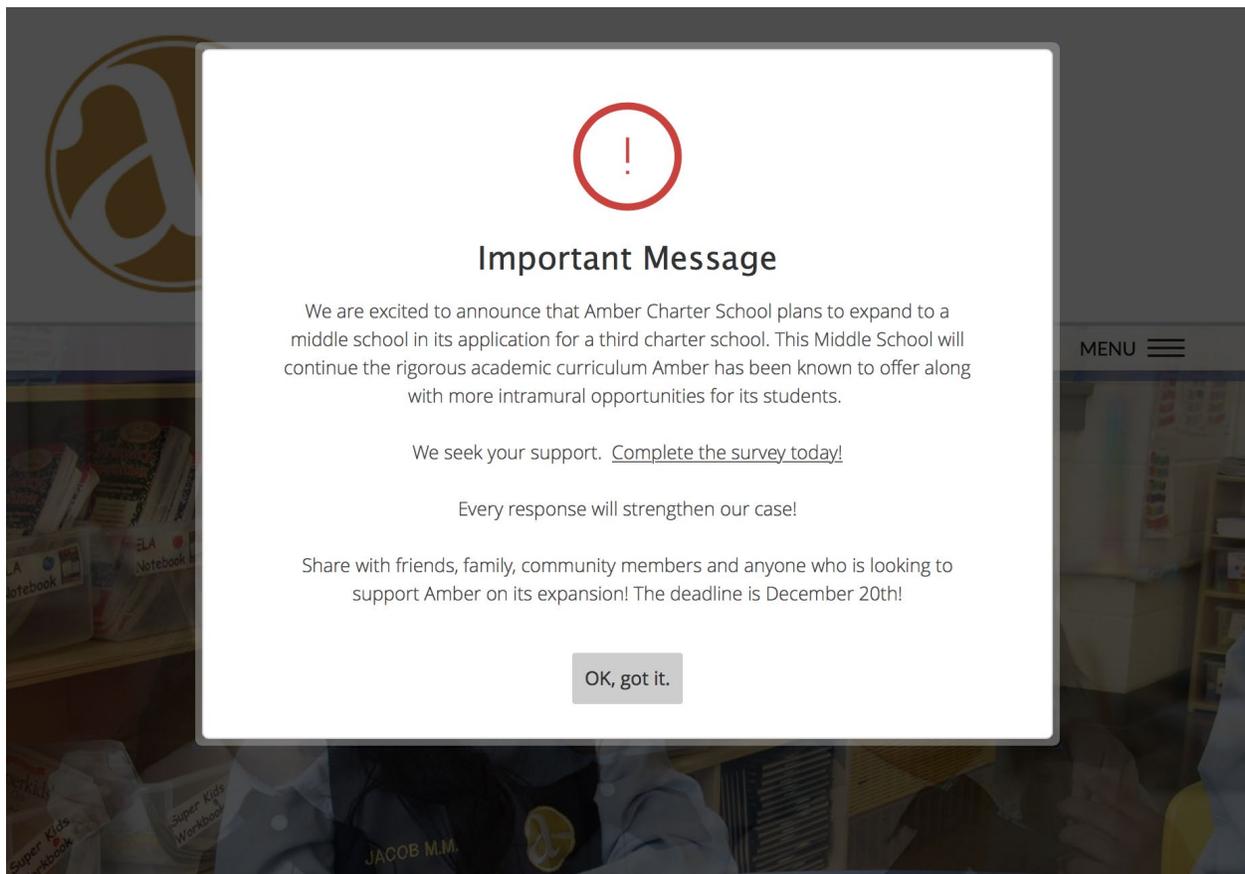
c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

In **R-01ac – Community Description and Proposed School Impact**, we describe both the overwhelming interest in the existing Amber Charter Schools, as evidenced by the significant numbers of applications and long waitlists for available seats. Student demand is also demonstrated in the overutilization of traditional public schools in CSD 6, particularly the K-8 models.

Further, as noted above, 96% of survey respondents expressed that they would apply for seats at Amber Charter School III and we have, thus far, collected 1060 petition signatures (**R-04e 5**).

Amber Charter Schools website home screen pop-up message:





Contact Dr. Vasthi Acosta, Executive Director
 Organization Amber Charter School
 Phone [REDACTED]
 Website www.ambercharter.org

FOR IMMEDIATE RELEASE
 December 13, 2018

HIGH QUALITY CHARTER SCHOOL IN EAST HARLEM AND KINGSBRIDGE IS PLANNING GROWTH AND REPLICATION

New York, NY, December 13, 2018– Amber Charter School Board of Trustees voted on December 12, 2018 to replicate and expand their academic model. They will apply for an additional charter from SUNY Charter Schools Institute in this recent application phase. The new charter school will expand Amber’s key design elements to the 6-8 grades:

Key design elements for the Lower School	Key design elements for the Middle School
Spanish as a Foreign Language	Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant.
90 minutes of Literacy instruction a day	Offer enrichment in the arts, music, technology, and physical education
90 minutes of math instruction a day	Maintain a low student to teacher ratio
90 minutes of science instruction a week	Provide Advisory periods throughout 6-8 grades.
90 minutes of social studies instruction a week	Offer Spanish as a foreign language.
Enrichment instruction in any/all of the following: art, music, physical education, and technology	Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science]
	Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer]

The school will open with kindergarten, first, fifth and sixth grades then grow in subsequent years to Kindergarten to eighth grade. “When visionaries like, Luis Miranda and the Community Association of Progressive Dominicans, forged to start a charter school there were very few intrepid enough to do so. Eighteen years later, Amber is two strong, vibrant schools that prepare children to succeed. Now we are ready to expand our model to Middle School and continue to help children learn, serve and shine,” said Dr. Vasthi Acosta, Executive Director.

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans, a community-based organization. The schools are in East Harlem and Kingsbridge serving over 750 students in grades K to 5. Amber’s mission is to provide students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their future endeavors.

###

If you would like more information about this topic, please contact Dr. Vasthi Acosta, Executive Director at [REDACTED].



ESCUELA CHÁRTER DE ALTA CALIDAD EN EAST HARLEM Y KINGSBRIDGE ESTA PLANEANDO CRECIMIENTO Y REPLICACIÓN

Nueva York, NY, 13 de Diciembre 2018– La Junta Directiva de la escuela Amber Charter votó el 12 de Diciembre de 2018 para replicar y expandir a su modelo académico. Esperan solicitar para un Charter adicional de SUNY Charter Schools Institute en esta recién fase de solicitud. En la nueva escuela chárter se replicarán los elementos claves de diseño de la escuela Amber Charter.

Elementos clave de diseño para la Escuela Primaria	Elementos clave de diseño para la Escuela Intermedia
Español como Lengua extranjera	Ofrezca un currículo en las materias básicas que sea desafiante, exploratorio, integrador y relevante.
90 minutos de instrucción de alfabetización al día	Ofrecer enriquecimiento en las artes, música, tecnología y educación física.
90 minutos de instrucción de matemáticas al día	Mantener una baja proporción de alumnos por maestro
90 minutos de instrucción de ciencia a la semana	Proporcionar períodos de asesoramiento a lo largo de 6-8 grados
90 minutos de instrucción de estudios sociales a la semana	Español como Lengua extranjera
Instrucción de enriquecimiento en cualquiera / todos de los siguientes : arte , música , educación física y tecnología	Ofrezca la oportunidad de graduarse con dos exámenes Regents completados. [Español; Álgebra; Ciencia de la Tierra]
	Ofrecer deportes intramuros [por ej. pista; voleibol; softball; béisbol; baloncesto; fútbol]

La escuela abrirá con kindergarten, primero, quinto y sexto grado y luego crecerá en años subsiguientes para Kinder a octavo grado. “Cuando a los visionarios como, Luis Miranda y la Asociación Comnal de Dominicanos Progresistas, comenzaron una escuela autónoma, hubo muy pocos intrépidos para hacerlo. Dieciocho años después, Amber es dos escuelas fuertes y vibrantes que preparan a los niños a triunfar. Ahora estamos listos para expandir nuestro modelo a la Escuela Secundaria y continuar ayudando a los niños a aprender, servir y brillar ", dijo la Dra. Vasthi Acosta, Directora Ejecutiva.

La escuela Amber Charter abrió en el año 2000 como la primera escuela charter dirigida por latinos en el estado de Nueva York por la Asociación Comunal de Dominicanos Progresistas, una organización comunitaria. La escuela está situada en El Barrio y Kingsbridge en el Bronx y sirve a más de 750 estudiantes en los grados Kinder a 5. La misión de Amber es proporcionar a los estudiantes una educación académicamente riguroso y bien redondeado, junto con un fuerte desarrollo personal, que les permita prosperar en todos sus esfuerzos futuros.

###

Si desea más información sobre este tema, por favor comuníquese con la Dra. Vasthi Acosta, Directora Ejecutiva de Amber Charter School en [REDACTED].



Contact Dr. Vasthi Acosta, Executive Director
Organization Amber Charter School
Phone [REDACTED]
Email [REDACTED]
Website www.ambercharter.org

FOR IMMEDIATE RELEASE
 December 13, 2018

AMBER CHARTER SCHOOL COMMUNITY MEETING

December 13, 2019 - Amber Charter School is holding a Community Meeting to receive feedback on their proposal for the replication and expansion of Amber Charter School in CSD 6. The public is invited to come to the open meeting on **Tuesday, December 18 2018 at 5:00 pm in Amber Charter School’s multipurpose room at 3120 Corlear Avenue, Bronx, NY 10463.**

The public can also provide feedback regarding their application for replication and survey found at this link: <https://www.surveymonkey.com/r/ambermiddleschool>

The new charter school will replicate Amber’s key design elements:

Key design elements for the Lower School	Key design elements for the Middle School
Spanish as a Foreign Language	Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant
90 minutes of Literacy instruction a day	Offer enrichment in the arts, music, technology, and physical education
90 minutes of math instruction a day	Maintain a low student to teacher ratio
90 minutes of science instruction a week	Provide Advisory periods throughout 6-8 grades.
90 minutes of social studies instruction a week	Offer Spanish as a foreign language.
Enrichment instruction in any/all of the following: art, music, physical education, and technology	Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science]
	Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer]

The school will open with kindergarten and expand to middle school then grow in subsequent years to eight grade. “When visionaries like, Luis Miranda and the Community Association of Progressive Dominicans, forged to start a charter school there were very few intrepid enough to do so. Eighteen years later, Amber is two strong, vibrant schools that prepare children to succeed. Now we are ready to share to expand our model to Middle School and continue to help children learn, serve and shine,” said Dr. Vasthi Acosta, Executive Director.

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Association of Progressive Dominicans, a community based organization. The schools are located in East Harlem and Kingsbridge serving over 750 students in grades K to 5. Amber’s mission is to provide students an academically rigorous and well- rounded education, along with strong character development, that will enable them to prosper in all future educational endeavors.



AMBER CHARTER SCHOOL REUNION PÚBLICA

13 de diciembre 2018 - La escuela Amber Charter está celebrando una reunión pública para recibir comentarios sobre su oferta para la réplica y expandir de la escuela Amber Charter en distrito 6. Se invita al público que venga a la reunión abierta **el martes 18 de Diciembre a las 5:00 P.M. en la sala de multiuso de la escuela Corlear, Bronx, NY 10463.**

El público puede también comentar con respecto a su replicación y expansión en una página electrónica:

<https://www.surveymonkey.com/r/ambermiddleschool>

La nueva escuela autónoma replicará los elementos de diseño clave de Amber:

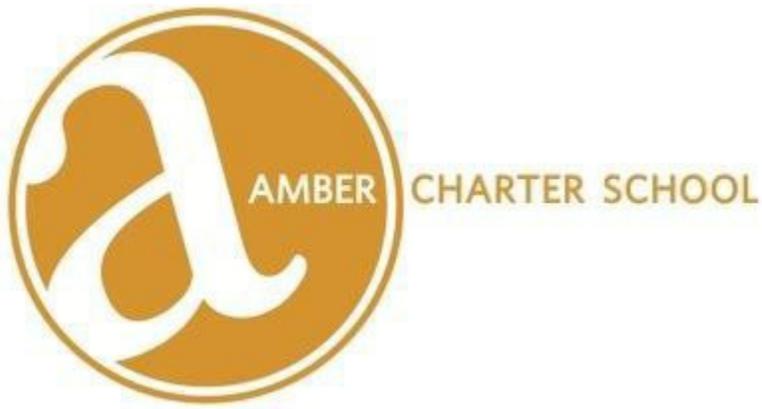
Elementos clave de diseño para la Escuela Primaria	Elementos clave de diseño para la Escuela Intermedia
Español como Lengua extranjera	Ofrezca un currículo en las materias básicas que sea desafiante, exploratorio, integrador y relevante.
90 minutos de instrucción de alfabetización al día	Ofrecer enriquecimiento en las artes, música, tecnología y educación física.
90 minutos de instrucción de matemáticas al día	Mantener una baja proporción de alumnos por maestro
90 minutos de instrucción de ciencia a la semana	Proporcionar períodos de asesoramiento a lo largo de 6-8 grados
90 minutos de instrucción de estudios sociales a la semana	Español como Lengua extranjera
Instrucción de enriquecimiento en cualquiera / todos de los siguientes : arte , música , educación física y tecnología	Ofrezca la oportunidad de graduarse con dos exámenes Regents completados. [Español; Álgebra; Ciencia de la Tierra]

La escuela Amber Charter abrió en el año 2000 como la primera escuela carta dirigida por latinos en el estado de Nueva York por la Asociación Comunal de Dominicanos Progresistas, una organización comunitaria. La escuela está situada en El Barrio y Kingsbridge en el Bronx y sirve a más de 750 estudiantes en los grados Kinder a 5. La misión de Amber es proporcionar a los estudiantes una educación académicamente riguroso y bien redondeado, junto con un fuerte desarrollo personal, que les permita prosperar en todos los esfuerzos educativos futuros.

La Amber Charter School fue fundada en 2000 como la primera escuela charter liderada por latinos en el estado de Nueva York por la Asociación de Dominicanos Progresistas, una organización basada en la comunidad. Las escuelas están ubicadas en East Harlem y Kingsbridge y atienden a más de 750 estudiantes en los grados K a 5. La misión de Amber es proporcionar a los estudiantes una educación académicamente riguroso y bien redondeado, junto con un fuerte desarrollo personal, que les permita prosperar en todos los esfuerzos educativos futuros.

###

Si desea más información sobre este tema, por favor comuníquese con la Dra. Vasthi Acosta, Directora Ejecutiva de Amber Charter School en [REDACTED]



220 East 106th Street
New York, NY 10029


www.ambercharter.org

PUBLIC MEETING

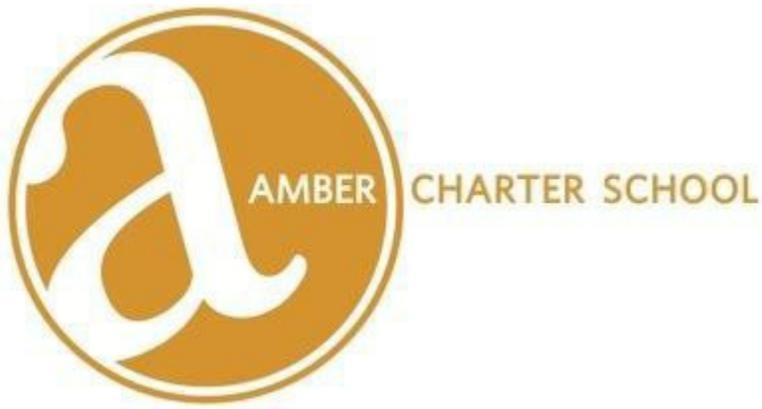
**Information and feedback meeting
on Amber Charter School's plan to
open **middle school** in CSD 6**

 **Tuesday, December 18th @
5:00 pm**

**Amber Kingsbridge
multi- purpose room**

3120 Corlear Ave, Bronx, NY 10463

Come and Share



220 East 106th Street
New York, NY 10029

www.ambercharter.org

REUNION PUBLICA

**Reunión de información y
comentario sobre los planes de
Amber para abrir una **escuela
secundaria** en Distrito 6**

**martes, diciembre, 18 @
5:00 pm**

Amber Kingsbridge

**3120 Corlear Avenue, Bronx, NY,
10463**

Venga a aprender y comentar

Public Meeting Notice published on Website homepage

https://www.ambercharter.org/default.aspx?PageID=1

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Home About Us School Locations Stud

Announcements



AMBER CHARTER SCHOOL
100 West 154th Street
New York, NY 10456
Tel: 212.242.2200
Fax: 212.242.2201
www.ambercharter.org

PUBLIC MEETING

Information and feedback meeting on Amber Charter School's plan to open **middle school** in CSD 6

Tuesday, December 18th @ 5:00 pm

Amber Kingsbridge multi-purpose room
3120 Corlear Ave, Bronx, NY 10463

Come and Share



AMBER CHARTER SCHOOL
100 West 154th Street
New York, NY 10456
Tel: 212.242.2200
Fax: 212.242.2201
www.ambercharter.org

REUNION PUBLICA

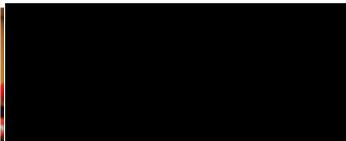
Reunión de información y comentario sobre los planes de Amber para abrir una **escuela secundaria** en Distrito 6

martes, diciembre, 18 @ 5:00 pm

Amber Kingsbridge
3120 Corlear Avenue, Bronx, NY, 10463

Venga a aprender y comentar

[Ernie Anastos' Day](#) celebration with our Amber Stars!



Public Meeting Notice published on Facebook

https://www.facebook.com/AmberCharterSchool/

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Amber Charter School

Page Ad Center 4 Inbox 42 Notifications 6 Insights Publishing To...

AMBER

Amber Charter School ✓ @AmberCharterSchool

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Amber Charter School is in Bronx, New York. Published by ambercharterschool (?) · 23 hrs ·

PUBLIC MEETING: Information and feedback meeting on Amber Charter School's plan to open middle school in CSD 6. Tuesday, December 18th @ 5:00 pm. Amber Kingsbridge, multi- purpose room: 3120 Corlear Ave, Bronx, NY 10463. Come and share!

REUNION PUBLICA: Reunión de información y comentario sobre los planes de Amber para abrir una escuela secundaria en Distrito 6. El Martes, diciembre, 18 @ 5:00 pm, en Amber Kingsbridge: 3120 Corlear Avenue, Bronx, NY, 10463. Venga a aprender y comentar! @ Bronx, New York

See Translation

PUBLIC MEETING / REUNION PUBLICA

Information and feedback meeting on Amber Charter School's plan to open **middle school** in CSD 6

Reunión de información y comentario sobre los planes de Amber para abrir una **escuela secundaria** en Distrito 6

Tuesday, December 18th @ 5:00 pm

martes, diciembre, 18 @ 5:00 pm

Amber Kingsbridge multi- purpose room

Amber Kingsbridge

3120 Corlear Ave, Bronx, NY 10463

3120 Corlear Avenue, Bronx, NY, 10463

Public Meeting Notice published on Instagram

https://www.instagram.com/ambercharterschool/?hl=en

Amber Charter School | Calendar | Google Docs | Dropbox | Hootsuite | Canva | PowerSchool | Dra. Vasthi Acosta | NYSED CHARTER SCHOOL | usps | CSI Websites | Templates | Amber School

Instagram

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538 posts 563 followers 227 following

Amber Charter School
Amber is a public charter school in East Harlem (EH) and Kingsbridge (KB) serving children in grades K-5 in EH and grades K-3 in KB.
linktr.ee/ambercharterschool

POSTS IGTV SAVED TAGGED

Public Meeting Notice published on Twitter

Twitter, Inc. [US] | https://twitter.com/AmberCharter

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Home Moments Notifications Messages Search Twitter

Amber Charter School @AmberCharter
Tweets 1,034 Following 202 Followers 436 Likes 93 Lists 0 Moments 0

Amber Charter School @AmberCharter · 21h

Estamos muy contentos de anunciar que Amber Charter School planea expandirse a una escuela intermedia en su solicitud para una tercera escuela charter. Buscamos su apoyo. Por favor complete esta encuesta para apoyar nuestra aplicación: tinyurl.com/ACSIntermedia Fecha limite 12/20!

[Translate Tweet](#)

Amber Charter School Replication Feedback Form

In this survey, we are interested in gathering community feedback regarding the replication and expansion of Amber Charter School.

Amber is a classic example of what “charter schools” were thought to look like when originally envisioned in the early 1990’s. With 18 years of experience and two schools, Amber East Harlem and Amber Kingsbridge, it is uniquely positioned to expand to middle school.

1. In what ZIP code is your home/business located? (enter 5-digit ZIP code; for example, 10034 or 10463)

2. How many children, by age, currently live in your household?

Less than 1 year old

1 year old

2 year old

3 year old

4 year old

5 year old

6 year old

7 year old

8 year old

9 year old

10 year old

11 year old

12 year old

13 year old

14 year old

15 year old

16 year old

17 year old

18 year old

None

3. Do you or someone you know reside in Washington Heights (School District 6)?

Yes

No

4. Amber intends to serve all children in grades K-8 including those that are at-risk, underserved, have Individualized Education Plans (IEP) and English Language Learners. Do you think there is a need for a program such as this in your neighborhood?

Yes

No

Other (please specify)

5. Are you aware of how the children in your district performed on the 2017 NYS English Language Arts and Mathematics exams?

Yes

No

6. How do you currently feel about Charter schools?

I am indifferent.

I am not a supporter of charter schools.

I am a supporter of charter schools and believe the parents should have viable education options.

I am not sure what a charter school is.

I am a supporter of charter schools but I do not like them located in community district schools.

Other (please specify)

7. I would be willing to enter my child into the Amber Charter School lottery for admittance into Kindergarten or 1st grade, fifth or sixth grades (Charter schools are public schools and tuition-free).

Yes

No

8. Check all that you want for your child. Amber's academic plan includes:

Rigorous curriculum steep in the Common Core Standards.

Offer enrichment in the arts, music, technology, and physical education.

Visual Arts, Music (Piano, Recorders, Choir, Performances at Carnegie Hall), Physical Education, and Technology.

Maintain a low student to teacher ratio.

Tutors for grades 3-5.

Provide Advisory periods throughout 6-8 grades.

Intervention Programs.

Offer Spanish as a foreign language.

Teacher assistants Grades K-2.

Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science].

Opportunities to serve the local community.

Offer intramural sports [track; volleyball; softball; baseball; basketball; soccer].

Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant.

9. Is there anything else that you would like to see?

10. Amber provides character development for their students through the AMBER way. We believe that all people should experience and embody the following:

Achievement
Community
Responsibility
Honesty
Respect

Are these character traits important for children in your community?

- Definitely.
- Sometimes.
- Not at all.
- Other (please specify)

11. Are you interested in partnering with Amber Charter School in your community? If so, please provide your e-mail address?

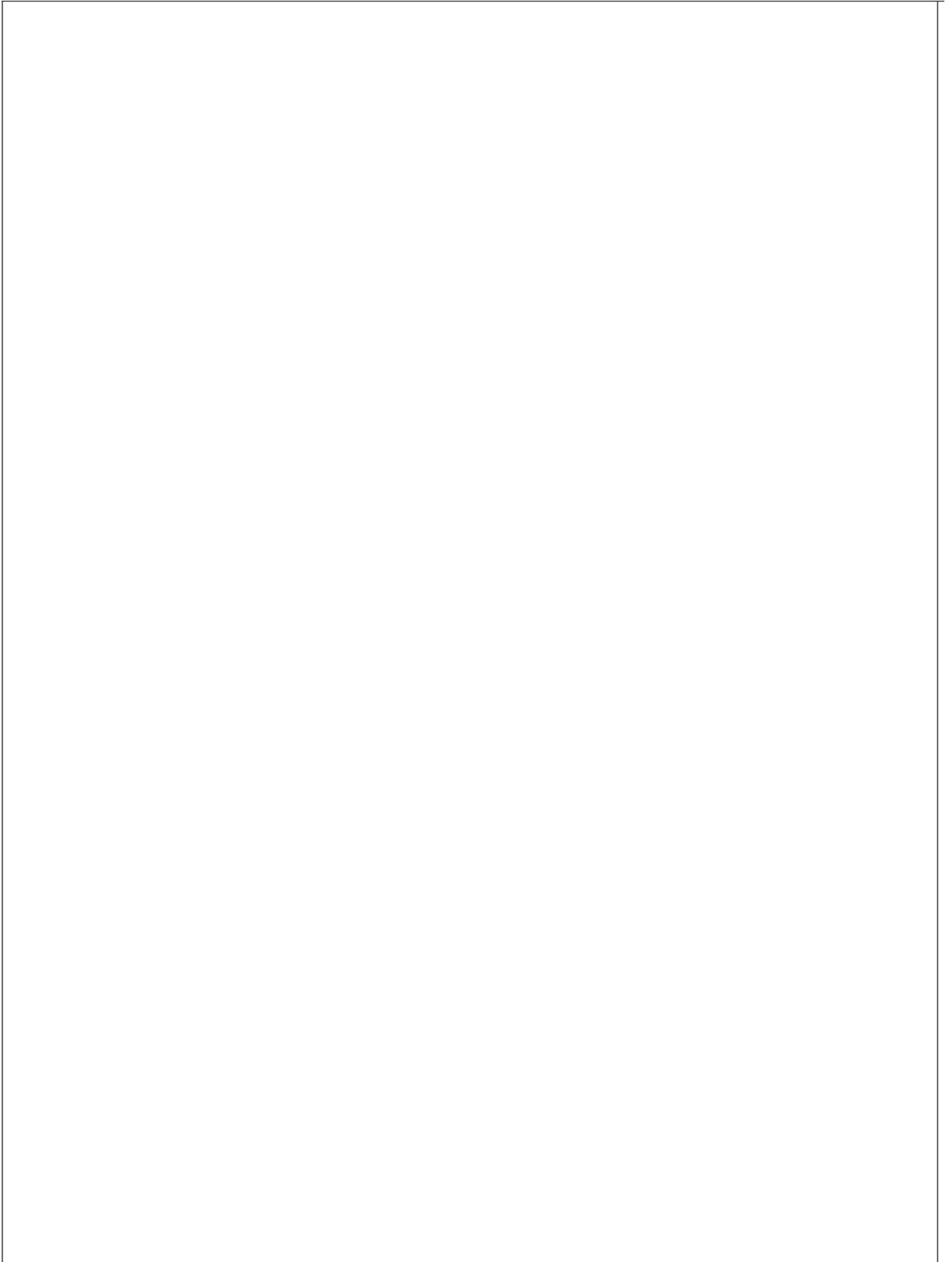
12. Do you believe more quality middle schools are needed in your neighborhood?

- Yes.
- No.

13. If you have any further questions regarding Amber Charter School, please visit our website at www.ambercharter.org or leave your questions below.

14. Please tell us how you heard about this survey.

- | | |
|--|--|
| <input type="radio"/> Newspaper | <input type="radio"/> Administrator |
| <input type="radio"/> Pastor | <input type="radio"/> Neighbor |
| <input type="radio"/> Word of mouth | <input type="radio"/> E-mail |
| <input type="radio"/> Teacher | <input type="radio"/> Snail Mail |
| <input type="radio"/> Community Member | <input type="radio"/> Other (please specify) |



Formulario de comentarios sobre la réplica de Amber

En esta encuesta, estamos interesados en recopilar comentarios de la comunidad con respecto a la replicación y expansión de Amber Charter School.

Amber es un ejemplo clásico de lo que es una escuela charter formada por la comunidad para la comunidad. Con 18 años de experiencia y dos escuelas, Amber East Harlem y Amber Kingsbridge, esta en una posición única para expandirse a la escuela intermedia.

1. ¿En qué código postal se encuentra su casa / negocio? (ingrese el código postal de 5 dígitos; por ejemplo, 10034 o 10463)

2. ¿Cuántos niños, por edad, viven actualmente en su hogar?

Menos de 1 año

1 año

2 años

3 años

4 años

5 años

6 años

7 años

8 años

9 años

10 años

11 años

12 años

13 años

14 años

15 años

16 años

17 años

18 años

Ninguno

3. ¿Usted o alguien que usted conoce reside en Washington Heights (Distrito Escolar 6)?

Si

No

4. Amber tiene la intención de atender a todos los niños en los grados K-8, incluidos aquellos que están en riesgo, que no cuentan con un buen servicio, tienen Planes de educación individualizados (IEP) y Estudiantes del idioma inglés. ¿Crees que es necesario un programa como este en tu vecindario?

Si

No

Other (please specify)

5. ¿Conoce cómo se desempeñaron los niños de su distrito en los exámenes de artes del lenguaje en inglés y matemáticas de NYS 2017?

Si

No

6. ¿Cómo te sientes actualmente acerca de las escuelas charter?

Soy indiferente.

No soy partidario de las escuelas charter.

Soy partidario de las escuelas autónomas y creo que los padres deberían tener opciones de educación viables.

No estoy seguro de qué es una escuela autónoma.

Soy partidario de las escuelas autónomas, pero no me gustan que estén ubicadas en escuelas de distrito de la comunidad.

Otro (especificar)

7. Estaría dispuesto a ingresar a mi hijo/a en la lotería de Amber Charter School para ser admitido en Kindergarten o 1er grado, quinto o sexto grado (las escuelas charter son escuelas públicas y gratuitas).

Si

No

8. Marque todo lo que quiera para su hijo/a. El plan académico de Amber incluye:

Riguroso currículo inclinado en los Estándares Básicos Comunes.

Ofrecer enriquecimiento en las artes, la música, la tecnología y la educación física.

Artes visuales, música (piano, grabadores, coro, actuaciones en el Carnegie Hall), educación física y tecnología.

Mantener una baja proporción de alumnos por maestro.

Tutores para los grados 3-5.

Proporcionar períodos de asesoramiento a lo largo de 6-8 grados.

Programas de intervención.

Oferta de español como lengua extranjera.

Ayudantes de maestros Grados K-2.

Ofrezca la oportunidad de graduarse con dos exámenes Regents completados. [Español; Álgebra; Ciencia de la Tierra].

Oportunidades para servir a la comunidad local.

Ofrezca un currículo en las materias básicas que sea desafiante, exploratorio, integrador y relevante.

Oferta intramuros deportivos [pista; voleibol; softball; béisbol; baloncesto; fútbol].

9. ¿Hay algo más que te gustaría ver?

10. Amber proporciona desarrollo de carácter para sus estudiantes a través del método AMBER. Creemos que todas las personas deben experimentar y encarnar lo siguiente:

Logro

Comunidad

Responsabilidad

Honestidad

Respeto

¿Son estos rasgos de carácter importantes para los niños en su comunidad?

- Seguro.
- Algunas veces.
- De ningún modo.
- Otros (especificar)

11. ¿Está interesado en asociarse con Amber Charter School en su comunidad? Si es así, por favor proporcione su dirección de correo electrónico?

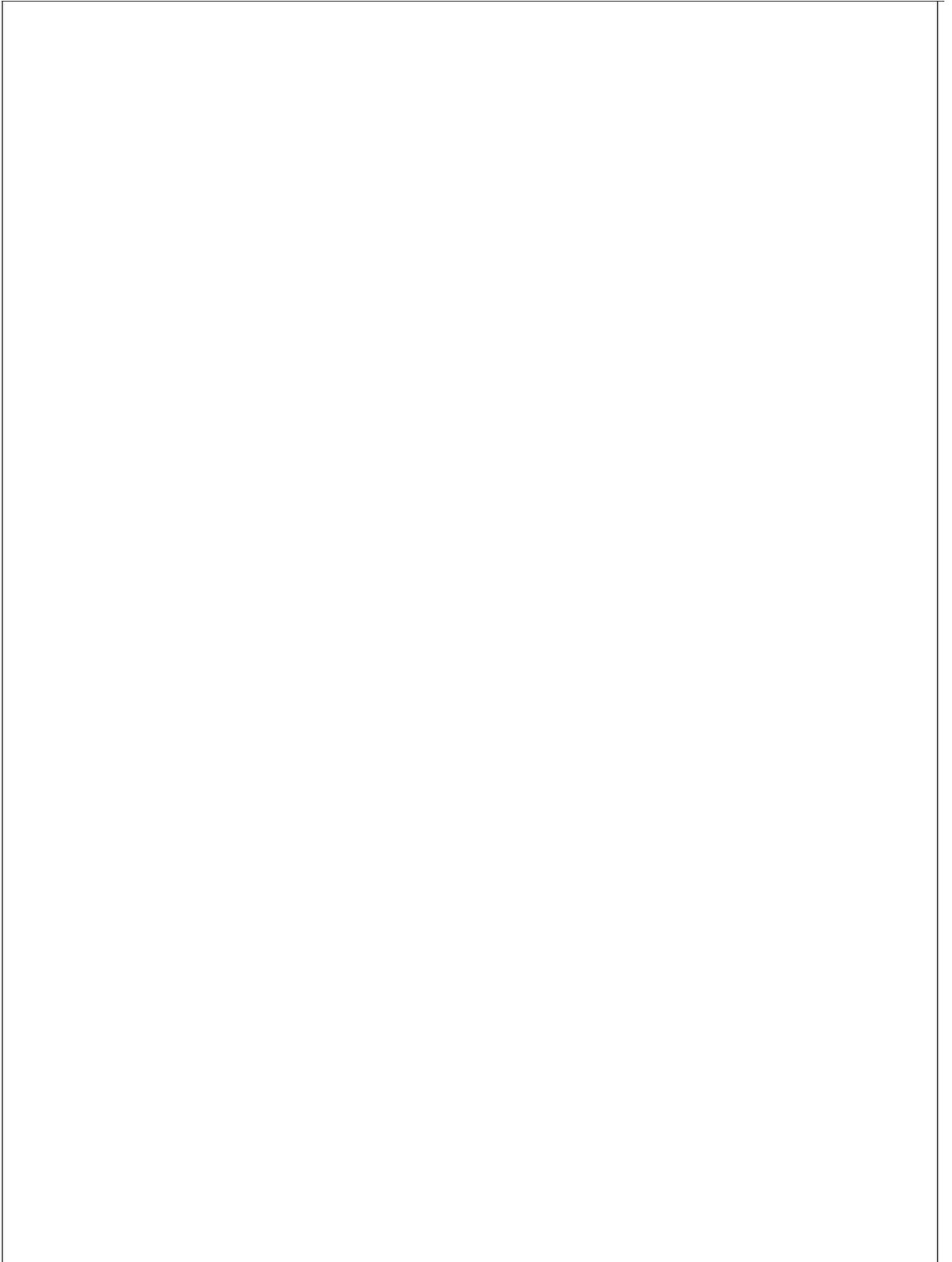
12. ¿Cree que se necesitan más escuelas intermedias de calidad en su vecindario?

- Si.
- No.

13. Si tiene más preguntas sobre Amber Charter School, visite nuestro sitio web en www.ambercharter.org o deje sus preguntas a continuación.

14. Por favor díganos cómo se enteró de esta encuesta.

- | | |
|---|--|
| <input type="radio"/> Periódico | <input type="radio"/> Administrador |
| <input type="radio"/> Pastor | <input type="radio"/> Vecino |
| <input type="radio"/> Palabra por la boca | <input type="radio"/> E-mail |
| <input type="radio"/> Maestra | <input type="radio"/> Por correo |
| <input type="radio"/> Miembro de la comunidad | <input type="radio"/> Otro (especifique) |





220 East 106th Street
New York, NY 10029

www.ambercharter.org

Elsa Nunez

December 18, 2018

Dear Ms. Nunez:

We would like to inform you that Amber Charter School is seeking to open a K-8 charter school in CSD 6. We would be interested in receiving your input.

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (ACDP), a community based organization. Our schools are located in East Harlem and Kingsbridge. In East Harlem we serve close to 500 students in grades K to 5. In Kingsbridge we serve over 350 students in grades K to 3. In the fall of 2017 we moved our temporary Washington Heights location to our permanent space in Kingsbridge, however our plans are to come back to CDS 6 with the new school.

The new charter school will expand Amber’s key design elements to the 6-8 grades:

Key design elements for the Lower School	Key design elements for the Middle School
Spanish as a Foreign Language	Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant.
90 minutes of Literacy instruction a day	Offer enrichment in the arts, music, technology, and physical education
90 minutes of math instruction a day	Maintain a low student to teacher ratio
90 minutes of science instruction a week	Provide Advisory periods throughout 6-8 grades.
90 minutes of social studies instruction a week	Offer Spanish as a foreign language.
Enrichment instruction in any/all of the following: art, music, physical education, and technology	Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science]
	Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer]

The school will open with kindergarten, first, fifth and sixth grades then grow in subsequent years to Kindergarten to eighth grade.

You can take our survey to provide feedback at this link:

English Survey	Spanish Survey
---	---

Please feel free to contact me to answer any questions. Thank you.

Regards,

Dr. Vasthi R. Acosta
Executive Director
Amber Charter School

d. Evidence of Community Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, meeting announcements, sign-in sheets, survey results, etc.).

Please find the following attachments:

R-04d-1	Amber Charter Schools website homepage pop-up message screenshot
R-04d 2a	Press release
R-04d 2b	Media distribution list for press release
R-04d 3a	Public meeting flyer (English & Spanish)
R-04 3b	Public meeting website, Facebook & Twitter screenshots
R-04d 4a	Amber Charter School III survey (English)
R-04d 4b	Amber Charter School III survey (Spanish)
R-04d 5	CSD 6 outreach letter

Congress of the United States
House of Representatives
Washington, DC 20515-3605

December 17, 2018

To Whom It May Concern,

I would like to express my support for Amber Charter School, which has provided students in the Bronx in New York's 13th Congressional District access to high-quality education. Middle school students in Community School District 6 would greatly benefit from the quality and commitment that Amber Charter School has demonstrated, and I support their request to expand.

Students' success begins with a robust curriculum that prepares them for the academic rigor of high school and higher education. Amber Charter School has demonstrated a record of success as well as a commitment to helping students advance. Having witnessed Amber's ability to provide quality education and guidance to students in the Bronx, I believe many more can benefit if Amber is given the opportunity to replicate and expand its model.

As a leader in the community that Amber Charter School serves, I want to express my support for their mission and efforts to further the education of students and families in Community School District 6.

Respectfully,



Adriano Espaillat
U.S. House of Representatives
New York's 13th Congressional District



CARMEN DE LA ROSA
Assemblymember 72nd District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Banks
Corporations, Authorities &
Commissions
Correction
Housing
Mental Health
MEMBER
Black, Puerto Rican, Hispanic & Asian
Legislative Caucus
Legislative Woman's Caucus
Puerto Rican/Hispanic Task Force

December 19, 2018

To Whom It May Concern,

I am writing in support of Amber Charter School's application for expansion. Amber Charter School has been successful in providing quality education to our children and their model should be replicated and expanded in School District 6.

I have heard from the parent community in Northern Manhattan of the great need and demand for a program like the one Amber has provided for our community. The administrators of Amber have shared their success rate and are proud of to report that Amber students regularly score above average in the standard state tests.

SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a firm believer in parental choice and the need to deliver quality education for our families in Northern Manhattan, I am confident that Amber will be an asset to our community and will bring their already proven model to positively impact the academic growth of our children.

Respectfully,

Carmen De La Rosa
Assemblywoman, 72nd District

DISTRICT OFFICE
618 WEST 177TH STREET
NEW YORK, NY 10033



CITY HALL OFFICE
250 BROADWAY, ROOM 1731
NEW YORK, NY 10007



<http://council.nyc.gov>



**THE COUNCIL
OF
THE CITY OF NEW YORK**
YDANIS RODRIGUEZ
COUNCIL MEMBER, 10TH DISTRICT, MANHATTAN

CHAIR
TRANSPORTATION COMMITTEE

COMMITTEES
EDUCATION
HIGHER EDUCATION
CIVIL AND HUMAN RIGHTS
PUBLIC SAFETY
GOVERNMENTAL OPERATIONS
STATE AND FEDERAL REGULATION
FOR-HIRE VEHICLES

CAUCUSES
BLACK, LATINO, AND ASIAN CAUCUS
PROGRESSIVE CAUCUS

December 19, 2018

Ms. Susie Miller Carrello
Executive Director
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Executive Director Miller Carrello:

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children. As such, I strongly support their application to replicate and expand their educational model in Community School District (CSD) 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in third grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber Charter is a successful school and in great demand. Amber Charter students regularly score higher than the students do in District 6. SUNY's CSI's own analysis shows Amber Charter to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and with a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As the Council Member for the community that Amber Charter School serves, I enthusiastically support their efforts to serve the children and families of CSD 6. I know that they will bring their successful educational model and academic growth to many more children and families in my district and throughout the City of New York.

Sincerely,

Ydanis Rodriguez
New York City Council Member
10th Council District

To Whom It May Concern,

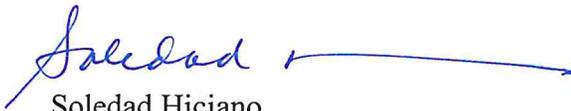
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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,



Soledad Hiciano
Executive Director of ACDP



To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

A handwritten signature in blue ink, appearing to read 'M. Della', is written over a white background.

Margaret Della
Executive Director



Kingsbridge Heights Community Center

3101 Kingsbridge Terrace, Bronx, NY 10463

 | www.khcc-nyc.org

Silver Spoons Day Care: Quality Child Care

December 14, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Silver Spoons Day Care
3445 Corlear Avenue
Bronx, NY 10463


silverspoonsdaycare.com


Respectfully,



Johanna Edmondson, BSW

Curriculum Director



Solangel Brujan, PhD

Business Director





Riverdale YM-YWHA

5625 Arlington Avenue / Bronx, New York 10471

www.RiverdaleY.org

December 19, 2018

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Andrew Cohen

Ruben Diaz, Jr.

Jeffrey Dinowitz

Eliot Engel

Jeffrey Klein

To Whom it May Concern,

This letter is in support of Amber Charter School's application to replicate and expand their educational model in School District 6.

We have partnered with Amber Charter School in their swim program. Recognizing the importance of teaching children before 8 years old to learn how to swim, Amber Charter School has worked with the Riverdale YM-YWHA to create a successful swim program for their students.

As a member of the larger community that Amber Charter School serves, I support their efforts to serve the children and families of CSD 6.

Sincerely,

Matt Abrams Gerber
Chief Operating Officer

Deann Forman

Chief Executive Officer





The New York City Charter Schools'
ELL CONSORTIUM

Thursday December 13, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Angel Rodriguez, Manager of The NYC Charter Schools' ELL Consortium



December 11, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's incredible success in providing a high-quality education to our children and to also support their application to replicate and expand their educational model in School District 6. Amber's decision to expand is wonderful news for families and students.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive – and Amber is providing that for its scholars.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. The huge demand for what Amber offers speaks for itself. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

Amber stands out as a shining star in the charter community, and I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

A handwritten signature in black ink, appearing to read "Jessica Mokhiber". The signature is fluid and cursive.

Jessica Mokhiber
Empire Charter Consultants

December 18, 2018

SUNY Charter Schools Institute
c/o Susan Miller Carello
353 Broadway
Albany, New York 12246

Dear Ms. Miller-Carello and the SUNY Charter Schools Institute Team,

Charter School Business Management supports Amber Charter School's application to replicate and expand their educational model. This support acknowledges Amber Charter School's success in providing quality education to New York City children. As a partner to Amber Charter School for multiple years, we attribute their success to community engagement and leadership, the creation and maintenance of a loving, inclusive, academic environment and the development of a community of educators and staff deeply committed to student success.

We believe that more students can succeed if they have access to the high quality program Amber Charter School provides. The community in which Amber Charter School plans to expand, Community School District 6, has a tremendous opportunity to improve the educational outcomes of its students if Amber Charter School is allowed to open another school there. Currently, only about 40% of students in the target community pass the state exams. Amber's students consistently score higher than students in this area and their program has been proven to have a consistently strong impact on their students' academic growth.

As a member of the larger community that Amber Charter School serves, Charter School Business Management wholeheartedly supports their efforts to replicate and expand their model into CSD 6. If approved, we know the children and family in this community will benefit greatly.

Best Regards,

Karen Daniels

Karen Daniels
President and COO



December 7, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Melissa Melkonian
Founder and Principal



Charter School of Educational Excellence

260 Warburton Avenue, Yonkers, New York 10701

December 6, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Sincerely,

A handwritten signature in blue ink that reads "Cindy Lopez". The signature is fluid and cursive.

Cindy Lopez
Principal



To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

A handwritten signature in black ink, appearing to read "David R. Rosas", is written over a horizontal line. The signature is stylized and cursive.

David R. Rosas
School Director
Heketi Community Charter School



To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Dr. Elaine Ruiz Lopez

CEO & Founder
International Leadership Charter High School

Teaching Tomorrow's Leaders TODAY.

December 11, 2018

To Whom it May Concern,

I am writing to acknowledge Amber Charter School's success in providing quality education to our children, and to wholeheartedly lend my support for their application to replicate in School District 6.

Recent New York State assessments illustrate a clear need for more and better educational options for the children and families of District 6. Amber Charter School is an extremely successful program with a lengthy waitlist that has consistently demonstrated strong assessment scores – far surpassing those of the larger district. The positive impact that the school has had on the academic growth of its students is supported by the SUNY Charter Schools Institute's own analysis. This track record, along with their belief and investment in creating lifelong learners, perfectly positions them to expand their educational model to serve middle school students.

As a member of the larger community that Amber Charter School serves, and as someone who is very familiar with the organization's exceptional, caring, and dedicated leadership, I fully support their efforts to serve CSD 6. Our children need and deserve more schools like Amber!

Sincerely,



Julie Fisher
Executive Director



FAMILY LIFE ACADEMY CHARTER SCHOOLS NETWORK

HIGHBRIDGE

MOTT HAVEN

MORRISANIA

To Whom It May Concern,

As Chief Executive Officer for Family Life Academy Charter Schools (FLACS), I would like to offer my support and backing to SUNY –CSI in approving Amber Charter School's application for Amber Charter Middle School.

Dr. Vasthi Acosta is an educator, community activist and leader in the Latino community; promoting the growth and expansion of high-performing "community grown" charter schools that can serve as anchor institutions for long-term community development and whose leadership are indigenous to the communities they serve. Dr. Acosta with over 30 years of experience as an educator began her journey in leading this movement for "community grown charter schools" when she became the principal of Amber Charter School in Manhattan. Amber Charter School was the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (AÇDP), a community based organization. Amber Charter School served as model in helping to pave the way for other Latino led community grown charter schools like FLACS.

FLACS has worked in partnership with the leadership of Amber Charter School for over a decade. Amber Charter School was one of the first schools to join the NYC ELLs Consortium. Established in 2009, the NYC English Language Learner (ELL) Consortium which is led by FLACS is a group of 25+ charter schools committed to improving the education of ELLs. Through this consortium, Amber, FLACS and other NYC charter schools have been able to share best practices with each other, with the goal of building teacher capacity in delivering high quality instruction to ELL students that raises their overall academic achievement.

Dr. Vasthi Acosta also took the lead in school choice as founder of the Latino Charter Leaders Roundtable (LCLR). The LCLR is an affinity group of community grown charter school leaders whose guiding principles focus on leadership development, sharing of best practices and advocacy that includes supporting the expansion of high quality networks of community grown charter models that are a part of school choice. The opening of Amber Charter Middle School will help to meet this goal by continuing to ensure equitable access for all students, all learners in all communities that have historically suffered from achievement gaps.

Dr. Vasthi Acosta and the Amber Charter School community clearly demonstrates that all children that are provided an academically rigorous and well-rounded education along with strong character development will thrive and succeed in life, thus ensuring the transformation of their communities that includes a better future for all its residents

Sincerely,

Marilyn Calo, CEO
Family Life Academy Charter Schools



hispanicfederation

55 Exchange Place, 5th Floor
New York, NY 10005

175 Main Street, 2nd Floor
Hartford, CT 06106

1133 19th Street N.W., Suite 1035
Washington, DC 20036

www.hispanicfederation.org

December 18, 2018

To Whom It May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Jose Calderon
President

December 17, 2018

To whom it may concern:

I would like to take this opportunity to support Amber Charter School's application to replicate their successful model to providing quality education to our children in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Montefiore Medical Center is the largest healthcare system in the Bronx, and we are also the largest employer in the Bronx. A major challenge at Montefiore has been to recruit psychologists and psychiatrists who are willing to work with the underserved populations that we serve. We agree to partner with Amber Charter Schools to develop an internship program for 7th and 8th grade students to expose them to careers in psychology, psychiatry, and care management as early exposure to these careers can make a significant difference in students motivation to pursue them. A 2010 survey of members of the American Psychology Association's Division of Clinical Psychology found that only 9% of clinical psychologists self-reported as ethnically or racially diverse.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

I am confident they will bring their successful model to impact the academic growth of our children. Please do not hesitate to contact me if you have any further questions.

Sincerely,

Miguelina German, PhD

Miguelina Germán, Ph.D.
Assistant Director, Pediatric Behavioral Health Services
Assistant Professor, Department of Pediatrics & Department of Psychiatry, Montefiore Medical
Center/Albert Einstein College of Medicine



EY Zipris
Director, Education
Museum of the City of New York
1220 Fifth Avenue at 103rd Street



December 14, 2018

To Whom It May Concern:

I am writing this letter in support of Amber Charter School's application to expand their educational model in School District 6.

With approximately four students vying for every one of Amber Charter School's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

Over the years, the Museum of the City of New York has welcomed Amber Charter elementary school students for our field trip experiences. It has been our pleasure to share the Museum's rich resources as a community member and local institution. We look forward to continuing this relationship throughout Amber Charter School's well-earned expansion and we feel confident that these students will benefit from Amber Charter School's passion for creating and cultivating relationships amongst New York City's cultural institutions.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Museum of the City of New York
1220 Fifth Ave at 103rd St.
Open Daily 10am–6pm



To Whom It May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Edgar Zavala

Edgar Zavala
Director, Non-Credit Programs
Manhattan College



Partnership with Children

Founded in 1908

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

R. Franklyn Director
Director of Finance





December 18, 2018

To Whom It May Concern:

It is with great enthusiasm that I write this letter of support for Amber Charter School's application to replicate and expand their education model in School District 6. Amber Charter School continues to prove its success in providing high quality education to New York City students. Amber has achieved positive outcomes for this high-risk population in East Harlem and Kingsbridge, and we believe their experience qualifies the organization to help fill this important educational need.

Zone 126 works on behalf of Long Island City and Astoria's families who lack the human, social, emotional and civic capital to improve their lives. Children in economically unstable homes, especially black and brown children, are more likely to fall behind academically. Unemployment and underemployment continues to erode already limited options to build stability in a child's life. This is why opportunities to improve educational outcomes are critically important to our families in Zone 126's catchment area as well as the entirety of New York City.

In the work we do at Zone 126 with children/youth and families, we have seen too many students who struggle in the early grades. These students are frequently unable to find alternative school settings where they can learn and be successful.

A SUNY analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know Amber will bring their successful model to impact the academic growth of our children.

Please feel free to contact me if I can be of any assistance and thank you for your time and attention.

Sincerely,

Anthony Lopez
Executive Director, Zone 126



622 THIRD AVENUE • NEW YORK, NY 10017 • SCHOOLPROFESSIONALS.COM

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

A handwritten signature in cursive script that reads "José Medina".

José Medina

Director of Client Services

School Professionals

December 12, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,



Lindsay Long
Senior Director of Global Philanthropy
Faircom New York



December 10, 2018

RE: Letter of Support – Amber Charter School

To Whom it May Concern,

On behalf of Raza Development Fund (RDF), I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

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As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Should you have any questions regarding RDF's letter of support, please contact me directly at [REDACTED] or via email at [REDACTED]

Respectfully,

Adrian Ruiz
Director | Education Finance
Raza Development Fund, Inc.

December 14, 2018

To Whom it May Concern,

On behalf of UnidosUS, I would like to take this opportunity to recognize Amber Charter School's success in providing quality education since 2000 to children in Community School Districts (CSD) in New York, and to support their application to replicate and expand their educational model.

Since 1968, UnidosUS—formerly known as the National Council of La Raza (NCLR)—has remained a trusted, nonpartisan voice for Latinos. We serve the Hispanic community through our research, policy analysis, and state and national advocacy efforts, as well as in our program work in communities nationwide. And we partner with a national network of nearly 300 Affiliates across the country to serve millions of Latinos in the areas of civic engagement, civil rights and immigration, education, workforce and the economy, health, and housing.

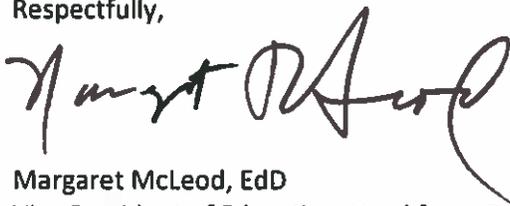
In the recent New York State assessments, 68% of the students in CSD 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in CSD 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

Since 2003, Amber has been an UnidosUS Affiliate. From 2014 through 2016 Amber worked closely with UnidosUS on a board development project. Through the partnership and the engagement of their board, Amber expanded in a careful, strategic way to include a second elementary school. Amber also partnered with our Children Investigating Science with Parents and Afterschool (CHISPA) program to bring families and students together with local museums for science education.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 4, 6, and 10. I know they will bring their successful model to impact the academic growth of students.

Respectfully,



Margaret McLeod, EdD
Vice President of Education, Workforce Development and Evaluation



25 Broadway, 13th Floor | New York, NY 10004
www.teachley.com

December 7, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY CSI's analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

We have worked with the students, teachers, and after school coordinators at Amber for over 7 years in developing and testing our educational math games. Amber is a welcoming school with warm, supportive teachers and engaged learners. As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Kara Carpenter
Cofounder, Teachley



Dr. Kristin Moody
2681 Pharr Rd.
Atlanta, GA 30317

December 6, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the national landscape of public schooling, I am consistently impressed by the effectiveness and capacity of the Amber leadership team and board. Their model of education has been proven in their data and in their application numbers. I wholeheartedly support their efforts to serve the children and families of CSD 6, and I am grateful for authorizers, such as SUNY, that position high performing programs to grow their reach and change the educational trajectories of the communities they serve.

Respectfully,

Kristin Moody



National Training Network

Post Office Box 36
Summerfield, NC 27358



www.NTNMath.com

December 10, 2018

To Whom it May Concern,

As an education partner to Amber Charter School, I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

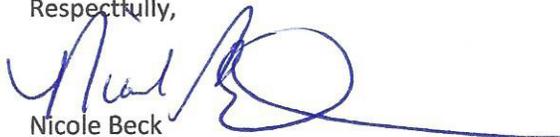
Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. Currently, our organization is partnered with over 150 schools throughout New York City, and through our own analysis, found that the students of Amber Charter performed in the top quartile of schools with whom we partner, in terms of having the highest gains in mathematics.

SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Should you have any questions, please feel free to contact me at 

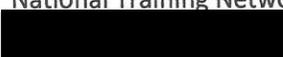
Respectfully,



Nicole Beck

Vice President of Growth & Development

National Training Network





12/19/18

Vashi Acosta
Amber Charter School
3120 Corlear Avenue
Bronx, NY 10463

RE: Amber Charter School Middle School Letter of Support

To Whom it May Concern,

We would like to take this opportunity to acknowledge Amber Charter School's ("Amber") success in providing quality education to children and to also support their application to replicate and expand their educational model in New York City School District 6 ("District 6").

It is our understanding that in the recent New York State assessments, approximately 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and approximately 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. Thus, there is a desperate need to improve the quality of education in District 6.

Amber is a successful school in great demand. It is our understanding that Amber students regularly score higher in English and Math than other students in District 6. We also understand that SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a supporter of the larger community that Amber serves, we wholeheartedly support their efforts to serve the children and families of District 6. We believe they will bring their successful model to impact the academic growth of our children.

Respectfully,

A handwritten signature in black ink that reads "Jo Ann Bullard".

Jo Ann Bullard
Sr. Human Capital Business Partner

e. Evidence of Community Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, survey results, etc.).

Please find the following letters of support:

Community Letters of Support:

R-04e 1a: Adriano Espaillat, U.S. House of Representatives, New York's 13th Congressional District
R-04e 1b: Carmen De La Rosa, Assemblywoman, State of New York, 72nd District
R-04e 1c: Ydanis Rodriguez, NYC Council Member, 10th Council District
R-04e 1d: Asociacion Communal de Dominicanos Progresistas/Community Association of Progressive Dominicans (ACDP)
R-04e 1e: Kingsbridge Heights Community Center
R-04e 1f: Silver Spoons Daycare
R-04e 1g: Riverdale YM-YWHA

NYC Charter School Community Letters of Support:

R-04e 2a: NYC Charter Schools ELL Consortium
R-04e 2b: Empire Charter Consultants
R-04e 2c: Charter School Business Management (CSBM)
R-04e 2d: American Dream Charter School
R-04e 2e: Charter School of Educational Excellence
R-04e 2f: Heketi Community Charter School
R-04e 2g: International Leadership Charter High School
R-04e 2h: NYC Autism Charter School
R-04e 2i: Family Life Academy Charter Schools

Greater NYC Letters of Support:

R-04e 3a: Hispanic Federation
R-04e 3b: Montefiore
R-04e 3c: Museum of the City of New York
R-04e 3d: Manhattan College
R-04e 3e: Partnership with Children
R-04e 3f: Zone 126
R-04e 3g: School Professionals
R-04e 3h: Faircom

National Organizations Letters of Support:

R-04e 4a: Raza Development Fund Inc.
R-04e 4b: UNIDOS
R-04e 4c: Teachley
R-04e 4d: Evolve (Dr. Kristin Moody)
R-04e 4e: National Training Network
R-04e 4f: Trinet



AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029

www.ambercharter.org

AMBER MIDDLE SCHOOL

PETITION

Please sign the petition below in regards to:

Amber Charter School with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

Key design elements for the Lower School	Key design elements for the Middle School
Spanish as a Foreign Language	Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant.
90 minutes of Literacy instruction a day	Offer enrichment in the arts, music, technology, and physical education
90 minutes of math instruction a day	Maintain a low student to teacher ratio
90 minutes of science instruction a week	Provide Advisory periods throughout 6-8 grades.
90 minutes of social studies instruction a week	Offer Spanish as a foreign language.
Enrichment instruction in any/all of the following: art, music, physical education, and technology	Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science]
	Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer]

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

<https://www.surveymonkey.com/r/ambermiddleschool>

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

Name	Signature	Zip Code	CSD	# school-aged children
Tyren			4	1
Roberta			5	1
Wendy				1
Eric				
Francina				1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Jacinta	Jacinta			1
Suzanne S	Suzanne Segund			1
Kristen	Kristen			1
Lidia An	Signature			2
Latisha	Signature			1
Tiaura	Signature			
Manig	Signature			2
T. Moore	Signature			10
Maricela	Maricela Segund			5
Tyshela	J. Anderson			8 5 (2)
Eric	Signature		4	1
Grilman	Signature			1
Signature				
Janelle	Janelle			2
Caridad	Caridad			1
Tami	Signature			1
DESI	DESI			1
Marisol	Signature			7
Ariene	Ariene			1
Evelyn	Evelyn			1
Crystal	Crystal			2



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We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

Name	Signature	Zip Code	CSD	# school-aged children
Dominique [redacted]		[redacted]		1
Julio [redacted]		[redacted]		
Colonia [redacted]		[redacted]		1

Signatures continue on verso



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Name	Signature	Zip Code	CSD	# school-aged children
Chloe [redacted]	<i>Chloe [redacted]</i>	[redacted]	5	1
Isabella [redacted]	<i>Isabella [redacted]</i>	[redacted]	4	1
Kyala [redacted]	<i>Kyala [redacted]</i>	[redacted]		1
Ivan [redacted]	<i>Ivan [redacted]</i>	[redacted]		1
Araceli [redacted]	<i>Araceli [redacted]</i>	[redacted]		1

Signatures continue on verso



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Name	Signature	Zip Code	CSD	# school-aged children
Jewel [redacted]	Jewel Ciman	[redacted]		8-11
Francisca [redacted]	Francisca Alvarez	[redacted]		8
Florinda [redacted]	[redacted]	[redacted]		
CPSAA [redacted]	[redacted]	[redacted]		9
MICHAEL [redacted]	[redacted]	[redacted]		4

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Elyse [redacted]	[Signature]	[redacted]		4
Lisa [redacted]	[Signature]	[redacted]		9
Wendy [redacted]	[Signature]	[redacted]		1
Elizabeth [redacted]	[Signature]	[redacted]		
Jessie [redacted]	[Signature]	[redacted]		1
Marina [redacted]	[Signature]	[redacted]		1
Tiffany [redacted]	[Signature]	[redacted]		1
Paquitta [redacted]	[Signature]	[redacted]		8
Lestie [redacted]	[Signature]	[redacted]		1
Method [redacted]	[Signature]	[redacted]		1
Leahy [redacted]	[Signature]	[redacted]		
Vanda [redacted]	[Signature]	[redacted]		1
Jacques [redacted]	[Signature]	[redacted]		6
Gumbrell [redacted]	[Signature]	[redacted]		1
Lissette [redacted]	[Signature]	[redacted]		2
Ana Lawa [redacted]	Ana Lawa E.	[redacted]		1
Elizabeth [redacted]	E. Valdez	[redacted]		1
Dominique [redacted]	[Signature]	[redacted]		1
Hector [redacted]	[Signature]	[redacted]		2
Michelle [redacted]	[Signature]	[redacted]		2
Juliet [redacted]	Christopher Nanson	[redacted]		4
Angel [redacted]	[Signature]	[redacted]		
Dorothy [redacted]	Verally Jones	[redacted]		1
Miguel [redacted]	[Signature]	[redacted]		7
Brian [redacted]	Brian Jones	[redacted]	5	2



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Name	Signature	Zip Code	CSD	# school-aged children
Elizette [redacted]	Elizette [redacted]	[redacted]	4	1
Rockell [redacted]	Rockell [redacted]	[redacted]		1
Vashane [redacted]	Vashane [redacted]	[redacted]	4	1
Anthony [redacted]	Anthony [redacted]	[redacted]	3	2
Jessica [redacted]	Jessica [redacted]	[redacted]	6	10

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Yvonne [REDACTED]	[Signature]	[REDACTED]		1
Milagros [REDACTED]	[Signature]	[REDACTED]		1
IPRYA [REDACTED]	[Signature]	[REDACTED]		1
Solomon [REDACTED]	[Signature]	[REDACTED]		1
Mario [REDACTED]	[Signature]	[REDACTED]		1
MAIDA [REDACTED]	[Signature]	[REDACTED]		1
Delisha [REDACTED]	[Signature]	[REDACTED]	4	1
Qao [REDACTED]	[Signature]	[REDACTED]		1
Shantei [REDACTED]	[Signature]	[REDACTED]		1
KASHANNA [REDACTED]	[Signature]	[REDACTED]		1
Jakell [REDACTED]	[Signature]	[REDACTED]		1
Francesca [REDACTED]	[Signature]	[REDACTED]		1
Taci [REDACTED]	[Signature]	[REDACTED]		1
Eivra [REDACTED]	[Signature]	[REDACTED]		1
Sison [REDACTED]	[Signature]	[REDACTED]		1
Jahaira [REDACTED]	[Signature]	[REDACTED]		1
Daniel [REDACTED]	[Signature]	[REDACTED]		1
Dulce [REDACTED]	[Signature]	[REDACTED]		1
ORTEGA [REDACTED]	[Signature]	[REDACTED]		1
Jose [REDACTED]	[Signature]	[REDACTED]		1
Paula [REDACTED]	[Signature]	[REDACTED]		1
Wallisha [REDACTED]	[Signature]	[REDACTED]		1
Cheryl [REDACTED]	[Signature]	[REDACTED]		1
Ricardo [REDACTED]	[Signature]	[REDACTED]		2
Johnny [REDACTED]	[Signature]	[REDACTED]		1

[Handwritten signature]

[Handwritten signature]



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Name	Signature	Zip Code	CSD	# school-aged children
Zoie Co [Redacted]	[Signature]	[Redacted]	4	1
Maria del [Redacted]	[Signature]	[Redacted]	5	1
Khadijah [Redacted]	[Signature]	[Redacted]	5	1
James [Redacted]	[Signature]	[Redacted]	4	1
Margivich [Redacted]	[Signature]	[Redacted]		

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Rafael [redacted] Diao [redacted]	[Signature]	[redacted]	5	1
Toranda [redacted] EMilia [redacted]	[Signature]	[redacted]	5	1
Unisha [redacted] Cristina [redacted]	[Signature]	[redacted]		1
Jago [redacted] Edeswind [redacted]	[Signature]	[redacted]		1
Janelle [redacted] Janelle [redacted]	[Signature]	[redacted]		1
[redacted] Nancy [redacted]	[Signature]	[redacted]		2
[redacted] Maria [redacted]	[Signature]	[redacted]		1
Abe [redacted] Byron [redacted]	[Signature]	[redacted]	4	1
Dennis [redacted] Alay [redacted]	[Signature]	[redacted]	5	1
Karen [redacted] Sonia [redacted]	[Signature]	[redacted]	4	1
Tiffany [redacted] Jery [redacted]	[Signature]	[redacted]	4	1
Talisa [redacted] Guillermina [redacted]	[Signature]	[redacted]	4	1
Crystal [redacted] Destiny [redacted]	[Signature]	[redacted]		1



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Name	Signature	Zip Code	CSD	# school-aged children

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Sade [redacted]	[Signature]	[redacted]		2
Renee [redacted]	[Signature]	[redacted]		
Hancon [redacted]	[Signature]	[redacted]		2
Kirsten [redacted]	[Signature]	[redacted]		1
Michèle [redacted]	[Signature]	[redacted]		1
Juan [redacted]	[Signature]	[redacted]		3
Isaia [redacted]	[Signature]	[redacted]		3
Crystal [redacted]	[Signature]	[redacted]		3
Timika [redacted]	[Signature]	[redacted]		2
Luz [redacted]	[Signature]	[redacted]		1
Sade [redacted]	[Signature]	[redacted]		2
Victoria [redacted]	[Signature]	[redacted]		2
Yashira [redacted]	[Signature]	[redacted]		1
Arsooa [redacted]	[Signature]	[redacted]		1
Darssay [redacted]	[Signature]	[redacted]		1
Chi [redacted]	[Signature]	[redacted]		1
Yoney [redacted]	[Signature]	[redacted]		1
Yara [redacted]	[Signature]	[redacted]		1
Giselle [redacted]	[Signature]	[redacted]		0
Andrés [redacted]	[Signature]	[redacted]		1
Yaquelym [redacted]	[Signature]	[redacted]		2
Jessica [redacted]	[Signature]	[redacted]		1
Jocue [redacted]	[Signature]	[redacted]		2
Alejandra [redacted]	[Signature]	[redacted]		1
Tishauna [redacted]	[Signature]	[redacted]		1



AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029

www.ambercharter.org

AMBER MIDDLE SCHOOL

PETITION

Please sign the petition below in regards to:

Amber Charter School with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

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Name	Signature,	Zip Code	CSD	# school-aged children
Mrs. Michelle [redacted]	Mrs. Medeiros	[redacted]		
Mrs. [redacted]	Mrs. Beito	[redacted]		1
Anna [redacted]	Anna Carubaly	[redacted]		1
Kevin [redacted]	[redacted]	[redacted]		1
Jenny [redacted]	Jenny [redacted]	[redacted]		1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
James [redacted]	[Signature]	[redacted]		2
Mahogany [redacted]	[Signature]	[redacted]		2
Jennifer [redacted]	[Signature]	[redacted]		1
Victor [redacted]	[Signature]	[redacted]		3
Erudicle [redacted]	[Signature]	[redacted]		1
Ann [redacted]	[Signature]	[redacted]		2
Debi [redacted]	[Signature]	[redacted]		2
Norman [redacted]	[Signature]	[redacted]		1
Michael [redacted]	[Signature]	[redacted]		1
Tiffany [redacted]	[Signature]	[redacted]		1
Lissette [redacted]	[Signature]	[redacted]		3
David A [redacted]	[Signature]	[redacted]		1
Shirley [redacted]	[Signature]	[redacted]		4
Elizabeth [redacted]	[Signature]	[redacted]		2
Glenda [redacted]	[Signature]	[redacted]		2
Tracie [redacted]	[Signature]	[redacted]		1
Sheena [redacted]	[Signature]	[redacted]		1
Bethisa [redacted]	[Signature]	[redacted]		1
Ricky [redacted]	[Signature]	[redacted]		1
Maribel [redacted]	[Signature]	[redacted]		1
Isabel U [redacted]	[Signature]	[redacted]		1
Kevin [redacted]	[Signature]	[redacted]		1
Amber [redacted]	[Signature]	[redacted]		2
Isamar [redacted]	[Signature]	[redacted]		1
Jacqueem [redacted]	[Signature]	[redacted]		1



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Name	Signature	Zip Code	CSD	# school-aged children
Jessenia Maldonado	J. Maldonado			1
Nely	Nely Xbntero			1
Aurelia	Aurelia			2
Shara	Shara			1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Cynthia	Cynthia Maldonado		2	1
Margaret	Margaret			2
Nevae	Frank West			1
Yesenia	Y			1
Jazmine	Jazmine			1
Howard	Howard			1
Natalie	Natalie			1
Tanya	Thomas			1
Laura	Laura			1
Nestor	Nestor			1
Manuel	Manuel			
Jessie	Jessie			1
Esperanza	Esperanza			2
Alicia	Alicia			K 1
Hilda	Hilda Solis			1
Jesus	Jesus			1
NAM	NAM			2 & 5.
Jacqueline	Jacqueline			5 th
Mariela	Mariela			1
Juan	Juan			1
Steph	Steph			1
Jess	Jess			K
KINE	KINE			2 1
Kendra	Kendra			2nd



220 East 106th Street
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Name	Signature	Zip Code	CSD	# school-aged children
Patricia [redacted]	[Signature]	[redacted]		
Ajara [redacted]	[Signature]	[redacted]		
Corina [redacted]	[Signature]	[redacted]		2
Zoily [redacted]	[Signature]	[redacted]		1
Melanie [redacted]	[Signature]	[redacted]		1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Carmen			4	1
Melody			3	1
Manuel				
Carlina				
Catherin				1
EMMA				1
Maribel				2
Orice/			4	1
Denise				2
Quason			4	1
Raymond				
Pablo T				
Teresa				7
Monica				1
Sandra				1
Shanel				
Amada				1
stareake			2	1
Clary				2
Elena			4	1
CEsar			4	1
Angelica				2
Shante				1
Jessica				



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Name	Signature	Zip Code	CSD	# school-aged children
[Redacted]	[Signature]	[Redacted]		1
[Redacted]	Alexa Dreyer	[Redacted]		1
[Redacted]	[Signature]	[Redacted]		2
[Redacted]	[Signature]	[Redacted]		1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Julio				2
Mauro				1
T. Torre				1
LINDA C				1
Rosele				1
Aziza				11
Ipkish				1
Diana				5
TRABE				2
Kiana				3
Kellee				2
Steven				2
Khadija				1
Yenia				1
Idman				12
Shawn				1
LEAH				
JESSICA				1
Alexis				1
J. Hen				1
S. Ander				1
Alperen				
Arclimo				1
Hanay				1
Emily				1
Paul H				1



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Name	Signature	Zip Code	CSD	# school-aged children
Juan C [Redacted]	Juan de los Angeles	[Redacted]	4	9
Valerie [Redacted]	[Signature]	[Redacted]	4	7
Alma [Redacted]	[Signature]	[Redacted]	4	1
Rafael [Redacted]	[Signature]	[Redacted]	4	6
[Redacted]	[Signature]	[Redacted]		1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Rosemarie				1
Vesencia P			4	1
Rosalva				1
TIFFANY				1
Patricia				1
Rolando				1
AMADO	BARRERA			2
Kristina R				1
MIRIAM				1
Michelle				1
Aisha	Aisha Henry			1
Olga	Olga			2
Eileen				2
Ebony				1
Michelle	Michelle			1
Josefin M	Josefin M			1
ESTUBERA	ESTUBERA Cabreza			1
Juan				2
Ellie				4
Josefin				
STEP	STEP			1
Juan	Tomita White			2
Alejandro				1
NGUE				1
Tyeshia				1
Mara F				1



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Name	Signature	Zip Code	CSD	# school-aged children
Dulce			4	2
Donna			7	1
Sarah			4	1
Gary			4	1
Renee			4	2

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Ethony	[Redacted]	[Redacted]		3
Angel	[Redacted]	[Redacted]		1
Samon	[Redacted]	[Redacted]		1
Mel	[Redacted]	[Redacted]		Kindergarten
Jasmi	[Redacted]	[Redacted]		1
Carla	[Redacted]	[Redacted]		1
Javon	[Redacted]	[Redacted]		Kindergarten
Tim	[Redacted]	[Redacted]		1
BRICK	[Redacted]	[Redacted]		1
Naiem	[Redacted]	[Redacted]		1
Shara	[Redacted]	[Redacted]		1
Nanu	[Redacted]	[Redacted]		1
Miwah	[Redacted]	[Redacted]		1
Veron	[Redacted]	[Redacted]		1
Frank	[Redacted]	[Redacted]		1
Lucca	[Redacted]	[Redacted]		Koz
[Redacted]	[Redacted]	[Redacted]		1
Niguel	[Redacted]	[Redacted]		3
Shere	[Redacted]	[Redacted]		
[Redacted]	[Redacted]	[Redacted]		4
Alisha	[Redacted]	[Redacted]		1
Franc	[Redacted]	[Redacted]		K
Mel.s	[Redacted]	[Redacted]		K
Janua	[Redacted]	[Redacted]		1
Refuel	[Redacted]	[Redacted]		1



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Name	Signature	Zip Code	CSD	# school-aged children
Ebon			1	2
Eddie				1
Melissa				1
Fabrizio				1
Erisvel				1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Aisha	Aisha Henry			1
NORMA	Norma			1
Jayc	Patricia Duran			1
Nancy	Nancy			1
Oscar	Oscar			1
Yese	Yese			1
Julia	Julia			1
Tani	Tani			1
Melina	Melina			1
E. B.	E. B.			1
Juan C	Juan C			2
Elaine	Elaine Meadows			1
Ruben	Ruben Acevedo			1
Maria	Maria			1
Chris	Chris			1
TAYLOR	Taylor			1
K	K			1
Tess	Tess			2
Boni	Boni			3
Shirley	Shirley			0
Zhi Ye	Zhi Ye			2
Danette	D. White			1
MD	MD			2
Pia	Pia Meadows			2
Camila	Camila			1 + 2



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Name	Signature	Zip Code	CSD	# school-aged children
Sara [Redacted]	[Signature]	[Redacted]		1
Minarcia [Redacted]	[Signature]	[Redacted]		1
Lauren Pa [Redacted]	[Signature]	[Redacted]		1
MARTHA VA [Redacted]	[Signature]	[Redacted]		1
Gudelki [Redacted]	[Signature]	[Redacted]		1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Asucena				1
Maria	M. Mte.			2
Joas				2
Jinelle	Jinelle Dominguez			5
Zita	J. L. Y. M.			3
Jacqueline	Jacqueline			2
Kathrini	Kathrini			1
Adelicia				150
Esmeralda	Esmeralda Per			5
Evelyn	Evelyn			1
Stormy				5
Step	Stephane G. G. G.			1st
KEVIN				1
Itzel	Itzel			2
K. M.	K. M. Velay			3
Maria	Maria C			2 1
Karlene	Karlene Rodden			1
Yvonne	Yvonne D.			1
Amara	Amara			2
Gracia	Gracia			2
Lawrence A.	Lawrence A.			2
Alba	Alba Amigon			1
Martin	Martin Smith			2
Jackie	Jackie Willis			2
Emma	Emma Casper			1



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We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

Name	Signature	Zip Code	CSD	# school-aged children
RENEE [REDACTED]	[Signature]	[REDACTED]	10	2
DARZA [REDACTED]	[Signature]	[REDACTED]	9	2
ROSA [REDACTED]	[Signature]	[REDACTED]	9	3
MARILY [REDACTED]	[Signature]	[REDACTED]	10	4
LEIDY [REDACTED]	[Signature]	[REDACTED]	10	2

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Julie	[Signature]			2
Miguel	[Signature]			2
Leonel				
Ariana	[Signature]		10	1
Shenay	[Signature]			2
Sadiak	[Signature]			1 2
Jack	[Signature]		10	1
Anny	[Signature]		10	2
Alexis	[Signature]		10	1
Mariela	[Signature]			2
Fawzia	[Signature]		10	1
Henry	[Signature]		10	2
Maria	[Signature]		10	1
Christina	[Signature]		10	1
Leo Carr	[Signature]		10	1
Jerenny	[Signature]			3
Catalina	[Signature]		6	1
Kobayashi	[Signature]		10	2
David	[Signature]		10	2
Rosalva	[Signature]		6	2
Charles	[Signature]		6	2
Kahlia	[Signature]			1
Jose	[Signature]			1
Santo	[Signature]		5	1
Veronica	[Signature]		6	1



220 East 106th Street
New York, NY 10029

www.ambercharter.org

AMBER MIDDLE SCHOOL

PETITION

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90 minutes of Literacy instruction a day	Offer enrichment in the arts, music, technology, and physical education
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Name	Signature	Zip Code	CSD	# school-aged children
Rosa			9	1
Wen			9	1
Leslie			9	3
Yahai			10	2

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Scarlett	[Redacted]	[Redacted]	6	1
Genesis	[Redacted]	[Redacted]		
Yinet	[Redacted]	[Redacted]	10	1
Azmin	[Redacted]	[Redacted]	6	1
Risseth	[Redacted]	[Redacted]	10	1
Jenny	[Redacted]	[Redacted]	10	2
Albani	[Redacted]	[Redacted]	10	1
Jordan S	[Redacted]	[Redacted]	6	1
Melissa	[Redacted]	[Redacted]	7	1
Alba C	[Redacted]	[Redacted]	10	2
Joseph	[Redacted]	[Redacted]	6	2
IDE/SI	[Redacted]	[Redacted]	10	1
Mary Sharon	[Redacted]	[Redacted]	10	1
Tahisa	[Redacted]	[Redacted]	10	1
Soan F	[Redacted]	[Redacted]	10	1
Miguel	[Redacted]	[Redacted]	10	1
Melina	[Redacted]	[Redacted]	10	2
Britany	[Redacted]	[Redacted]	10	1
Laura	[Redacted]	[Redacted]	10	1
Amadys	[Redacted]	[Redacted]	10	1
Emily	[Redacted]	[Redacted]	6	1
Jose C	[Redacted]	[Redacted]	6	1
Essiah	[Redacted]	[Redacted]	10	1
Elisa B	[Redacted]	[Redacted]	10 ^{FR 124}	1
Yuan C	[Redacted]	[Redacted]	10	1



AMBER CHARTER SCHOOL

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AMBER MIDDLE SCHOOL

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Name	Signature	Zip Code	CSD	# school-aged children
V. S. Esmer			10	1
Yuliana			10	1
Sol			10	1
Lynette			10	1
Daniel			10	1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Rose Laura			10	2
Erica			10	2
Vieslava			7	1
Monica			10	1
Wanda G			10	1
Ariela			10	1
Christine				1
Zuleika			10	1
Wanda			9	2
Liliana			10	1
Maria			9	2
Jerome			6	2
Kelvin			6	2
Lissa				1
Chanda			10	1
Zarina				1
Beatriz			10	1
Edwin			9	1
Victoria			9	1
Liliana			10	2
Sharon				1
Murphy			10	2
VALDI				6
Joseph				8
JESSICA				



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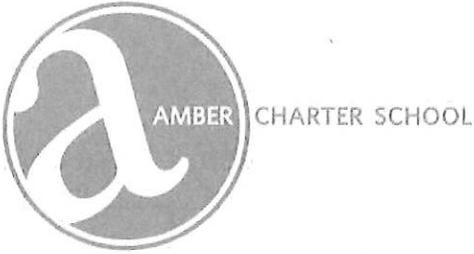
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Name	Signature	Zip Code	CSD	# school-aged children
Mercedes [redacted]	Mercedes Minaya	[redacted]	10	2
Clady's [redacted]	Clady's [redacted]	[redacted]	10	2
Maria [redacted]	[redacted]	[redacted]	10	2
Ariel [redacted]	[redacted]	[redacted]	10	2
Jonny [redacted]	[redacted]	[redacted]		1

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Dana	[Signature]	[Redacted]	10	1 2
ERIKA	Erika Casello	[Redacted]	10	1
Esteban	E. Miranda	[Redacted]	10	2
EDUARDO	[Signature]	[Redacted]	10	2
Marielis	[Signature]	[Redacted]	10	2 1
Yinett	[Signature]	[Redacted]		1
Fady	[Signature]	[Redacted]	6	1
Jesus	[Signature]	[Redacted]	6	1
Indira	[Signature]	[Redacted]		1
ERIKA	[Signature]	[Redacted]	10	6
May	[Signature]	[Redacted]		
Marysol	[Signature]	[Redacted]		7
Ornela	O. C.	[Redacted]	6	2
Jahirah	Jahirah White	[Redacted]		2
Emy B	Emy Begg	[Redacted]	10	2
Diana	[Signature]	[Redacted]		1
Alba	Alba Perez	[Redacted]		2
Tiffa	[Signature]	[Redacted]		1
Addiza	Addiza Diaz	[Redacted]		2
Anyaly	Anyaly Torres	[Redacted]	10	2
Rosalba	Rosalba Jimenez	[Redacted]	10	2
Jean	[Signature]	[Redacted]	10	1
Athalia	Athalia Jimenez	[Redacted]	10	1 1
Miria	[Signature]	[Redacted]		2
Aman	[Signature]	[Redacted]	10	1



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Name	Signature	Zip Code	CSD	# school-aged children
Sorelay [redacted]	Sorelay [redacted]	[redacted]	10	1
Deborah [redacted]	Deborah [redacted]	[redacted]	10	1
JANet [redacted]	JANet [redacted]	[redacted]	10	1
Scarlett m [redacted]	Scarlett m [redacted]	[redacted]	9	2
yogana [redacted]	yogana [redacted]	[redacted]	6	2

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Mason	Mason Gomez		10	2
Monique	Monique Belmont		10	2
Dellia	Dellia		10	2
ROSE	Rose		10	2
Nalda	Nalda		9	3
Ana D	Ana Dora Buelter		9	1
Angela	Angela		10	1
Angela	Angela		10	2
Tania	Tania		9	2
Christi	Christi		10	1
Niko	Niko		10	1
Carin	Carin		10	1
Tarif	Tarif		10	PK-3
Kenned	Kenned		6	2 nd
Alex	Alex		10	3
Jessi	Jessi		10	2
Jerome	Jerome		9	2 nd
Nazee	Nazee		9	2 nd
Josefi	Josefi		10	1
Elaine	Elaine		6	1
And	And		6	1
Evelyn	Evelyn			1
Traci	Traci		3	1
Jessi	Jessi			1
Tisha	Tisha			1



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Name	Signature	Zip Code	CSD	# school-aged children
[Redacted]	[Signature]	[Redacted]	15	3
Wilson [Redacted]	[Signature]	[Redacted]	10	1
Marlene [Redacted]	[Signature]	[Redacted]	10	2
[Redacted]	[Signature]	[Redacted]	10	6
Michelle [Redacted]	[Signature]	[Redacted]	10	2

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Cynthia			10	2
Josh			10	2
NOBERTO			10	2
WALESKA			6	3
Sany			10	2
Nairobi			9	1
Patricia			10	2
Elsie R			10	2
Deborah			10	2
Chrystale			10	2
Ledy T			10	1
Manaurys			10	2
Noromalal			10	1
Iewabe			10	1
Elizabeth			10	1
Iris wilda			6	2
Ramon P			9	1
Elizabeth			10	2
Miguel			10	2
Darlene			10	1
Marc Ma			10	1
Sheila			10	1
Crystal			10	1
Heber			10	2
Jodi-An			10	1



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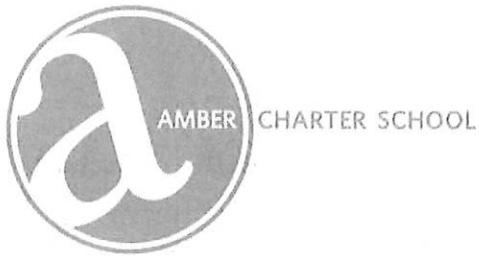
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Name	Signature	Zip Code	CSD	# school-aged children
Melba [redacted]	Melba [redacted]	[redacted]		3
[redacted]	[redacted]	[redacted]		1
Marfred [redacted]	[redacted]	[redacted]		2
Alma [redacted]	[redacted]	[redacted]		3
Shirley [redacted]	Shirley [redacted]	[redacted]		

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Arlene	Ruby Murray			3, 6,
Alexand	Alexandra			8
Carm	Carmel			2
Samanth	S. Alexander			2
Viola	Viola			2
Josep	Joseph Healy			1
Angelyn	Angelyne Cruz			3
Janaís	J. Stett			2
Rosari	Rosario			2
Houssai	Houssai			2
Angela	A. Silvest			2
Tania	Tania			3
Cristin	Cristina			2
Elizabeth	Elizabeth Rivera			1
Arjanit	Arjanit			2
ANENK	Anne			2
Dawn M	DMP			2
Yamil Cor	Yamil			1
Cheryl	Cheryl			1
Rosal	R. Killafano			3
Junia	Junia			5
Jenette	Jenette abreu			3
Alexandra	Alexandra			2
Wendy	Wendy			2
Gloria	Gloria			2



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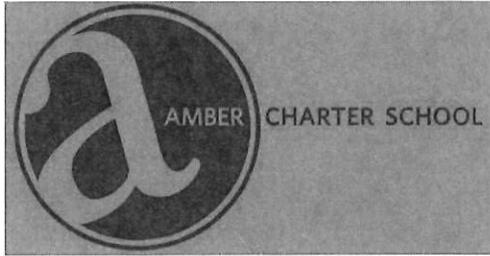
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Name	Signature	Zip Code	CSD	# school-aged children
Mia [redacted]	[Signature]	[redacted]	10	1
Juno [redacted]	[Signature]	[redacted]	9	1
Rafaela [redacted]	[Signature]	[redacted]	10	3
Yvete [redacted]	[Signature]	[redacted]	7	2
STEPHANIE [redacted]	[Signature]	[redacted]	10	2

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Donna	[Redacted]	[Redacted]	10	1
Maria A	[Redacted]	[Redacted]	10	1
Stephanie	[Redacted]	[Redacted]	10	1
Paola	[Redacted]	[Redacted]		2
Karla	[Redacted]	[Redacted]	10	1
Alejo	[Redacted]	[Redacted]	10	1
Armen A	[Redacted]	[Redacted]	10	1
Nancy	[Redacted]	[Redacted]	6	1
Rosina	[Redacted]	[Redacted]	6	2
Boriska	[Redacted]	[Redacted]	10	2
Joe Jimenez	[Redacted]	[Redacted]	10	2
Martha	[Redacted]	[Redacted]	10	1
Euzel	[Redacted]	[Redacted]	10	1
Alvaro	[Redacted]	[Redacted]	10	1
Kosana	[Redacted]	[Redacted]	10	2
Genesis	[Redacted]	[Redacted]	10	2
Jeanne	[Redacted]	[Redacted]	10	1
Carne	[Redacted]	[Redacted]	10	2
Tatiana	[Redacted]	[Redacted]	10	2
Glenn	[Redacted]	[Redacted]		
Stephanie	[Redacted]	[Redacted]	10	1
Aida	[Redacted]	[Redacted]	10	1
Javiera	[Redacted]	[Redacted]	10	1
Luz In	[Redacted]	[Redacted]	10	1
Tazken	[Redacted]	[Redacted]	10	2



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Name	Signature	Zip Code	CSD	# school-aged children
Consejo [redacted]	Consejo Mary	[redacted]	9	2

Signatures continue on verso



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We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

Name	Signature	Zip Code	CSD	# school-aged children
Ciearra [redacted]	Ciearra Antonez	[redacted]		1
Christina [redacted]	Christina Collazo	[redacted]		3
Janet [redacted]	[redacted]	[redacted]		1
Dilecia [redacted]	[redacted]	[redacted]		3
Frances [redacted]	Frances [redacted]	[redacted]		1

Signatures continue on verso



220 East 106th Street
New York, NY 10029

www.ambercharter.org

AMBER MIDDLE SCHOOL

PETITION

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Spanish as a Foreign Language	Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant.
90 minutes of Literacy instruction a day	Offer enrichment in the arts, music, technology, and physical education
90 minutes of math instruction a day	Maintain a low student to teacher ratio
90 minutes of science instruction a week	Provide Advisory periods throughout 6-8 grades.
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Name	Signature	Zip Code	CSD	# school-aged children
[Redacted]	TRISHA CHIRIBOGA	[Redacted]	[Redacted]	2
[Redacted]	[Redacted]	[Redacted]	[Redacted]	1
[Redacted]	[Redacted]	[Redacted]	[Redacted]	1
[Redacted]	Christopher Dietsch	[Redacted]	[Redacted]	1
[Redacted]	[Redacted]	[Redacted]	[Redacted]	3

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
JAYA T	[Redacted] <i>Jaya T</i>	[Redacted]		1
Heather	[Redacted] <i>Heather</i>	[Redacted]		4
Kelliann	[Redacted] <i>Kelliann</i>	[Redacted]		2
Bailey R	[Redacted] <i>Bailey R</i>	[Redacted]		1
Chris	[Redacted] <i>Chris</i>	[Redacted]		1
Khris	[Redacted] <i>Khris</i>	[Redacted]		0
Bartia	[Redacted] <i>Bartia</i>	[Redacted]		2
MURM	[Redacted] <i>MURM</i>	[Redacted]		2
V. Moore	[Redacted] <i>V. Moore</i>	[Redacted]		1
ALEXIS Ca	[Redacted] <i>ALEXIS Ca</i>	[Redacted]		1
Harold	[Redacted] <i>Harold</i>	[Redacted]		0
Ruddy C	[Redacted] <i>Ruddy C</i>	[Redacted]		2
Nelida	[Redacted] <i>Nelida</i>	[Redacted]		3
Yolande	[Redacted] <i>Yolande</i>	[Redacted]		1
Chira	[Redacted] <i>Chira</i>	[Redacted]		3
LANIQUE	[Redacted] <i>LANIQUE</i>	[Redacted]		2
Natasha	[Redacted] <i>Natasha</i>	[Redacted]		2
Cynthia	[Redacted] <i>Cynthia</i>	[Redacted]		2
Mona	[Redacted] <i>M. Henderson</i>	[Redacted]		1
Patricia	[Redacted] <i>Patricia</i>	[Redacted]		1
Daniel	[Redacted] <i>Dermelle mls</i>	[Redacted]		1



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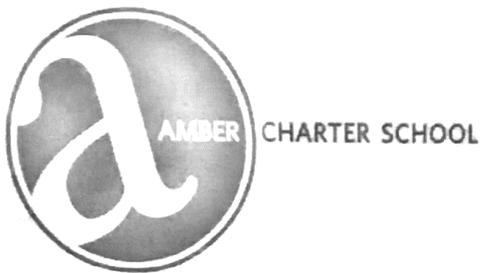
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Name	Signature	Zip Code	CSD	# school-aged children
Ria [redacted]	[Signature]	[redacted]	6	2
Meliss [redacted]	[Signature]	[redacted]	6	
Suzie [redacted]	[Signature]	[redacted]		0
Sandra [redacted]	[Signature]	[redacted]	7	2
Carlos [redacted]	[Signature]	[redacted]	7	2

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Name	Signature	CSD	# school-aged children
Fiezel [redacted]	[Signature]	6	

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Name	Signature	Zip Code	CSD	# school-aged children
Travis [redacted]	[Signature]	[redacted]		
Pollone [redacted]	[Signature]	[redacted]		3
SASHA [redacted]	[Signature]	[redacted]		
Jeremy [redacted]	[Signature]	[redacted]		
Karen [redacted]	[Signature]	[redacted]		2

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Name	Signature	Zip Code	CSD	# school-aged children
USG [Redacted]	[Signature]	[Redacted]		0
Karan [Redacted]	[Signature]	[Redacted]		6
Kidara [Redacted]	[Signature]	[Redacted]		3
Theraine [Redacted]	[Signature]	[Redacted]		3

Signatures continue on verso

Name	Signature	Zip Code	CSD	# school-aged children
Elizabeth			1	1
Lanub	Pamela Patricia			1
Shular	J. M. Hall			1
José				2
Richard				2
Dez				1
Olga F				2
Rosana	Rosana B			2
Luís C				2
Vayan				1
Angel	A. Fayardo			2
Ashley	ashley			0
Channe				0
Sahel				1
Tamara	Tamara Lewis			2
Nieasha	Nieasha Canty			3
JONATHAN	J. Canty			2
W. Bate	W. Bate			2
T. Hou				2
S. Loren				2
MONIKA T				2
Tom U				
KAY S.				
Yasmin	Yasmin			
Youn Chul	Youn Christina			1
	Ahmed			



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Name	Signature	Zip Code	CSD	# school-aged children
Elizabeth [redacted]	<i>Elizabeth [redacted]</i>	[redacted]		
Sonia [redacted]	<i>Sonia [redacted]</i>			
Angela [redacted]	<i>Angela [redacted]</i>			

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Name	Signature	Zip Code	CSD	# school-aged children
Maritza [redacted]	<i>Maritza [redacted]</i>	[redacted]		
Elis [redacted]	<i>Elis [redacted]</i>	[redacted]		
Lucy [redacted]	<i>Lucy [redacted]</i>	[redacted]		
Lisa [redacted]	<i>Lisa [redacted]</i>	[redacted]		
Andros [redacted]	<i>Andros [redacted]</i>	[redacted]		

Signatures continue on verso



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Name	Signature	Zip Code	CSD	# school-aged children
[Redacted]	[Signature]			
[Redacted]	[Signature]			
[Redacted]	[Signature]	[Redacted]		

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Name	Signature	Zip Code	CSD	# school-aged children
Sandra [redacted]	[Signature]	[redacted]	1	1
Mitt [redacted]	[Signature]	[redacted]		1
Rachel [redacted]	[Signature]	[redacted]	0	0
[redacted]	[Signature]	[redacted]		0
[redacted]	[Signature]	[redacted]	1	0

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Name	Signature	Zip Code	CSD	# school-aged children
Grenny [redacted]	[Signature]	[redacted]		
William [redacted]	[Signature]	[redacted]		
Jose [redacted]	J.P.C.	[redacted]		

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Name	Signature	Zip Code	CSD	# school-aged children
Michael				2
Anthony				2
Christina				2
Michelle				2
Margaret				11

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Name	Signature	Zip Code	CSD	# school-aged children
SERENA				1
Daniel				1
Catalina	Catalina Ventura			1
Gennife				1

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Ms. Rose

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Name	Signature	Zip Code	CSD	# school-aged children
Jorge [Redacted]	[Signature]	[Redacted]		5 Kindergarten
Dene [Redacted]	[Signature]	[Redacted]		3
Aolani [Redacted]	[Signature]	[Redacted]		3
Jani [Redacted]	[Signature]	[Redacted]		4

Signatures continue on verso



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AMBER MIDDLE SCHOOL

PETITION

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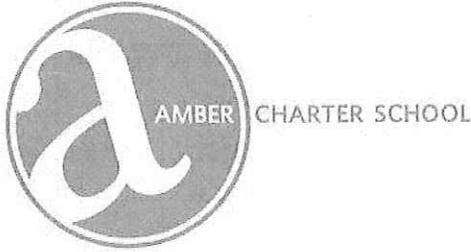
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Name	Signature	Zip Code	CSD	# school-aged children
Pristendy [redacted]	[Signature]	[redacted]	6	2 Childs



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Name	Signature	Zip Code	CSD	# school-aged children
Monica [redacted]	[Signature]	[redacted]	6	2
Marilyn [redacted]	[Signature]	[redacted]	6	1
Arastacia [redacted]	[Signature]	[redacted]	6	1
Nikoyan [redacted]	[Signature]	[redacted]	6	1
Yahaira [redacted]	[Signature]	[redacted]	6	2

Signatures continue on verso

6

Name	Signature	Zip Code	CSD	# school-aged children
Solhu Pa	[Redacted]	[Redacted]	6	2
Rosa	[Redacted]	[Redacted]	6	1
Felix	[Redacted]	[Redacted]	6	3
Marta	[Redacted]	[Redacted]	6	2
[Redacted]	[Redacted]	[Redacted]	6	1
RAF	[Redacted]	[Redacted]	6	2
Carl	[Redacted]	[Redacted]	6	1
[Redacted]	[Redacted]	[Redacted]	10	2
Jose	[Redacted]	[Redacted]	10	1
Ama	[Redacted]	[Redacted]	10	2
JO G	[Redacted]	[Redacted]	10	2
Kisbell	[Redacted]	[Redacted]	6	2
Karina	[Redacted]	[Redacted]	10	3
Kesoll	[Redacted]	[Redacted]	6	4
Kimberly	[Redacted]	[Redacted]	6	2
Brian	[Redacted]	[Redacted]	10	1
WYR	[Redacted]	[Redacted]	6	2
Bram	[Redacted]	[Redacted]	6	1
Ruco	[Redacted]	[Redacted]	6	3
Bryan	[Redacted]	[Redacted]	6	2
EDUAR	[Redacted]	[Redacted]	6	2
BODDY	[Redacted]	[Redacted]	6	1
MARISOL	[Redacted]	[Redacted]	6	1
Santan	[Redacted]	[Redacted]	10	2
Kamen	[Redacted]	[Redacted]	10	3



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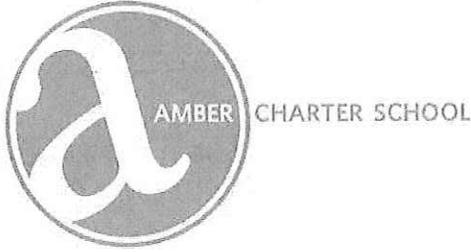
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Name	Signature	Zip Code	CSD	# school-aged children
Dilio			6	
Emax R			6	
Amari A				
Rivo				
JOSH				

Signatures continue on verso

0

Name	Signature	Zip Code	CSD	# school-aged children
Roxell F	[Signature]	[Redacted]	6	1
Priscilla	[Signature]	[Redacted]	6	1
Natasha	[Signature]	[Redacted]	6	1
Adrian	[Signature]	[Redacted]	6	
Shirley	[Signature]	[Redacted]	10	3
EHC	[Signature]	[Redacted]	6	1
Sean	[Signature]	[Redacted]	6	0
Priscilla	[Signature]	[Redacted]	6	0
Yvonne	[Signature]	[Redacted]	6	0
Antia	[Signature]	[Redacted]	6	2
Ismael	[Signature]	[Redacted]	6	2
Jane	[Signature]	[Redacted]	6	0
Simone	[Signature]	[Redacted]	6	0
Eileen	[Signature]	[Redacted]	6	
Hanna	[Signature]	[Redacted]	6	2
Lewis	[Signature]	[Redacted]	6	
Carolyn	[Signature]	[Redacted]	6	1
Patricia	[Signature]	[Redacted]	6	1
Ricky	[Signature]	[Redacted]	6	1
Savali	[Signature]	[Redacted]	6	1
Maura	[Signature]	[Redacted]	6	3
Justine	[Signature]	[Redacted]	6	2
Karla	[Signature]	[Redacted]	6	
Karol	[Signature]	[Redacted]	6	0
FLAD	[Signature]	[Redacted]		



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Name	Signature	Zip Code	CSD	# school-aged children
[Redacted]	[Signature]	[Redacted]	10	0
Adriana	[Signature]	[Redacted]	6	2
Victor R	[Signature]	[Redacted]	6	0
Chastity	[Signature]	[Redacted]	6	2
[Redacted]	[Signature]	[Redacted]	6	2

Signatures continue on verso



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Name	Signature	Zip Code	CSD	# school-aged children
Eduardo [redacted]	[redacted]	[redacted]	77	
Manuel [redacted]	[redacted]	[redacted]		3
Milagros [redacted]	[redacted]	[redacted]		

Signatures continue on verso



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Name	Signature	Zip Code	CSD	# school-aged children
SARIS [REDACTED]	[Signature]	[REDACTED]	6	1
Kimberly [REDACTED]	[Signature]	[REDACTED]	6	2
NORIS [REDACTED]	[Signature]	[REDACTED]	6	2
Kamriel [REDACTED]	[Signature]	[REDACTED]	6	1
Jessie [REDACTED]	[Signature]	[REDACTED]	6	1

Signatures continue on verso



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Name	Signature	Zip Code	CSD	# school-aged children
Melissa [redacted]		[redacted]	6	3
Elvis [redacted]		[redacted]	6	3
Xosha [redacted]		[redacted]	6	2
Maris [redacted]		[redacted]	6	2
NORMA [redacted]		[redacted]	6	2

Signatures continue on verso

f. Evidence of Student Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

In **R-01ac – Community Description and Proposed School Impact**, we describe both the overwhelming interest in the existing Amber Charter Schools, as evidenced by the significant numbers of applications and long waitlists for available seats. Student demand is also demonstrated in the overutilization of traditional public schools in CSD 6, particularly the K-8 models.

Further, as noted in R-04abc, 96% of survey respondents expressed that they would apply for seats at Amber Charter School III and we have, thus far, collected 1060 petition signatures, which are attached **(R-04f)**.

5. Enrollment

a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;
- Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;
- The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;
- A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and
- A statement regarding whether the school might seek to apply for a full-day universal pre-K program.

NOTE: Pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.

Amber Charter Schools have a long record of strong community interest and involvement. Both our deep commitment to our current elementary students in Kingsbridge and East Harlem, and our eagerness to serve another high need district inform the enrollment plans and strategies for Amber Charter School III. Amber Charter Schools now receive about four applications for every available seat, and its student retention rates have been consistently strong. Our intention is to create a third close-knit school community yet scale considerably, to serve twice as many students and grades than Amber Charter School East Harlem and Kingsbridge does. We will successfully maintain an atmosphere where all students and families are known and served well.

Enrollment Plan and Rationale

Amber Charter School III will open in 2020-21, enrolling 400 students total in year 1- 100 students each in kindergarten, and grades 1, 5 and 6 and growing to serve kindergarten through eighth grade by year 4 (2023-24).

- At the elementary level, the school will grow to serve K-4th graders, backfilling open seats in K, 1st, and 2nd grades only. Second grade enrollment is at 95 instead of 100 based on years of prior experience that reflects challenges in backfilling that grade. Overall, no attrition is expected in those grade levels. Attrition is expected to be around 10-11% in grades 3 and 4.
- At the middle school level, Amber Charter School III will grow to serve 5th-8th graders.
 - We expect the majority of Amber Charter School Kingsbridge rising 5th graders to apply for seats at Amber Charter School III (in year 1 approximately 30, in years 2-5, approximately 50), since it is in close proximity to Washington Heights/Inwood. If this Amber Charter School III charter application is approved, we intend to submit a request for a material change, to revise the grades served at Amber Charter School Kingsbridge from K-5 to K-4.
 - Every year, we expect about 70% of our Amber Charter School East Harlem rising 6th graders (approximately 45 of 65) to apply for seats at Amber Charter School III. Although interest in a middle school option is currently very strong, we also understand that distance may be a factor for these families.
 - To ensure we have adequate seats both for students from Amber Charter Schools and for those who reside in CSD 6, we increased 5th grade by 25 seats starting in year 2 to equal a total of 125 and increased 6th grade by 25 seats starting in year 3 to equal a total of 125. Further, by year 5, as we retain our Amber Charter School III elementary students, we will need seats for them through middle school. 125 should meet the

needs of approximately 70 Amber Charter School III and 50 Amber Charter School Kingsbridge students.

- We expect approximately 10% attrition in 3rd, 4th, 7th and 8th grades, a conservative estimate.

Amber Charter School III will maintain small classes - 25 students or less - which will allow for a low teacher/student ratio. As elementary students are promoted beyond grade 2, they will experience slight reductions in class sizes, as a result of attrition. This design will allow for even more targeted differentiation and student-directed work as they get older and are required to complete even more complex, rigorous work. A similar pattern will happen in the middle grades; we will fill open seats in grades 5 and 6 and expect some attrition in grades 7 and 8.

In addition, this enrollment plan assures financial stability for the school, particularly in its first three years of operation, when we will avoid the negative budgetary impact of even one unfilled seat. During these years, the Amber Charter Schools Board of Trustees will closely monitor enrollment trends, and plan accordingly to make adjustments in the budget and development efforts to address any potential shortfall preemptively.

Grade Configuration Alignment with District

As described in Response 01, the majority of the NYC DOE schools in CSD 6 that are most similar in structure to Amber Charter School III are the eight K-8 models. Although these schools demonstrate encouraging (but not stellar) academic performance on the average, almost all are overcrowded. If local families seeking a similar K-8 design decide to enroll their children at Amber Charter School III, this could actually ease rather than strain those schools. The other 29 schools, as previously noted, are particularly poor performing, with almost half of the K-5 schools also identified as over-utilized.

b. Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;
- Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);
- Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;
- Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup;
- Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding. CSP grant funding in New York is currently in transition. The New York State Education Department ("NYSED") is expected to provide information about CSP grant changes in the future. See Appendix A and the Guidance Handbook for further information; and,
- Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why the targets are not being met, efforts made to meet the targets, and what new strategies will be employed to meet the targets.

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information refer to the Guidance Handbook.

The school's goal is to retain all students from one year to the next, while anticipating a small yet inevitable amount of student attrition each year as a result of geographic mobility and other factors beyond the school's control. We will fill vacant seats within our kindergarten, first and second grade cohorts to ensure that those grades are at their maximum allowed enrollment, and after year 2, apply the same strategy to grades 5 and 6. In order to maintain school culture, we will not replace students who depart the school in grades 3-4 and 7-8.

Target Populations

Amber Charter School III is committed to educating a student population that mirrors that of CSD 6. With an enrollment of 923 K-8 students at full scale, Amber Charter School III, as determined by the SUNY CSI enrollment and retention calculator, will strive to enroll at least 90.5% (838) students who are economically disadvantaged, 35.7% (330.2) English language learners, and 15.6% (144.2) students with disabilities. Retention targets include 91.7% (768.5) of students who are economically disadvantaged, 92.5% (305.5) of English language learners and 92.7% (133.7) of students with disabilities.

Our outreach efforts, as described in **R-04a**, have identified a number of venues through which we will recruit students, and we will build upon the momentum of this outreach to identify new venues as we continue to build relationships across the community. We have leveraged existing and built new relationships with leaders of many churches and community organizations that provide programming for youth and families. We intend to employ a multi-faceted approach to recruit students in varied locations where families visit frequently.

We will also create a regular presence in the community by setting up a table and meeting casually with families in venues including the local libraries, playgrounds, street fairs and community organizations willing to host us. As we have done with our community outreach thus far, we will do part of our family outreach on street corners, where all families in our community, regardless of income or home language, will be able to find us and learn about Amber Charter School III. We will host and publicize information sessions to build awareness of our school and welcome families for further discussion with the Amber Charter Schools team. We will also ask community partners to help us identify opportunities in their programs to speak with parents and to spread the word with the parents they meet in their work. We will ensure that a Spanish-speaking volunteer or staff member is available during our outreach work, and we will also create promotional materials for the school in all the likely home languages of our students, so that all families can access information about our school for their children. It is important to us to attract a student population reflective of the neighborhood's demographics, and we believe that these strategies in building our presence will equally reach families with low incomes, families of children with special needs, and families of English language learners.

The relationships we build with families and the academic success our students will experience will be our primary methods of retention. We will begin by seeking to listen to families at least as much as we talk in our initial outreach, and we will continue to communicate with families from the time that we recruit them through their child's matriculation at our school. Just as we have at Amber Charter School East Harlem and Kingsbridge, teachers and leaders will communicate with parents and caregivers routinely in person, on the phone, at events and at meetings.

For our middle school students in particular, our advisory program (described in **R-10a - School Culture**) will be a critical factor, fostering connectedness and communication, while supporting academic and social development. One advisor will work with 10-15 students daily, either providing community-building, social-emotional development and academic monitoring and mentoring to 5th or 6th graders or supporting high school readiness and articulation and exposure to college, as well as facilitating the exploration, placement and related reflection and learning of internships for 7th and 8th graders. The partnerships we build with families - on the teacher, leader and advisor levels - will provide frequent touchpoints for communication, which, we posit, will prevent attrition by creating opportunities to address challenges early.

As part of our accountability to the board of trustees and to the public, Amber Charter School III and Amber Charter Schools SST leaders will regularly provide a dashboard on our students' level of academic achievement across a number of measures and using a number of assessment tools, and all data will be transparently disaggregated by subgroup, including for students who are receiving special education services and those that are designated as English language learners. We will also do this cumulatively at the end of each academic year, using the formative and summative results to continuously inform us as to the strengths and challenges of our school and to continuously improve our program for all students and families

c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it here.

**Amber Charter School III
Enrollment 2020-2025**

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25	AGE RANGE
Kindergarten	Elementary School	100	100	100	100	100	4-5
1st Grade	Elementary School	100	100	100	100	100	5-6
2nd Grade	Elementary School	0	95	95	95	95	6-7
3rd Grade	Elementary School	0	0	86	86	86	7-8
4th Grade	Elementary School	0	0	0	77	77	9-10
5th Grade	<i>Middle School</i>	100	125	125	125	125	10-11
6th Grade	Middle School	100	100	125	125	125	11-12
7th Grade	Middle School	0	90	90	113	113	12-13
8th Grade	Middle School	0	0	81	81	102	13-14
9th Grade	High School	0	0	0	0	0	
10th Grade	High School	0	0	0	0	0	
11th Grade	High School	0	0	0	0	0	
12th Grade	High School	0	0	0	0	0	
Ungraded		0	0	0	0	0	
TOTAL		400	610	802	902	923	

d. Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set- asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Further Institute guidance relating to school admissions, including a new employee and CMO employee preference, is available at: www.newyorkcharters.org/applications- admissions-materials/.

Anti-Discrimination Criteria and Allowable Admission Preferences

Amber Charter School III is nonsectarian and does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, sexual orientation, handicap or national or ethnic origin. Additionally, admission to the school shall not be limited on the basis of a student's intellectual ability, measures of achievement or aptitude, athletic ability or disability. Any child who is qualified under the laws of New York State for admission to a New York City public school is qualified for admission to the school. A child entering kindergarten must be five years of age by December 31st of the same year.

Scheduled Application and Enrollment Period

The application process begins when a parent or guardian completes an application form. A bilingual representative is present at all parent meetings and open houses to assist parents in filling out the admission application, as well as by phone to respond to parent questions and/or concerns. In addition, applications are provided in Spanish for parents who feel more comfortable submitting applicant information in Spanish. It will provide the school with basic information about their child, such as name, address, date of birth and number of siblings applying to the school. All applications must be received on or before the application deadline. Once received, the application will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, in particular the student's age, address, and sibling status.

The school shall offer to eligible students each year the opportunity to enroll within a week of the application deadline of April 1st, unless the number of applications exceeds the capacity of the grade level or building. In such cases, students shall be accepted from among applicants by a lottery, allowing that enrollment preference will be given to pupils as stated below in Lottery Enrollment Preference.

Lottery Process

The lottery will be held within a week of the application deadline. The date, time and location of the lottery will be publicly noticed, consistent with Public Officers Law § 104. The lottery criteria (or chances) will be shared with applicants before the lottery takes place and will be included on the admissions application as well. The lottery is open to the public and an impartial guest is invited to witness the proceedings.

The eligible applicants are notified within 48 hours of their acceptance or position on the waitlist via email, letter, phone call, or posting to Amber Charter School III's website. The waiting list is valid for the academic school year.

Lottery Enrollment Preferences

Year 1:

5th and 6th grades:

1. *For 5th grade: Students who are currently enrolled at Amber Charter School Kingsbridge as 4th graders (and would be categorized as “returning students,” as they are already enrolled in a school within the Amber Charter Schools EdCorp).*
2. *For 6th grade: Students who are currently enrolled Amber Charter School East Harlem as 5th graders (and would be categorized as “returning students,” as they are already enrolled in a school within the Amber Charter Schools EdCorp).*
3. *Students who have a sibling who has already been drawn for an available seat.*
4. *Students residing within the community school district of location.*

Kindergarten and 1st grades:

1. *Students who have a sibling who has already been drawn for an available seat.*
2. *Students who are residing within the community school district of location.*

Years 2-5 (following the primary preference for re-enrolled Amber Charter School III students who complete and submit the Intent to Return form):

5th and 6th grades:

1. *Students who have a sibling already attending Amber Charter School III.*
2. *For 5th grade: Students who are currently enrolled at Amber Charter School Kingsbridge as 4th graders (and would be categorized as “returning students,” as they are already enrolled in a school within the Amber Charter Schools EdCorp).*
3. *For 6th grade: Students who are currently enrolled at Amber Charter School East Harlem as 5th graders (and would be categorized as “returning students,” as they are already enrolled in a school within the Amber Charter Schools EdCorp).*
4. *Students who have a sibling who has already been drawn for an available seat.*
5. *Students who are residing in the community school district of location.*

Kindergarten, 1st, and 2nd grades: (Year 3: K-3, 7 / Year 4 & 5: K-4, 7-8)

1. *Students who have a sibling already attending Amber Charter School III.*
2. *Students who have a sibling who has already been drawn for available seat.*
3. *Students who are residing within the community school district of location.*

All students in a selection group will be selected randomly before any student will be drawn from the next selection group. We will use the draw order of applicants after all students have been drawn and the number of seats to be filled via the lottery to determine whether students are admitted and, if not, the order of the waitlist.

Explanation of Lottery Enrollment Approach

Re-Enrollment

As is standard practice, the school will disseminate an Intent to Return form to all students in the spring of each year. The form will ask parents to indicate if their child will be returning to the school the following August/September.

Rising 5th graders from Amber Charter School Kingsbridge

Rising 6th graders from Amber Charter School East Harlem

For 5th and 6th grade seats, Amber Charter School III will give preference to the graduating 4th graders (rising 5th graders) from Amber Charter School Kingsbridge and graduating 5th graders (rising 6th graders) at Amber Charter School East Harlem. We intend to submit a formal request to SUNY CSI to reduce the grade levels served at Amber Charter School Kingsbridge to K-4, eliminating 5th grade, should this Amber Charter School III application be approved.

We anticipate interest from both schools, as all of our families have expressed the need for a middle school informally for several years and recently on the Amber Charter School III Community Feedback Survey. We expect the majority of Amber Charter School Kingsbridge students to continue their middle school experience at Amber Charter School III, since the school is less than a mile and a half away from the likely location of the new school. The map on the right demonstrates the close proximity. Families can easily access the Inwood/Washington Heights neighborhood by public transportation (the Bx7 & 20 buses and the 1 train).



Amber Charter Schools Future Grade Configurations (proposed)

School	2018	2019	2020	2021	2022	2023	2024
Amber Charter School III			K-1 5-6	K-2 5-7	K-3 5-8	K-4 5-8	K-4 5-8
Amber Charter School Kingsbridge	K-3	K-4	K-4	K-4	K-4	K-4	K-4
Amber Charter School East Harlem	K-5	K-5	K-5	K-5	K-5	K-5	K-5

Siblings

A preference for siblings of current or new students helps to create and maintain a community of families within the school and strengthens student retention over many years.

Community School District Residents

Amber Charter Schools is committed to serving the Washington Heights/Inwood community, and charter schools must give a statutory admissions preference to students residing within the geographical boundaries of the school district or CSD in which the charter school is located.

Enrollment Process

After the lottery is held, accepted students will receive an acceptance letter with a detailed explanation of the enrollment packet items and submission deadlines, and a list of documents that parents need to submit to enroll their child, including birth certificate, proof of address, up-to-date immunization records and completed physical examination record.

Students who were not accepted will receive a postcard with the waitlist number drawn from the night of the lottery notifying them that they will be placed on a waiting list. Should openings become available, the waitlisted students will be contacted in the order they were pulled in the lottery.

Parent/guardians of children who are transferring from other schools are encouraged, but not required, to share recent report cards as well as assessment results, particularly in literacy and/or math.

Parents/guardians of students identified with disabilities are asked to share current Individualized Education Plans (IEPs).

ACADEMIC SUCCESS

6. Curriculum and Instructional Design

a. Curriculum Selection Process

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;
- Discussion of how the school's curriculum is aligned to New York State standards;
- An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes;
- How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and specifically address who will be responsible for creating or selecting these resources; and,
- The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.

Amber Charter School III intends to utilize much of the same curriculum resources and instructional design as Amber Charter School I and II, with specific enhancements and additions to ensure rigorous and engaging learning for middle schoolers. This includes the areas of literacy, mathematics, science and social studies, as well as special curricula to support instruction in Spanish, the arts, physical education, and technology. We have also created protected time in the weekly schedules for deeper and more meaningful, real-world learning, in the design of extended science lab time as well as STEAM (Science, Technology, Engineering, Arts and Mathematics) integrated learning experiences.

The curriculum resources utilized at existing Amber Charter Schools at the elementary level, which will be replicated, are described below, as well as the process of choosing curriculum resources for the middle school grades, and the strengths of these choices.

The Amber Charter Schools instructional leadership team, including the Executive Director and principals of Amber Charter School I and II, reviewed a number of curriculum programs and materials to ensure they would adequately support teachers in meeting the developing academic needs of middle schoolers. For literacy and mathematics in particular, the EdReports website provided rich, unbiased information about the strengths and gaps of many programs. The team also referenced the range of publisher websites, to familiarize themselves with teacher editions, student-facing materials and integrated learning assessments. During this process, the team also reviewed all of the core and supplementary materials currently used in the elementary grades to determine if changes or adjustments were necessary

CORE SUBJECTS

ENGLISH LANGUAGE ARTS

Amber Charter Schools leaders reviewed curriculum materials from Engage NY (Expeditionary Learning), Core Knowledge and Amplify Core Digital (both published by Amplify), Paths to College and Career (John Wiley & Sons), Journeys and Collections (Houghton Mifflin Harcourt), Ready New York CCLS ELA 6-8 (Curriculum Associates) and Wit and Wisdom (Great Minds). Almost all of these programs were found

to be aligned to the Common Core Standard; however, they varied in their usability, text quality and capacity to build knowledge. Wit and Wisdom was identified as the highest-quality, most appropriate curriculum for Amber Charter School III middle schoolers.

Journeys¹
(currently used K-5, to be implemented at Amber Charter Schools III K-4)

Rationale:

Like Amber Charter School I and II, Amber Charter School III will also use Journeys Common Core curriculum, published by Houghton Mifflin Harcourt, as a foundational resource for kindergarten through 4th grader literacy instruction. Amber Charter Schools leaders and teachers appreciate the guidance Journeys provides in implementing whole and small group instruction, and explicitly building spelling, vocabulary, phonics and grammar skills. Guided reading books address a range of complexity levels and are incorporated to be used for ELL support/differentiation/small group instruction. It is also particularly helpful to our lead teachers as they can quickly acclimate and provide ongoing support to newer, less-experienced colleagues.

Evidence of Effectiveness:

A number of studies demonstrate that the Journeys curriculum program leads to improved student outcomes. For example, early evidence of Journeys' impact on students' reading performance was provided in a statewide-comparative study² including a total of 106 schools and over 18,000 students. This research evaluated statewide student reading performance for schools using the Journeys program, to similar schools using alternative programs over the period of three years. The results of this quasi-experimental, "silver-standard" efficacy study clearly indicated student reading performance was improved for students using Journeys when compared to other students in the state using alternative reading programs.

Students using Journeys also exhibit significant increases in multiple reading skill domains, including reading comprehension, language, vocabulary, and word analysis. Such improvements, as measured by percentile gains, from the beginning of the year to the end of the year, have been larger than expected as students have improved their relative standing on national tests after only using Journeys for one academic year.

Proof of Journeys' effectiveness has also been demonstrated using randomized control trials, the "gold standard" research design for product evaluation. A total of 46 classrooms and over 700 students participated in this two-year, experimental study of Journeys. Tracking students over the study period, statistical analysis indicated that using Journeys caused students to perform better on tests of reading achievement than similar students using other programs. These effects were meaningful and conclusive, as this study design is the only research design that meets the What Works Clearinghouse's standards for program evaluation.

In addition, in 2018, **66%** of Amber Charter School East Harlem students demonstrated proficiency on the NYS ELA assessment.

¹ <https://www.hmhco.com/programs/journeys>

² [Journeys: A Research-based Approach](#)

**Amber Charter Schools Elementary Writing Program
(currently used K-5, to be implemented K-4 at Amber Charter School III):**

Over the years, teachers and leaders of Amber have systematically created and refined an internally developed writing program. Kindergarten, first and second grade students solidify their print concept, phonics and word recognition, and phonological awareness strengths, aligned to the Common Core Learning Standards of the early grades. Students are guided to develop narrative accounts, research reports, expository writing, informational writing, as well as poetry and anthologies across the grades.

**Wit & Wisdom³
(available for grades 3-8, to be implemented in grades 5-8)**

Rationale:

- Engaging and high-quality texts are appropriately rigorous and incorporate multimedia options alongside printed texts.
- Includes opportunities to apply reading, writing, speaking, and listening skills across a variety of tasks designed to grow students' literacy skills over the course of the year while providing options to differentiate for time where appropriate.
- Materials across provide ample opportunities for students to build knowledge through content-rich, integrated reading, writing, speaking, listening, and language experiences. Students are supported in growing knowledge and vocabulary as they practice and apply skills in new texts and tasks.
- Students participate in frequent Socratic Seminars-student-led discussions of thought-provoking, text-dependent questions. Through Socratic Seminars, students are pushing themselves toward more evidence-based speaking and listening-and they are excited to do it.
- Materials include comprehensive instruction in writing, building research skills, and supporting students' developing independent reading.

Evidence of Effectiveness:

Great Minds offers two case studies, one describing implementation at Mildred Osborne Charter School in New Orleans and the other at Vare-Washington in Philadelphia⁴, both K-8 models serving children who are predominantly of color (93-100%) and living in poverty (94-100% economically disadvantaged). Osborne only recently adopted Wit and Wisdom in 2017-18; however, they immediately saw a higher than predicted number of students scoring mastery and advanced on the state LEAP assessment, by the winter benchmark. At Vare-Washington, a community even more similar to what we expect at Amber Charter School III (41% Hispanic, 20% African-American, 11% Asian and 7% white), students also began to make significant gains on multiple measures within the first year of implementation (2016-17), and students now rank in the 56th percentile, surpassing the national average, according to the 2016–2017 Renaissance STAR Assessment. Since implementing Wit & Wisdom, Vare-Washington saw students' ELA performance alone increase 10 percentile points during just the first three quarters of the year, and independent reading levels rose as well, with an average 1.2 years of growth.

Closer to home, Amber Charter School leaders spoke at length with colleagues at Mott Haven Academy, a charter school located in the South Bronx that is currently growing into a Pre-K-8 model. Like Amber

³ <https://greatminds.org/english>

⁴ <https://www.greatminds.org/vare-washington-school>; <https://www.greatminds.org/mildred-osborne-school>

Charter School III, Mott Haven Academy serves a community that is largely Hispanic, and uniquely, it prioritizes enrolling and supporting the complex needs of students who have a history of child welfare involvement, through a trauma-informed approach. Across all grades, 51% of their students met or exceeded grade level standards on the 2018 NYS ELA assessment, with 53% of their Hispanic student subgroup achieving that level of performance. In 6th grade specifically, 61% of students met/exceeded the standard, with 63% of Hispanic 6th graders. The school's performance impressively surpasses the results of the city, where 48% of 3rd-8th graders (and 50% of 6th graders in particular) met/exceeded the same standards.

Aware that no one curriculum program, no matter how comprehensive, meets all needs of all learners, Amber Charter Schools readily supplements as needed. Amber Charter Schools have developed, identified and implemented a range of additional resources, including but not limited to:

Ready New York CCLS ELA⁵ (implemented in K-5, to be extended through grade 8)

Rationale:

- Develops sound skills and strategies for reading comprehension
- Supports a balance of on-grade level and differentiated instruction
- Offers teachers the easy-to-use online Ready Teacher Toolbox, loaded with all K-8 lessons and materials to support learners at every level
- Provides in-the-moment teacher support to guide teachers and help them build students' reading habits
- Connects instruction to the Common Core Learning Standards across K-8 for a coherent path within and across grades
- Gives middle schoolers access to grade-level texts with scaffolded prompts and routines.
- Offers a balance of informational and literary texts from across a wide range of genres to promote strong reading comprehension and critical thinking.
- Teacher support tools help teachers strengthen their practice and meet the demands of the state standards.

Evidence of Effectiveness:

Curriculum Associates' study, entitled "Ready Efficacy: Research on Ready Program Impact⁶" examined the performance of thousands of New York schools on the 2016–2017 state assessments and found that scores on the New York State Grades 3–8 Test were substantially higher for those schools with access to Ready than for schools without access to Ready. Students using Ready earned mean scale scores between 4 and 7 points higher than those who did not have Ready books, a statistically significant difference.

Online Academic Support and Intervention (all grades)

Students will work with academic intervention software to strengthen their skills in literacy, included but not limited to:

- www.thinkcentral.com

⁵ <https://www.curriculumassociates.com/Products/Ready/Reading-ELA>

⁶ Ready Efficacy: Research on Ready Program Impact: <http://www.casamples.com/downloads/ready-essa-brochure-2018.pdf>

- www.myon.com
- www.studyisland.com
- www.abcya.com
- www.learnzillion.com
- www.Internet4classrooms.com
- www.discoveryeducation.com
- www.brainpop.com
- www.khanacademy.com
- www.teachingchannel.com
- www.tvokids.com

MATHEMATICS

Amber Charter Schools leaders reviewed curriculum materials created for the middle grades from Engage NY (Expeditionary Learning), CMP3 Math (Pearson) Carnegie Learning, LearnZillion Illustrative Mathematics, Open Up Resources, GO Math, Ready Math and Math in Context. Although several of these programs were found to be aligned to the Common Core Standards; they varied in their usability, rigor and mathematical practices and focus and coherence. LearnZillion Illustrative Mathematics and Open Up Resources draw upon the same math curriculum, so both were identified as high-quality and appropriate for Amber Charter School III. LearnZillion was chosen because of the enhanced delivery platforms for the instructional materials, which, unlike Open Up Resources, includes digital interactives (powered by Geogebra and Desmos) and interactives that bring tasks to life, allowing students to explore real-world and mathematical contexts.

GO Math!⁷ (currently used K-5, to be implemented K-5)

Rationale:

- Go Math!, published by Houghton Mifflin Harcourt, was developed for the elementary grades to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points.
- The program emphasizes big ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.
- The instructional materials for all grades appropriately address rigor, content within the grade-level standards and the materials demonstrate coherence within and across grades.

Evidence of Effectiveness:

- A 2014 study⁸ demonstrated that, in classrooms in which GO Math! was utilized with medium to high fidelity, students outperformed control students on state standardized tests, $p = .034$; effect size was $g = .236$.
- In July 2016, Houghton Mifflin engaged the Educational Research Institute of America, which studied implementation of GO Math! in grades 2, 3 and 4.⁹ ERIA found that across all three grades

⁷ <https://www.hmhco.com/programs/go-math>

⁸ [Houghton Mifflin Harcourt Go Math! Efficacy Study Year One Final Report. Cobblestone Applied Research & Evaluation, Inc. \(Rebecca M. Eddy, Ph.D. Nancy Hankel, M.A., Monique H. Matelski, M.A., Amy Lou Cluff, Ashley Hunt & Kelly Murphy, M.A. February 26, 2014](#)

mathematics student growth was statistically significant. The effect sizes at all three grades were above a substantively important level and were large. In this particular study, the percentage of students enrolled in free/reduced lunch programs ranged from 3% to 89% and averaged 41% across the sample of schools. The percentage of students classified as non-Caucasian ranged from 7% to 92% with an average of 41%.

In addition, in 2018, **64%** of Amber Charter School East Harlem students demonstrated proficiency on the NYS mathematics assessment.

Amber Charter School III will replicate its elementary grades approach to mathematics, continuing to utilize GO Math! and supplement with Ready Math CCLS (described below) and other materials. In 5th grade specifically, the principal will work closely with the 5th and 6th grade founding teacher teams to thoughtfully integrate common practices from LearnZillion Illustrative Mathematics (described below) into 5th grade math instruction, in order help students dive deeper into mathematical concepts and processes, and to ensure a smooth transition to the 6th - 8th grade instructional experience.

LearnZillion Illustrative Mathematics¹⁰ **(6-8)**

Rationale:

- Materials follow a sequence of topics that is consistent with the logical structure of mathematics.
- Rigor and balance is provided through practice-content connections and instructional supports and usability.
- The instructional materials are well designed, taking into account effective lesson structure and pacing, supporting teacher learning and understanding of the standards, offering teachers resources and tools to collect ongoing data about student progress on the standards (digital assessments), and supporting teachers in differentiating instruction for diverse learners within and across grades.
- Embedded supports and extensions for students who are ready (built-in support for ELLs and students with disabilities)

Evidence of Effectiveness:

Since Illustrative Mathematics and Open Up Resources draw from the same program, the evidence of effectiveness culled thus far applies to both products. The curriculum was fine-tuned through a yearlong, 175-teacher beta release program. Ninety (90) percent found the curriculum highly effective or effective, and another 90% said that they would either recommend—or already had recommended—that their peers use the curriculum. The publisher used a rubric developed in partnership with Stanford University's UL/SCALE¹¹ to review program materials for ELL supports, promoting the development of language and content together. They have also engaged a range of quality review partners including Achieve, UnboundEd and Student Achievement Partners.

A range of targeted materials, geared towards the reinforcement, remediation or extension of learning will also be utilized in the implementation of the mathematics instructional approach. These resources

⁹ [Go Math! Elementary Grades Efficacy Study, Houghton Mifflin Harcourt, Report Number 515 July 2016](#)

¹⁰ <https://www.illustrativemathematics.org>

¹¹ UL/SCALE Guidance for Math Curricula Design and Development: <https://ell.stanford.edu/content/ulscale-guidance-math-curricula-design-and-development>

may include, but will not be limited to:

Ready New York CCLS Mathematics¹²
(implemented in K-4, to be extended through 5-8)

Rationale:

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practices
- Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade
- Incorporates a classroom mathematics routine that promotes conversations and increases accessibility of the mathematics for all students
- Prepares students for the challenges of the New York state assessment with tasks and activities that have a balance of conceptual understanding, procedural skills, fluency, and application

Evidence of Effectiveness:

Curriculum Associates' study, entitled "Ready Efficacy: Research on Ready Program Impact¹³" examined the performance of thousands of New York schools on the 2016–2017 state assessments and found that scores on the New York State Grades 3–8 Test were substantially higher for those schools with access to Ready than for schools without access to Ready. Students using Ready earned mean scale scores between 7 and 11 points higher than those who did not have Ready books, a statistically significant difference.

Online Academic Support and Intervention
(all grades)

Students will work with academic intervention software to strengthen their skills in mathematics, included but not limited to:

- www.ixl.com
- <http://www.dreambox.com>
- [Accelerated Math](http://www.acceleratedmath.com)
- www.fasttmath.mhs.org
- www.khanacademy.com
- www.brainpop.com

SCIENCE

ScienceFusion¹⁴
(currently used K-5, to be extended through grade 8)

ScienceFusion provides classes flexibility for investigations, including a full range of interactive instructional options to engage students in small-group, lab, and whole-class setting (e.g. write-in worktext, digital lessons, hands-on or virtual labs). An extended lab period has been integrated into the

¹² <https://www.curriculumassociates.com/Products/Ready/Mathematics>

¹³ Ready Efficacy: Research on Ready Program Impact: <http://www.casamples.com/downloads/ready-essa-brochure-2018.pdf>

¹⁴ <https://www.hmhco.com/programs/sciencefusion>

student schedule, at least weekly, to fully take advantage of, and deeply immerse students in exploratory and collaborative learning.

Rationale:

- Built-in standards support ensures complete coverage (built on the three-dimensional NGSS framework, integrates Common Core math and ELA standards guidance).
- Support teachers' need to engage students in inquiry-based learning - every lesson guides teachers through activities, probing questions, misconception alerts, differentiated instruction, and vocabulary support.
- To build nonfiction literacy skills, Science & Engineering Leveled Readers with Teacher Guides are available in a range of Lexile® readability levels.
- Flexible assessment options make tracking progress manageable.

Evidence of Effectiveness:

An externally administered 2-year national randomized control trial¹⁵ was conducted in the 6th-7th grades during the 2011-2012 school year and followed these students into the 7th and 8th grades during the 2012-2013 school year. The final sample in Year 2 consisted of 576 students (263 control; 313 treatment) in 27 classes (13 control and 14 treatment), 46-100% of whom identified as students of color (22% Hispanic) and almost half were categorized as economically disadvantaged.

Results showed significant growth in science performance on the ITBS science test and a Developed Science Test (DCT) aligned to the covered content, national and state standards, over the course of both school years. Science Fusion students grew by 14 percentiles on the ITBS Science test over the course of the two-year study. In addition, while significant growth was observed during each study year on the developed science test, growth during Year 2 was larger (14 points) than Year 1 (11 points). When tests for each ITBS content area were examined separately, Science Fusion students showed significant improvement in Life Science, Scientific Inquiry and Earth Science. Furthermore, marginally significant growth was observed in Physical Science. In addition, Science Fusion students experienced significant learning gains as measured by the science vocabulary and science application/reasoning items of the DST, with larger gains observed during Year 2 as compared to Year 1. Results showed significant differences between students who used the Science Fusion program and students using other science programs as measured by the DST, after controlling for pretest differences.

In addition, in 2018, **100%** of Amber Charter School I's 4th graders demonstrated proficiency on the NYS Science Test, with **93% of them exceeding the standard (earning a Level 4)**.

SOCIAL STUDIES

**McGraw Hill Networks¹⁶
(currently used K-5, to be extended through grade 8)**

Written to meet the specific needs of New York students and teachers, McGraw-Hill Networks New York Program follows the New York Standards and the NYC Scope and Sequence. The program is designed to

¹⁵ [A Study on the Effects of Houghton Mifflin Harcourt's Science Fusion: Year 2 Comprehensive Final Report](#)

¹⁶ <https://www.mheducation.com/prek-12/explore/networks.html>

engage students in history, social studies, geography, economics, government and culture in engaging print and digital formats.

Rationale:

- Curriculum is written to ensure mastery, in alignment with New York State Standards
- Includes hands-on interactive resources
- Project-based learning opportunities to increase critical thinking, engagement, and academic skill development
- Easy-to-use classroom management and assessment tools
- Uses research-based practices to maximize student comprehension and engagement (based on the research of Jay McTighe, co-author of Understanding by Design)
- A digital Teacher Lesson Center that supports educators to plan instruction, customize lessons, tests, and assignments, create presentations, activate learning, assess comprehension, track results and differentiate instruction

NON-CORE CONTENT AREAS

SPANISH (all grades)

Amber Charter School III will provide Spanish instruction throughout the elementary and middle school grades. The curriculum is aligned to the ACTFL World-Readiness Standards for Learning Languages, which stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to students' future careers and experiences.

1. Communication: Interpersonal, Interpretive, and Presentational
2. Cultures: Relating Cultural Practices to Perspectives, Relating Cultural Products to Perspectives
3. Connections: Making Connections, Acquiring Information and Diverse Perspectives
4. Comparisons: Language Comparisons, Cultural Comparisons
5. Communities: School and Global Communities, Lifelong Learning

Amber Charter School III will provide Spanish instruction utilizing a Foreign Language in the Elementary School program, which provides quality instruction in foreign languages. Regular FLES programs concentrate primarily on the development of listening and speaking skills and on cultural awareness. Grammar is not ignored but is learned indirectly rather than through direct instruction. The goal of FLES programs is functional proficiency in a foreign language, but it also serves to reinforce concepts from other disciplines and strengthen knowledge of a child's first language.

Spanish instruction at Amber Charter School III will be guided by the AVANT STAMP 4SE proficiency benchmarks¹⁷ across all grades, and in addition to internal formative and summative measures, be formally assessed in reading, writing, listening and speaking at the middle school level with the AVANT STAMP 4S.¹⁸

¹⁷ <https://avantassessment.com/stamp4s/benchmarks-rubric-guide>

¹⁸ <https://avantassessment.com/stamp4s/>

Spanish teachers currently utilize a range instructional resources. Amber Charter School III teachers will evolve and extend the Amber Charter Schools Spanish scope and sequence and integrate online learning opportunities, such as <https://spanishforkids.com> and <https://schools.duolingo.com>.

PHYSICAL EDUCATION (all grades)

Instruction in physical education is guided by and aligned to the NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences.

Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment.

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management.

- Students will understand and be able to manage their personal and community resources.

The physical education/health teacher will also reference and utilize the Appropriate Instructional Practice Guidelines K-12, National Association for Sport and Physical Education, an Association of the American Alliance for Health, Physical Education, Recreation and Dance.

THE ARTS (all grades)

Amber Charter School III's arts instruction is guided by the New York State Learning Standards for the Arts.¹⁹

MUSIC (all grades)

The overarching philosophy of music instruction at Amber Charter Schools is grounded in the Kodály method.²⁰ It posits that:

1. Music should be taught from a young age.
2. Music should be taught in a logical and sequential manner.
3. There should be a pleasure in learning music; learning should not be torturous.
4. The voice is the most accessible, universal instrument.
5. The musical material is taught in the context of the mother-tongue folk song.

The original method that Kodály pioneered was created with children's development in mind. With the method, young children unconsciously learn the basic musical elements: solfa, rhythm, hand signs, memory development, singing, and more. Because the music education is already rooted in the culture they are immersed in, learning can occur both in the classroom and at home, with family.

Additionally, NYS Learning Standards for the Arts focus on general music and harmonizing instrument strands. Amber Charter Schools students participate in the Carnegie Hall Masters curriculum. Students transfer their knowledge of reading music to a starter instrument (the recorder) and perform in Carnegie Hall in the Young Masters Concert. Amber Charter School also provides vocal training and

¹⁹ <http://www.nysed.gov/curriculum-instruction/arts>

²⁰ <https://www.oake.org/about-us/the-kodaly-concept/>

opportunities to perform as a choir, and has long-standing, rich partnerships with many museums and creative institutions (please see **R-13ab Partnership Organizations**).

VISUAL ARTS (all grades)

The art curriculum is aligned to the NYS visual arts standards. It ensures that students learn the principles and elements of art. In addition, master artists are explored along with their artistic techniques.

- Creating: Conceiving and developing new artistic ideas and work.
 - Generate and conceptualize artistic ideas and work.
 - Organize and develop artistic ideas and work.
 - Refine and complete artistic work.
- Presenting: Interpreting and sharing artistic work.
 - Select, analyze and interpret artistic work for presentation.
 - Develop and refine artistic techniques and work for presentation.
 - Convey meaning through the presentation of artistic work.
- Responding: Understanding and evaluating how the arts convey meaning.
 - Perceive and analyze artistic work.
 - Interpret meaning in artistic work.
 - Apply criteria to evaluate artistic work.
- Connecting: Relating artistic ideas and work with personal meaning and external context.
 - Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
 - Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

TECHNOLOGY (all grades)

Amber Charter Schools approach to technology is integrated across all other content areas and is guided by the ISTE (International Society for Technology in Education) Standards for Students.²¹

- Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
- Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

²¹ <https://www.iste.org/standards/for-students>

In the early grades, students may utilize a variety of digital solutions to strengthen math and literacy skills²², extend their exposure to relevant science and social studies content and experiences and write. As they build their word processing and organizational skills, late elementary and middle grade students may utilize technology to prepare presentation, perform research, design and communicate.

MIDDLE SCHOOL STEAM (Integrated Science, Technology, Engineering, Arts and Mathematics) (5-8)

An additional 75-minute STEAM Academic Enrichment period, twice each week, will be utilized for deeper, broader and integrated exploration work. This may take the form of interdisciplinary learning, research projects and service learning experiences that engage students in contemporary, innovative and intellectually challenging ways.

It is essential for our students to be exposed to and have authentic learning experiences with STEAM. The economy, and the world of work, is changing rapidly. It is estimated that at least 20% of careers – many of them within the fastest growing areas - now involve science, technology, engineering and mathematics.²³ Even for students who do not choose to pursue careers in these fields, the critical thinking, creativity and problem-solving skills fostered through integrated content learning in these areas is necessary for them to effectively navigate the world, as informed local and global citizens and professionals. Technology in particular is becoming an expectation in all roles within the workforce, just as it has become an essential communication tool.²⁴

We also believe that STEAM learning is a social justice issue for our students, who must have opportunities to flex their muscles in these areas and discover strengths or interests they didn't know they had. As they develop into high schoolers, college students and adults, they must be as prepared, inspired and empowered as any other students to solve the most persistent, complex problems in their own communities, as well as others that affect the nation and the entire world.

STEAM integrated learning may take the form of:

Collaborative group projects, such as:

- Using the engineering design process, students identify problems, develop and test possible solutions, and ultimately reach a solution.
- Applying the scientific method to a medical case study.
- Solving real-world or abstract problems by engaging in design-thinking protocol.
- Contemplate the opportunities and challenges of various forms of artificial intelligence, for individuals, communities and the world.

²² E.g. www.thinkcentral.com, www.myon.com, www.studyisland.com, www.abcya.com, www.learnzillion.com, www.Internet4classrooms.com, www.discoveryeducation.com, www.Bitstripsforschools.com, www.brainpop.com, www.khanacademy.com, www.teachingchanel.com, www.tvokids.com

²³ <http://nc3t.com/stem-literacy/>

²⁴ <https://www.gettingsmart.com/2015/07/exposing-every-student-to-stem/> <https://www.gettingsmart.com/publication/preparing-students-project-based-world/>

Online or Blended Learning Experiences or Curriculums, such as:

- [PhET Simulations for Math and Science](#)
- [Zooniverse \(Kids + Scientists Collaborate on Projects!\)](#)
- [National Geographic Climate Change Resources](#)
- [GeoGebra Math Calculators with Graphing, Geometry, 3D, Spreadsheet, CAS](#)
- [Vernier](#)
- [Exploratorium's Tinkering Studio](#)
- [UL Xplorlabs](#)
- [Instructables](#)
- [MakeZine](#)
- [Lab Out Loud Podcast](#)
- [Wolfram Demonstrations Project:](#)
- [Circular Motion and Newton's First Law](#)
- [Code Academy](#)
- [Galileo's Paradox](#)
- [Energy of a Slingshot](#)
- [Interaction at a Distance: The Radiation Model](#)
- [Education Closet](#)

Collaborative Partnerships, with organizations such as:

- [Maker Space NYC](#)
- [Maker State](#)
- [Girls Who Code](#)
- [Code.org](#)

As Amber Charter School III teachers and leaders build out these learning experiences for our students, we intend to gather comprehensive information on best practices and both print and online resources. On the local level, New York State offers a STEM quality learning rubric, which we may evolve and adapt to infuse art and other priorities, and We Teach NYC has a framework and handbook to reference.²⁵

The middle school founding team will also study programs at several area independent schools, such as those at The Cathedral School, Marymount School of New York and The Hewitt School. This will enable us to observe STEAM learning in action and explore teacher to teacher or cross school collaborations.²⁶ For example, The Hewitt School offers its students instruction in robotics and digital fabrication.

b. Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- Describe each assessment's purpose, design, format, and rationale for its selection;
- Describe key considerations in the selection or creation of any assessments not yet identified;
- Describe how the school will collect and analyze assessment results;
- Explain how the school will ensure assessment results are valid and reliable;

²⁵ <https://www.weteachnyc.org/resources/resource/stem-framework/> <https://www.weteachnyc.org/resources/resource/stem-handbook/>
<https://stemteachersnyc.org/resources/> <https://www.stemx.us/resources/new-york-state-stem-quality-learning-rubric-2/>

²⁶ <https://www.cathedralnyc.org/page/academics/steam-programs> <https://www.marymountnyc.org/page/curriculum/steam>
<https://www.hewittschool.org/academics/steam-maker-education>

- Describe who will be responsible for administering assessments and collecting and analyzing the results;
- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
- Explain how the following stakeholders will have access to and be able to use assessment results: teachers; school leaders; the education corporation’s board of trustees; students and parents; and,
- Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.

At Amber Charter Schools, we believe that true accountability is about being unwaveringly focused on understanding and addressing the gap between the knowledge, skills and strategies that students have grasped, and the clearly defined grade level expectations of what they need to be able to show they know and can do. Our culture is one of accountability and urgency, a school community where adults are comfortable with transparency and using concrete information to make plans for students. Amber Charter School III will also be a school where authentic work and various forms of rigorous assessments will guide decisions and drive actions.

The table below lists the assessments that will be implemented at Amber Charter School III. Also included are the affected grades, details regarding design, timing and format and the purpose and rationale for each assessment.

Assessment	Grades	Design	Timing/Format	Purpose/Rationale
DRA: Developmental Reading Assessment (or similar)	K-3	Benchmark	Beginning September for 1- 3; January for K-3; and June K-3.	Determine independent and instructional reading levels <ul style="list-style-type: none"> • Phonemic awareness (rhyming, alliteration, segmentation, and phonemic awareness) • Alphabetic principle/phonics (letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication) • Fluency (oral reading fluency or words per minute for contextual reading) • Vocabulary, comprehension, and reading engagement skills Determine Rtl tier placement and intervention adjustments Group students for guided reading instruction Plan efficient and effective instruction Identify students who need intervention Document student progress over time
NYS English Language Arts	3-8	Summative	Each spring	Measure the extent to which the ELA Common Core Learning Standards are met Identify students who need intervention Document student progress over time
Terra Nova nationally normed reading assessment	K-8	Summative	Each spring	Measure basic, applied and higher-order thinking skills Determine norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance level Identify student, grade, cluster and school level areas of strengths/weaknesses Monitor year-to-year developmental changes.
NYS Mathematics	3-8	Summative	Each spring	Measure the extent to which the Mathematics Common Core Learning Standards are met Identify students who need intervention Document student progress over time
Terra Nova nationally-	K-8	Summative	Each spring	Measure basic, applied and higher-order thinking skills Determine norm-referenced achievement scores, criterion-

normed mathematics assessment				referenced objective mastery scores, and performance level Identify student, grade, cluster and school level areas of strengths/weaknesses Monitor year-to-year developmental changes.
NYS Science	4, 8	Summative	Each spring	Measure the extent to which NYS science standards are met (content knowledge and performance)
NYS Identification Test for English Language Learner [NYSITELL]	K-8	Diagnostic	September, or within 10 days of a student's enrollment *If needed (as determined by Home Language Survey and staff)	Determine the level of English proficiency and the level of formal English as a Second Language support needed
NYSESLAT	K-8	Summative	Each spring *If needed (as determined by NYSITELL)	Determine the level of English proficiency development, and the extent to which the level of formal English as a Second Language support needs to be continued, discontinued or adjusted.
NYS Alternate Assessment	3-8	Summative	March-June *If needed (as determined by IEP)	Measures the attainment of the State's learning standards in the areas of English language arts (ELA), mathematics, and science for all students with the most severe disabilities in Grades 3-8.
Commercial curriculum assessments	K-8	Diagnostic Benchmark Summative	Schedule determined by the length of each curricular unit, which varies for each grade.	Assess mastery of learning objectives across all content areas (e.g. Journeys, Wit & Wisdom, GO Math!, Illustrative Mathematics, READY ELA and Mathematics)
Teacher generated assessments	K-8	Formative Summative	Schedule determined by the length of each curricular unit, which varies for each grade, or determined by teachers to assess mastery of learning objectives at any given point within a unit of study.	Assess mastery of learning objectives across all content areas (e.g. tests, quizzes, rubrics, checklists, exit tickets, performance tasks)
AVANT STAMP 4E	8	Summative	Spring	Measures proficiency in reading, writing, listening and speaking in Spanish
NYS Regents	8	Summative	Varies	Measures proficiency across content areas such as Spanish, Algebra, Earth Science, etc.

Amber Charter School III will administer all mandated New York State assessments as required by law.

Teacher Generated Assessments

Teacher generated assessments will be most often developed within grade level teams and should reflect an appropriate evaluation of the learning objective, as well as an expectation for mastery that is aligned to the Common Core Learning Standards. The principal or assistant principal, in collaboration with teachers, may determine that a selection of formative assessments will be utilized as standard at the school or across grades. Examples include but are not limited to exit tickets, graphic organizers,

individual white boards and quizzes. Less formal but often informative strategies may be applied with consistency as well, such as questioning, think/pair/share and observations.

Teachers will administer a varied range of assessments, to assess learning at the lesson, unit and interim and summative assessments levels. Teachers will routinely analyze these data sets, to construct targeted plans to tailor, re-teach, reinforce and differentiate instructional strategies, in order to ensure all students master each required standard, and to provide ample opportunities for students to extend and stretch their thinking. School leaders will support teachers in this work and ensure the assessments are rigorous and appropriate.

Amber Charter School III will utilize the Amber Charter Schools report card, which is aligned to the Common Core Learning Standards. The report card also has formative assessments, assignments, and projects aligned to each subject as evidence of how each grade is determined.

Amber Charter Schools use PowerSchool and Illuminate to store student performance data and analyze it regularly. Monthly data days, Monday staff meetings, and the teacher use of Illuminate allow daily instruction to be guided by this performance data. Whether determining re-teaching needs or creating student groupings, the student performance data guides the instructional methods and dictates how to spend time with students.

In addition, organizational data will be collected by teachers, and analyzed by leaders to ensure the school is not only meeting its charter accountability goals, but foundationally operating in a manner that best supports academic success. These include but are not limited to attendance, enrollment and retention, and family engagement and satisfaction.

Data will be analyzed at the aggregate, the accountability group and student level for both criterion achievement (are students reaching grade level standards) and growth. Data analysis before the beginning of each school year includes an analysis of the prior year's scores on the NYS and nationally normed assessments (as applicable). This data is integrated with beginning-of-the year diagnostic assessments in literacy and mathematics, to develop transition plans for incoming students and a baseline for growth analysis.

Amber Charter Schools ensure the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The assessments concretely represent lesson objectives, which are aligned to the standards, providing a target upon which teachers can focus their instruction. The starting point is clearly stated course objectives, matched to the Common Core State Standards and to the grade and skill levels. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment. This approach reflects current best practices in the evaluation of academic progress and the commitment to producing valid and reliable tests. Teachers can effectively prepare their students for the accountability assessments and provide evidence relating to their validity and reliability, and instructional leaders will review internally created assessment tools to ensure they are valid measures.

School leaders, staff developers and members of Amber Charter Schools Shared Support Team will provide training and development opportunities for the entire staff, and target support for grade level teams, as they design and utilize assessments. Beyond design and implementation, effective protocols

will be implemented to ensure a high degree of reliability in scoring. For instance, instructional leaders will rotate teacher assignments for DRA administrations so more than one teacher is assessing the reading level of each individual student over the course of the year.

Leaders will also guide individual teacher to improve assessment practices through differentiated coaching cycles that, as described in Instructional Leadership, will be structured around the Charlotte Danielson Framework for Teaching Tool. Domain 1, Component F, which focuses on Designing Student Assessments and Domain 3, Component D - Using Assessment in Instruction – are two key aspects of instructional practice for which teachers will actively reflect and leaders will provide feedback, all grounded in evidence.

Authentic student work and various forms of rigorous assessments will guide decisions and drive actions. Evidence of learning will be publicly demonstrated throughout the school, including but not limited to evaluated student work posted in classrooms and hallways. This will foster a culture that is transparent and evidence-based.

All student work produced, and assessments developed and utilized, will be connected to rigorous learning objectives tied to Common Core Learning Standards, which New York State assessments are grounded in as well. The foundational curriculum materials in English language arts and mathematics were chosen because they are designed specifically to ensure students achieve the expectations set forth the Common Core Learning Standards.

Leadership team members will routinely access lesson plans, and check for assessment alignment to objectives, and objective alignment to the learning standards set forth in the established maps and pacing charts. Leaders will often observe teacher practice, as described in the Instructional Leadership sub-section, to both provide support and coaching, and to monitor the implementation of written plans.

Using Assessment Results

Students: As described above, teachers and leaders will routinely collect, review and analyze academic and organizational data to drive decisions, adjustments and developments on various levels of the school throughout the year. They will reflect on and improve their own instructional practice and make plans to address the learning needs of individual students, targeted groups and, if needed, the entire class. Both teachers and leaders will also share this data with parents and caregivers in order to inform, partner, and facilitate solution-oriented dialogues.

Teachers: As teachers analyze performance data, whether independently, with leaders, with their grade level and cluster colleagues during common planning periods, or with colleagues across the entire school, they may examine particular assessment tool items that reflect certain taught skills and content knowledge, as well as individual, class, grade, cluster and school-wide trends. This will be done in conjunction with curriculum to adjust lesson plans, and schedules for additional instructional time where needed. In lesson planning meetings, teachers may collaborate on cross content instructional strategies. All grade level teachers will work from the curriculum, ensuring that their lessons and teacher-generated assessments are aligned with the scopes and sequence of the Common Core Learning Standards. School-wide, scheduled data days will be held throughout the year during certain Thursday afternoons in order to facilitate and support the consistent and precise use of data by teachers and leaders. More specific examples include teachers using the DRA to identify instructional and independent reading levels, which will inform the creation of leveled guided reading groups and help students choose books on their level to read on their own. Math assessments will guide teachers not

only to construct smaller math skills groups, but also to identify particular skills to reteach and reinforce.

Leaders: This data will also be used by leaders, in conjunction with the Child Study Team, to categorize all students in one of the three RtI tiers, and by teachers to inform their instructional plans within Tier I at the classroom level (for instance, to establish leveled guided reading groups). Additionally, this data will be used to evaluate grade and school-wide academic needs, so that particular needs can be identified and addressed through instructional planning and professional development. Instructional leaders and teachers will use ongoing assessments to evaluate student progress, the growth and gaps within particular grades or clusters, and trends across the entire school.

As noted above, instructional leaders will analyze student data on multiple levels and from multiple sources. For instance, data analysis before the beginning of each school year includes an analysis of the prior year's scores on the NYS and nationally normed assessments (as applicable). This data is integrated with beginning-of-the year diagnostic assessments in literacy and mathematics, to develop transition plans for incoming students and a baseline for growth analysis.

Board: The principal and leadership team will analyze and report on the academic performance and progress of cohorts of students on an aggregate and disaggregated basis, in comparison to the prior years' results, and those of the district, city and state. This analysis will provide opportunities for evidence-based program evaluation, which will in turn inform decisions related to instructional delivery, organizational structure and resources allocation, and it will be utilized to report on the status and progress of the school to the entire community. It will be routinely shared with the Board of Trustees at general and committee meetings. This will help the Board to fulfill its oversight responsibilities – to monitor, support and hold the principal responsible for achieving the charter accountability goals. It will also allow the Board to ask educated questions, perform deep dives into specific trends as needed, and advocate for the school with external constituents.

Finally, teachers will use assessments to guide their students to reflect on what and how they demonstrate what they learn and the next steps they will take to achieve complete mastery. Students will engage in this process more independently as they become more familiar with these processes and as they move up into the upper elementary and middle school grades.

Informing Parents and Students on Progress

All students will know where they stand and what they need to achieve in each content area. Teachers will be expected to communicate clearly and frequently around expectations for high quality work. Students will receive targeted feedback from their teachers, and all grades, rating and scores will be shared with them in ways that are appropriate to their developmental levels, within an established, safe environment that encourages reflection and learning from mistakes. Students will be exposed to exemplars of work products modeled by teachers and classmates at all grades; younger students will become familiar with checklists and simple rubrics, while older students may work with teachers to create high quality rubrics based on well-defined lesson and unit learning objectives. This backwards-planning approach will ensure that the end goal of teaching is not simply about exposure to content, but more deeply prioritizing learning and thinking and the mastery of new skills and strategies.

Parents and caregivers will be well-informed partners, as they are their children's primary and most powerful teachers. Messages related to their role in their children's education will be communicated often and in a variety of ways – written in the family handbook and other materials, announced at public meetings and events, discussed at progress conferences and other family meetings. More specifically,

academic assessment results, and other data, will be shared with parents and caregivers routinely, in written trimester progress reports, during progress conferences and promotion-in-doubt meetings, and in other interactions with teachers and leaders at the school. The school will provide guidance to parents and caregivers to ensure they understand how to interpret these and other assessment results, and what they can do at home to support successful learning and development.

c. Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;
- Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a); and,
- An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes.

Framework for High-Quality Lessons

Similar to the existing Amber Charter Schools, Amber Charter School III will employ a strategic synthesis of instructional best practices. Described below is the standard structure of a high-quality lesson, and the benefits afforded to students.

The most effective form of instruction that addresses all five components of reading instruction, according to the National Reading Panel, requires an approach that is both systematic and explicit. This represents "skills and concepts taught in a planned, logically progressive sequence." Lessons need to have clearly articulated learning objectives that reflect the goal of mastery. Teachers not only need to share learning objectives with students, but also model what is being taught and provide ample opportunities for students to practice and apply the new skill or concept. Assessment methods are designed and applied to sufficiently monitor and track the acquisition of those skills, concepts and strategies. Both the Journeys and Wit and Wisdom curriculum provide this guidance to teachers.

Amber Charter School III lessons have:

1. Clearly defined learning objectives that are:
 - a. Shared with students
 - b. Measurable and measured
 - c. A bite-sized segment of a broader sequence of lessons, that, depending on the content area, form a unit or module of learning
2. Modeled practice
3. Guided practice
4. Independent practice (between 1/3 and 1/2 of the lesson)
5. Discussion of work product within the context of the learning objective
6. Assessment of outcomes, mastery of learning objective

A common, clearly defined lesson framework allows teachers to collaborate and co-plan with greater ease. This structure aligns with the standards for proficiency presented in Charlotte Danielson Framework for Teaching Tool, which will guide instructional leaders as they work with teachers to evaluate and improve the quality of their instruction.

Small Group Learning Opportunities

Amber Charter School III students will frequently be learning in small groups. General education teachers, assistant teachers or tutors may pull small groups during the independent practice segment of a full class lesson, in order to address misunderstandings, re-teach, or otherwise modify instruction. All students will participate in guided reading groups, which will be assembled based on similar instructional reading levels of students. Targeted literacy and math skills groups will be created to serve the needs of students categorized, based on reading and math diagnostic performance data, within RtI Tiers II and III. Guided reading and skills groups may be reconfigured during the course of the year to best meet the students' needs.

Guided Reading Groups

The main thrust of guided reading groups is to develop motivated and fluent readers who can comprehend, discuss and analyze what they read. Paul Bambrick-Santoyo, in a Phi Delta Kappan article entitled "Habits Improve Classroom Discussions," recommends that teachers consciously build their students' small group discussion habits over time. He suggests that teachers train and remind students to speak clearly and in complete sentences, interact directly with their peers in the group, elaborate on their own and others' responses, and ask questions or prompt their peers to extend their thinking.

Literacy Skill Groups

For beginning - or struggling readers who are categorized in RtI Tier II, and therefore placed in literacy skill groups - teachers will focus significant time on improving accuracy, one of the more fundamental components of reading fluency. This may involve prioritizing work on basic word recognition and word analysis skills. Particularly in the early grades, students need ample, planned opportunities to learn to read words accurately. The teacher also may employ strategies such as:

- Choral reading - the teacher and students read aloud together, following the teacher's pace-so students get the benefit of a model while they practice reading aloud. The teacher may pause to ask questions, comment on the text, or discuss vocabulary. All students, even those who struggle, hear the text being read accurately and with good pacing and phrasing. A teacher may direct students to use their finger to follow along in the text as they read.
- Cloze reading - the teacher does most of the oral reading while the students read along silently. Once or twice every few sentences, the teacher omits an important vocabulary or content word (not a simple sight word), and the students read it aloud as a class. Students spend less time practicing oral reading, but it allows teachers to cover text and keep students engaged.
- Partner reading -the teacher often arranges the student pairs strategically based on reading ability and other factors, and students are often taught techniques for managing their shared time, reading and peer interactions (including giving encouragement and feedback). When pairs are not at the same reading level, the stronger reader can read first to provide a model of fluent reading, and the less fluent reader reads the same text aloud. The stronger reader can help with word recognition for the less fluent partner. (Osborn and Lehr, 2004).
- Repeated reading - students read and re-read the same text, and may read orally to provide some opportunities for guidance and corrections

For students in need of more intense literacy intervention support (and who are categorized in RtI Tier III), special education teachers will utilize materials from a structured program designed especially for intense intervention, such as Orton Gillingham or Wilson Foundations.

Math Skill Groups

For struggling students who are categorized in RtI Tier II for mathematics, and therefore placed in math skill groups - teachers, particularly in the early grades, will likely focus significant time strengthening

foundational math concepts, such as number sense, number sequence, counting by 1s, 2s, 5s and 10s, simple shapes and patterns, etc., and computational skills, such as 1-digit addition and subtraction. For students in need of more intense math intervention support (and who are categorized in RtI Tier III), special education teachers will employ a range of targeted materials that are geared towards intervention and remediation.

d. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules. This should include, at minimum:

- A general description of the specific content and skills that would be addressed in the course; if known;
- The curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course;
- Essential course specific assessments (e.g., the state’s 3-8 assessments/Regents exams, end of course portfolios or performances, etc.); and,
- If serving students in 12th grade, provide an outline of course sequences leading to graduation.

As the faculty is committed to Common Core Learning Standards-based instruction, Amber Charter Schools have carefully designed pacing calendars for all subjects for the year. Teachers at each school meet once a month to do vertical alignment grade to grade. Weekly lesson plans are designed from the pacing calendars and this allows faculty to spiral instruction in a teach/reteach method. The schedule ensures that teachers have adequate time for teaching particular content via longer blocks, including an two re-teaching blocks - one for English Language and the other for Mathematics - each week. Expectations around homework are also planned together as faculty. Scope and sequence curriculum documents are included as Supplementary Attachments R-23b.

English Language Arts

- In K-4, the Journeys curriculum program²⁷ supports teachers to:
 - Cultivate a vivid vocabulary: vocabulary readers, flashcards and in-the-moment digital tools fill classrooms with ways to build vocabulary throughout the year, while Informational texts guide students to gain mastery over core academic vocabulary as well as domain-specific knowledge and words.
 - Directly teach spelling and grammar: weekly grammar skill targets, supplemented with daily lessons, support students’ understanding of how English works, and a spelling scope and sequence builds students’ spelling skills.
 - Develop rich research and writing skills: deep-dives into text analysis give students the foundation they need to interpret texts from multiple angles and form insights. Student books and digital tools prompt students to annotate texts, allowing understanding to blossom into written form.
 - Sharpen listening and speaking skills: Team projects and class conversations guide students to develop critical listening skills and mastery of group communication, and presentations and collaborative work put students in a position to develop social awareness and speaking skills.
- Amber Charter Schools has also created a comprehensive elementary writing program, which ensures kindergarten, first and second grade students solidify their print concept, phonics and word

²⁷ Please see R-23b 3 Journeys K-4 Scope and Sequence.

recognition, and phonological awareness strengths, aligned to the Common Core Learning Standards of the early grades. Students are guided to develop narrative accounts, research reports, expository writing, informational writing, as well as poetry and anthologies across the grades.

- Amber Charter School III will adopt the Wit and Wisdom curriculum²⁸, initially in the middle school grades, and, as determined by the principal, assistant principal and lead teachers, in a supplementary manner as needed in the elementary grades.
 - Each Wit & Wisdom module centers on the study of rich and engaging texts, curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts.
 - Every Wit & Wisdom text students encounter is authentic and of the highest quality. Instead of basals, students read books they love to build knowledge of important topics and master literacy skills. The texts are wide-ranging and varied, including a careful balance of literary, informational, and fine-art texts.
 - Every module, or unit of study, in each grade focuses on a topic essential for building background knowledge, vocabulary, and writing skills. For example, students learn about the seasons, the American Revolution, civil rights, and space exploration. Essential topics strategically reoccur, empowering students to deepen understanding of core knowledge across Grades K–8.
 - Students practice reading, writing, speaking, listening, and language in an integrated way, with every strand of the standards woven throughout each module. This integrated approach enables students to be more successful as they activate and build on their developing background and vocabulary knowledge of the module topic while learning skills in other areas.
 - Each of the four modules in each grade has a topical focus. For each module, students read—or, in the case of younger students, hear read aloud—a series of authentic texts on the topic and consider those texts critically and systematically. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students’ daily work of encountering, understanding, and analyzing complex text. Students then distill each text’s deeper meaning, and finally, articulate how the texts, individually and collectively, build their knowledge of the topic.
 - Another line of daily questioning, Craft Questions, teaches students the elements of strong craft—writing, speaking, and listening—so that students become adept at applying these skills for a variety of purposes. This knowledge of craft in turn allows students to create their own responses to the texts they read.
 - By engaging with these lines of inquiry and repeatedly applying a series of strategies to multiple texts and curated fine art, students solidify their critical thinking skills, so they can transfer them to any future setting. Through a rigorous and careful design, students gain content knowledge and an awareness of how to read texts, write, speak, and listen.

Amber Charter School III, like Amber Charter School East Harlem and Kingsbridge, will utilize a range of supplementary materials, including but not limited to those described earlier in this response.

²⁸ Please see R-23b 4 Wit and Wisdom Teacher Implementation Guide.

Mathematics

For each area in the GO Math! program²⁹, the curriculum provides essential ideas, standards, mathematical practices, essential questions and assessment opportunities. Below is a high-level overview of key content covered at each grade.

- Kindergarten: Numbers and operations, geometry and positions, measurements and data
- Grade 1: Operations and algebraic thinking, numbers and in base ten, measurement and data, geometry
- Grade 2: number sense and place value, addition and subtraction, measurement and data, geometry and fractions
- Grade 3: whole number operations, understanding fractions, measurement, geometry
- Grade 4: place value and operations with whole number, fractions and decimals, geometry, measurement and data
- Grade 5: fluency with whole numbers and decimals, operations with fractions, geometry and measurement

Lessons for grades 6 through 8 in LearnZillion Illustrative Mathematics³⁰ units are problem-based, follow the Five Practices framework, represent Universal Design for Learning and include both embedded supports and extensions for students who are ready.

- In grade 6, students study ratio and rate, learn to divide fractions by fractions, extend their understanding of number to include negative numbers, and understand and use variables.
- In grade 7, students extend concepts of rates and ratios to work with equivalent ratios and proportional relationships. Students expand their understanding of fractions to include all rational numbers and become comfortable working with and comparing expressions and equations. Throughout it all, students solve compelling mathematical and real-world problems.
- Grade 8 students tackle exciting new ideas and concepts in preparation for work in high school. They extend earlier understandings of proportional relationships to study linear relationships and work with linear equations in one and two variables. Among other things, they are also introduced to the idea of functions and have their first encounter with irrational numbers.

Amber Charter School III, like Amber Charter School East Harlem and Kingsbridge, will utilize a range of supplementary materials, including but not limited to those described earlier in this response.

Science

Amber Charter School III will adopt ScienceFusion for kindergarten through 8th grade students. This program is blended learning solution, which provides classes flexibility for investigations as well as options for instruction, including write-in worktext, digital lessons, hands-on or virtual labs.

- Inquiry lessons (Grades K–5) and Labs (Grades 6–8) support every learner in print and online with three levels of differentiation: directed, guided, and independent inquiry.
- Digital lessons offer technology-enhanced questions with interactivity like drag and drop, match, and more.
- Inquiry Flip Charts (K–5) facilitate small-group, hands-on work. Lab Manuals (6–8) support the full range of labs with data sheets, safety notes, tips for modification, and more.

²⁹ Please see R-23b 5 GO Math! Scope and Sequence.

³⁰ Please see R-23b 6a, 6b 6c LearnZillion pacing guides.

ScienceFusion guides teachers to:

- Inspire investigative, scientific thinking: with abundant hands-on opportunities, both digital and offline, supported by Lab Manuals and Equipment Kits, students get engaged in investigating, asking questions, drawing conclusions, and sharing their findings—all key ingredients for learning that lasts.
- Build STEM and 21st-century skills: continual coverage of STEM topics throughout ScienceFusion—in lessons and labs, People and Careers in Science profiles, and the embedded technology and coding curriculum—builds students’ excitement for further study and science-based careers.
- Advance nonfiction and science literacy skills: through multiple complementary components, students have plenty of opportunities to build their skills in reading nonfiction, writing about science, and understanding scientific concepts. Science & Engineering Leveled Readers offers high-interest topics in a range of reading levels. ScienceSaurus® Handbooks use illustration and clear explanations to support concepts. And write-in prompts in the print workbooks and online Student Editions promote writing and scientific thinking.
- Use multimodal tools to elevate learning for all: ScienceFusion’s instructional options in a variety of learning modalities make it easier to teach and reinforce concepts, to promote deeper understanding, and to reach all learners in their unique learning styles. With two curriculum paths to choose from, teachers can enhance the print lessons with enriching video, simulations, and animations or choose an entirely digital path, depending on individual students’ needs.

The ScienceFusion scope and sequence includes units that support learning about the nature of science, life science, earth science and physical science, as well as STEM.³¹

Social Studies

Amber Charter School will invest in the McGraw Hill Networks social studies programs, as the two other schools have also done. Across the elementary grades, the content includes:

Grade	Individual Development and Cultural Identity	Civic Ideals and Practices	Geography, Humans, and the Environment	Time, Continuity, and Change	Economic Systems
Kinder	K.1 Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. K.2 Children, families, and communities exhibit cultural similarities and differences. K.3 Symbols and traditions help develop a shared culture and identity within the United	K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. K.5 Rules affect children and adults, and people make and change rules for many reasons.	K.6 Maps and globes are representations of Earth’s surface that are used to locate and better understand places and regions. K.7 People and communities are affected by and adapt to their physical environment.	K.8 The past, present, and future describe points in time and help us examine and understand events.	K.9 People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

³¹ Please see R-23b 7 ScienceFusion scope and sequence.

	States.				
First	1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community. 1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.	1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities. 1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.	1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary. 1.6 People and communities depend on and modify their physical environment in order to meet basic needs.	1.7 Families have a past and change over time. There are different types of documents that relate family histories. 1.8 Historical sources reveal information about how life in the past differs from the present.	1.9 People have many economic wants and needs, but limited resources with which to obtain them. 1.10 People make economic choices as producers and consumers of goods and services.
Second	2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities. 2.2 People share similarities and differences with others in their own community and with other communities.	2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities. 2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.	2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.	2.6 Identifying continuities and changes over time can help understand historical developments. 2.7 Cause-and-effect relationships help us recount events and understand historical development.	2.8 Communities face different challenges in meeting their needs and wants. 2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

Grade	Development, Movement, and Interaction of Cultures	Civic Ideals and Practices	Geography, Humans, and the Environment	Time, Continuity, and Change	Creation, Expansion, and Interaction of Economic Systems
Third	3.4 Communities share cultural similarities and differences across the world. 3.5 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.	3.6 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.	3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools. 3.2 The location of world communities can be described using geographic tools and vocabulary. 3.3 Geographic factors often	3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.	3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. 3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get

		3.7 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.	influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.		what is produced?
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Fourth grade focuses on New York State.

- 4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.
- 4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians interacted with the environment and developed unique cultures.
- 4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.
- 4.4 TRANSPORTATION AND WESTWARD MOVEMENT: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Improvements in transportation and technology allowed people and goods to move from east to west.
- 4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.
- 4.6 INDUSTRIALIZATION, IMMIGRATION, AND GROWTH: FROM THE EARLY 1800S TO THE PRESENT: Economic activities in New York State are varied and have changed over time. Various individuals and groups have contributed to the growth and development of New York State.
- 4.7 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.

Fifth grade focuses on the Western Hemisphere.

- 5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.
- 5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.
- 5.3 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 BCE and 1500 CE, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.
- 5.4 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade.

- 5.5 INDEPENDENCE MOVEMENTS: Beginning in the late 18th century, independence movements took place in the Western Hemisphere for a variety of reasons. These independence movements and their outcomes varied by location.
- 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.
- 5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world.
- 5.8 COMPARATIVE CULTURES: The populations of the countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. The nations of the Western Hemisphere have been participated in and benefited from international organizations that promote cultural understanding, peace and cooperation.

Middle school students broaden their scope from the United States into the world

- Discovering Our Past: A History of the United States
- Discovering Our Past: A History of the United States, Early Years
- Discovering Our Past: A History of the United States, Modern Times
- Discovering Our Past: A History of the World
- Discovering Our Past: A History of the World, Early Ages
- Building Citizenship: Civics and Economics
- Discovering World Geography

Spanish

Reading and Listening Benchmarks

Benchmark Level	Topics	Characteristics
NOVICE	<ul style="list-style-type: none"> • Self • Calendar/Time • Colors/Shapes • Pets/Animals • School/Classroom • Weather/Seasons • Clothing • Food/Beverage • Family/Friends • Home • Places/Geography • Community • Daily Routines • Shopping/Stores • Leisure/Activities 	<p>Students who are reading or listening at Novice proficiency are characterized by:</p> <ul style="list-style-type: none"> • Reliance of learned phrases and basic vocabulary • Ability to recognize the purpose of basic texts • Can understand a core of simple, formulaic utterances
INTERMEDIATE	<ul style="list-style-type: none"> • Health • Holidays/Celebrations • Occupations/Professions • Transportation Travel/Vacations • Future plans • Culture • Contemporary Issues • Current events • Economics • Literature • Science • Social Science • History <p>• <i>Plus more in-depth aspects of Novice topics</i></p>	<p>Students who are reading or listening at Intermediate proficiency are characterized by:</p> <ul style="list-style-type: none"> • In reading, ability to understand the main ideas and explicit detail in everyday language • Ability to use language knowledge to understand information in everyday materials • Can follow short conversations and announcements on common topics and answer questions about the main idea and explicitly stated details
ADVANCED	<ul style="list-style-type: none"> • Arts • Politics • Religion • Math <p>• <i>Plus more in-depth aspects of Novice and Intermediate topics</i></p>	<p>Students who are reading or listening at Advanced proficiency are characterized by:</p> <ul style="list-style-type: none"> • Can understand and use language for straightforward informational purposes • Can understand the content of most factual, non-specialized materials intended for a general audience • Can understand the content of most spoken factual, non-specialized language

Writing and Speaking Benchmarks

Benchmark Level	Text Type Characteristics	Language Control
LEVEL 1 Novice-Low	Produces words in target language with no connection. Does not have enough vocabulary or the ability necessary to formulate even simple phrases to address the prompt.	Limited language control. Inability to create more than individual words. L1 (first language) influence may be strong. Errors are expected at this level, but the student must be able to produce at least two comprehensible words.
LEVEL 2 Novice-Mid	Language production is beyond individual words but clearly shows the lack of ability to construct more than phrases. May include one simple sentence, but incapable of showing more.	May make frequent errors, but usually comprehensible to a sympathetic reader/listener. L1 (first language) influence may be present.
LEVEL 3 Novice-High	Short, common expressions or memorized statements that may be combined together. Able to create at least 2 different simple sentences.	Good accuracy for high frequency expressions. Usually comprehensible to a sympathetic reader/listener. Grammatical (syntax, spelling, conjugation) errors are expected at this level but sentences must make sense to be acceptable.
LEVEL 4 Intermediate-Low	Variety of sentences that utilize different verbs to create independent thoughts, mostly composed of a recombination of learned simple sentences with added detail in the form or prepositional phrases and verbal phrases.	Good accuracy with formulaic sentences with some added detail. Errors may occur as student attempts higher level skills. Good Language Control is expected with the majority of the response.
LEVEL 5 Intermediate-Mid	Logical organization of ideas and flow of sentences or statements. Contains at least 2 unique and non-formulaic sentences intermixed with a variety of sentences creating groupings of sentences showing connectedness.	Good accuracy evident with possible errors that don't affect the overall meaning. Delivery may be somewhat choppy. May have repetitive use of concrete vocabulary with occasional use of expanding terms. Accuracy for complex sentences is emerging.

LEVEL 6 Intermediate-High	Able to demonstrate an Intermediate-High control of the language. Complexity is evident. Transition words and connectors are used correctly and efficiently a majority of the time to create a flow within the response. Groups of sentences focus on different aspects of the prompt and include transition words or phrases to introduce next concept. Does not have Advanced vocabulary or language to move into the Advanced level.	Response is well written and constructed. Intermediate-High sentence structures can be found throughout response. Demonstrates beginning ability to create a coherent response with increased use of complexity as well as transition words and phrases. No evidence of advanced vocabulary.
LEVEL 7 Advanced-Low	A paragraph response with advanced language with complexity, syntactical and grammatical control transitional words and phrases found within the text creating a natural flow. Demonstrates a connection of thoughts that create a coherent and extended discourse.	Language is error-free a majority of the time with familiar topics. If errors exist, they are patterned and do not hinder overall meaning. Delivery is mostly fluent with only occasional hesitancy. Some abstract and precise use of vocabulary and terms with familiar topics is evident.
LEVEL 8 Advanced-Mid/High	Variety of cohesive devices and organizational patterns are evident throughout response. Vocabulary is clear, specific and natural. Language is smooth and native-like in delivery and without noticeable errors.	Language is presented with limited errors, if any. Ability to create complex language using precise and extensive vocabulary. Control of the abstract as well as ease of use in idiomatic phrases and concepts. Clear sequential ordering evident (if required) and accurately follows target language conventions.

Art

Please reference the description of visual arts curriculum included earlier in this response (**R-06a**), which is based on the New York State Education Department *Guidance on Implementing The New York State Revised Learning Standards for The Arts Summer 2017*.

Music

The components of the Kodály method include:

- **Movable “Do” Solfa:** Solfa (aka solfège) is a system for relative pitch ear training (i.e. recognizing and following the pitch of notes) which assigns a spoken syllable to each note in the scale.
- **Hand Signs:** The Kodály Method includes the use of hand signals during singing exercises to provide a visual aid for the solfa syllables. The height that the hand rests at while making each sign is related to the pitch, with “do” at waist level and “la” at eye level. The spatial distance between the hand signs of different pitches corresponds to the size of the interval. This even further reinforces the power of the solfa system in ear training; **the student associates each pitch not only with a memorable syllable, but also with a specific hand motion made at a specific level.**
- **Rhythm:** The Kodály approach provides a clear systematic way to think about and speak rhythms in music which very much complements the solfège system for pitch. Kodály exercises encourage the participants to aurally, visually, and physically engage with the rhythms they’re playing.
- **Creativity and Collaboration:** The solfège and rhythm systems in Kodály teach clear systematic ways to understand pitch and rhythm, the musician is empowered to be creative and confident in music. The Kodály approach is a very human and social one, involving plenty of musical collaboration. From the earliest lessons, students are encouraged to perform together and play or sing duets, rounds, and other musical forms which allow both collaboration and creative improvisation.

Physical Education

Please reference the description of physical education curriculum included earlier in this response (**R-06a**), which is based on the NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences.

Technology

In the early grades, students may utilize a variety of digital solutions to strengthen math and literacy skills³², extend their exposure to relevant science and social studies content and experiences and write. As they build their word processing and organizational skills, late elementary and middle grade students may utilize technology to prepare presentation, perform research, design and communicate.

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school will offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each;
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,
- Include any additional specific graduation requirements and the rationale for their selection.

Amber Charter Schools Promotion Policy Guidelines (Revised June 10, 2015)

The following criteria will be taken into consideration regarding promotional decisions.

Report Card

A student must score an average of a level 3 or higher in all of the core subjects combined, namely, Reading, Writing, Math, Science, and Social Studies, by the third trimester to be promoted.

If this criterion is not met, the following criteria will be taken into consideration regarding promotional decisions.

Terra Nova Assessment

A student must score on the Reading or Math Terra Nova Assessment at .8 of their present grade in the Grade Equivalent Score to be promoted.

Students with an IEP

³² E.g. www.thinkcentral.com, www.myon.com, www.studyisland.com, www.abcya.com, www.learnzillion.com, www.Internet4classrooms.com, www.discoveryeducation.com, www.Bitstripsforschools.com, www.brainpop.com, www.khanacademy.com, www.teachingchanel.com, www.tvokids.com

Student must meet the promotional criteria as outlined in their IEP. Absent such criteria, school administration will take into consideration other academic and social/emotional factors to determine whether to promote a student.

English Language Learners

The student is deemed ready to succeed in the next grade with ESL support services.

AND

Attendance and Tardiness

Having more than TEN unexcused absences negatively contributes to a decision to promote a child.

Note, three unexcused tardies equal one absence.

All final decisions regarding promotion will be determined by the Principal.

f. Programmatic Audits

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- Purpose and objectives;
- Areas to be audited;
- Schedule of events;
- Responsible persons, which may include outside consultants;
- Description of written end product;
- How and to whom such written end product will be disseminated; and,
- Any plans to hire outside consultants to perform such audits.

Amber Charter School III has developed a draft Accountability Plan as part of the charter agreement with the Charter Schools Institute. This document, once finalized and submitted as per the Charter School Institute's timeline, will provide Amber Charter School III with specific goals and the measures that would be taken should performance fall below expectations. The Accountability Plan will include academic performance measures, including norm-referenced and criterion-referenced assessments, organizational viability, and measures of progress on any of the school's unique program features.

Specifically:

- Academic performance, including absolute measures (e.g., NYS assessments), growth measures of student cohort progress over time, and comparative measures with other schools particularly in the district in which Amber Charter School III will be located
- Organizational viability, including such measures as student attendance and enrollment, parent satisfaction surveys and involvement and financial statements

Amber Charter School III shall submit an Annual Report by August each year to the Charter Schools Institute and New York State Education Department. This report includes basic educational data and

student assessment results and progress made toward stated accountability goals. In addition, the school will also submit an Accountability Plan Progress Report on an annual basis.

This school also will also review, analyze and reflect upon the contents of the annual School Report Card, which typically shows the comparative academic and fiscal performance of the school and will also list the school's federal and state revenue sources, expenditures for salaries, capital expenses, and data for drop-out/attrition rates, student suspensions, standardized test results, student enrollment, students with limited English proficiency (LEP), and other required information

Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning and personnel decisions.

Amber Charter School III may expect to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including but not limited to, Consolidated Title Funds, CSP and SSF grant funds. The purpose of these audits will be to ensure that the funds were used for the programs for which they were intended and/or services for the students to whom they were intended (i.e. Targeted students in the School's Targeted Assistance Program for Title Funds).

Further, the Amber Charter Schools Shared Support Team ("SST"), an internal management team, was created to oversee the operational and fiscal management of the Schools. The SST is structured to provide a variety of services including, but not limited to: financial management and oversight, talent management and recruiting, operations, leadership and administration, development, communications, community relations, student recruitment/admissions and policies and procedures.

g. Draft Accountability Plan

Complete the Accountability Plan template available on the Institute's website at: www.newyorkcharters.org/reporting-requirements/accountability-plan-draft/. The web page includes additional detail to assist the applicant in drafting the required SUNY academic Accountability Plan. This Response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

Amber Charter School III Accountability Plan for the Charter Period 2020-21 to 2024-2025

Academic Goals

ENGLISH LANGUAGE ARTS

Goal 1: All students at Amber Charter School III will become proficient readers and will make strong yearly progress towards mastery of English language reading skills.

Goal 1a: Absolute Measure: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

Goal 1b: Absolute Measure: Each year, the school's aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Goal 1c: Comparative Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Goal 1d: Comparative Measure: Each year, the school will exceed its predicted level of performance on the State English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Goal 1e: Growth Measure: Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State English language arts exam and 75 percent at or above Level 3 on the current year's State English language arts exam. If a grade-level cohort exceeds 75 percent at or above level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Goal 1f: Optional Measure (Growth): Each year grade-level cohorts of students in grades K-2 will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed reading test, and an NCE of 50 (i.e., grade level) in the current Spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

MATHEMATICS

Goal 2: All students at Amber Charter School III will become proficient mathematicians and will make strong yearly progress towards mastery of mathematical skills.

Goal 2a: Absolute Measure: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Goal 2b: Absolute Measure: Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Goal 2c: Comparative Measure: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Goal 2d: Comparative Measure: Each year, the school will exceed its predicted level of performance on the State mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Goal 2e: Growth Measure: Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam and 75 percent at or above Level 3 on the current year's State mathematics exam. If a grade-level cohort exceeds 75 percent at or above level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Goal 2f: Optional Measure (Growth): Each year grade-level cohorts of students in grades K-2 will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed mathematics test, and an NCE of 50 (i.e., grade level) in the current Spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

SCIENCE

Goal 3: All students at Amber Charter School III will become proficient in science and will make strong yearly progress towards mastery of scientific skills.

Goal 3a: Absolute Measure: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

ESSA

Goal 5: Under the state accountability system, the school's Accountability Status will be "Good Standing" each year.

OPTIONAL GOALS

PARENT SATISFACTION

Goal 6: Amber Charter School III will maintain strong parent interest.

Goal 6a: Absolute Measure: Each year, parents will express satisfaction with the school program, based on the school's Parent Survey in which at least two-thirds of *all* parents provide a positive response to each of the survey items.

Goal 6b: Absolute Measure: Each year 90 percent of the parents will participate in Parent Teacher Conferences.

STUDENT SATISFACTION

Goal 7: Amber Charter School III will maintain strong student enrollment, interest and engagement.

Goal 7a: Absolute Measure: Each year, the school will have a daily student attendance rate of 95 percent.

LEGAL COMPLIANCE

Goal 8: Amber Charter School III will be in legal compliance.

Goal 8a: Absolute Measure: Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

Goal 8b: Absolute Measure: Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Goal 8c: Absolute Measure: Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

FISCAL SOUNDNESS

Goal 9: Amber Charter School III will make sound decisions and effective, responsible use of financial resources to maximize student learning.

Goal 9a: Absolute Measure: Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

Goal 9b: Absolute Measure: Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

Goal 9c: Absolute Measure: Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- Total number of days of instruction for the school year including whole and half days;
- Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.

The Amber Charter School III calendar will be the same as Amber Charter School East Harlem and Kingsbridge, which both generally follow the NYCDOE school calendar with regards to holidays and vacations. Teachers start a week before students in order to participate in Summer Institute for planning and professional development.

First day of school: September 8, 2020

Last day of school: June 24, 2021

Total instructional days: 180

Total PD days: 14 (6 are ½ days)

Total family conference days: 2

Total days of supplementary programming: 10 Saturday Academy days

Proposed 2020-2021 School Calendar

Events and Holidays	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		July							January (19)					
August: 17-28 5th/6th Grade Orientation				1	2	3	4						1	2
31 Summer Institute	5	6	7	8	9	10	11	3	4	5	6	7	8	9
September: 1-4 Summer Institute	12	13	14	15	16	17	18	10	11	12	13	14	15	16
7 Labor Day	19	20	21	22	23	24	25	17	18	19	20	21	22	23
8 School Year Begins	26	27	28	29	30	31		24	25	26	27	28	29	30
18/19: Rosh Hashanah							1	31						
28 Yom Kippur	August							February (15)						
October: 12 Columbus Day									1	2	3	4	5	6
30 PD ½ Day	2	3	4	5	6	7	8	7	8	9	10	11	12	13
November: 11 Veteran's Day	9	10	11	12	13	14	15	14	15	16	17	18	19	20
24 PTC ½ Day	16	17	18	19	20	21	22	21	22	23	24	25	26	27
25 PD ½ Day	23	24	25	26	27	28	29	28	29					
26-27 Thanksgiving	30	31												
December: 23-31 Winter Break	September (14)							March (19)						
January: 1 Winter Holiday			1	2	3	4	5			1	2	3	4	5
9,16,23,30 Saturday Academy	6	7	8	9	10	11	12	6	7	8	9	10	11	12
18 MLK Day	13	14	15	16	17	18	19	13	14	15	16	17	18	19
29: PD ½ Day	20	21	22	23	24	25	26	20	21	22	23	24	25	26
February: 6,13,20 Saturday Academy	27	28	29	30				27	28	29	30	31		
15 President's Day	October (21)							April (20)						
22-26 Winter Recess					1	2	3						1	2
March: 5,12,19 Saturday Academy	4	5	6	7	8	9	10	4	5	6	7	8	9	
24: PTC ½ Day	11	12	13	14	15	16	17	10	11	12	13	14	15	16
28-31 Spring Break	18	19	20	21	22	23	24	17	18	19	20	21	22	23
April: 1 Spring Break	25	26	27	28	29	30	31	24	25	26	27	28	29	30
29: PD ½ Day	November (18)							May (21)						
May: 27: PD ½ Day	1	2	3	4	5	6	7	1	2	3	4	5	6	7
30 Memorial Day	8	9	10	11	12	13	14	8	9	10	11	12	13	14
June: 24 School Year Ends	15	16	17	18	19	20	21	15	16	17	18	19	20	21
	22	23	24	25	26	27	28	22	23	24	25	26	27	28
	29	30						29	30	31				
	December (16)							June (18)						
			1	2	3	4	5				1	2	3	4
	6	7	8	9	10	11	12	5	6	7	8	9	10	11
	13	14	15	16	17	18	19	12	13	14	15	16	17	18
	20	21	22	23	24	25	26	19	20	21	22	23	24	25
	27	28	29	30	31			26	27	28	29	30		
	*Number of days of instruction may differ depending on factors such as snow days.													

2. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that clearly identifies the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

ELEMENTARY GRADES K-4

School start time: 7:45 (8:10 am academics)

School end time: 3:10 pm (2:55 academics) Monday, Wednesday, Friday
3:45 pm (3:40 academics) Tuesday, Thursday

Total hours of core academic instruction per day:

6 hours on Mondays, Wednesdays and Fridays / 6 hours and 45 minutes on Tuesdays and Thursdays

Sample 1st Grade Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:10	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
8:10-8:20	Morning Routines				
8:20-9:50	Math	Math	Math	Math	Math
9:50-11:25	Literacy	Literacy	Literacy	Literacy	Literacy
11:25-12:10	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:10-12:55	Music/Art	Music/Art	Music/Art	Music/Art	Music/Art
12:55-1:40	Science	Social Studies	Science	Social Studies	Science (Lab)
1:40-2:25	PE/Tech	Spanish	PE/Tech	Spanish	
2:25-2:55	Independent Writing	Independent Reading	Independent Writing	Independent Reading	Independent Writing
2:55-3:10	Dismissal	RTI ELA	Dismissal	RTI Math	Dismissal
3:10-3:40					
3:40-3:45		Dismissal		Dismissal	

Sample 1st Grade Instructional Minutes

Academic Focus	Daily M/W/F	Daily T/R	Total Per Week
Morning Routines	10 (30)	10 (20)	50
Literacy	95 (285)	95 (190)	475
Independent Reading/Writing	30 (90)	30 (60)	150
RTI ELA		45 (45)	45
Mathematics	90 (270)	90 (180)	450
RTI Math		45 (45)	45
Social Studies		45 (90)	90
Science	45/45/90 (180)		180
Spanish		45 (90)	90
Music or Art	45 (135)	45 (90)	225
PE or Tech	45/45 (90)		90
Totals	1080 min 360 min, 6 hr/day	810 min 405 min, 6.75 hr/day	1890 min/wk

MIDDLE GRADES 5-8

School start time: 8:30 am

School end time: 3:30 pm (3:20 academics) Monday, Wednesday, Friday
4:05 pm (3:55 academics) Tuesday, Thursday

Total hours of core academic instruction per day:

6 hours and 28 minutes on Mondays, Wednesdays and Fridays / 6 hours and 45 minutes on Tuesdays and Thursdays

7th Grade Sample Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:30	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
8:30-9:00	Advisory	Advisory	Advisory	Advisory	Advisory
9:00-10:05	Humanities	Humanities	Humanities	Humanities	Humanities
10:05-11:10	Math	Math	Math	Math	Math
11:10-11:55	Independent Reading/Writing				
11:55-12:30	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:30-1:35	Spanish	Music/PE/Art/Tech	Spanish	Music/PE/Art/Tech	Spanish
1:35-2:40	Science	Social Studies	Science (Lab)	Social Studies	Science
2:40-3:20	Leveled RTI/Advanced ELA	STEAM Academic Enrichment		STEAM Academic Enrichment	Leveled RTI/Advanced Math
3:20-3:30	Dismissal		Dismissal		Dismissal
3:30-3:55					
3:55-4:05		Dismissal		Dismissal	

Sample 7th Grade, Instructional Minutes

Academic Focus	Daily M/W/F	Daily T/R	Total Per Week
Advisory	30 (90)	30 (60)	150
Humanities	65 (195)	65 (130)	325
Independent Reading/Writing	40 (120)	40 (80)	200
RTI ELA	40 (40)		40
Mathematics	65 (195)	65 (130)	325
RTI Math	40 (40)		40
Social Studies		65 (130)	130
Science	65/105/65 (235)		235
Spanish	65 (195)		195
Music, Art, PE, and/or Tech		65 (130)	130
Academic Enrichment		75 (150)	150
Totals	1110 370 min, 6.17 hr/day	810 405 min, 6.75 hr/day	1920 min/wk

3. Sample Teacher Schedule

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' work day;
- Time devoted to core teaching assignments, planning, and other activities; and,
- A brief scenario describing a typical teacher day and week.

ELEMENTARY GRADES K-4

Work start time: Monday-Friday 8:00 (7:45 student arrival, 8:10 am academics)
Work end time: Monday/Friday: 4:00, Wednesday: 4:00 (3:10 student dismissal, 2:55 academics)
Tuesday/Thursday: 4:00 (3:45 student dismissal, 3:40 academics)

Sample 1st Grade Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Arrival/PREP	Arrival/ PREP	Arrival/PREP	Arrival/ PREP	Arrival/ PREP
8:10-8:20	Morning Routines				
8:20-9:50	Math	Math	Math	Math	Math
9:50-11:25	Literacy	Literacy	Literacy	Literacy	Literacy
11:25-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-12:55	PREP	PREP	PREP	PREP	PREP
12:55-1:40	Science	Social Studies	Science	Social Studies	Science (Lab)
1:40-2:25	Social Studies	Team PREP/PLANNING	Team PREP/PLANNING	Team PREP/PLANNING	
2:25-2:55	Independent Writing	Independent Reading	Independent Writing	Independent Reading	Independent Writing
2:55:3:10	Dismissal	RTI ELA	Dismissal	RTI Math	Dismissal
3:10-3:40	3:15 Departure		Staff PD		Dismissal
3:40-3:45		Dismissal		Dismissal	
3:45-4:00		3:50 Departure		3:50 Departure	
4:00			4:00 Departure		

Sample 1st Grade Teacher Instructional Minutes

Academic Focus	Daily M/W/F	Daily T/R	Total Per Week
Morning Routines	10 (30)	10 (20)	50
Literacy	95 (285)	95 (190)	475
Independent Reading/Writing	30 (90)	30 (60)	150
RTI ELA		45 (45)	45
Mathematics	90 (270)	90 (180)	450
RTI Math		45 (45)	45
Social Studies	45 (45)	45 (90)	135
Science	45/45/90 (180)		180
Total Instructional Time	900 300 min/day, 5.99 hr/day	630 315 min/day, 5.25 hr/day	1530

Sample 1st Grade Teacher Prep and Professional Development Minutes

Focus	Daily M/W/F	Daily T/R	Total Per Week
Morning Independent PREP	10 (30)	10 (20)	50
Afternoon Independent PREP	45 (135)	45 (90)	225
TEAM PREP/PLANNING	45 (45)	45 (90)	135
Staff PD	50 (50)		50
Totals	260 min 86.70 min/day, 1.44 hr/day	200 min 100 min/day, 1.67 hr/day	460 min/wk

MIDDLE GRADES 5-8

Work start time: Monday-Friday 8:15 (8:10 student arrival, 8:30 am academics)
Work end time: Monday: 4:20, Wednesday/Friday: 3:35 (3:30 student dismissal, 3:20 academics)
Tuesday/Thursday: 4:10 (4:05 student dismissal, 3:55 academics)

7th Grade Sample Humanities Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:30	Arrival/PREP	Arrival/PREP	Arrival/PREP	Arrival/PREP	Arrival/PREP
8:30-9:00	Advisory	Advisory	Advisory	Advisory	Advisory
9:00-10:05	Humanities, Section 1	Humanities, Section 1	Humanities, Section 1	Humanities, Section 1	Humanities, Section 1
10:05-11:10	Humanities, Section 2	Humanities, Section 2	Humanities, Section 2	Humanities, Section 2	Humanities, Section 2
11:10-11:55	PREP	PREP	PREP	PREP	PREP
11:55-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:35	Humanities, Section 3	Humanities, Section 3	Humanities, Section 3	Humanities, Section 3	Humanities, Section 3
1:35-2:40	Humanities, Section 4	Humanities, Section 4	Humanities, Section 4	Humanities, Section 4	Humanities, Section 4
2:40-3:20	Leveled RTI/Advanced ELA	Team PREP/PLANNING	PREP	Team PRE/PLANNING	PREP
3:20-3:30	Dismissal	STEAM	Dismissal	STEAM	Dismissal
3:30-3:55	3:35 Departure	Academic Enrichment	Staff PD	Academic Enrichment	3:35 Departure
3:55-4:05		Dismissal		Dismissal	
4:05-4:20		4:10 Departure		4:10 Departure	
4:20			4:20 Departure		

Sample 7th Grade Literacy Teacher, Instructional Minutes

Academic Focus	Daily M/W/F	Daily T/R	Total Per Week
Advisory	30 (90)	30 (60)	150
Humanities, Section 1	65 (195)	65 (130)	325
Humanities, Section 2	65 (195)	65 (130)	325
Humanities, Section 3	65 (195)	65 (130)	325
Humanities, Section 4	65 (195)	65 (130)	325
RTI ELA	40 (40)		40
Academic Enrichment		35 (70)	70
Totals	910 303.33 min/day, 5.05 hr/day	650 325 min/day, 5.41 hr/day	1560 min/wk

Sample 7th Grade Humanities Teacher Prep and Professional Development Minutes

Focus	Daily M/W/F	Daily T/R	Total Per Week
Morning Independent PREP	15 (45)	15 (30)	75
Afternoon Independent PREP	45 (135)	45 (90)	225
TEAM PREP/PLANNING	40 (80)	40 (80)	160
Staff PD	50 (50)		50
Totals	310 min 103.3 min/day, 1.72 hr/day	200 min 100 min/day, 1.67 hr/day	510 min/wk

8. Specific Populations

a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;
- The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;
- Any research or evidence that supports the appropriateness of the proposed approach; and,
- The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.

From its inception, Amber Charter Schools have worked to create inclusive environments. The heart of inclusion is ensuring that "all children learn together in the same schools and the same classrooms, with the services and supports necessary so they can be successful" (Kochbar, p. 8). Amber Charter Schools East Harlem and Kingsbridge achieve this by ensuring that all students participate in all aspects of school life together. The same commitment, staffing and approach will be replicated and expanded upon at Amber Charter School III.

Amber Charter School III pledges to meet the diverse academic, social, physical and emotional needs of all students. All Amber Charter Schools achieve this through its rigorous core educational program and by providing targeted interventions. Teachers receive professional development on creating a variety of accommodations to support students at-risk, and on differentiating instruction in order to ensure multiple entry points and enrich learning for all. Staff developers and consultants provide professional development during the summer institute, and they, along with on-site intervention teachers, embed opportunities throughout the school year as well.

RtI is a school-wide prevention framework, designed to shore up the skills and content knowledge of students at risk, and help them avoid learning struggles in the future. This approach is reflective of the Amber Charter Schools' core belief that every student can achieve grade level learning standards. Alternatively, the more traditional deficit model functions as a pre-referral strategy for students who have not responded to instruction, and who are likely to be referred for special education support. Our goal is to focus on moving students "up" the tiers towards not needing additional intervention, versus shifting them "down" into more intense tiers over time. Embracing this vision for the RtI framework represents the collective growth mindset we will value.

A meta-analysis of RtI research found that there were both systemic effects at schools, such as reductions in special education referrals, and positive effects on student outcomes¹ This meta-analysis, as well evidence from additional research², suggests that RtI is an effective practice.

¹ Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment, 23*, 381–394.

² Marston, D., Muyskens, P., Lau, M., & Canter, A. (2003). Problem-solving model for decision making with high-incidence disabilities: The Minneapolis experience. *Learning Disabilities Research & Practice, 18*(3), 187–200. McNamara, K., & Hollinger, C. (2003). Intervention-based assessment: Evaluation rates and eligibility findings. *Exceptional Children, 69*, 181–194. VanDerHeyden, A. M., Witt, J. C., & Gilbertson, D. A. (2007). Multi-year evaluation of the effects of a response to intervention (RTI) model on identification of children for special education. *Journal of School Psychology, 45*, 225–256.

Experts recommend that screening tools should be evidence-based, reliable and valid and that the core curriculums utilized with all students are high quality and standards-aligned. For students who are categorized in Tier II, researchers have determined that using explicit and systematic instruction in small groups of no more than 5 students is the most effective approach.^{3 4} Focusing on foundational reading and underlying skills and structures for both math and reading, versus simply providing extra reading time or general skill practice, is key for both Tier II and III. Finally, Burns and colleagues⁵ indicated that Tier III interventions should be “(a) highly targeted, (b) provide an appropriate level of challenge for the individual student, (c) explicitly teach a specific skill, (d) allow many opportunities to respond, and (e) provide immediate corrective feedback for an individual student.”

Staffing

- A Special Education Coordinator serves as the primary liaison to district CSE, coordinates special education child find, IEP development and review processes, supervises special education teachers and provides professional development. Prior to this Coordinator being hired, Staff Developers will oversee these efforts in close coordination with key members of the EdCorp’s Shared Services Team.
- Special education-trained teachers provide SETSS and targeted academic intervention for those students with identified learning disabilities and who are designated as at-risk.
- Teacher Assistants are in every classroom from kindergarten to second grade, and tutors in grades 3-8, to allow teachers to more effectively differentiate instruction for struggling students, students with disabilities and English Language Learners, as well as high achieving students.
- Counseling is provided by a guidance counselor/social worker for students who are mandated for counseling or deemed to be at-risk for socio-emotional needs.
- A speech therapist supports students mandated for these services and conducts informal assessments of students who may be suspected of requiring speech therapy.
- Amber Charter School III staff arrange for students to receive occupational and physical therapy services outside the school premises.

Academic Response to Intervention

A three-tier RtI (Response to Intervention) pyramid model is used as a framework to determine the intervention services needed to support all struggling students, students with disabilities and English Language Learners. Within this model the entire student body is provided with a foundationally-strong curriculum, effective instruction and positive behavioral supports.

Tier 1: Universal: Majority of the student population.

This tier is the core program that is offered to all students, with modified and differentiated instruction provided to address student variability.

Students who are demonstrating any difficulties mastering the skills, concepts and strategies taught will receive additional support within the classroom. These efforts may include:

- Pre-teaching or re-teaching on an individual or small group basis, during independent work time

³ Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., et al. (2009a). *Assisting students struggling with reading: Response to intervention and multi-tier intervention in primary grades*. Washington, DC: U.S. Department of Education Institute of Educational Sciences.

⁴ Elbaum, B., Vaughn, S., Hughes, M., & Moody, S. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Reading Research Quarterly*, 92, 605–619.

⁵ Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). *Best practices in delivery intensive academic interventions*. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

- Modifying student lesson materials or the providing supplementary supports (e.g. math manipulatives, personal word walls)
- Conferring
- Scaffolding
- Changing the physical environment (e.g., seat near teacher, seat near peer, seat near whiteboard, reducing visual barriers and distractions, establish boundaries or travel patterns with tape, etc.)
- Changing the instructional group
- Partnering with parents/guardians to suggest techniques for working with the child at home, or to discuss health concerns (e.g., hearing, vision, medical)
- Using alternative curriculum materials and/ or teaching methods
- Using curriculum adaptations (e.g., rephrase or rewrite directions)
- Presenting questions to ensure understanding
- Presenting concepts in small segments of time;
- Use of integrated sensory approaches to address different learning styles, etc.
- Providing opportunities for peer/cross age tutoring
- Implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.)
- Targeted use of related technology programs
- Stations, centers and kits
- Differentiated lessons (group, pair or independent instruction, assignments, scaffolds)
- Differentiated homework
- Small group work, focused on specific skills or standards

Tier 2: Supplemental and Targeted: Small portion of the student population.

This tier includes more intensive and targeted interventions. Students are identified based on low level performance on standardized tests (NYS, Terra Nova), low reading level, based SRI/DRA assessments, and/or teacher recommendation. These interventions supplement the general education curriculum, and may be designed as small group instruction, targeted tutoring, after school tutoring, Title I Reading, and/or Saturday Academy. The duration of these interventions is usually short term, depending on the results as evidenced by the assessment data. Students can be grouped for an intervention as long as the deficit area for all in the group is similar, and the intervention is appropriately targeted. Students who progress well at this level may return to Tier 1 while those who do not demonstrate sufficient progress may be recommended for a new intervention. If the Child Study Team determines a more intensive intervention is needed, they may be referred to Tier III. Examples of supplemental supports for students who are categorized within Tier II are listed below:

Grades K- 4:

- Small group, targeted skill instruction, at least twice a week, led by the special education teacher, assistant teachers (K-2) or tutors (3-4) who are strategically assigned to students.
- After-school small group instruction, provided by teachers.
- In grades 1 & 2, Saturday Academy (4 hours, January - June), focused on remediation (and test preparation for grades 3-4).

Grades 5-8:

- Small group and one-on-one targeted skill instruction, from two to five days a week, provided by the special education teacher, and tutors who are strategically assigned to students.
- After-school small group instruction, provided by teachers.

- Saturday Academy (4 hours, January-June) focused on remediation and test preparation

Tier 3: Intensive: Smallest portion of the student population.

This tier is for that very small percentage of students for whom intensive, and often personalized, interventions are needed. Students categorized in Tier III tend to be more likely to be formally identified as having a disability, and/or have academic challenges that have not been responsive to Tier I and Tier II intervention efforts. Examples of intensive supports for students who are categorized within Tier III are listed below:

Grades K- 8:

- Individual, targeted skill instruction, provided by certified special education teachers
- Individual, targeted services such as counseling, speech, occupational or physical therapy
- External services arranged by member(s) of the Child Study Team

Examples of Curriculum Resources Utilized at each Tier

Tier	Literacy (Journeys, Wit and Wisdom)	Mathematics (Go Math! and Illustrative Mathematics)
Tier I Universal	The core program, with classroom modifications and differentiations	
Tier II Supple- mentary	Additional targeted instruction for students. Additional materials used are including but not limited to Journeys Write-in Reader (an engaging reading selection that connects to the main topic; an interactive worktext that reinforces the week’s vocabulary and comprehension; opportunity for student interaction), to build foundational skills for reading more complex texts, and an online audio version and follow-up text.	Additional targeted instruction for students. In GO Math!, every lesson offers materials with focused hands-on activities, print support, and a comprehensive online intervention solution. Teachers select instructional strategies and resources to specifically align with student’s level of understanding and preferred learning style.
Tier III Intensive	Additional interactive lessons specifically focused on building skills in phonics, vocabulary, comprehension, and fluency.	Additional activities and materials to scaffold and reinforce the skills that are needed to sustain each student’s continued learning.

Progress Monitoring

Amber Charter School III will closely track struggling students over time to monitor their learning and progress. Amber Charter Schools’ data warehouse, Pearson INFORM’s PowerSchool, allows for tracking the efficacy of interventions over time. This data is analyzed at child study, grade level, and instructional leadership team meetings to ensure that all students are making progress. If growth is slow or non-existent, interventions will be further modified to better meet the needs of the students. On a yearly basis, the data specialist, or other member of the instructional leadership team, will conduct an analysis of all intervention programs used in the school to determine which interventions programs were most effective and should be continued in the following year.

The tools used by teachers and instructional leaders to both identify students who require new or adjusted interventions, and assess student progress over time, include:

- Developmental Reading Assessment (DRA) for Kindergarten – 2nd grade
- Scholastic Reading Instrument [SRI] for reading placement every 6-8 weeks

- 1st and 2nd Interim Assessments in ELA and Math
- BRIGANCE Assessment upon request
- Teacher observation
- In class weekly formative assessments

Weekly disaggregated assessment data allows for immediate interventions of students in need by identifying skills not mastered. Teachers as well as intervention specialists respond quickly and with laser focus. The Benchmark Assessments trigger intervention programs such as Saturday Academy; After School tutoring; small groups; and targeted tutoring.

Title I Services

Students who have been retained or are reading below grade level in grades kindergarten to second grade receive Title I Reading services at least twice a week. Assistant teachers and tutors work with students in groups no larger than six to help them gain the necessary skills to become fluent readers. A strong focus on phonics, decoding strategies, and comprehension skills is taken. Wilson Foundations, Orton-Gillingham, and core literacy curriculum materials are used.

Students are assessed at each trimester to determine if they need to continue receiving this intervention. Kindergarteners are added after the first trimester assessments. When students meet proficiency [reading at grade level], they are no longer pulled out for this intervention.

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;
- The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;
- The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);
- The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act);
- Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;
- The process for coordination between general education teachers and special education teachers or service providers;
- The process that will be used to monitor the achievement and progress of students with disabilities; • The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,
- Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.

Amber Charter School III agrees to abide by all the special education assurances found in Appendix B of the 2019 SUNY RFP. Amber has on staff a Special Education Coordinator who coordinates, monitors and oversees the services provided to all students with an IEP. The coordinator is the liaison with the CSE, communicates with parents, sits on the Child Study Team, meets weekly with administration, and regularly with instructional staff and parents. At the school level the Assistant Principal will work with the Special Education Coordinator to facilitate services and monitor delivery of services.

If students with disabilities qualify for Tier II or Tier III Rtl academic intervention, they will receive this support in addition to any and all mandated services as indicated on their Individual Educational Plan (IEP), such as SETSS, counseling, speech, occupational therapy, physical therapy, and testing accommodations.

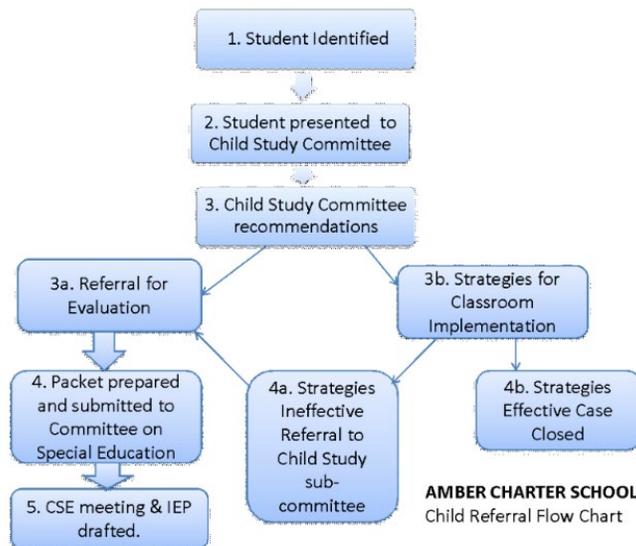
Students with disabilities are held to the same standards as general education students. However, based on evaluations made by CSE, a recommendation can be made that students meet a modified promotional criterion, which will be indicated on the IEP.

Students to be evaluated for special education services go through a process described below:

Child Study Referral Process

1. Step 1: Student Identified
 - a. Student identified for referral by any of the following persons:
 - i. Parent
 - ii. Classroom teacher
 - iii. Specialist
 - iv. Assistant Principal
 - v. Principal
 - vi. Guidance Counselor/School Social Worker
 - vii. Special Education Coordinator
 - b. Student identified through test scores, class work, behavior, and Rtl intervention strategies.
 - c. Child Study Referral Form is completed and submitted to Chair of Child Study Committee.
2. Step 2: Child Study Committee Meeting
 - a. Meeting called by Chair
 - b. Members of Committee:
 - i. Guidance Counselor/School Social Worker (Chair)
 - ii. Special Education Coordinator
 - iii. SETSS Teacher
 - iv. Title One Reading Teacher
 - v. Assistant Principal
 - vi. Teachers
 - vii. Principal
3. Step 3: Child Study Committee Recommendations
 - a. Referral for Evaluation [Committee on Special Education/Private]
 - b. Special Education Coordinator takes over the case.
 - c. Strategies to be implemented in-house
 - d. Committee member is assigned to monitor the case.

4. Step 4: Review of Case
 - a. Strategies Ineffective: Referral to Child Study Sub-Committee
 - b. Sub-committee:
 - i. Chair of Child Study Committee
 - ii. Committee member monitoring case
 - iii. Teacher of student
 - c. Strategies Effective: Case closed.
5. Step 5: Committee on Special Education Meeting
 - a. Teacher completed CSE initial referral with Principal's signature is presented.
 - b. Attendance at meeting:
 - i. Parents
 - ii. Special Education Coordinator
 - iii. Student's Teacher
 - iv. SETSS Teacher
 - v. Assistant Principal [Optional]
 - c. Individualized Education Plan [IEP] drafted
 - d. Parents sign-off/reject IEP



For students with disabilities who receive SETSS, a different reading program may be used if deemed appropriate. The Corrective Reading Program teaches students how to find meaning when they read by the use of repetitive, echo and choral reading. Also available will be the Wilson Foundations program and the Orton-Gillingham program.

Bi-weekly meetings will be held between the classroom teacher and the intervention teacher to review the progress of each student and plan appropriate next steps for student growth. The Special Education Coordinator will ensure that these meetings take place.

If the results of the majority of the Special Education students in the Terra Nova Reading and Math assessments are not in the 40th percentile [average range is: 25-75] then Amber will strongly consider hiring another intervention teacher to focus on the content area of most need.

c. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;
- The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);
- The research and evidence that supports the appropriateness of this approach;
- The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;
- The process that will be used to monitor the achievement and progress of ELLs including exit criteria;
- The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;
- How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,
- How the school will make after school and other extra-curricular programming accessible to ELLs.

An English Language Learner (ELL) is a student that speaks a language other than English at home and scores below a state-designated level of proficiency in English upon entering Amber Charter School III. While New York City refers to these students as ELLs, the state refers to them as Limited English Proficient.

Intake

When parents first enroll their child at Amber Charter School III, they will complete the Home Language Identification Survey [HLIS] as part of the registration process. It is the responsibility of pedagogues at the school who are trained in student intake procedures to discuss home language with the family and provide assessments to determine eligibility for English language support services. The importance of attentive engagement with parents during the home language identification process cannot be stressed enough, as it is the process that initially determines whether a child may require ELL services.

Home Language Identification Survey

Through the Home Language Identification Survey [HLIS] the parents identify if their child as eligible to take an assessment to determine English proficiency. The HLIS is typically completed in English or Spanish, but it is available in nine additional languages should any of them be needed. The questions in Part 1 guide in the identification of a student as eligible to be assessed for English proficiency. If the parent checks the box for "Other" in Part 1 this warrants that the student assessed with the Language Assessment Battery-Revised.

New York State Identification Test for English Language Learner [NYSITELL]

Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a New York State Identification Test for English Language Learner [NYSITELL], to establishes English proficiency level. Students that score below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. Students who speak

Spanish at home and score below proficiency on the NYSITELL are administered a Spanish NYSITELL to determine language dominance.

Parent Notification

Schools are required by law to notify parents of their child’s eligibility for services and provide information and service options. Also, schools must inform parents of their child’s placement. Providing parents with notifications and information and maintaining a dialogue with them is important at Amber Charter Schools.

If a student...	Notify parent of...
Scores below proficiency on the NYSITELL	Entitlement status and services provided to student
Scores at or above proficiency on the NYSITELL	Non-entitlement status

Instruction

Amber Charter School III will provide ELL students free-standing English as a Second Language [ESL] program. This program provides instruction in English, emphasizing English-language acquisition. However, native language support is available whenever possible. A certified teacher is assigned to provide ESL instruction to these students. A Total Physical Response [TPR] approach⁶ is used when delivering the instruction. Websites that help build vocabulary, letter sound recognition, and other English language acquisition skills are used for instruction.

In class instruction targets the ELL student through the use of differentiated instruction, and data driven targeted instruction. Some students may be identified to receive Title I Reading intervention from the results of in-house formative assessments. Strategy groups may be used as another opportunity for the teacher to serve the ELL student in the classroom.

At Amber Charter School III, we will address ELL’s comprehension and thinking skills by:

- Using realia (objects, items to represent concepts, e.g.; insects, fish)
- Media, pictures
- Pointing (to support answers)
- Checking points (ongoing questioning, quick checks, etc. ...)
- Practicing: repeat, rephrase, clarify, add
- Emphasizing vocabulary (introducing new words, idioms, or abstract concepts)
- Modeling and practicing: Think Aloud, visualizing, writing (responding to prompts, sentence starters, etc....)
- Utilizing ELL-targeted materials included in curriculum programs⁷

At Amber Charter School III, we will promote interaction by:

⁶ Total Physical Response is a teaching method revolving around the coordination of speech and student action. Its foundation is teaching and learning through physical action, utilizing your students’ motor skills while they respond to commands as quickly as possible. It was developed by [Dr. James Asher](#), a professor of psychology at San Jose State University, California. Dr. Asher combined several theories and methods in his design of the method, including learning theory, developmental psychology and humanistic pedagogy. <http://www.tpr-world.com>

⁷ For example, Journeys literacy curriculum includes vocabulary context cards, point of use scaffold support [e.g. use of visuals, gestures, sentence frames, etc.], ELL leveled readers, leveled lesson plans, blackline masters, language support cards, ELL teacher handbook, and building background videos. Go Math! offers leveled readers, games, and activity cards to differentiate instruction. These materials address computation, mental math, geometry, and measurement.

- Using Team Talk
- Partner Reading
- Morning Meetings
- Choral responses
- Asking students to generate questions
- Asking students to either support answers or challenge them

Test accommodations are provided to ELL students for all English literacy school-wide assessments. These accommodations may be:

- time extensions (i.e., time and a half of productive test-taking);
- separate locations and/or small group administration;
- bilingual glossaries and dictionaries (word-for-word translations only);
- simultaneous use of English and other available language editions;
- oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
- written responses in the native language; and,
- third reading of listening selections (only for the State English Language Arts assessments).

Amber Charter School III will also offer all students the opportunity to learn another language, Spanish. For students whose native language is Spanish this provides them with the opportunity to continue to learn in their native language. Amber taps the research that states the benefits of students learning more than one language. Research has found that students gain:

- Intellectual: Uninterrupted intellectual development requires that students not yet fluent in English continue to use their native language to learn as they acquire English. Knowing more than one language increases a person's ability to think.
- Educational: Students who continue to develop their native language while learning English tend to learn English better than students who learn English at the expense of their own language.
- Personal: A student's native language is critical to identity, and helps the child value his or her culture, bolstering a positive self-concept.
- Social: Family and community links, both locally and globally, are preserved and enhanced when a student retains his or her native language, contributing to more global perspectives.
- Economic: Knowing two or more languages translates into economic preparedness in today's job market, especially in NYC.

Student Schedule

A newly identified ELL student is at the Beginner stage of the English as a Second Language Instruction that Amber Charter School III will provide. Two 45-minute sessions a week will be scheduled for the student to be pulled out of his regular classroom for direct ESL instruction. Two 45 minutes strategy group sessions will also be available for further English language instruction.

NYSESLAT

New York State English as a Second Language Achievement Test The New York State English as a Second Language Achievement Test [NYSESLAT] will be administered in the spring to each ELL to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The student can score the following levels: Beginner, Intermediate, Advanced or Proficient. The test measures the student in Speaking, Listening, Reading and Writing. When a student measures at

the Proficient level he is no longer tested annually and is no longer labeled as an ELL or LEP [Limited English Proficient]. Parents are notified of their child's scores.

Post Proficiency

Once a student has scored Proficient on the NYSESLAT this student may get testing accommodations on school-wide or statewide exams for up to two years. Students will be tracked in the assessment data system, INFORM, for two years and monitored for any need of intervention if warranted by their drop in achievement on the interim assessments.

At Amber Charter School III, the Assistant Principal will coordinate ESL services, until the number of ELL students warrants an additional staff member. The school will also expand the number of ESL-certified teachers should enrollment numbers, testing, and level of need increase.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- How the school will identify advanced and/or gifted and talented students; and
- Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.

At the classroom level, accelerated and advanced students will benefit from:

- Differentiated lessons (group, pair or independent instruction, assignments, extensions)
- Differentiated homework
- Small group work that includes appropriately challenging work
- Engage in independent, pair or group project-based assignments, during content-specific periods
- Structured challenges during independent reading/writing time

At the school-wide level, accelerated and advanced students may:

- Experience complex, challenging work during academic enrichment periods (twice a week)
- Participate in content-specific instruction in higher grade (e.g. math)
- Advance to higher grade, based on comprehensive summative assessment data

All teachers of advanced students will be supported in their continued capacity to address the needs of these learners using differentiated instruction. Teachers are able to use different materials for specific lessons to address different learners in the classroom. The school's budget is also aligned with the expected need to purchase other instructional materials as identified by the school's instructional staff to continue to raise the achievement level of the advanced student--for instance, purchasing higher leveled books on science topics for advanced students to read within a unit of study regarding a scientific concept which will continue to advance the student's reading skills while simultaneously scaffolding their learning about a specific topic to a more advanced level. During independent work time teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Each classroom will be equipped with appropriate resources and technology (for instance, student laptops) that will facilitate advanced students' engagement in this work.

School-Day Academic Enrichment

Elementary Grades (K-4): At Amber Charter School III, much of the culture and enrichment opportunities in the elementary grades (K-4) will mirror what has been successfully established at Amber Charter

School East Harlem and Kingsbridge. During the school day, this is reflected through independent reading and writing on a daily basis beyond the 90-minute literacy period, a focused RtI period twice a week to provide students with support or extended learning opportunities at their personal levels in ELA and math, Spanish instruction, and music, art, physical education and technology instruction at least once a week for each.

Middle Grades (5-8): In the middle grades at Amber Charter School III, enrichment during the school day is further expanded. Similar to the elementary grades, independent reading and writing beyond the 90-minute literacy period is scheduled three times each week, and the focused RtI periods for ELA and math are increased from two to three days each week. Spanish instruction is also amplified - provided two days a week - as middle school students will be expected to achieve at least an intermediate level of listening and reading proficiency. Music, art, physical education and technology will also be featured in students' weekly schedules.

All teachers will receive ongoing training regarding the education of academically advanced students including during the pre-opening professional development prior to the opening of school each year. Professional development will also address the needs of all students, including advanced students, by emphasizing differentiation and ongoing assessment of work. In addition to the pre-opening professional development period, the school's weekly schedule provides teachers with time for ongoing training, planning and collaboration facilitated by leaders, who may engage outside professional development consultants around issues specifically related to how to continue to accelerate the advanced student.

Howard Gardner's work and his theory of multiple intelligences and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation. By changing the paradigm of teacher centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, this instructional model allows students to engage more fully in higher order skills.

Throughout the year, teachers and leaders will evaluate the progress of the advanced students from their performance on ongoing student assessments and student classroom observations. Instructional staff will make real time modifications to the lesson plans and instructional strategies to address the needs of advanced students. The performance of advanced students will also be measured using the DRA, standardized assessments such as the Terra Nova and the New York State assessments in ELA and math, as well progress measurement tools within curriculum programs. Analysis of assessment data will allow us to determine if academically advanced students are being supported in their continued academic acceleration.

Amber Charter School III will engage in a process that provides continued assessment of how its academic program supports academically advanced students. Our academic program will be assessed on an ongoing basis at all levels using disaggregated student performance data. School leaders will use this information to determine the progress of advanced students against individualized goals and the school's overall accountability goals and will modify programs and services to advanced students, where necessary.

9. Instructional Leadership

a. Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;
- The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,
- How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.

Instructional Leaders

Principal: Under the guidance of Amber Charter Schools Executive Director, the Principal is responsible for day-to-day affairs at the school. S/he provides instructional leadership, including coordination of curriculum development, instructional planning, scheduling, interventions, and teacher support and evaluation.

Assistant Principals: In close collaboration with the Principal, Assistant Principals provide direct instructional leadership to Amber Charter School III's teaching staff. They coordinate professional development, conduct formal and informal observations, and collect other evidence of teacher performance.

Deans of Students: Deans of Students support the school's culture, classroom management practices and discipline and will work closely with the Principal and Assistant Principal(s) to build a strong sense of community among staff and families.

Staff Developers: Staff Developers coach, model, observe and provide teachers with feedback to improve instructional planning and delivery, ensuring professional development is deeply embedded in real-time classroom instruction, and help them individually and collectively align their efforts to best practices. They also liaise with all outside curriculum and instructional consultants, (e.g. Wit and Wisdom) and follow-up to teachers to implement and improve the strategies introduced by these consultants. Staff Developers are critical to the building of a cohesive, collaborative instructional team, as they prioritize the facilitation of a range of professional development activities, such as workshops, trainings and book study groups. They also ensure teachers have all necessary materials and resources.

Data and Assessment Managers: Data and Assessment Managers coordinate the organization and administration of all assessments, collect data, conduct analyses. and generate reports for teachers and school leaders. They work closely with teachers to help them use data to inform instructional planning and identify students for interventions.

Special Education Coordinator: The Special Education Coordinator supervises and supports special education teachers and provides training and support to all instructional staff on RtI, special education identification, accommodations, strategies and assessment.

Grade Team Leaders: Every grade has an experienced teacher who serves as the team leader. These teachers lead the grade in planning, coordination of activities, and represent the team at the team leader meetings. At these meetings administration and team leaders plan together, problem-solve,

share concerns, and work toward the school's overall goals. These meetings promote opportunities for the development of leadership skills in teachers.

Identifying and Selecting Instructional Leaders

Instructional leaders are selected based on their experience and skills working with adults to improve their practice. They must possess solid content knowledge, a large instructional toolbox filled with diverse strategies for meeting the needs of all students, a commitment to using data to plan instruction, and demonstrable evidence of student success.

Monitor Academic Program Effectiveness and All Students' Academic Performance (with emphasis on students at-risk).

Grade teams will be responsible for collecting and analyzing data on their students to evaluate the effectiveness of their instruction and interventions, with support from Data and Assessment Managers, Staff Developers and Assistant Principals. Teams will disaggregate data by student characteristics such as special education status, ELL status, Title I status and by classroom to identify trends and patterns. Grade teams will also look at student work together to norm expectations and identify students' strengths and challenges.

School-based instructional leader meetings will involve the examination of data within the school, and Principals will meet with Shared Service Team members to review and analyze data across all schools. Using aggregated and disaggregated data, they will monitor the implementation and effectiveness of curriculum programs, instructional methods, intervention programs and grades and teachers. This information will be used to target professional development, modify programs and consider teacher placement and retention.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

c. Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- An overview of the frequency and format of professional development;
- Who will be responsible for leading and providing professional development;
- How the school will identify professional development topics;
- How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;
- How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,
- The process for evaluating the efficacy of the professional development program.

The following addresses the elements of both individual teacher support and supervision and the professional development across the school, as these efforts are integrally connected.

Goals for Professional Development

- To strengthen and support teachers in the implementation of the curriculum,
- To strengthen and support teachers in the delivery of small group instruction.
- To strengthen and support teachers in the analysis of student work for student feedback and progress.
- To support teachers in data analysis that drives instruction.
- To guide teachers in the integration of the Common Core Learning Standards within all aspects of the curricula.
- To provide a vehicle for the development of leadership skills within the veteran staff.

Needs Assessment

The sources used to determine the needs in professional development are as follows:

- CSI Annual Evaluation Report/Renewal Visit Letter
- One on One meetings
- Formal Observations
- Final Evaluations
- NYS ELA student scores for 3rd – 5th grades
- NYS Math student scores for 3rd- 5th grades
- Terra Nova scores for K-5th grades
- Teacher Survey

Professional Development Activities

Professional development is not relegated to workshops and trainings but is a daily part of professional life at all Amber Charter Schools. Below are key components of our professional development program.

- Professional Teaching Standards: Professional development focuses primarily on Danielson’s Framework for Teaching Domain Three: Instruction. Every teacher and teacher assistant meets with the principal or assistant principal to examine their practice against the identified element of the component within the domain. For example, a teacher may choose to examine her practice in “feedback to students” within the component of Using Assessment in Instruction. The teachers self-evaluate against the rubric and determine how to move to the next level. Based on this discussion a plan and goals are set.
- Summer Institute: Instructional leaders and consultants present workshops to orient faculty on the Amber mission, the Amber Way, curricula materials, instructional strategies, school culture, and professional expectations.
- One on One Meetings: All teachers have at least two Individual Professional Development Meetings with their supervisor during the school year. The first meeting is held after the administration of the baseline tests no later than October 15. Teachers are responsible for bringing the following documents to the meeting: 1) a draft of one professional goal, based on their review of their formal observation reports and final evaluation form from the prior year and 2) results from their Student Learning Objectives(SLO) baseline tests and Terra Nova (if applicable). At this meeting, the teacher and principal review and finalize the teacher’s professional goal and collaboratively outline expectations for the teacher’s SLOs, including but not limited to drafting targets based on baseline results and other factors. The goals identified for their own teaching development are taken from the Danielson’s Framework for Teaching Domain Three: Instruction.
- Observation: The Principal and Assistant Principal observe every teacher and teacher assistant conducting a lesson and working with children. As a result of these observations specific areas of focus for professional development are identified. Action plans are put in place for those teachers in need. An analysis of the student scores for 3rd – 5th grades on the NYS ELA and NYS

Math assessments is conducted. An analysis of the Terra Nova assessments for grades Kindergarten to 5th grades is also conducted.

- Newly Hired Teachers: A newly hired teacher as well as second year teachers are under the mentoring of Staff Developers and identified teachers within their grade. Teachers with three or fewer years of experience in their grade continue to be mentored by their Grade Team Leader.
- PD Days: To support faculty members' learning and delivery of the curricula, half days each month will focus on providing curriculum content knowledge, implementation guidelines, and planning time. The half days are typically scheduled for the last Friday of every month except November and June.
- Lunch & Learn Sessions: Faculty members who attend outside professional development can turn-key the information by presenting at a half hour lunch and learn session. These sessions are set up during the faculty lunch time and teachers bring their lunch while they learn the information. In addition, outside presenters are sometimes invited to present at a lunch and learn session.

Assessment of Professional Development

- Staff Survey: At the end of the school year a staff survey is conducted to evaluate the faculty's sense of how these goals were met.
- Informal Feedback: As professional development is provided, feedback from the teachers is solicited in writing and/or verbally and noted.
- Written Evaluations: After formal workshops written evaluations are collected.
- Observation of Practice: Instructional leaders observe meetings and classroom instruction to see if professional development is translating into practice.

d. Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,
- A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.

Annual Professional Performance Review Plan

The overall evaluation rating for classroom teachers shall be determined using the following weights:

- 40% Student Performance based on Student Learning Objectives (SLOs)
- 60% Teacher Performance based on Principal formal observations and other evidence of effective teaching

Evaluations will be based on a 4-point rubric. For each of the two components and for a final holistic rating, a teacher may be evaluated as:

- Ineffective;
- Developing;
- Effective; or
- Highly effective.

The weights of each element of teacher performance will be as follows:

- 35% for formal observations
- 10% for service to school

- 10% for achievement of one professional goal
- 5% for teacher attendance

Student Learning Objectives (SLOs): The student learning measures used by the school will be rigorous, comparable across classrooms, and aligned with school and state priorities for student learning, including but not limited to Common Core Learning Standards and College and Career Readiness. The weights of each element of student performance for teachers of ELA/Math will be as follows:

- 5% Growth on Baseline ELA SLO
- 5% Growth on Baseline Math SLO
- 10% Class average on ELA Terra Nova SLO
- 10% Class average on Math Terra Nova SLO
- 10% Teacher-selected non-ELA/Math SLO (Growth or Achievement)

Teachers of subjects other than ELA/Math shall develop at least two SLOs, which will count for 40% of those teachers' final evaluations and will be developed collaboratively by the teacher and administration. At least one of these SLOs must be aligned with Common Core Learning Standards and at least one must integrate ELA and/or Math standards. Teachers in these categories who work with multiple grades or sections shall select two class sections from an upper grade (3-5) selected by the principal and two class sections from a lower grade (K-2) selected by the principal. The populations selected for the SLOs shall each constitute a majority of students in that grade.

Teachers shall submit all draft SLOs to the administration no later than October 30 of each school year. If the administration does not require any changes to the SLOs and targets, no further meetings are required. If the administration intends to make changes to the SLOs and targets, the teacher shall be notified in writing and may request and receive a meeting to discuss these changes no later than November 15. If any teacher does not work with the school administration to develop or implement SLOs, the administration has the discretion to select SLOs for that teacher.

SLO targets may be adjusted by mutual agreement between the teacher and principal when significant changes occur after their initial development. Reasons for such adjustments may include but are not limited to: enrollment or departures of students during the school year; significant changes in students' attendance patterns; significant changes to students' health status; significant scheduling changes, including cancellation of scheduled classes due to school activities such as field trips; diagnosis of student learning disabilities during the school year.

Amber Charter Schools uses a system in which teachers' evaluation experiences will vary based on whether their experience and APPR rating place them on Track 1 or Track 2.

- All teachers who do not have at least three consecutive years of Highly effective or Effective ratings at Amber will be placed on Track 1.
- All teachers with at least three consecutive years of Highly effective or Effective final ratings at Amber will be placed on Track 2.
- Teachers with at least three consecutive years of Effective or Highly Effective final ratings will be placed on Track 2. Teachers who received a final rating of Developing or Ineffective in the prior year or who have fewer than three consecutive years of Effective or Highly Effective final ratings will be placed on Track 1. The principal may elect to place a teacher with fewer than three consecutive years of Effective or Highly Effective final ratings on Track 2 based on professional discretion. Tracks shall be used solely to determine the number of required formal

observations and shall have no impact on the other elements of this evaluation system or on other elements of the CBA.

Observations and Other Evidence of Effective Teaching Practice: Administrators who have been trained in the Danielson rubric will use it as the standard for formal and informal observations and review of professional goals and practice portfolios for teachers at Amber Charter School III. All teachers will develop at least one professional goal aligned with Danielson and will receive additional training in the Danielson rubric as needed. If any teacher does not work with the school administration to develop or implement a professional goal under the above circumstances, the school administration has the discretion to select a professional goal for that teacher. All teachers on Track 1 will receive a minimum of two formal observations annually and all teachers on Track 2 will receive a minimum of one formal observation annually. Formal observations shall be preceded by a pre-observation conference for teachers in their first year; pre-observation conferences are optional (at teachers' request) for teachers who have been at Amber for more than one year. All formal observations will be followed by a post-observation conference within three working days to discuss the observation. If the observation will result in a Teacher Improvement Plan (TIP), the administration will provide a written evaluation for the teacher to review and sign within two weeks of the observation. If the observation will not result in a TIP, the administration will provide a written evaluation for the teacher to review and sign within four weeks of the observation. Teachers who receive a Developing or Ineffective for any of the Danielson standards during their observation will have the option of requesting and receiving additional formal observations.

Teachers who serve as peer observers will receive training in the Danielson rubric and methods and will be encouraged to work with colleagues towards improving their professional practice. Informal observations will continue to be used to analyze school-wide instructional trends and to follow up on recommendations made during formal observations. Teachers on both Track 1 and Track 2 have the option of choosing to submit evidence from peer observations and informal observations as part of their evaluation process but are not required to include such evidence.

Evaluation Process

- All teachers shall have a final Individual Professional Development Meeting with the administration before the last day of the school year. At this meeting, the administration will review the results of the teacher's SLOs, the progress towards the teacher's professional goal, the teacher's ratings on the components of the Danielson rubric, and the teacher's overall rating.
- All teachers shall receive an evaluation form with written feedback after each formal observation during the school year. Teachers who receive ratings of Developing or Ineffective on any observed component during the school year, or who believe that adjustments to their professional goal or SLO targets are required, may request and receive a mid-year Individual Professional Development Meeting between December and March.
- Teachers who have been rated Effective for any of the Danielson standards in their formal observation/s and wish to be considered for a final rating of Highly Effective may request an additional formal observation and/or a professional development plan to provide specific guidance for improving their professional practice to Highly Effective levels.
- Teachers who are evaluated as Highly Effective in any of the standards defined in the Danielson rubric or in their annual APPR will be encouraged to share their expertise with colleagues, including but not limited to methods such as classroom visits or leadership of professional development sessions.

Accountability

If during any teacher observation or other documented professional interaction, the Principal determines that there is a possibility that administration will rate a teacher as Developing or Ineffective as their final rating, or if a teacher receives a final rating of Developing or Ineffective, a Teacher Improvement Plan (TIP) must be created to help foster teacher growth. The TIP shall include the following:

- Areas of growth, where specific improvement is needed and supporting evidence;
- Specific suggestions for improvement;
- Resources to be utilized to assist with the improvement; and
- The means by which improvement will be measured (including additional observations or other documentation of improved practice).
- Interim dates at which progress in meeting the TIP will be reviewed
- A reasonable date for achieving the specified improvement(s).
- A written notice that further discipline up to and including termination may follow unless the employee's performance improves.

The timeline for creating a TIP is as follows:

- During a formal observation or other documented professional interaction, an administrator documents ineffective teaching practice at a level which would lead to a final rating of Ineffective or Developing if not improved.
- Within three days of the documented interaction, or within 10 days of the start of the school year after a teacher has received a final rating of Developing or Ineffective, the administrator and teacher have a conference at which the documentation of ineffective or developing teaching is discussed and a meeting to develop a TIP is scheduled.
- Within two weeks of the formal observation or other documented professional interaction, or within 10 days of the start of the school year after a teacher has received a final rating of Developing or Ineffective, written documentation of the developing or ineffective teaching practice and a draft TIP plan will be provided for the teacher's review.
- Within one week of the provision of the written documentation and draft of the TIP plan, the teacher will meet with the administration and the staff developer to finalize and sign the TIP plan.
- At interim and final review dates, the TIP can be closed or extended at the discretion of the administration. The union may attend interim and final reviews of the TIP at the teacher's request.
- If any teacher does not work with the school administration to develop or implement a TIP under the above circumstances, the school administration has the discretion to either develop an alternative TIP or to terminate their employment.
- The length of a TIP will vary depending on the areas identified for improvement and the specific resources and strategies necessary to carry out the plan. The principal will take affirmative action to give support to help the teacher correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the teacher to visit and observe similar classes in Amber.
- In the event a teacher on a TIP has not improved their performance to at least "Developing" within the timeline established in the TIP, Amber may choose to either extend the timeline or to terminate and/or not re-hire for the following year. In cases where a teacher demonstrates documented but incomplete improvement after the initial timeline, the timeline may be extended. For teachers with at least three consecutive or non-consecutive years of previous

ratings of “Effective” or “Highly Effective” at Amber, the combined TIP timelines (including any extensions) will allow at least 90 instructional days for improvement before a termination decision is made. The start date for the TIP shall be considered the date upon which the teacher signed the initial TIP plan.

10. School Culture and Discipline

a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school's general approach to school culture and rationale for this approach;
- Any specific programs (e.g., Responsive Classroom, restorative justice, etc.) the school intends to implement and the rationale for their selection; and,
- How the school will maintain a safe and orderly environment.

Amber Charter Schools: Structured and Joyful Cultures

Foundationally, and as referenced in previous initial and renewal charter applications, all Amber Charter Schools are grounded in the highest of expectations for student academic and life success. The infusion of the "Amber Way," which articulates key character traits, will be core to the culture of Amber Charter School III as well.



Amber trustees and leaders believe that character development of Amber students is as important as any academic subject. To this end, the Amber discipline code and daily conduct expectations of students is experienced as quite routine, without being rigid. Students at Amber joyously work with each other in a small group doing a new assignment, excitement expressed and encouraged. A family-feel is pervasive and quiet conversations between an adult and child who is learning an appropriate behavior may be witnessed. At all Amber Charter Schools, students are asked to be reflective: What should they be working on? What are they supposed to be learning right now? What are their goals? How would they like to be treated? How are they modeling good behaviors for other students? How will their behavior help or hurt them in school and in life? What are some solutions to a current problem?

Amber Charter School students are asked to "present themselves" - to comport themselves - in a very particular manner. Besides having strong work habits and organizational skills, Amber Charter School students are expected to develop comfort speaking publicly and collaborating with others. They demonstrate self-regulation, including resiliency, self-control, and tolerance. In order to do this effectively, students use POWER and become the Amber STAR:

POWER

Persistence: You can do it with hard work.

Observe: Use the 5 W's & how.

Words: Look at words around text to help you.

Evidence: Use text to help you.

Re-read: Read aloud; over and over again to help you.

This acronym helps students remember the strategies they can use when faced with a challenging problem, reading passage, or assignment. It reminds them that they have the tools they need to attack, persevere, and overcome any challenge that comes their way.

Engagement: **STAR**
Sit up straight.
Track the speaker.
Ask and answer questions.
Respect by waiting your turn.

This acronym reminds students of the behaviors that are expected of them as Amber students. Any adult can ask a single student or an entire class, “Where are my Amber STARS?” and immediately the students respond with the appropriate behavior.

These routine behaviors demonstrate the values and skills Amber Charter Schools believe are required of students for their success in school and in becoming leaders. These skills are learned in fun, engaging ways through assemblies, recognition programs, and in writing or project assignments. The student body embraces these behaviors and vocabulary. The culture of the existing Amber Charter Schools grew so strong that staff were inspired to develop a comparable behavior code for the faculty. It is now also the foundation of the adult culture of both schools.

Community Service

Amber Charter Schools has partnered with GenerationOn,¹ an organization that provides programs, tools and resources to engage students in service and volunteering, to develop and refine its approach to community service. At least monthly, Amber Charter School fourth graders, matched with a kindergarten, first, second or third grade class, work with their younger schoolmates to decide on, design and then implement a community service project over the course of the school year. Some projects have provided direct support to community organizations, others have expressed care or appreciation to those working within their community. Fifth graders are expected to volunteer a number of hours in the community, and prepare a reflective report related to their experiences.

Amber Charter School III will replicate and expand the above model, integrating middle schoolers into the leadership roles with younger students and supporting them to forge new, innovative routes into and around the Washington Heights/Inwood community.

Athletics & After School Extended Learning

Amber Charter School III will explore a range of intramural sports and programming opportunities for its students. Many area charter schools participate in the NYC Charter School Athletic Association junior high school offerings, which include flag football, basketball, volleyball, softball, baseball and soccer². Other options may include chess³, theater⁴, and partnerships that help Amber Charter School III to

¹ <https://www.generationon.org>

² <https://www.csaanyc.org/page/show/917707-junior-high-school>

³ [Chess in the Schools](#), [Chess NYC](#)

⁴ [Inside Broadway](#), [NYC Children’s Theater](#)

promote health and wellness, such as those with local hospitals, community centers, parks and non-profits.

Middle School Advisory

Although advisory programs have become common practice and are intuitively valued, there continues to be limited empirical evidence that clearly articulate best practices. Not surprisingly, this often results in implementation that varies in focus and impact. To avoid this, Amber Charter School III will identify and invest in resources to ensure all students have a significant, high-quality advisory experience.

The greater students' sense of belonging in school, regardless of socioeconomic status, the more likely they are to earn higher grades and test scores, and the less likely they are to drop out.⁵ Almost 3 decades ago, the Carnegie Corporation of New York released a report entitled "Turning Points: Preparing American Youth for the 21st Century,"⁶ which recommended intentionally organizing schools to create greater personal connections for adolescents. Ensuring there is at least one adult "who has the time and takes the trouble to talk" with each student, creating structures for small group work to promote social relationships and fostering involvement in the local community were noted as strategies that would help students become more successful in school, and subsequently, later in life.

Middle School Advisory at Amber Charter School III will foster connectedness and communication, while supporting academic and social development.

- In 5th and 6th grade, the advisory experience will center on community-building, social-emotional development and academic monitoring and mentoring.
- 7th and 8th grade will build on the foundation described above, intentionally integrating high school readiness and articulation and pathways to college and careers (including the exploration, placement and related reflection and learning of internships).

Amber Charter School III will hire a counselor who will be specifically focused on facilitating and supporting the Middle School Advisory program. This includes both its structures and its key components, which are:

- Social and emotional development
- Support around academic performance and persistence
- High school preparation and articulation
- Pathways to college and careers

Structures:

- *Assignments:* Each advisor will be assigned a group of 10-12 students. This number may be adjusted by grade level or other relevant factors, such as student needs, dynamics, etc. The range of MS advisors indicated below represent classroom teachers, teachers of special subjects (art, Spanish, etc.) and special populations (ELLs and SWDs) and some leaders.

	MS Student Enrollment	MS Advisors to be Assigned
Year 1	200	16-20

⁵ [Creating a Culture of Connectedness through Middle School Advisory Programs](#), by Sarah Brody Shulkind and Jack Foote, Association for Middle School Educators, previously published in Middle School Journal, September 2009 (Blum & Libbey, 2004; Jackson & Davis, 2000; Klem & Connell, 2004; Mac Iver & Epstein, 1991; McNeely & Falci, 2004; National Association of Secondary School Principals, 2006)

⁶ [Turning Points: Preparing American Youth for the 21st Century, Carnegie Corporation of New York, 1989](#); [Changes Urged in Adolescent Education](#), by Edward R. Fiske, NYTimes, June 19, 1989

Year 2	315	26-31
Year 3	421	35-42
Year 4	444	37-44
Year 5	465	38-46

- *Summer Orientation*: Two weeks in August will be designed to both acculturate middle grade students to the Amber Way and behavioral expectations and establish the groundwork to launch a meaningful advisory experience.
- *Daily Meetings*: Students will begin every morning in a protected, customized advisory period.

Key Components:

Social and Emotional Development

CASEL (the Collaborative for Academic, Social and Emotional Learning) published a guide in 2015⁷ that identifies the most effective social and emotional learning programs for middle schoolers, such as Second Step, Expeditionary Learning (EL) and Facing History and Ourselves. A 2017 study completed by the Harvard Graduate School of Education, with funding from the Wallace Foundation⁸, provides details about targeted skills, instructional methods and components of several curriculum programs that are geared toward the elementary grades (e.g. 4Rs Program, SECURe, Responsive Classroom), many of which will meet the needs of Amber Charter School III's 5th and 6th graders in particular.

Support around Academic Performance and Persistence

As described above, the advisory program will help to create and strengthen community, but first and foremost, Amber Charter School III is a community of **learners**. This translates to advisors playing a key role in the academic progress of their advisees, closely supervising their performance (via routine reviews of grades in PowerSchool and on report cards), as well as persistence (completion of assignments, classwork) attendance (all day every day) and conduct through both formal and informal avenues. Every advisor will be expected to address concerns immediately to help students overcome or entirely avoid challenges, serve as a critical point person for parents and caregivers and celebrate academic accomplishments and achievements.

High School Preparation and Articulation

Advisors, in close consultation with the counselor, will ensure all Amber Charter School III students will make successful transitions to high school. On the one hand, New York City is rich with excellent public and private options; on the other hand, the volume choices (~400 schools, 700 programs) can be overwhelming for most students and their families.⁹

Although the formal process will begin with students in the summer before 7th grade, all leaders and teachers at Amber Charter School III will have consistently messaged and reinforced the importance of

⁷ [2015 CASEL Guide: Effective Social and Emotional Learning Programs, Middle and High School Edition](#)

⁸ [Navigating SEL from the Inside Out, Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers \(Elementary Schools Focus\)](#) by Stephanie Jones, Katharine Brush, Rebecca Bailey, Gretchen Brion-Meisels, Joseph McIntyre, Jennifer Kahn, Bryan Nelson and Laura Stickle, Harvard Graduate School of Education with funding from the Wallace Foundation, March 2017

⁹ <https://nypost.com/2016/09/17/how-to-pick-the-best-nyc-high-school-for-your-child/>

being in school every day, on time, and demonstrating what they are learning in class and on formal measures, like standardized assessments, throughout the years.

NYC DOE Process

In 7th grade, advisors and the counselor will:

- Help students examine their strengths, areas of growth and temperament, consider how long a commute and how heavy a workload they can effectively manage.
- Explore the opportunities and challenges of both large and small schools
- Expose students to “early college” models, where they can take classes on a CUNY campus and earn free college credits.
- Edify students around the borough, grade, test score priorities as well as the chances of acceptance based on the seat available and typical number of applicants.
- Share information about citywide and borough-specific high school fairs, open houses and information interviews, and how to learn the most from students, teachers and leaders at these events.

In 8th grade, advisors and the counselor will:

- Assist students in assembling a portfolio of work, preparing for admission interviews and auditions,
- Support students to register and take the Specialized High School Admissions Test in the fall.
- Ensure students submit high school application before the deadline.
- Provide guidance and support to students and families as they receive round-one offer letters in the early spring and make final choices. As needed, help them to submit round two applications.
- Provide guidance and support to students and families as they receive round-two offer letters in the late spring, and as needed, help them to file appeals to change schools (based on a documented hardship).

The counselor and advisors will utilize a number of helpful guiding resources, including the NYC High School Guide,¹⁰ a free website and application. They will also expose students and families to independent/private school options,¹¹ both local day schools and residential programs. The staff will share the quality and variety of them, along with admissions processes and opportunities for financial assistance.

In addition, Amber Charter School III students will be prepared to take the Algebra, Earth Science and Spanish Regents exams. Graduating with a minimum of two Regents exams completed will set students ahead in their high school careers.

Pathways to College and Careers

For far too many students like the ones we will serve at Amber Charter School III, exposure to college and careers during the high school years comes much too late. As noted in **R-01a Community Description**, over half of the Washington Heights/Inwood population are foreign-born and well over one-third are limited English proficient. The median household income is below \$40,000, and one-

¹⁰ <https://www.heckscherfoundation.org/our-approach/venture-philanthropy/targeted-problem-solving/nyc-high-school-application-guide/http://nychighschoolapp.org/>

¹¹ <https://www.noodle.com/articles/public-or-private-the-right-way-to-choose-a-nyc-high-school>

quarter of these households have incomes below the federal poverty level. Almost one-third of residents (30%) have not completed high school. Therefore, with so many families experiencing daily economic hardships, and so few with satisfactory high school or any college experiences, it is critical for our students begin contemplating their future aspirations, and to understand what will take to pursue higher education degrees and stimulating, impactful careers of their choice.¹²

Amber Charter School III will provide numerous opportunities for students to be exposed to and explore college and career pathways. Examples include, but are not limited to:

- College visits, virtually and on site
- College and/or career days, engaging young adults from the community to authentically share their recent or real-time personal experiences
- Partnerships with local post-secondary institutions (e.g. Columbia University and CUNY campuses are in close proximity)
- Real world internships: Beyond the civic engagement Amber Charter School III students will have during their service learning experiences, 7th and 8th graders will also gain early exposure to a host of careers through internships, an approach Amber Charter School III will adapt from the Cristo Rey Jesuit High School model. Unlike Cristo Rey, which is geared toward helping students gain college acceptance and an immediate pathway to earn income, Amber Charter School III believes that even at the middle school level, exposure to work, both familiar and unfamiliar, will begin to develop responsible work habits, strengthen students' commitment to their education, broaden their network of adult role models and mentors, and potentially motivate them to pursue studies and work they may not have initially considered. Many, if not all, of these opportunities may also empower Amber Charter School III students to drive change in their own communities and are likely to connect to STEAM academic enrichment content. The internship will be a monthly experience in 7th grade, and a multi-week experience in 8th grade, both involving a summative, interdisciplinary project.

¹² <https://www.newamerica.org/education-policy/edcentral/step-right-direction-career-exploration-middle-school/>

10. School Culture and Discipline

b. Discipline Policy

Provide the school's discipline policy for general education students.

Upon approval by the Board of Trustees at the June 2014 Board meeting, Amber Charter Schools discipline policy is as follows:

DISCIPLINE POLICY

SHORT TERM SUSPENSION

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of ten or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Principal or designee determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

Disciplinary Infractions

- Attempt to assault any student or staff member;
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Engage in insubordination
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiarism;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;
- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;
- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the student dress policy (Except that, under no circumstances will a student be removed from class or school for violation of the dress code policy);
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

Procedures and Due Process for Short Term Suspension

The Principal or designee may impose a short-term suspension and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term

suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal or designee shall notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided within 24 hours. Notification also shall be provided by telephone and in writing. 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 informal conference with the Principal or designee. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to have the Principal or designee ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the School's complaint process.

LONG TERM SUSPENSION/EXPULSION

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal or designee determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;
- Commit, or attempt to commit arson on school property;
- Assault any other student or staff member;
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing major damage;
- Commit any act which could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term suspension.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Principal's or designee's discretion only if the student has committed the act at least three times in the academic year.

Procedures and Due Process for Long Term Suspension

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s) or guardian(s). Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter 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). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees of the Education Corporation the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall appoint a designee to handle any investigation, hearing and determination.

EXPULSION

After a child's third suspension, the student's parent or guardian may be required to come to school and to sit with the student in his or her classroom(s). Upon a student's fourth suspension in one year, the student may be referred to the Amber Board of Trustees for an expulsion hearing.

Expulsion requires Board approval. Violation of the following three infractions will be grounds for immediate action by the Board of Trustees and could result in expulsion.

1. Students may not sell, distribute, possess, or be under the influence of drugs or alcohol.
2. Students may not possess and/or use firearms, dangerous weapons or other instruments.
3. Four or more suspensions in one year.

Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act, except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older, or a student fourteen or fifteen years of age who qualifies for juvenile offender

status under Criminal Procedure Law § 1.20(42) who has been determined to have brought a weapon or firearm to school, to the appropriate law enforcement officials.

Provision of Instruction During Removal

The School will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal No Child Left Behind Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

STUDENT RECORDS

The School will maintain written records of all suspensions and expulsions 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. The School will comply with NYSED's VADIR data collection requirements and disciplinary data and submit that information to NYSED by required deadlines.

10. School Culture and Discipline

c. Special Education Discipline Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations.

Upon approval by the Board of Trustees at the June 2014 Board meeting, Amber Charter Schools discipline policy, specifically for students with disabilities, is as follows:

DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, the School shall implement the following disciplinary policy procedures with respect 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 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] The School shall comply with sections 300.519- 300.529 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.

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School will work with CSE to provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

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.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for 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 School shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (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 Principal would seek to impose a suspension in excess of 10 days.

Also, the School 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:

- Convene a CSE meeting within 10 school days to make a manifestation determination.
- 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.
- Provide the student's parent with a copy of their procedural due process rights.
- 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 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 with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, and computer instruction.

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

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the 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.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

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

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

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

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

If a parent requests a hearing or an appeal 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 any 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 the School agree otherwise.

10. School Culture and Discipline

d. Dress Code Policy

If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

A dress code helps students feel like active and united members of a learning community. Uniforms decrease distractions and increase academic focus and are mandatory at all Amber Charter Schools. Amber Charter School III strictly enforces this expectation.

All students (K-8) are expected to arrive dressed in their school uniforms on the first day of school and each school day thereafter; unless prior notice has been given by school administration. This also includes days students are on field trips. Students do not change clothes or shoes for physical education or recess.

Exceptions will be made to the uniform policy in connection with the exercise of religious practices (e.g. head covers). Exemptions from the school uniform policy may be granted for religious, medical or other justifiable reasons. Parents or guardians may submit a uniform exemption request form, which is available in the school office, to the school principal.

At the beginning of the school year, families will be encouraged to bring a second set of acceptable clothing to store in their child's classroom, in the case of any accidents or illness.

The school will also purchase a small number of shirts and pants to be utilized in cases of hardship, including but not limited to homelessness, when other options have been exhausted. Over time, the school will also take clean, gently worn donations from families whose children have outgrown their school shirts, pants, shorts and skirts. The social worker will develop a confidential, respectful and supportive process for sharing purchased and donated clothing with families in need.

Across all grade levels, shirts must be tucked in at all times, and shoes must be closed-toe.

Category	ELEMENTARY GRADES 1-4:	MIDDLE GRADES 5-8:
Tops:	<ul style="list-style-type: none"> ● Navy blue tie ● Short or long sleeved light blue button-down oxford shirt/blouse with Amber logo embroidered on left hand side ● Navy blue sweater with Amber logo embroidered on the left-hand side 	<ul style="list-style-type: none"> ● 5th/6th: Navy blue tie ● 7th/8th: Gold tie ● Short or long sleeved white button-down oxford shirt/blouse with Amber logo embroidered on left hand side ● Grey sweater with Amber logo embroidered on the left-hand side ● Grey blazer with logo on right hand pocket
Bottoms:	<ul style="list-style-type: none"> ● Navy blue long pants ● Navy blue skirt/shorts/short (no more than 2 inches above the knee) ● Navy sweatpants (Nov-Mar) 	<ul style="list-style-type: none"> ● Navy blue long pants ● Navy blue skirt/shorts/short (no more than 2 inches above the knee) ● Navy sweatpants (Nov-Mar)

		<ul style="list-style-type: none"> ● Black or navy blue belt
For PE:	<ul style="list-style-type: none"> ● Short sleeve light blue t-shirt with Amber logo silk screened on the left-hand side ● Navy shorts or sweatpants 	<ul style="list-style-type: none"> ● Short sleeve light blue t-shirt with Amber logo silk screened on the left-hand side ● Navy shorts or sweatpants
Socks & shoes:	<ul style="list-style-type: none"> ● Navy or black socks and navy blue or black shoes 	<ul style="list-style-type: none"> ● Navy blue, black or grey socks ● Navy blue black, or grey shoes
Jewelry:	<p>Students should not wear ornate or expensive jewelry to school. * The school will not be responsible for lost or stolen jewelry.</p>	
NOT Uniform:	<ul style="list-style-type: none"> ● Tops: Thermal shirts that can be seen under uniform, hoodie sweatshirts and jackets ● Bottoms: Cargo pants, leggings, jumpers ● Shoes: Shoes that ARE NOT navy blue or black, sandals or flip-flops ● Socks: Socks that are not navy blue or black ● Any clothing item that conceals the Amber logo ● Any clothing item that is not the appropriate color ● Jeans or denim material. ● Baggy or tight-fitting attire ● Hats, scarves and head coverings, except in cases of religious observance 	

Teachers reserve the right to require students to remove other types of clothing beyond the required dress code expectations, or any jewelry or accessories, if anything is determined to be distracting to learning.

If a student arrives to school and is not dressed in a manner aligned with the Amber Charter School III dress code, the following steps will be taken to address this concern:

- Level 1 (one incident): The teacher will document it on the daily attendance form, and a member of the operation team will be responsible for tracking it on a daily basis. This staff member will contact the family that day to address the matter.
- Level 2 (two-three Incidents): The social worker will receive regular data reports and follow-up with families who are demonstrating patterns of concern in person.
- Level 3 (four or more incidents; pattern evident; no or inconsistent improvement): A formal conference will be held by the principal or his/her designee with parents/caregivers, and the student when appropriate.

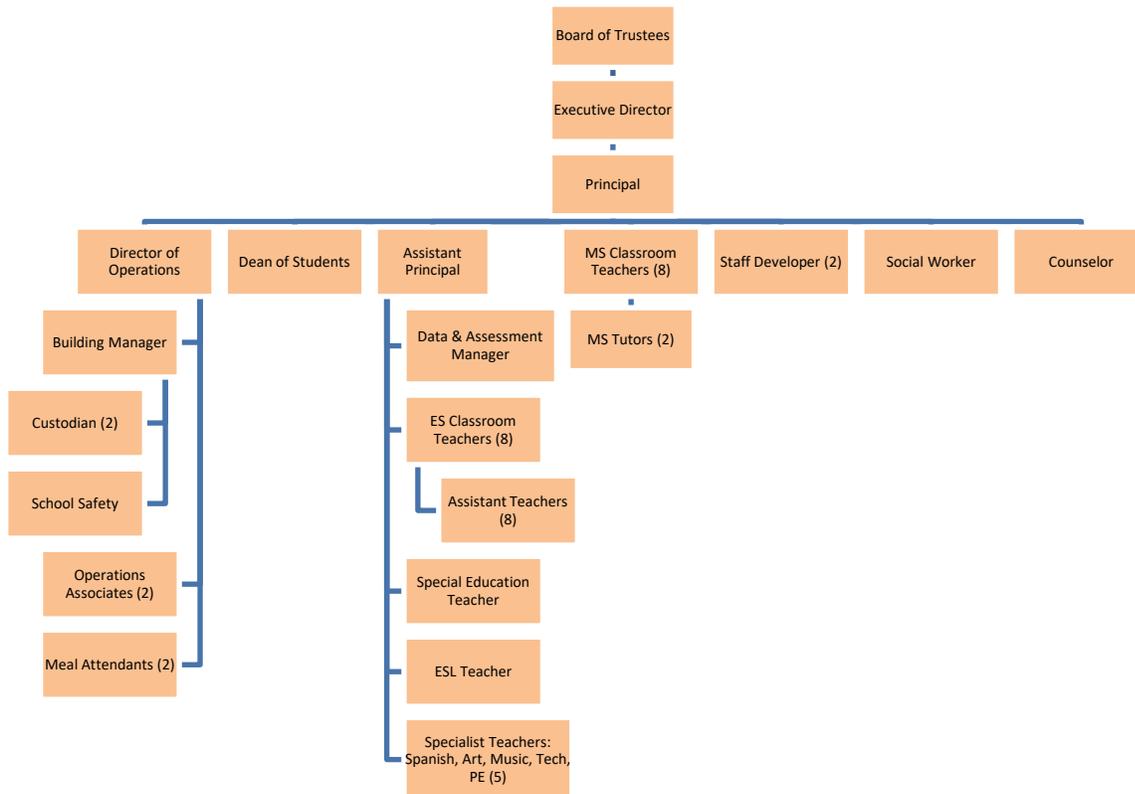
ORGANIZATIONAL VIABILITY

11. School Management and Leadership

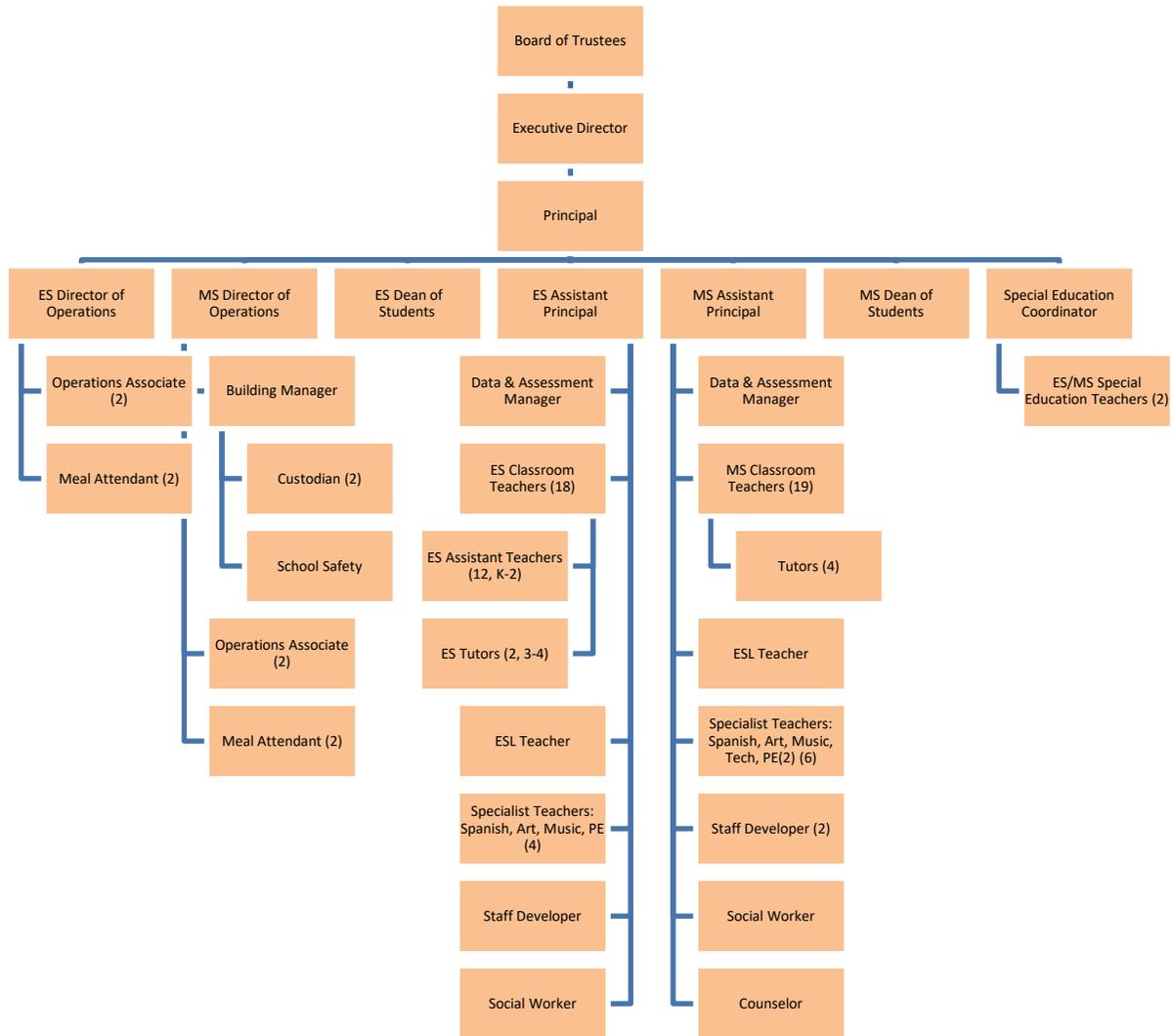
a. Organizational Chart

Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

Year 1: Amber Charter School III Organizational Chart



Year 5: Amber Charter School III Organizational Chart



b. School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.

The narrative should:

- Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;
- Outline the evaluation procedures for staff in management positions; and,
- Describe recruitment plans for the school leader including:
 - o The process and criteria the school will use to select the school leader;
 - o Who has been, or will be involved in the selection process; and,
 - o The role of any CMO or partner organization (if any) in the selection process.

Lines of Reporting and Accountability

Amber Charter Schools, as an EdCorp, views the Principal as the instructional leader of the school, based on almost two decades of ensuring student success at two schools. The **Executive Director** is an experienced school leader who has contributed greatly to the success of Amber Charter School East Harlem and Kingsbridge. The **Executive Director** reports directly to the **Board of Trustees** and is accountable for all aspects of the school's performance, be it academic, organizational or financial. The **Executive Director** will directly supervise the school **Principal**, who will have day-to-day management responsibilities for the school.

The **Principal** will formally supervise the **Assistant Principal, Directors of Operations** and **Deans of Students** throughout the 5 years of the charter. In year 1, s/he will also supervise the **Staff Developers, Social Worker, Counselor**, and the **MS Classroom Teachers**, until year 2, when a second **Assistant Principal** is hired. Should the **Principal** have strengths in the elementary grades, we will initially seek a leader with middle school expertise for the first **Assistant Principal** hire, and subsequently shift the elementary and middle grade teacher supervision responsibilities between the **Principal** and **Assistant Principal**.

The **Assistant Principals** will supervise all **Classroom, Specialist** and **ESL Teachers**, and assume the supervision of the **Staff Developers, Social Workers** and the **Counselor** beginning in year 2. The first **Assistant Principal** will supervise the **Special Education Teacher** in year 1. The **Special Education Coordinator**, hired in year 2, will then assume the supervision two **Special Education Teachers** and report directly to the **Principal**. Although the organization chart indicates that **Classroom Teachers** will supervise **Assistant Teachers** and **Tutors** on a day-to-day basis, they will do so in close consultation with **Assistant Principals**, who will be primarily responsible for their formal evaluations (with valuable input from those teachers) and address any performance concerns should they arise.

The two **Directors of Operations** will each supervise **Operations Associates** and **Meal Attendants**. Although the organization chart reflects the **MS Director of Operations** supervising the **Building Manager**, the **ES Director of Operations** may assume this responsibility, or share it to some degree.

Setting Priorities and Making Key Decisions

Shared Service Team Level

Key leaders of the Shared Services Team (the Executive Director, COO, CCO, CFO/HR, and Director of Special Programs) will continue regularly to set overall direction of the EdCorp organization and the schools that they serve. They will continue to focus on monitoring progress towards goals set by the

Board of Trustees and the authorizer to ensure the existing two schools, and now Amber Charter School III, is on track to achieving the common mission AND attaining the goals in its Accountability Plan.

Departments will continue to meet regularly to focus on their unique issues:

- **Academics:** The Executive Director, Director of Special Programs, and the Principals of Amber Charter School East Harlem, Amber Charter School Kingsbridge and Amber Charter School III will meet regularly to discuss implementation of the school model, students' academic performance, curriculum delivery and staff development needs. They will establish and refine common standards and priorities across all three Amber Charter Schools and coordinate shared activities such as professional development, curriculum resource dissemination and common assessment systems.
- **Finance/Operations:** The CFO and COO will communicate regularly with the Directors of Operations and Building Managers from Amber Charter School East Harlem and Kingsbridge, and now Amber Charter School III. They track reporting and compliance requirements and monitor the performance of all financial and organization systems.

School Level

The Principal will manage affairs at the school and convey information from the Shared Services Team to the school. In practice, school-based staff will communicate frequently and informally with their counterparts on the Shared Services Team. For instance, the Principal will work closely with the Executive Director to implement the academic program, the school Director of Operations will collaborate with the CFO and COO and their staff, and the Staff Developers will work collaboratively with the Director of Special Programs.

- **Leadership Team:** The Principal along with the Assistant Principal, Director of Operations, Dean of Students, Data/Assessment Managers, and Staff Developers will comprise the school's leadership team, which will meet weekly to discuss school-wide issues, set priorities, and monitor progress.
- **Team Leader Meetings:** Grade team leaders meet regularly with the Principal, Assistant Principal, Dean of Students, Staff Developers and Data/Assessment Managers to plan together, problem-solve, share concerns, and work toward the school's overall goals. These meetings promote opportunities for the development of leadership skills in teachers.
- **Grade Teams:** Grade level teachers and teaching assistants along with appropriate special education, ESL and specialists will meet regularly to review curriculum, plan lessons and assessments, and examine student work together. They will also be responsible for analyzing data and action planning, including adjusting instruction to meet students' needs and identify students for targeted intervention services. The Principal, Assistant Principal, Staff Developers, and Data/Assessment Managers will attend the meetings to provide guidance and training and monitor implementation of school practices and priorities. Attendance at these meetings will inform the instructional leadership team's needs assessments and strategic planning.
- **At-Risk Specialists:** The Principal, Assistant Principal and Special Education and ELL Teachers will meet regularly along with the Special Education Coordinator to consider referrals from teachers and parents regarding students of concern. Amber Charter Schools will employ a Response to Intervention (RtI) Framework, which guides teachers and other instructional staff member to make multiple attempts to mitigate student's struggles before considering a making a formal referral for a special education evaluation. The RtI tiers and intervention strategies are described in detail in **R-08ad Special Populations**.

Evaluation Procedures for Management Roles

The Board of Trustees is responsible for evaluating the Executive Director. Each year, it will assemble an Evaluation Committee, and employ the process described below.

Date	The Evaluation Committee:
July/August	Reviews parent and teacher surveys from all Amber Charter Schools
September/October	Reviews NYS assessment results for all Amber Charter Schools, as well as the schools' community school districts and boroughs and NYC as a whole
October/November	Reviews NYC DOE's Progress Reports for all Amber Charter Schools. Reviews SUNY CSI's analysis of Amber Charter Schools student academic performance, absolute and growth, and comparisons within the charter sector.
October/November	<p>The Evaluation Committee facilitates a comprehensive 360-degree evaluation process, utilizing Echospa¹:</p> <ul style="list-style-type: none"> ● ED completes and submits 360-degree evaluation tool, with written comments, to the Evaluation Committee. ● The Evaluation Committee, other trustees, and members of the shared support services [SST] leadership team complete 360-degree evaluation tool. ● At Annual Evaluation conference, the Evaluation Committee reviews and shares evaluation with ED. Findings and future goals are discussed. ● The Evaluation Committee shares findings and future goals with the full board in Executive Session (at November or December Board Meeting, pending timing). ● The Board of Trustees votes to approve the completed ED evaluation.
March	The Evaluation Committee meets with ED to engage in a formal Mid-Year Conversation/Check-in and complete mid-year form.

The Executive Director is responsible for evaluating the Shared Service Team members and the Principals from each school.

The evaluation process for Principals mirrors the Executive Director evaluation process described above. The Executive Director reviews a broader, more comprehensive set of academic performance measures with each principal, including but not limited to internal literacy assessments (e.g. DRA and IReady) and math assessments (e.g. curriculum unit tests). The 360-degree evaluation tool may be completed by more staff members at the school level. In year 1, the Principal and Executive Director will meet for formal check-ins in the fall and winter and the 360-degree evaluation will be implemented in the spring.

Recruiting Excellent School Leader(s)

As Amber Charter Schools have evolved and expanded, we have typically trained, prepared and promoted from within to fill our school leadership positions. As such, we are currently exploring a number of internal candidates to assume key roles at Amber Charter School III. We also anticipate conducting a broader external search, as we consider the founding Principal position critical to the success of all staff members as well as all of our students.

Similar to the search for excellent teaching candidates, the external search for Principal candidates includes advertising the opportunity by traditional methods, such as posting jobs with Idealist, Chalkboard, the New York City Charter School Center and the National Alliance for Public Charter Schools, Amber Charter Schools has established connections with a number of graduate schools of

¹ <https://www.echospa.com>

education and other education organizations in New York City that disseminate job opportunities, and Dr. Acosta will share the posting with her colleagues from the Latino Charter Leaders Roundtable.

Whether external or internal candidates, all applicants for the Principal position will proceed through a rigorous screening process, including phone and in-person interviews, which will be facilitated by a committee including Executive Director, members of the Shared Services Team, at least one Amber Charter School principal, and teachers. Applicants will be required to conduct demonstration lessons, as the role is the instructional leader of the school. References are gathered and contacted for finalists who must also complete a thorough background check, including fingerprinting and criminal clearance.

12. Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

AMBER CHARTER SCHOOL III							
		Year 1	Year 2	Year 3	Year 4	Year 5	
	Years	2020-21	2021-22	2022-23	2023-24	2024-25	
	Grades	K-1, 5-6	K-2, 5-7	K-3, 5-8	K-8	K-8	
	Enrollment	400	610	802	902	923	
ADMINISTRATIVE PERSONNEL FTE		FTE					Assumptions
Executive Management		0.0	0.0	0.0	0.0	0.0	
Instructional Management		2.0	3.0	3.0	3.0	3.0	
Deans, Directors & Coordinators		4.0	6.0	7.0	7.0	7.0	
CFO / Director of Finance		0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager		1.0	2.0	2.0	2.0	2.0	
Administrative Staff		2.0	3.0	3.0	3.0	3.0	
TOTAL ADMINISTRATIVE STAFF		9.0	14.0	15.0	15.0	15.0	
INSTRUCTIONAL PERSONNEL FTE							
Teachers - Regular		16.0	25.0	33.0	37.0	38.0	
Teachers - SPED		1.0	3.0	3.0	3.0	3.0	
Substitute Teachers		0.0	0.0	0.0	0.0	0.0	School Professionals
Teaching Assistants		8.0	12.0	12.0	12.0	12.0	
Specialty Teachers		7.0	11.0	12.0	12.0	12.0	
Aides		0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors		2.0	3.0	3.0	3.0	3.0	
Other		1.2	2.4	6.6	9.0	9.0	Tutors for Grades 3 - 8
TOTAL INSTRUCTIONAL		35.2	56.4	69.6	76.0	77.0	
NON-INSTRUCTIONAL PERSONNEL FTE							
Nurse		0.0	0.0	0.0	0.0	0.0	
Librarian		0.0	0.0	0.0	0.0	0.0	
Custodian		3.0	3.0	3.0	3.0	3.0	
Security		1.0	1.0	1.0	1.0	1.0	
Other		0.6	0.6	0.6	0.6	0.6	
TOTAL NON-INSTRUCTIONAL		4.6	4.6	4.6	4.6	4.6	
TOTAL PERSONNEL SERVICE FTE							
		48.8	75.0	89.2	95.6	96.6	

During the pre-opening year, Amber Charter School III will hire a Principal and a Director of Operations, in order to ensure instructional and operations staff are hired, the building is prepared, and recruitment and enrollment proceed on schedule. For more details, please see **R-22 Action Plan**.

Year 1 (48.8 FTE):

Administrative and Non-Instructional Personnel

- An Assistant Principal, Dean of Students, 2 Staff Developers and a Data and Assessment Manager round out the instructional leadership team.
- The operations team will include 1 Director of Operations, 2 Operations Associates and 2 Meal Attendants (@.3 each, for .6 total). One (1) Building Manager, 2 Custodians and 1 School Safety Officer will manage the facility.

Instructional Personnel

- 16 Classroom Teachers (8 ES K-1, 8 MS 5-6)
- 8 Teacher Assistants (ES K/1)
- 2 Tutors (MS 5/6 @ .6 each, for 1.2 total)
- 1 Spanish Teacher
- 1 Art Teacher
- 1 Music Teacher
- 1 Technology Teacher
- 2 Physical Education Teachers
- 1 Special Education Teacher
- 1 English as a Second Language Teacher
- 1 Social Worker
- 1 Counselor

Year 2 (75 FTE):

Administrative and Non-Instructional Personnel (+5)

- A second Assistant Principal, Dean of Students, Data and Assessment Manager, Director of Operations, and a third Operations Support will be added.

Instructional Personnel (+21.2)

- 9 additional Classroom Teachers (4 ES grade 2/5 MS grade 7)
- 4 additional Teacher Assistants (ES)
- 2 additional Tutors (MS, @ .6 each, for 1.2 FTE)
- A second Spanish, Art and Music Teacher
- 1 Special Education Coordinator
- A second Social Worker, Special Education Teacher and English as a Second Language Teacher

Year 3 (89.2):

Administrative and Non-Instructional Personnel (1)

- A third Staff Developer is the only addition to the instructional leadership team.

Instructional Personnel (13.2)

- 7 additional Classroom Teachers (3 ES grade 3/4 MS grade 8)
- 7 additional Tutors (3 ES @ .6 each, for 1.8 FTE, 4 MS @ .6 each, for 2.4 FTE)
- A third Physical Education Teacher

Year 4 (95.6):

Administrative and Non-Instructional Personnel

- No additions

Instructional Personnel (6.4)

- 4 additional Classroom Teachers (3 ES grade 4/1 MS)
- 4 additional Tutors (4 ES @ .6 each, for 2.4 FTE)

Year 5 (96.6):

Administrative and Non-Instructional Personnel

- No additions

Instructional Personnel (1)

- 1 additional Classroom Teacher (MS)

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Amber Charter School III will have a dedicated set of staff members to serve its students. The staffing plan, particularly for the elementary grades, is largely based on the Amber Charter School East Harlem and Kingsbridge models, and reflects an evolution to what works most effectively in meeting the varied needs of students and staff. It also takes into account a larger enrollment and the specific academic and developmental needs of middle school students. The plan also assumes the school will be located in private space; therefore, it requires certain staff with responsibilities not typically necessary in co-located charter schools (e.g., facilities management, security, food services). Below is a description of each position at the school level. For information regarding qualifications, please see **R-23b 9 Job Descriptions**. For details about the roles of Shared Support Team members, please refer to the **Business Plan**.

- **Principal:** Under the guidance of Amber Charter Schools Executive Director, the Principal, who will be hired for the pre-opening year, is responsible for day-to-day affairs at the school. S/he provides instructional leadership, including coordination of curriculum development, instructional planning, scheduling, interventions, and teacher support and evaluation. The Principal also oversees the operational aspects of the school.
- **Assistant Principals:** One Assistant Principal will be hired for year 1, and the second for year 2. In close collaboration with the Principal, Assistant Principals provide direct instructional leadership to Amber Charter School III's teaching staff. They coordinate professional development, conduct formal and informal observations, and collect other evidence of teacher performance.
- **Deans of Students:** One Dean of Students will be hired in year 1, the second in year 2. Both will support the school's culture, classroom management practices and discipline and will work closely with the Principal and Assistant Principal(s) to build a strong sense of community among staff and families.

- **Staff Developers:** Two Staff Developers will join the school in year 1, and the third in year 3. They provide ongoing support to teachers, ensuring professional development is deeply embedded in real-time classroom instruction, and help them individually and collectively align their efforts to best practices. They also liaise with all outside curriculum and instructional consultants, (e.g. Wit and Wisdom) and follow-up to teachers to implement and improve the strategies introduced by these consultants. Staff Developers are critical to the building of a cohesive, collaborative instructional team, as they prioritize the facilitation of a range of professional development activities, such as workshops, trainings and book study groups. They also ensure teachers have all necessary materials and resources.
- **Data and Assessment Managers:** One Data and Assessment Manager will be hired for year 1, and the second for year 2. They coordinate the organization and administration of all assessments, collect data, conduct analyses. and generate reports for teachers and school leaders. They work closely with teachers to help them use data to inform instructional planning and identify students for interventions.
- **Directors of Operations:** One Director of Operations will be hired for year 1, the second for year 2. In coordination with the CFO and other members of the Shared Services Team, the Directors of Operations manage all non-academic affairs at the school site, including enrollment, attendance, scheduling, food services and health services. They are supported in this work by the operations associates and meal attendants.
- **Operations Associates:** Two Operations Associates will be hired for year 1, with a third added in year 2. Operations Associates are typically the first point of contact for students and families, as well as all other callers and visitors. All Amber Charter Schools are predicated on building a strong home-school connection, and the Operations Associates promote healthy and frequent communication with families, coordinate events, and provide guidance around processes such as student recruitment and enrollment. They also assist with tracking attendance, meeting reporting requirements, filing, record keeping and correspondence, and other tasks in support of the administration.
- **Meal Attendants (.3 FTE each):** Two meal attendants, will track meal counts and federal program reporting requirements. They will also perform other office duties as required.
- **Building Manager:** The building manager coordinates all maintenance and upkeep of the facilities, supervises custodians, and manages vendors.
- **Custodians:** Amber Charter School III will require two custodial staff members to maintain a clean and healthy building, as it will be sited in a private facility.
- **School Safety Officer:** To ensure a safe and orderly learning environment, the school will hire a School Safety Officer in year 1 to monitor the entrance, identify visitors and support the school's safety protocols.
- **Nurse (DOH):** Amber Charter School III expects to have a school nurse provided by DOH to address minor medical issues, maintain students' medical records, and administer medications as necessary.
- **Teachers:**
 - **Classroom Teachers:**
 - Eight elementary level classroom teachers will be hired in year 1 (for four kindergarten and four first grade classrooms). Four will be added in year 2 as Amber Charter School III grows to serve grade 2, and four will be added for grades 3 in year 3. We expect to serve only

three classes in 4th grade in year 4 and 5, based backfilling open seats only in grades K-2, and estimated attrition based on prior experience at our existing schools. Should attrition be less than expected, staffing will be adjusted accordingly.

- Eight middle school classroom teachers will be hired in year 1 (for four sections of 5th and 6th grades, teaching humanities/ELA, mathematics, science and social studies). Five will be added in year 2, as Amber Charter School III grows to serve grade 7. Four will be added for grade 8 in year 3, and one will be added in both year 4 and 5. Aligned to the enrollment plan, we expect to serve only three sections in 8th grade in year 4, based backfilling open seats only in grades 5-6, and estimated attrition. Should attrition be less than expected, staffing will be adjusted accordingly. The one additional teacher we have added in years 2 (5 vs. 4), year 4 (1) and Year 5 (1), based on assessed learning needs, may be utilized to
 - Reduce section class size in a particular content area to ensure all students are not only meeting, but exceeding grade level standards,
 - Create deeper learning experiences, within or across content areas (e.g. writing, STEAM, etc.), and/or
 - Offer accelerated coursework, such as advanced math or technology.
- **Special Education Teachers:** One special education teacher will be hired in year 1, the second in year 2. They provide additional learning supports to students mandated for SETSS and those identified as academically at-risk.
- **English as a Second Language Teachers:** One English as a Second Language Teacher will be hired in year 1, the second in year 2. They provide additional learning supports to students identified as English language learners and those identified as academically at-risk.
- **Specialists Teachers:** Spanish, Music, Art, Physical Education and Technology Teachers provide content-focused learning opportunities that further extend and enrich the core curriculum areas.
- **Special Education Coordinator:** This coordinator serves as the primary liaison to district CSE, coordinates special education child find, IEP development and review processes, supervises special education teachers and provides professional development.
- **Teacher Assistants:** All kindergarten, 1st and 2nd grade classrooms will have teacher assistants, who may support the classroom teacher in a myriad of ways, including but not limited to working with students individually or in small groups, ensuring students have access to resources, differentiating materials to meet the learning needs of particular students (challenged to advanced) and reviewing classwork, homework, writing, etc.
- **Tutors (.6 FTE each):** On the elementary level three tutors will be hired in year 3, and four will be hired in year 4, to provide additional, targeted support to 3rd and 4th grade students. On the middle school level, two tutors will be hired in year 1 to support 5th and 6th grade students. Two additional tutors will be hired in year 2, and four will be hired in year 3, to support the learning needs of 7th and 8th graders.
- **Social Workers:** One social worker will be hired in year 1, the second in year 2. Social workers provide counseling services to students, refer families to community resources, participate in special education processes and support teachers as they help students in their social-emotional development.
- **Counselor:** The counselor will facilitate and support the middle school advisory program, internships

and high school articulation process.

c. Staff Recruitment and Retention

Describe plans to recruit and retain staff, particularly high-quality teachers including:

- The processes and policies to recruit and hire teachers and other staff; and,
- The strategies for retaining high quality teachers.

NOTE: If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these questions in full in the proposal.

With almost two decades of experience operating high-performing charter schools, Amber Charter Schools has developed effective strategies for recruiting and retaining high quality teachers and staff.

With a record of success, Amber Charter Schools has a reputation that attracts applicants, allowing it to be selective and choose staff members who closely align with the school's mission and vision. In addition to traditional methods, such as posting jobs with Idealist, Chalkboard, the New York City Charter School Center and the National Alliance for Public Charter Schools, Amber Charter Schools has established connections with a number of graduate schools of education and other education organizations in New York City that disseminate job opportunities. In addition, by hiring teacher assistants and tutors, we create an active internal pipeline (within and now across our schools) to identify and develop potential teachers. The same is true for our leaders, who are often developed from within our teachers and junior operations staff.

Whether external or internal candidates, all applicants proceed through a rigorous screening process, including phone and in-person interviews facilitated by a teacher and administration committee. For all instructional positions, applicants are required to conduct demonstration lessons. References are gathered and contacted for finalists, who must also complete a thorough background check, including fingerprinting and criminal clearance.

As Amber Charter Schools have evolved and expanded, we have typically trained, prepared and promoted from within to fill our school leadership positions. As such, we are currently exploring a number of internal candidates to assume key roles at Amber Charter School III. We also anticipate conducting a broader external search, as we see these founding positions as critical to the success of all staff members as well as all of our students. The Executive Director and the leadership team of the Shared Services Team will ensure a highly qualified Principal and Director of Operations are identified and hired for the pre-opening year.

To hire the first cohort of teachers for Amber Charter School III, the recruitment will begin in January of the initial school year in order to allow enough time to hire the large number of teachers, teacher assistants and tutors required. In each subsequent year, hires will be done in the winter/spring before the school year begins.

Identifying excellent talent, particularly in teaching, is a critical challenge for any new school. To this end, Amber Charter Schools EdCorp, or the school itself, may also employ a dedicated staff recruiter. The Executive Director will work closely with the Principal, particularly to consider internal teacher candidates from Amber Charter School East Harlem and Kingsbridge to assume grade team teacher leader roles. These teachers will know the school culture, procedures, high expectations of Amber

Charter Schools, as well as the academic programming in the elementary grades, and will serve as strong guides for newly hired teachers.

Amber Charter Schools strives to employ 80% experienced teachers and 20% newer teachers (i.e. recent graduates). Experience is defined as having earned a bachelor's degree, at least two or three years of teaching experience, preferably at more than one grade level, and demonstrated mastery at least one instructional technique used at Amber Charter Schools. We prioritize candidates who are duly certified in special education, as these teachers are typically stronger at modifying and differentiating to best meet the needs of our diverse student population and strive to assemble a teaching team in which a minimum of 10% have earned graduate degrees.

Amber Charter Schools' primary strategy for retaining staff is providing them with a professional environment in which to work and compensating them well for their efforts. Amber Charter Schools offers robust professional development opportunities, including Summer Institute, bi-monthly ½ days, common planning time and off-site workshops and conferences. In addition, a cohesive, collaborative team of instructional leaders and staff developers provide ongoing support and coaching for teachers. Staff members have collectively bargained a contract with the school that provides competitive salaries and benefits, including a 4% match for retirement.



Amber Charter School
Personnel Policy and Procedures
Employee Manual

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I. INTRODUCTION TO MANUAL

This manual is intended to provide you with a convenient summary of Amber Charter Schools' history, mission, overview of key elements, policies, benefit programs and certain operating procedures. While it is not possible to put everything in writing, we anticipate that this Manual will provide you with **general** information concerning your employment. For members of the Union for Teachers [UFT] this Manual supplements the Collective Bargaining Agreement [CBA] which is the ruling document for its members.

We recommend that you consult this Manual whenever you have a question regarding your employment. If you do not find the answer here, **please** contact the Executive Director. Of course, we welcome your comments and suggestions for improving all aspects of Amber Charter School's operation.

It must be emphasized that no statements made in the Manual are intended or written as contractual commitments or obligations of Amber Charter School to any individual employee or group of employees. This Manual is not a contract, express or implied, or a guarantee of continued employment for any employee. Although we hope your employment relationship with Amber Charter School will be long-term, that relationship is "at will," meaning that either you or Amber Charter School may terminate this relationship at any time, for any reason, with or without cause or notice, subject only to any collective bargaining agreement or other employment agreement to which Amber Charter School and you may be a party. To the extent that this Manual is inconsistent with the terms of any such agreement, that agreement shall control.

Amber Charter School retains the right to make reasonable rules and regulations regarding employee conduct and to establish and modify policies and procedures regarding educational matters and the operation of the School. Amber Charter School will consult with an advisory committee of teachers, staff and parents for suggestions on establishing and modifying policies and procedures. Accordingly, this Policy Manual will be updated as necessary to reflect such modifications.

II. ORGANIZATIONAL INFORMATION

By joining the Amber Charter Schools community, you have made a commitment to build lifelong learners.

Mission

Our mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.

Amber Way

A strong culture of respect for learning is fostered through the infusion of the Amber Way throughout the student and adult culture. The Amber Way teaches the following character traits:

Achievement,
com**M**unity,
responsi**B**ility,
hon**E**sty and
Respect.

All adults are expected to model the following five character traits to each other, children, parents, and community members in every interaction:

Achievement is demonstrated in the following ways:

- ❖ Be a lifelong learner.
- ❖ Seek ways to exert leadership.
- ❖ Be willing to struggle to learn and change.
- ❖ Strive toward excellence in duties.
- ❖ Be passionate and committed to our mission.
- ❖ Seek ways to improve and grow professionally.
- ❖ Take advantage of any opportunity to positively promote Amber's mission and goals.

Community is demonstrated in the following ways:

- ❖ Attend school events.
- ❖ Serve on a school committee.
- ❖ Attend staff celebrations.
- ❖ Go beyond your job duty to support a colleague or school event.
- ❖ Represent Amber in a professional manner to all outside agencies.

Responsibility is demonstrated in the following ways:

- ❖ Demonstrate initiative.
- ❖ Be proactive in responding to problems and opportunities.
- ❖ Meet all job duties and responsibilities well.
- ❖ Respond in a timely manner to all student, parent, colleague, and supervisor requests.

Honesty is demonstrated in the following ways:

- ❖ Take ownership for your mistakes.
- ❖ All information provided is true.
- ❖ Pertinent information is not omitted but openly disclosed.
- ❖ Questions are posed when in doubt.
- ❖ Self-reflection is a personal practice.

Respect is demonstrated in the following ways:

- ❖ Respect diverse beliefs and views.
- ❖ Respect the lines of authority.
- ❖ Respond to all communication [verbal, written, email, text] in a respectful and timely manner.
- ❖ Abide by the Feel-Think-Act not Feel-Act-Think
- ❖ During meetings, track the speaker and demonstrate active engagement.
- ❖ Greet each person as you meet them.
- ❖ Dress professionally, clean, and neat.

Amber Key Design Elements

Amber Charter Schools offer a significant educational benefit to the students who attend by providing these key design elements:

- ❖ **Literacy:** 90 minutes of instruction per day
- ❖ **Mathematics:** 90 minutes of math instruction per day
- ❖ **Science:** 90 minutes of science instruction per week
- ❖ **Social Studies:** 90 minutes of social studies instruction per week
- ❖ **Spanish as a Foreign Language:** All students will learn Spanish language and culture
- ❖ **Enrichment:** Students will have opportunities to learn: art, music, physical education, and technology.
- ❖ **School Culture:** A strong culture of respect for learning is fostered through the infusion of the Amber Way throughout the student and adult culture. The Amber Way teaches the following character traits: **Achievement**, **community**, **responsibility**, **honesty** and **Respect**.
- ❖ **Service:** Every student is required to complete a community service project each year. In this way, students begin to know their community, its needs and strengths, and see themselves as a vital contributor to their community.

An Amber Student will

- ❖ Graduate with the academic knowledge, critical thinking skills and problems solving capacity needed to succeed in top middle schools and beyond.
- ❖ Hold themselves and their peers to high expectations for quality work, commitment to learning and character.
- ❖ Take leadership responsibilities in the school.
- ❖ Engage their family in their learning.
- ❖ Complete projects that challenge them to do the work of scientists, mathematicians, writers, and artists.
- ❖ Contribute to their communities through community service.
- ❖ Benefit from learning in an environment that is physically and emotionally safe, marked by kindness, honesty, respect, and responsibility.
- ❖ Find value in learning.

The **Amber student** is defined in three ways:

- i. The Learner [Academic Achievement]
- ii. The Person [Student behavior] and
- iii. The Community Member [Community Service].

Amber History

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (ACDP), a community based organization. It was established as an education corporation and issued a five-year charter by the Board of Regents of the University of the State of New York (“Regents). The East Harlem Amber School has been granted several renewals from SUNY CSI since then.

As one of New York City’s first charter schools, it is a school that was founded by parent and teacher school reformers who were steeped in reform for years as they engaged in improving public schools. Having participated in parent/teacher school improvement committees/councils, the founders understood how stakeholder involvement in key school governance decisions could improve academic outcomes for students. For this reason, the founders opened a charter school. Amber is also one of the first charter schools in the nation to invite the union at inception and to negotiate a “slim” teachers’ union contract with the United Federation of Teachers (UFT).

Success from Effort

Amber is not a “typical” charter school, with a no-excuses model of education brought to a community by an out-of-town charter management organization to continually replicate its schools for scale. Rather, Amber is an original, independently operated, public school. Every improvement to its academic and organization model came from years of hard knocks. Despite early challenges, Amber has a record of success. In many respects, Amber is a classic example of what “charter schools” were thought to look like when originally envisioned in the early 1990’s.

Having a strong and consistent Board of Trustees has been a hallmark and a deep source of stability for Amber. Some members have served over 10 years on the board and this allowed the institutional knowledge of Amber to grow over time. Amber carefully weighed the option of growing (CSI and the school’s parent body requested this several times over the years), but it was not until the organization believed it earnestly possessed a strong enough academic model that it replicated. We have learned what works and what does not. We know what “quality” looks like and the path to get there. With massive demand and thousands on waitlists for NYC charter schools, in 2014 Amber applied and was authorized to operate a second Kindergarten through 5th Grade school in Washington Heights in the fall of 2016 (“Amber Charter School II).

Amber was originally designed to be a dual-language immersion school primarily for Latino students in Washington Heights. When the school recognized that it did not have the resources to develop and operate a school in that neighborhood, the Board decided to purchase a property in East Harlem on 106th St. and our student population was primarily English-speaker dominant.

After attempting to implement our original model as planned for a few years, it became clear that we needed to modify our design to serve the students we had. We made these difficult changes and students began learning at high levels. This was when Amber’s true mission became real: it would be an organization that would help its students learn – it would be accountable to its community, regardless of the “plans that had been made.” Student performance would trump adult plans. This heart-felt lesson has made Amber the type of organization it is today; accountability is not an idea – it is a daily reality. *While Amber’s academic model and high quality people are essential to its success, its true value proposition is that it is an organization that has demonstrated its accountability to its community – it is a proven reflective organization that will change what it does in order to foster student learning.*

Amber Schools consist of two schools:

Amber Charter School East Harlem

Amber Charter School Washington Heights

Board Chairs

Founding Chair: Luis A. Miranda, Jr.: 2000 – 2011

David Briggs: 2011 – 2015

Soledad Hiciano: 2015- present

III. EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of Amber Charter School to provide equal employment and educational opportunities for all persons without regard to race, color, religion, national origin, citizenship, marital status, gender, age, veteran status, disability, political affiliation, or sexual orientation. An integral part of this policy is to administer recruiting, hiring, working conditions, benefits, compensation, training, and termination of employment for all employees without discrimination.

IV. COMMUNICATIONS

Amber Charter School strives to communicate with all its employees through staff meetings, postings, emails, memoranda and as necessary, through one-on-one meetings. We expect and anticipate that all communications will be delivered in a professional manner. Professionalism is demonstrated by courtesy and respect. Should you have any questions regarding a particular policy, procedure, or issue, please consult with the Executive Director.

Memos, announcements, job postings, and other important information are either posted on Amber Charter School's bulletin board, emailed or distributed to each employee. Review these frequently to ensure that you are current on Amber Charter School information. Employees are encouraged to use the bulletin boards, interoffice mail and email to communicate with coworkers; however, prior approval must be obtained from the Executive Director or a designee.

V. HIRING

It is Amber Charter School's policy to hire the best and most qualified candidate for any vacancy. Amber Charter School, where practicable, also seeks to provide career advancement opportunities to current employees.

The Board of Trustees hires the Executive Director. The Executive Director hires all other staff members. To fill vacant positions, the Executive Director, or someone designated by the Executive Director, advertises vacancies, screens and interviews candidates in conjunction with the Interview Committee personnel subcommittee and consults with teachers, other staff members, parents and the Board of Trustees, as deemed appropriate by the Executive Director or the designee.

VI. PROBATIONARY PERIOD

Each new employee shall be on probation for three months. This period enables Amber Charter School to evaluate the employee's performance and suitability for the specific type of work assigned to the employee. At the discretion of the Executive Director, an employee on probation may be terminated at any time without cause, and the probationary period may be extended beyond the initial three month period up to an additional three months.

VII. HOURS OF WORK

Attendance

As important as it is to maintain a good attendance record at work, there will most likely be times when you cannot avoid being absent or late. If you know in advance that you will be late or absent, it is your responsibility to notify your supervisor.

You may not always be able to plan in advance when you will be late or absent. In such instances, you must inform your supervisor as soon as possible on that day that you are late or absent. Whenever possible, absence or lateness should be reported prior to your usual starting time. Failure to report your absences or excessive occasions of tardiness, absence, or early departure from work may result in disciplinary action, including termination.

Any employee who is absent three (3) or more consecutive work days without notice to his or her supervisor may be deemed to have voluntarily resigned and may be terminated from Amber Charter School on the close of business of the third day.

In addition, any employee who is absent more than the specified number of paid personal leave days other than for medical reasons without written permission from the Executive Director and is not subject to any of the leave provisions set forth herein, may be deemed to have voluntarily resigned. At the discretion of the Executive Director, if termination is not in the best interest of the school, an employee who is excessively absent without permission from the Executive Director, may be docked at the rate of two days pay for each day of absence.

Holidays

Amber Charter School follows its yearly-published calendar and will be closed for holidays and vacation breaks noted on the yearly School schedule.

An employee absent on the day before or after a holiday or vacation break without written prior permission from their supervisor, for any reason other than unplanned sickness or emergency affecting the employee or a family member, will not be paid for the holiday or vacation at the rate of one unpaid day per day of absence.

The total number of days in which full time non-bargaining employees are eligible for additional PTO days is thirteen (13) days. This consist of the following: Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Birthday, President's Day, Memorial Day. In addition there will also be three (3) floating days that will be designated in a calendar at the close of each fiscal year.

Inclement Weather / Emergency Closings

Decisions to close Amber Charter School will be made by the Executive Director or a designee. In the event that Amber Charter School is closed prior to the beginning of the workday, you should stay home and will be paid. Should Amber Charter School close during the workday, you may

receive permission to leave from your supervisor and will be paid for the day. If you wish to remain working, you must first obtain supervisory approval.

Consult with the Executive Director to learn which radio and television stations to monitor to ascertain if Amber Charter School will be open or closed in the event of inclement weather. Notification may also be made via email.

Amber Charter School will be closed on days that the New York City Board of Education schools are closed for weather or other emergency conditions.

If you are on PTO during school closure that time will be credited to you.

Work Week

Normal work hours for teachers, teacher assistants and related service personnel are from Monday through Friday, unless otherwise approved in writing by the Executive Director or a designee. Staff may be required to attend weekly meetings with their supervisor once a week on a regular weekday to be determined before the beginning of each school year and announced at the start of the school year.

Time Keeping

You are required to record your attendance at the start and end of each day. Each school has a Biometric HandPunch. If you failed to record your attendance please contact Human Resources by email listing the day and hour arrival or departure.

VIII. PAY INFORMATION

Direct Deposit

You may elect to participate in Amber Charter School's direct deposit program. This program provides for your paycheck to be automatically deposited into the financial institution of your choice. Participation in direct deposit begins by completing the necessary information with TriNet.

Pay Schedule

Paychecks are issued every two weeks. Should that day fall on a holiday or vacation day, every effort will be made to pay on the previous business day. Contact the finance officer for specific information on payroll distribution. Direct deposit is encouraged to avoid delays.

Reimbursements

Employees are eligible for reimbursement from Amber Charter School for reasonable business expenses paid with their personal funds. Approval for reimbursement must be obtained in advance from the Executive Director or a designee. To obtain reimbursement, employees must

submit an itemized list of each expense and receipts for each item to the Executive Director or a designee.

- I. The final decision on whether to reimburse an employee for any such expenses is vested with the Executive Director or the designee.

IX. LEAVES OF ABSENCE

Jury Duty

If you are called to serve on jury duty, or appear as a witness in response to a subpoena, and can provide proof of jury service or the subpoena, you will be paid your regular wages. Any jury duty leave beyond two weeks shall be unpaid. Any amount you are paid by the government for serving on jury duty or as a witness, during the period for which you receive salary must be turned over to Amber. This provision will not apply during summer or vacation periods.

Because of the disruption to children's education, jury duty should be scheduled, to the extent possible, during times when school is not in session (e.g., Summer).

Family and Medical Leave

While Amber Charter School is not a covered employer under the Family and Medical Leave Act of 1993, Amber Charter School recognizes the importance of providing family and medical leave to its employees and embraces the principles of the Act. Accordingly, Amber Charter School has adopted the following family and medical leave policy that gives eligible employees job-protected leave for the birth, adoption, or foster care of a child, or the serious health condition of an eligible employee or an immediate family member (child, spouse, domestic partner or parent). This policy applies to all employees who (1) have been employed by Amber Charter School for a total of at least twelve (12) months prior to the date on which the leave is to commence, and (2) have worked at least 1,250 hours in the twelve (12) months preceding the leave. Eligible staff is entitled to 12 weeks of unpaid leave beginning with the birth, adoption or placement with you of a child in foster care. This leave can be taken during any 12-month period if any of the above-listed circumstances are demonstrated; the 12-month period is calculated starting from the date you begin an approved leave. **Insurance** benefits will continue for the duration of the leave at the same level and conditions as if you had continued to work.

You must give 30 days advance notice in writing to the Executive Director of the need to take leave when it is foreseeable for the birth or placement of a child for adoption or foster care, or for planned medical treatment. When it is not possible to provide advance notice, you must notify the Executive Director as soon as practicable. Under certain circumstances, Amber Charter School may request a certification of the need for such absence by the employee's medical provider.

This policy is voluntarily adopted by Amber Charter School. It is not intended to create and does not create any enforceable rights under the Family and Medical Leave Act.

Military Leave

If you are a member of a military unit, the National Guard, Naval Militia, or Armed Forces Reserves, you are entitled to 15 work days of paid leave per federal fiscal year for federally funded military duty. Regardless of whether the duty is fragmented you are still entitled to 15 work days of leave per federal fiscal year. You must include a copy of your military orders or other official documentation with your request for military leave.

If you are ordered to duty because of an emergency, you must supply supporting documentation upon your return to work to verify the use of military leave.

Personal Leave

Full time employees are eligible for twelve days of paid personal leave each year, which is to be used for personal reasons or illness. You must request approval from the Executive Director or a designee prior to utilizing any personal leave, unless such leave is due to unanticipated illness. Your request (if not due to illness) may be denied based on operational needs. Personal leave is credited at the end of each month or monthly anniversary date. Newly hired employees must work one month prior to earning personal leave credits.

Unused personal leave days in any school year (July 1 to June 30) accrue to the following year, up to a total of 27 personal leave days in a given year.

The accrual policy is designed to protect against any extended illness of an employee that is not otherwise covered by disability insurance.

Bargaining employees may donate up to two (2) of their accrued (not current) personal days per school year (July 1 to June 30) to an ill or injured co-worker who has exhausted his or her personal days. An Employee who has exhausted his or her personal days can receive up to five (5) donated personal days per school year.

Full time non-bargaining employees will be eligible for a designated number of paid time off days ("PTO") as set forth in the employee's offer letter. Each year an employee is eligible to roll over five (5) unused PTO days. Any unused PTO days above 5 will be forfeited at the end of fiscal year.

Bereavement Leave

You are entitled to up to three (3) workdays of leave upon the death of immediate family members, as defined below. The period of time off must encompass the day of the funeral.

For purposes of administering this policy, your "immediate family" includes one of the following current relationships: spouse/life partner, parents, brothers, sisters, grandparents, and grandchildren of yours or your spouse.

Up to one day may be granted for the purpose of attending a funeral of family members other than those classified as "immediate family".

Should additional time off in excess of the time provided for in this policy be necessary, you may take personal time. Such request should be coordinated with your supervisor. You will be required to provide evidence of the death of family member such as certification of attendance at funeral service or death certificate.

Compensatory Time Off

Full time non-bargaining employees are eligible for comp time when working during family orientation events and any other prior approved events requested by their supervisor.

X. EMPLOYEE INSURANCE BENEFITS

Generally

Amber Charter School's comprehensive insurance benefits program is available for full time employees, and for part-time workers who work more than a designated number of hours with a pro-rated employee contribution. Brochures with more detailed information are available from the human resources office. You are responsible for reviewing the information in order to select the package which best meets your needs. You have an opportunity to re-evaluate health care options each year according to schedules set by health agency providers. Plan changes may be made during the annual enrollment period. In the case of a qualifying event, you may add or delete dependents, and cancel or pick up coverage. Consult with the Executive Director or a designee for additional information.

Medical Insurance

The Executive Director or a designee will select a medical insurance plan, which may include more than one option of provider or provider networks, which Amber Charter School will provide to each full-time employee and to eligible part-time employees.

Amber Charter School will pay a specified amount in premiums for each available plan, and will pass on any excess costs. Employee co-payment for health care coverage will vary depending upon the level of coverage selected by the employee. Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Executive Director or a designee.

Any employee who wishes not to accept any of the insurance benefits offered by Amber Charter School is required to submit such a request in writing to the Executive Director or a designee.

Deferred Compensation/Retirement Plan

Amber Charter School participates in a defined contribution retirement plan (the "plan") for eligible employees with TIAA/CREF. Amber Charter School contributes 4% of the employee's earnings to the plan of each employee. This amount is subject to change, based on the financial

condition of Amber Charter School or the requirements of a collective bargaining agreement for bargaining unit members.

Eligibility for the plan begins after one year of employment, according to the conditions set by the TIAA/CREF contract.

Employees may make voluntary contributions on a pre-tax basis through payroll deduction to the Amber Charter School Tax Deferred Annuity deferred compensation account in accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation.

Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

Disability Insurance

Amber Charter School carries short and long-term disability insurance (the former as required by New York State law). Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Executive Director or a designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Workers' Compensation

Injury resulting from accidents that occur while performing official duties on behalf of Amber Charter School are covered by workers' compensation insurance.

Any employee who suffers an injury as a result of such an accident must file a report with the Executive Director or a designee as soon as possible. Such employee is responsible for filing any other necessary forms or applications. Failure to properly report an accident may preclude entitlement to Workers' Compensation.

XI. EMPLOYMENT POLICIES & PROCEDURES

Health & Safety

The workplace shall be maintained in a safe and healthy condition, and in accordance with all applicable health and safety laws. It is essential that you perform your duties in a safe manner and follow all established safety rules.

You should discuss with the Executive Director or a designee any hazards of your job and make sure you are familiar with any equipment you operate. Amber Charter School will conduct training as needed for employees who work with hazardous materials. Should you have any questions about proper procedure, please seek guidance from the Executive Director or a designee prior to handling hazardous materials.

Smoking Policy

Smoking is prohibited on all Amber Charter School grounds, in front of Amber Charter School, within close enough proximity of Amber Charter School as to risk being seen by a student, or in the presence of any Amber Charter School student. It is our intent to discourage emulation by students. Failure to comply with this policy will lead to disciplinary action.

Amber Charter School grounds consist of any Amber Charter School owned or leased property or any site where official duties are being performed by Amber Charter School employees.

Drug/Alcohol Policy

The possession, use, distribution, sale, or manufacturing of illicit drugs and alcohol on Amber Charter School grounds is strictly prohibited. Any violation of this policy will result in immediate disciplinary action. Drugs prescribed by a medical professional and taken for legitimate medical reasons are excluded from this policy.

Harassment/Discrimination

Amber Charter School is committed to creating and maintaining a work environment free of conduct and/or communication that is objectionable or disrespectful. Amber Charter School strictly prohibits harassment that is perpetrated by and against its employees and students. Conduct which creates an intimidating, hostile, or offensive work environment will not be tolerated.

Amber Charter School prohibits discrimination on the basis gender, age, race, color, creed, ancestry, national origin, religion, marital status, sexual orientation, gender identity or expression, physical or mental disability, medical condition or any other characteristic that is protected by law.

The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this organization's commitment to maintaining a workplace environment that is free of harassment of and by its employees and students.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

Defining Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with Amber Charter School;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,

- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances: verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive or explicit objects or pictures by another employee or parent.

Investigation and Remediation

If an employee believes that he or she has experienced harassment or discrimination, or believes that he or she has witnessed harassment or discrimination, that employee should immediately notify the Executive Director, a designee, or any other officer, manager or Trustee with whom that employee feels comfortable. Employees should report such incidents as quickly as possible after such an occurrence.

All reports of harassment or discrimination will be promptly investigated by the Executive Director or a designee, and will be kept confidential to the extent possible.

If a thorough investigation confirms that harassment or discrimination has occurred, the Executive Director shall take appropriate corrective action against the offending employee. Corrective action against the offending employee may include, but not be limited to: an official memorandum in employee's personnel file, salary adjustment, or termination.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of harassment or discrimination. However, disciplinary action up to and including termination may be taken against anyone who, following investigation, is determined to have knowingly made a false, meritless, or malicious claim of harassment or discrimination.

Solicitation and Distribution

In order to avoid unnecessary annoyances and interruptions, solicitation for commercial purposes by any employee of another employee is prohibited while either person is on working time.

Employee distribution of commercial literature, including handbills, in work areas is prohibited at all times.

Trespassing, soliciting or distribution of commercial literature by non-employees on Amber Charter School premises is prohibited at all times.

Ban on Acceptance of Gifts

Employees are not permitted to accept gifts of any kind of a value exceeding fifteen dollars, including but not limited to money, goods, food, entertainment, or services, from: (a) individuals, organizations, or companies serving as vendors or potential vendors for this organization; (b) elected officials or their representatives; (c) candidates for public office or their representatives;

(d) party officials or their representatives; or (e) lobbyists. Exceptions may be made by the Executive Director.

Offers of such gifts in excess of \$15.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Executive Director.

Company Phone Use

The telephones at Amber Charter School are for business use. Personal calls should not be made from telephones in Amber Charter School unless it is an absolute necessity.

If it is an absolute necessity that you make a personal phone call from Amber Charter School, this call should be made while you are on your break. **Please** limit the call to no more than five (5) minutes.

Family and friends should NOT call employees at work unless there is an absolute necessity.

Cell Phone Use

Employees should confine personal use of cell phones and Personal Digital Assistants (PDAs) to non-work hours, such as lunch breaks or other rest period breaks. Employees should be courteous of their coworkers and keeping tones on vibrate or low while at work. Employees should make every effort to conduct personal calls outside of spaces shared by coworkers. If an employee is supervising children, unless the communication is related to that supervision, the employee should not text, respond to phone calls or e-mail.

The company requires the safe use of cell phones and PDAs by employees who use them to conduct company business. Employees are required to obey all applicable state and local laws regarding cellphone use while driving.

Social Media

Employees should limit engagement of all forms of social media to non-work hours, such as lunch breaks or other rest period breaks. If an employee is supervising children, the employee should not engage in any communications on social media. Under no circumstances may employees post pictures of students without prior approval of the Communications Officer and Principal.

Work Made for Hire

Amber Charter School has developed and remains committed to developing an innovative and effective learning environment. Accordingly, you will likely be asked to participate in developing lesson plans and educational materials. All materials intended to be included in the Amber Scope and Sequence Curriculum that were or shall be written, prepared or developed by you in connection with your work for Amber Charter School or as a result of your services to it, including without limitation all educational materials and/or curriculum work (including curriculum units), and except for personal lesson plans and notes, are prepared within the scope of your employment and shall be deemed a "work made for hire" within the copyright laws of the United States or any similar jurisdiction. Accordingly, Amber Charter School shall be the sole and

exclusive owner for all purposes of such materials and further shall have the exclusive right to register copyright in all such materials in its name as owner and author.

You agree to assist Amber Charter School, or its designee, at its expense, in every way to secure Amber Charter School's, or its designee's, rights in any copyrights or other intellectual property rights developed by you in connection with your work for Amber Charter School, as described in the preceding paragraph. Additionally, To the extent that any of the materials described before are ever determined by the laws of any jurisdiction not to be a "work made for hire," vesting exclusive ownership of all aspects of copyright in Amber, you agree to irrevocably and exclusively assign to Amber Charter School all right, title and interest thereto, including but not limited to all copyright and associated rights.

Disclosure of any part of said materials which is deemed by Amber Charter School to be confidential, to any third party, without the prior written consent of Amber Charter School, may result in disciplinary action, including termination and legal proceedings.

Dress Code

Every employee contributes to Amber Charter School's image. Normally, employees have the right to select personal dress. Your overall appearance must be professional and appropriate for your particular assigned function. Amber Charter School reserves the right to restrict an employee's dress if that employee fails to dress in a professional manner.

The following items are considered inappropriate working attire:

- ❖ Tank tops or revealing shirts
- ❖ Tube tops
- ❖ Leggings
- ❖ Blue Jeans
- ❖ T-shirts with inappropriate or offensive gestures or advertising
- ❖ Sheer clothing

Key Control

Employees who are issued keys are expected to keep them in a secure area. They may not be copied, loaned, or otherwise misused. Where electronic codes are utilized, such codes shall be treated with confidentiality and not revealed to anyone other than a current Amber Charter School employee. All issued keys must be returned to the Executive Director or a designee at the time of separation.

XII. PERFORMANCE

Performance Evaluation and Discipline Policy

The Executive Director is responsible for employees' performance evaluations. Each staff member will undergo a thorough annual performance review with the Executive Director or Supervisor, at which the employee will receive formal written feedback on his or her performance. He or she will also be encouraged to provide honest feedback to Amber Charter School on its management and expectations of employees. Such feedback may be provided through both confidential and face-to-face mechanisms. All employees are requested to complete the confidential staff survey circulated at the end of each year as part of Amber Charter School's Accountability Plan, which shall be collected in a manner which preserves confidentiality.

At any time during the school year, Amber Charter School may issue formal commendations to teachers and staff members whose performance has been exemplary. Amber Charter School will also use the following kinds of mechanisms if an employee's performance is below expectations: oral and written warnings, disciplinary probation, suspension and termination of employment.

When an aspect of an employee's behavior or performance has become unacceptable or unsatisfactory, the Executive Director may in appropriate circumstances and at the School's sole discretion, utilize the following process to correct the problem. As a function of the incident involved, one or more of the following steps may be used as corrective discipline.

Step 1

The Executive Director will conduct an informal counseling session with the employee. The Executive Director will identify the area(s) of concern (e.g., unsatisfactory behavior or performance). The Executive Director will identify why the behavior or performance is unsatisfactory. The Executive Director will seek employee input relative to issue. The Executive Director will record the notes from the meeting and maintain a copy. In closing the meeting, the

Executive Director will establish a time frame within which performance/ behavior is expected to improve and will note to the employee that continuation of said unacceptable behavior or unsatisfactory performance may lead to further discipline. The Executive Director may choose a designee to conduct this process.

Step 2

If performance/behavior remains at an unacceptable level following step 1, the Executive Director will meet with the employee to issue a written warning. Such warning will identify the unacceptable behavior/performance and reference the meeting conducted at step 1. The Executive Director will again solicit employee input relative to the unsatisfactory behavior/performance. The Executive Director will instruct and include in the written warning that further discipline up to and including termination may follow unless the employee's behavior/performance improves. A copy of this warning will be placed in the employee's personnel file. The employee will be asked to sign the warning and be provided with a copy. The employee may note his or her response or objection to the warning on the form.

Step 3

If the employee's behavior/performance remains at an unacceptable level, the Executive Director may either suspend the employee without pay, or implement further discipline, including termination. A notice that sets forth the disciplinary action to be taken shall be issued to the employee.

The employee will be asked to sign a copy of the notice. The employee may note his or her response or objection in writing. A copy of the notice will be placed in the employee's personnel file.

Certain actions may result in the immediate suspension or termination of the employee. These include, but are not limited to:

- ❖ Abusive action to a child or Amber Charter School employee, or any other person on premises;
- ❖ Physical or verbal abuse of a student;
- ❖ Insubordination or disobedience of an order relating to the safety of children;
- ❖ Theft, attempted theft, or misappropriation of Amber Charter School property or funds;
- ❖ Possession of or being under the influence of drugs or alcohol on school premises or during school functions;
- ❖ Falsification of documents or records or falsification of benefit claims;
- ❖ Possession of a weapon on Amber Charter School property;
- ❖ Gambling on Amber Charter School property;
- ❖ Leaving work without supervisory approval;
- ❖ Failure to maintain confidentiality; and
- ❖ Destruction of Amber Charter School property, materials, or equipment.

Bargaining Unit employees shall be notified of their right to union representation at interviews with Executive Director or Trustees that may result in discipline.

Problem Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify the Executive Director, at the employee's discretion, as soon as possible after such procedure, action or directive has occurred, but no later than two weeks from the occurrence. Failure to formally complain within two weeks will be deemed a waiver of that complaint. Bargaining Unit employees have the right to union representation during any problem solving procedures set forth herein. The Executive Director or a designee shall be the investigator and arbiter of all such grievances. If you believe that the matter is not satisfactorily resolved, the grievance may be appealed to the Board of Trustees in writing within 10 working days from the date you receive notice of the Executive Director's decision. **A committee consisting of the Chairperson of the Board of Trustees, the teacher representative on the Board**

of Trustees (or his/her designee) and a third trustee jointly selected by the other two committee members shall be the final arbiter of such grievances.

In the event that the complaint involves a procedure, action, or directive of the Executive Director, an employee may file a complaint with the Board of Trustees. In such instances, the Board of Trustees will be the investigator and final arbiter of the complaint.

You are encouraged to discuss your problems or complaints with the Executive Director. Amber Charter School will make a good faith effort to achieve a satisfactory resolution of the problem at the earliest time possible.

XIII. SEPARATION

Layoffs due to reduction-in-force

Layoffs of any Bargaining Unit employee shall be made in accordance with the procedures set forth in the Collective Bargaining Agreement. In case of a layoff, the employee shall be given one month's notice if possible, but no salary in lieu thereof.

Leaving Amber Charter School

For the benefit of the children, employees who voluntarily resign from Amber Charter School are requested to provide at least one month's notice and to time such resignation, where practical, for the end of the school year.

Employees who leave the service of Amber Charter School for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will not receive financial compensation for unused vacation/leave time.
2. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA), including the right to continue health care coverage for themselves and their dependents at group rates, but at their own expense, for up to 18 months.
3. An employee who is terminated or who resigns must return to the Executive Director or a designee all office keys, identification, security cards and codes, and office materials, equipments and supplies in such employee's possession. Failure to return Amber Charter School's items will result in delay in final payment (direct deposit) until all of the School's property is returned.
4. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may

be taken by such employee without the express permission of the Executive Director.

5. The final date of employment is the final date on which the employee serves his or her duties at Amber Charter School. It shall never be construed as the date upon which the employee receives his or her final pay.

Severance Pay

Employees shall not be entitled to severance pay.

Exit Interview

An exit interview will be arranged to explain the impact of separation on your benefits and to discuss your employment experience. All exit interview information is used to improve employment at Amber Charter School.

XIV. CONFIDENTIALITY

By virtue of employment at Amber Charter School, you may have access to information regarding children's education and development, medical records, and administrative statistics such as payroll and budget data. All such information is confidential and if you breach such confidentiality, you will be subject to discipline up to and including termination

XV. PERSONNEL INQUIRIES

All inquiries regarding personnel issues must be directed to the Executive Director, Board of Trustees or their designee. No one in this organization other than the Board of Trustees, Executive Director, or a designee, is authorized to respond either verbally or in writing to personnel inquiries of any type about any current or former employee of this organization.

XVI. PERSONNEL FILES

Amber Charter School will keep a confidential file on each employee that may contain the following items: personal contact information, application materials and resume, letters of appointment and acceptance, a signed job description, 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.

Employees have the right to review their personnel files but only in the presence of the Executive Director or a designee. You must notify your supervisor, the Executive Director or a designee of your desire to review your file. You will be provided access to your file within a reasonable time from the time of your request. The file will be made available in Amber Charter School's Office.

No personnel file is to be copied or removed from the office unless expressly provided for by the Executive Director.

When you change your home address, phone number, emergency contact, marital status, number of dependents, beneficiary, or similar information, you should notify the office's Administrative Assistant so your personnel records and benefit coverage can remain as current and accurate as possible.

XVII. FREEDOM OF INFORMATION LAW

In accordance with the Freedom of Information Law, all school records will be available for public review except for any records that:

- Are specifically exempted from disclosure by state or federal statute;
- If disclosed would constitute an unwarranted invasion of personal privacy;
- If disclosed would impair present or imminent contract awards or collective bargaining negotiations;
- Are compiled for law enforcement purposes and which, if disclosed, would:
 1. Interfere with law enforcement investigations or judicial proceedings;
 2. Deprive a person of a right to a fair trial or impartial adjudication;
 3. Identify a confidential source or disclose confidential information relating to a criminal investigation; or
 4. Reveal criminal investigative techniques or procedures, except routine techniques and procedures.
- If disclosed would endanger the life or safety of any person;
- Are examination questions or answer which are requested prior to the final administration of such questions; or
- Are computer access codes.

These exceptions are lifted directly from the Freedom of Information Law. However, the public including and especially parents have access to school records, as the school is a public institution. These records include:

- The minutes and agenda of Board of Trustees meetings;

- Names of staff and faculty, as well as contact information;
- Salaries of each position at the school, unattached to specific names;
- Test scores and evaluations of the school; and
- Administrative or staff manuals, as well as other internal policy documents.

Records for public view will have student names blocked out to protect the privacy of minors. In addition, whenever a record names specific individuals and such document is believed to contain confidential information, such document will not be available for public view or in the case that it falls in the public domain according to the law, the name(s) will be blocked out.

Public documents will be available for view during business hours, Monday through Friday, from 9:00 am to 5:00 pm. Documents viewed will not be taken out of the administrative offices, unless they have been copied for the viewer. Copies may be taken outside of the school. The school may charge the viewer a cost of twenty-five cents per page copied. Documents that include the names of specific individuals require one day to be properly prepared for viewing. It is advised that whoever wants to view these documents make the school aware of such intention twenty-four hours in advance to allow for sufficient time. The Director of Operations of the school or such other staff as designated by the Executive Director will oversee the distribution and viewing of public documents.

In the case that an individual feels he or she has been denied access to a public document, that individual should speak to the Executive Director first about the matter within thirty days of the denial. The Executive Director will respond to the appeal in writing within ten days of the meeting with the grievant. That individual may then opt to engage in the school's formal grievance procedures. In addition, the individual may appeal in writing such denial to formal civil proceedings pursuant to article seventy-eight of the civil practice law and rules.

XVIII. WHISTLEBLOWER POLICY STATEMENT

In the Sarbanes-Oxley Act of 2002 (SOX), Section 1107, Retaliation Against Informants, applies to all companies, public or private. SOX states that it is illegal to retaliate against a "whistleblower." While SOX does not require an organization to have a whistleblower policy, it is in an organization's best interest to do so because such a policy provides clear procedures for handling whistleblower complaints. Proper handling of such complaints will help protect organizations from being accused of retaliation against whistleblowers. Such a policy, to be effective, must be circulated to all employees and board members. It is recommended the Board reviews and adopts a Whistleblower Policy. A copy of the board approved Whistleblower Policy is attached hereto as Exhibit B.

XIX. CODE OF ETHICS POLICY STATEMENT

The board has adopted and approved a Code of Ethics. A copy of the board approved Code of Ethics is attached hereto as Exhibit C.

XX. CONFLICT OF INTEREST POLICY STATEMENT

The Directors, Officers and staff members owe a duty of loyalty to Amber Charter School, which requires that in their positions, they act in the interest of the Amber Charter School and not in their personal interests. Directors, Officers and staff members may not use their positions or information they have about Amber Charter School's property or information obtained through their positions in a manner that allows them to secure a significant economic benefit, either directly or indirectly, for themselves or their relatives. A copy of the board approved Conflict of Interest Policy is attached hereto as Exhibit D.

EMPLOYEE ACKNOWLEDGMENT FORM

I have received a copy of Amber Charter School's Personnel Policy and Procedures Employee Manual. I recognize and accept my responsibility to read and become familiar with its contents. I acknowledge that it is designed to provide **general** information relative to various policies and procedures. I also understand that the contents of the Manual may change. Further, I understand that Amber Charter School reserves the right to add, delete, or modify the contents of the Manual at any time and for any reason.

I also acknowledge that:

1. I accept the contents of the Manual and agree to abide by the information set forth.
2. I understand that the information in the Manual does not create, nor is it intended to create, a promise or contract of continued employment.
3. [For non-Bargaining employees] I understand that my employment is "at will" and that I or Amber Charter School may terminate the employment relationship at any time with or without cause or notice, unless otherwise indicated in my employment contract.

Print Name: _____

Signature: _____

Date: _____

EXHIBIT A: WORK MADE FOR HIRE (EMPLOYEES)

a. All materials intended to be included in the Amber Scope and Sequence Curriculum written, prepared or developed by me in connection with my work for Amber Charter School ("Amber") or as a result of my services to Amber, whether prior to or following the date hereof, including without limitation all educational materials and/or curriculum work (including curriculum units) except my personal lesson plans and notes shall be or has been prepared within the scope of my employment and shall be deemed a "work made for hire" for Amber within the meaning of the copyright laws of the United States or any similar law or statute of any other jurisdiction. Accordingly, Amber shall be the sole and exclusive owner for all purposes of such materials and further shall have the exclusive right to register copyright in all such materials in its name as owner and author.

b. I agree to assist Amber, or its designee, at its expense, in every way to secure Amber's or its designee's, rights in any copyrights or other intellectual property rights developed by me in connection with my work for Amber described in the preceding paragraph. If Amber or its designee is unable for any reason to secure my signature to apply for or to pursue any application for any United States or foreign copyright or other registrations covered by this agreement, then I hereby irrevocably designate and appoint Amber and its duly authorized officers and agents as my agent and attorney in fact, to act for and in my behalf to execute and file any such applications. Additionally, to the extent that any materials described in the preceding paragraph are ever determined by the laws of any jurisdiction not to be a "work made for hire," vesting exclusive ownership of all aspects of copyright in Amber, I shall irrevocably and exclusively assign to Amber all right, title and interest thereto, including but not limited to all copyright and associated rights.

c. I will not disclose any of the materials described in paragraph a to any third party without the prior written consent of Amber.

In consideration of compensation received by me for participating in the development of the Scope and Sequence Curriculum by Amber Charter School, I hereby agree to the terms set forth above in paragraphs a, b and c.

Signature

Print Name

Date

EXHIBIT B: WHISTLEBLOWER POLICY

Whistleblower Policy

I. Introduction

Amber Charter School (“School”) requires all of its board directors, officers and employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the School, we must act with honesty, integrity and openness in fulfilling our responsibilities and comply with all applicable laws and regulations. Failure to follow these standards will result in disciplinary action, including possible termination of employment, dismissal from one’s board duties and possible civil or criminal prosecution, if warranted.

A. Application. This Whistleblower Protection Policy (“Policy”) applies to all of the School’s board directors, officers, employees full-time, part-time or temporary employees, to all volunteers, to all who provide contract services, each of whom shall be entitled to protection (“Protected Person(s)”).

B. Reporting Credible Information. A Protected Person shall be encouraged to report information relating to illegal practices or violations of the School’s policies (a “Violation”) that such person in good faith has reasonable cause to believe is credible. Information shall be reported to the General Counsel (the “Compliance Officer”), unless the report relates to the Compliance Officer, in which case the report shall be made to [the Chairman of the Board of Trustees, or another appropriate committee of the Board of Trustees] which shall be responsible to provide an alternative procedure.

Anyone reporting a Violation must act in good faith, and have reasonable grounds for believing that the information shared in the report indicates that a Violation has occurred.

C. Investigating Information. The Compliance Officer shall promptly investigate each such report and prepare a written report to the Board of Trustees. In connection with such investigation all persons entitled to protection shall provide the Compliance Officer with credible information. All actions of the Compliance Officer in receiving and investigating the report and additional information shall endeavor to protect the confidentiality of all persons entitled to protection.

D. Confidentiality. The School encourages anyone reporting a Violation to identify himself or herself when making a report in order to facilitate the investigation of the Violation. However, reports may be submitted anonymously by filling out a “Whistleblower Reporting Form” and mailing it electronically to the Compliance Officer or the Board Chair. Reports of Violations or suspected Violations will be kept confidential to the extent possible, with the understanding that confidentiality may not be maintained where identification is required by law or in order to enable the School or law enforcement to conduct an adequate investigation.

E. Protection from Retaliation. No Protected Person shall be subjected to retaliation, intimidation, harassment, or other adverse action for reporting information in accordance with this Policy. Any person entitled to protection who

believes that he or she is the subject of any form of retaliation for such participation should immediately report the same as a violation of and in accordance with this Policy.

Any individual within the School who retaliates against another individual who has reported a Violation in good faith or who, in good faith, has cooperated in the investigation of a Violation is subject to discipline, including termination of employment, removal from the board or termination of volunteer status. This Policy is intended to encourage and enable employees and others to raise serious concerns within the School before seeking resolution outside the School.

F. Dissemination and Implementation of Policy. This Policy shall be disseminated in writing to all affected constituencies. The School may adopt additional procedures for implementation of this Policy, which may include:

- (1) documenting reported Violations;
- (2) working with legal counsel to decide whether the reported Violation requires review by the Compliance Officer or should be directed to another person or department;
- (3) keeping the Board of Trustees [and the audit committee or other applicable committee] informed of the progress of the investigation;
- (4) interviewing employees;
- (5) requesting and reviewing relevant documents, and/or requesting that an auditor or counsel investigate the complaint; and
- (6) preparing a written record of the reported violation and its disposition, to be retained for a specified period of time.

The procedures for implementation of this Policy shall include a process for communicating with a complainant about the status of the complaint, to the extent that the complainant's identity is disclosed, and to the extent consistent with any privacy or confidentiality limitations.

Name and Contact Information for Amber Charter School's Compliance Officer:

Heidi Hamilton

General Counsel

[REDACTED]

[REDACTED]

Name and Contact Information for Amber Charter School's Executive Director

Dr. Vasthi Acosta

[REDACTED]

[REDACTED]

Policy Approved by Amber Charter School's Board of Directors on:

My signature below indicates my receipt and understanding of this Policy. I also verify that I have been provided with an opportunity to ask questions about the Policy.

Employee or Director Signature and Date

Name - Printed

EXHIBIT C: CODE OF ETHICS POLICY

L. Code of Ethics

Code of Ethics Applicable to Trustees, Officers, and Employees

Trustees, officers, and employees shall abide by and support the mission of Amber Charter School, the terms of the Charter, and the policies and procedures established to carry out the mission.

Each member of the Amber Charter School Board of Trustees, including officers, members, and the Head of school, will receive training in the proper exercise of his or her responsibilities as a trustee, including conflicts of interest and other related issues.

Professional development for staff members will cover issues of conflict of interest and ethical issues that arise for staff members.

Trustees, officer, and employees shall participate actively and openly in the decision-making process established under this Charter to further the success of the school. It is unethical behavior to attempt to prevent any community member from participating in the democratic decision-making process.

Trustees, officers, and employees have an affirmative obligation to promote respect for diversity and take a pro-active role in seeking to eliminate bias, discrimination, and the effects of these based on race, color, creed, national origin, language, gender, sexual orientation, disability, age, economic status, or physical characteristics such as size. It is unethical behavior to engage in or be complicit in discriminatory behavior based on any of these characteristics.

Corporal punishment is unethical and is grounds for dismissal.

Trustees, officers and employees have an affirmative obligation to report immediately any information concerning child abuse, sexual misconduct involving students, and corporal punishment to their supervisor and to comply with their responsibilities as a mandated reporter.

It is ethical behavior to promote physically and emotionally safe learning environment for all members of the community; it is unethical to interfere with the creation of a safe learning environment.

Trustees, officers, and employees have an affirmative obligation to disclose any financial conflicts of interest which may affect their decisions regarding the Amber charter school. They shall recuse themselves from any decision in which they have a financial interest.

The Board of Trustees may from time to time engage a member of the board in a consultant capacity in order to utilize his or her particular skills and knowledge in accordance with generally accepted practice on Boards of non-profit organizations. Such engagement shall be made according to written contract. The compensation must be demonstrated to be no more than the Board member's reasonable and usual fees and no more than the reasonable and usual fee prevailing in the field. The Board member must recuse him or herself from the decision. No Board member may vote on or design a policy that would result in financial benefit to him or her.

Trustees, officers, and employees shall not:

- hold investments in conflict with official duties;

- hold private or future private employment in conflict with official duties;
- 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 any charter school education corporation of which he is an officer, member or employee or of any education corporation committee or agency 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 the education corporation or any committee or agency of his corporation, whereby his compensation is to be dependent or contingent upon any action by such corporation, committee or 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; and
- shall not have an interest in any for-profit contract with the education corporation.

Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited.

Any 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 education 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 official record of the proceedings of such body.

Revised: May, 2014.

EXHIBIT D: CONFLICT OF INTEREST POLICY

AMBER CHARTER SCHOOL

CONFLICT OF INTEREST POLICY

ARTICLE I

Purposes

1.1 Purpose. Amber Charter School is an independent and autonomous not-for-profit education corporation under the New York Charter Schools Act of 1998, codified as Article 56 of the New York Education Law (the “Corporation”). The officers, trustees and employees of the Corporation owe a duty of loyalty to the Corporation, which requires that in their positions, they act in the interest of the Corporation and not in their personal interests. Officers, trustees and employees may not use their positions or information they have about the Corporation or the Corporation’s property or information obtained through their positions in a manner that allows them to secure a significant economic benefit, either directly or indirectly, for themselves or their relatives.

In sum, it is the policy of the Corporation that no transaction between it and its officers, trustees or employees be tainted with an actual or perceived conflict of interest. This policy is codified and referred to herein as the Conflict of Interest Policy (“COIP”). The purpose of the COIP is to protect the Corporation’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, trustee or employee of the Corporation or might result in a possible excess benefit transaction. This COIP is intended to supplement, but not replace, New York State Not For Profit Corporation Law Section 715-a and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II

Definitions

2.1 Interested Person. Any trustee, principal officer, employee or member of a committee with governing board delegated powers of the Corporation or any person related to any director, principal officer, employee or member of a committee with governing Board delegated powers of the Corporation or any former trustee, former officer, former employee or former member of a committee with governing board delegated powers of the Corporation, who has a direct or indirect financial interest as defined in Article 2.2, is an interested person “Interested Person.”

2.2 Financial Interest. A person has a financial interest if the person has directly or indirectly through business investment or family: (a) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; (b) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or (c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

2.3 Compensation. Remuneration that is either direct or indirect as well as gifts or favors that are not insubstantial and exceed \$50.00 in one fiscal year.

2.4 Interested Person Transaction. Any transaction, agreement or other arrangement with the Corporation or an Affiliate of the Corporation, as defined in Article 2.9, in which an Interested Person has a Financial Interest. Any Interested Person transaction shall be a conflict of interest for the purpose of the COIP. Further, notwithstanding compliance with the above, such transaction is also limited to the extent that it does not constitute an excess benefit transaction as defined in Title 26 U.S.C Section 4958 of the Internal Revenue Code.

2.5 Voting. No trustee shall vote on any matter in which he or she has an interest.

2.6 Non-Participation. The Board or members of a committee may, by majority vote, ask any trustee or officer who has a Financial Interest in a matter not to participate, or to leave the room at the board meeting or committee meeting in which discussion regarding that matter is carried on; provided, however, that the interested trustee or officer may participate in any discussion regarding his or her exclusion.

2.7 Attempts to Influence. Trustees and officers shall not attempt to influence other trustees and officers regarding matters in which they have a Financial Interest under Article 2.2, without first disclosing that Financial Interest.

2.8 Employees. The Executive Director of the Corporation is directed to apply to the Corporation's employees rules and procedures consistent with the COIP. For the purposes of the COIP, the term officer shall include the Executive Director of the Corporation.

2.9 Affiliate of the Corporation. Any entity in which the Corporation is a sole member and controls the appointment of board members is an "Affiliate of the Corporation."

ARTICLE III

Procedures

3.1 Duty to Disclose. Regarding any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the members of the Board of Trustee's Executive Committee, with governing Board delegated powers, considering the proposed transaction or arrangement at a meeting duly called for that purpose.

3.2 Identifying Whether a Conflicting Interest Exists. After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Executive Committee members shall decide if a conflict of interest exists.

3.3 Procedures for Addressing the Conflicting Interest. The following procedures shall be followed for the purpose of examining and addressing the conflicting interest: (a) an Interested Person may make a presentation at the Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflicting interest; (b) the chairperson of the Executive Committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement; (c) after exercising due diligence, the Executive Committee shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflicting interest; (d) if a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflicting interest, the Executive Committee shall determine by a majority vote of the disinterested Directors on the Executive Committee whether the transaction or arrangement is in the Corporation's best interest, for its own benefit and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

3.4 Violations of the Conflicts of Interest Policy. If the Board of Trustees has a reasonable good faith basis to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the Executive Committee who shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Executive Committee determines the member has failed to disclose an actual or potential conflict of interest, it shall take appropriate disciplinary and corrective action, including, but not limited to, removal of the member from the Board.

ARTICLE IV

Records of Proceedings

4.1 Records. The minutes of the Board of Trustees and Executive Committee and all committees with Board delegated powers shall contain the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or potential conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Executive Committee's decision as to whether a conflict of interest in fact existed. The minutes of the Board of Trustees and Executive Committee and all committees with Board delegated powers shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceeding "Conflict Records". The Executive Committee shall report to the full Board of Trustees at the first Board of Trustees meeting following the deliberations resulting from Article III Procedures. All Conflict Records shall be available to the full Board in advance of the meeting.

ARTICLE V

Compensation

5.1 Board of Trustee's Compensation. A voting member of the Board of Trustees shall receive no compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of the Board.

5.2 Committee Member Compensation. A voting member of any committee shall receive no compensation other than reimbursement of actual expenses incurred while fulfilling duties as a committee member.

5.3 Compensation Committee. The Board of Trustees shall create a Compensation Committee, or some other similarly purposed committee, to establish a compensation policy for the Executive Director. The policy shall be approved by the Board of Trustees and may include specific steps that the Corporation shall follow in determining compensation along with a general philosophy statement. The policy will comport with all New York State laws and federal laws to ensure that compensation is just and reasonable.

ARTICLE VI

Annual Statements

6.1 Conflicts of Interest Policy. Each trustee, officer and member of a committee with governing Board of Trustees delegated powers shall annually sign a statement, which affirms such person:

- a. Has received a copy of the Conflicts of Interest Policy;
- b. Has read and understands the Conflict of Interest Policy;
- c. Has agreed to comply with the Conflict of Interest Policy; and
- d. Understands that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

6.2 Annual Disclosure Statement. Prior to the election to the Board or as an officer, and annually thereafter, all trustees and officers and members of a committee with governing Board delegated powers shall annually complete and execute a questionnaire in the form attached hereto as Attachment A.

6.3 Continuing Obligation to Disclose. All covered individuals in Section 6.1 shall have a continuing obligation to disclose any actual and potential conflicts of interest as they may arise after the execution of the annual statement referred to in Section 6.1.

6.3 Complying with the COIP. Compliance with the COIP is a condition of being elected to and remaining on the Board of Trustees.

ARTICLE VII

PERIODIC REVIEWS

7.1 Policy Review. To ensure that the Corporation operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the results of arm's length bargaining; and
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

USE OF OUTSIDE EXPERTS

8.1 Outside Experts. When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

ARTICLE IX

TRANSACTIONS AND A COOLING-OFF PERIOD WITH FORMER TRUSTEES, OFFICERS AND EMPLOYEES OF THE CORPORATION

9.1 Transactions and A Cooling-Off Period. Current and former trustees, officers, or former members of a committee with governing board delegated powers and employees, are ineligible to be Corporation vendors or subcontractors to Corporation vendors, whether as sole proprietors or independent contractors, during their appointment and for a period of twelve (12) months ("Cooling Off Period") from the termination date of their Corporation appointment. This Cooling Off Period also applies to companies in which a current or former Corporation employee is an owner, principal, director or officer, or holds a financial interest. The Cooling Off Period also applies to companies with which close relatives (spouses, parents, full and half siblings, children, aunts, nieces, nephews and domestic partners) of current or former Corporation employees are owners, principals, directors or officers, or hold a financial interest.

EXHIBIT E: INTERNET SAFETY & NETWORK USAGE POLICY



Internet Safety & Network Usage Policy

A. Introduction

Amber Charter School (hereinafter referred to as “Amber Charter”) grants its employees, students and guests (hereinafter referred to as “users”) access to the Internet and to its computer network (including printers, fax machines, Wi-Fi access points, scanners and any electronic device directly or indirectly connected).

It is the policy of Amber Charter to: (a) prevent user access over its computer network to or transmission of, inappropriate material via Internet, electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Definitions

Key terms are as defined in the Children’s Internet Protection Act¹. A copy of the Children’s Internet Protection Act will be made available on a public network share or can be accessed by going to <http://www.fcc.gov/guides/childrens-internet-protection-act>

C. Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet or other forms of electronic communications or access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography or to any material deemed harmful to minors.

¹ CIPA definitions of terms:

Technology Protection Measure: The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

1. *Obscene*, as that term is defined in section 1460 of title 18, United States Code;
2. *Child Pornography*, as that term is defined in section 2256 of title 18, United States Code; or
3. *Harmful to minors*.

Minor: A minor, as defined by the FCC, is anyone under the age of 17.

Harmful to Minors: The term “harmful to minors” means any picture, image, graphic image file or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

Sexual Act; Sexual Contact: The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

D. Inappropriate Internet and Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Amber Charter's online computer network when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate internet and network usage includes:

1. Unauthorized access, including so-called 'hacking,' and other unlawful activities; and
2. Unauthorized disclosure, use and dissemination of personal identification information regarding minors.

E. Supervision and Monitoring of Minors

It shall be the responsibility of all members of the Amber Charter School staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Information Systems Manager or designated representatives.

F. Violations

The following are activities that directly violate Amber Charter's Internet Safety and Network Usage Policy:

1. Using, transmitting, receiving or seeking inappropriate, offensive, vulgar, suggestive, obscene, abusive, harassing, belligerent, threatening, defamatory or misleading language and materials.
2. Revealing personal information, such as the home address, telephone number or Social Security number of another person or yourself that was obtained from a networked computer or drive.
3. Using network resources to transmit messages of ethnic, sexual-preference or gender-related slurs or jokes.
4. Using network resources to engaging in illegal activities, violating the *Employee Handbook* or encouraging others to do so, such as:
 - a. Accessing, transmitting, receiving or seeking unauthorized and confidential information about clients or colleagues or students.
 - b. Conducting unauthorized business.
 - c. Viewing, transmitting, downloading or searching for obscene, pornographic or illegal materials.
 - d. Accessing a co-worker's folders, files, work, network or computer, and intercepting communications intended for others.
 - e. Downloading or transmitting the organization's confidential information.
5. Causing harm or damaging a co-worker's property. Examples:
 - a. Downloading or transmitting copyrighted materials without permission from the copyright holder. Even when materials on the network or the Internet are not marked with the copyright symbol, ©, users should assume all materials are protected under copyright laws unless explicit permission to use the materials is granted.
 - b. Using another user's password to access his/her email mailbox or send any electronic communications via a "hacked" mailbox or accessing any network document using his/her credentials.
 - c. Uploading a virus, worm, other harmful component or corrupted data to vandalize the network.
 - d. Using software that is not licensed or approved by Amber Charter.

6. Jeopardizing security and access to the company's network or other Internet networks by disclosing or sharing passwords or impersonating others.
7. Accessing or attempting to access controversial or offensive materials. Network and Internet access may expose users to illegal, defamatory, inaccurate or offensive materials.
8. Engaging in commercial activity using network resources. Users may not sell anything over the Internet. Users may not advertise the sale of any goods or services.
9. Wasting of computer resources. Specifically, wastage of printer toner or paper and sending of electronic chain letters, e-mail copies to nonessential readers, e-mails to group lists unless it is appropriate for everyone on a list to receive the e-mail, and organization wide e-mails not related to your duties.

G. Transmittal of Confidential Information Externally

User who may have access to confidential information about other users should only transmit this information externally once approval from management is granted. With the approval of management, users may use e-mail to communicate confidential information externally to those with a need to know. Such e-mail must be marked "Confidential" in the subject line. When in doubt, don't use e-mail to communicate confidential material.

H. Privacy

Network and Internet access is provided as a tool to accomplish the organization's strategic goals and objectives. Amber Charter reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all network and Internet use, as well as any and all materials, files, information, software, communications, and other content transmitted, received or stored in connection with this use. All such information, content, and files are the property of Amber Charter. Users should have no expectation of privacy regarding them. Network administrators may review files and intercept communications for any reason, including, but not limited to, maintaining system integrity and ensuring users are using the system in accordance with this policy.

I. Noncompliance

Use of the computer network and the Internet is a privilege, not a right. Violation of this policy, at minimum, will cause access to the network and the Internet to be terminated, perhaps for the duration of your tenure with Amber Charter. Policy breaches include violating the above provisions and failing to report violations by other users. Permitting another person to use your account or password to access the network or the Internet including, but not limited to, someone whose access has been denied or terminated is a violation of policy. Should another user violate this policy while using your account, you will be held responsible and both of you will be subject to disciplinary action. Criminal violations may lead to criminal or civil prosecution.

J. Adoption

The Board of Amber Charter School adopted this Internet Safety Policy at a public meeting, following normal public notice, on December 8th, 2010. Employees of Amber Charter are required to sign acknowledging that they have read and accept the terms of the policy. This policy will be available for all users via a public network share.

Adopted: 12/8/2010

Addendum A: 6/13/2012

Addendum A to Internet Safety & Network Usage Policy²

A. Cyber-Bullying

Cyber-Bullying defined for this policy is an aggressive behavior directed at another person using various communication technologies such as e-mails, instant messaging, texting, or sending images via cell phones, sending abusive videos, blogs, postings or comments on social media sites, virtual worlds, web pages, and/or chat rooms. For all practical purposes, aggressive behavior encompasses the intent or action to torment, threaten, harass, humiliate, and/or embarrass the victim for any period. Cyber-bullying may also be referred to as online social cruelty and/or electronic bullying.

B. Training and Guidelines for Teachers

Training, guidelines and lesson plans will be provided by **School Counselors and implemented by a Technology Specialist or Classroom Teacher (where applicable)** to students in grades K-5 who utilize internet or network resources as part of their curriculum. Sample of lessons or actual lesson and handouts may be utilized from online resources such as OnGuardOnline.gov³ and/or CommonSenseMedia.org⁴ whenever necessary. Each teacher completing a lesson in Internet Safety and Digital Citizenship Education will complete a Teacher Verification Document as proof of compliance for USAC SLD E-Rate funding.

C. Noncompliance

Violation of the terms of this addendum, at minimum, will cause access to the network and the Internet to be terminated, perhaps for the duration of your enrollment or tenure with Amber Charter. Policy breaches include violating the above provisions and failing to report violations by other users. Permitting another person to use your account or password to access the network or the Internet including, but not limited to, someone whose access has been denied or terminated is a violation of policy. Should another user violate this policy while using your account, you will be held responsible and both of you will be subject to disciplinary action. Criminal violations may lead to criminal or civil prosecution.

D. Adoption of Addendum

The Board of Amber Charter School adopted this Addendum to the Internet Safety Policy at a public meeting, following normal public notice, on June 13, 2012. Employees of Amber Charter will be provided public access to the Acceptable Use Policy (AUP) and Addendum documents via a public network share and notified by email of its availability. Both documents will be made publicly available on the school's website.

² Protecting Children in the 21st Century Act Amendment requiring changes noted in addendum located at <http://www.fcc.gov/document/protecting-children-21st-century-act-amendment>

³ Common Sense Media is a 501(c)3 non-profit corporation providing information to children and families in the world of media and technology. <http://www.commonsensemedia.org/educators/erate>

⁴ OnGuardOnline.gov is the federal government's website to help children and families to be safe, secure and responsible online.

13. Partner Organization(s)

a. Partner Information

Explain the due diligence process used to select the partner(s), and its role in the development of this proposal. Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:

- The name of the partner organization(s);
- The name, address, phone number, and e-mail of a contact person;
- A description of the nature and purpose of the relationship;
- Any contract or monetary arrangements;
- Names of proposed school board members affiliated with the organization(s); and,
- Evidence of the organization's ability to business in New York.

NOTE: Applicants submitting a proposal in conjunction with a CMO do not need to include information about the CMO in this response. CMOs should submit a business plan in conjunction with the proposal. Refer to the Application Requirements section for information about submitting a business plan.

Not all non-CMO partner organizations are required to submit a business plan with the school proposal. Please refer to the Business Plan Requirements section in the Introduction for further information and contact the Institute with any questions.

Not applicable at this time.

However, we have been fortunate to partner with many organizations in the past and have begun to explore extending and deepening these collaborations, and establishing several others, to benefit the students and families at Amber Charter School III. Below is a selection of these organizations.

Academic Program Partners	
Organization	Focus and Purpose
	generationOn provides programs, tools and resources to engage kids and teens in service and volunteering.
	NEHS recognizes students in both public and nonpublic elementary schools for their outstanding academic achievement and demonstrated personal responsibility. Students provide meaningful service to the school and community and develop essential leadership skills. The National Junior Honor Society serves to honor those students who have demonstrated excellence in the areas of scholarship, service, leadership, character, and citizenship.
	Healthy eating and habits (recently merged with Edible Schoolyard NYC)
	OBPP is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting.
	Playworks helps kids to stay active and build valuable life skills through play
Riverdale YM-YWHA	Student swim programs

Enrichment/Arts Program Partners		
Organization	Focus/Purpose	Contact
	Student choral and instrument programs	
	Student work exhibitions	Franny Kent
	Student exposure to culturally-relevant art	Gonzalo Casals
	Student exposure to film	Abigail Parsons
	Inside Broadway is a non-profit theater company that brings the magic, pageantry and profession of Broadway to students throughout New York.	
	Ballroom Basix is a not-for-profit, noncompetitive, arts-in-education initiative committed to the enhancement of students' educational, social and fitness skills through the fun-filled Ballroom and Latin dance experience.	Sidney Grant
	R.Evolucion Latina utilizes the arts through educational and collaborative programming to empower the Latino community to discover their full potential. We are committed to making a difference through the arts.	Denise Ambert

Potential Internship Site Program Partners	
Organization	Contact
	Valerie Wright, LMSW, Pediatric Resource Project Community Outreach
	Miguelina German, Assistant Director, Pediatric Behavioral Health Integrated Program
	Ana Vera, Media (Dr. Acosta publishes a weekly column)
	Amador Centeno, Vice President of Facilities Management & Campus Services

Staff Development and Growth	
Organization	Focus/Purpose
	LCLR is an affinity group of Community Grown Charter School Leaders, (operators and policy-makers) our core operating principles include leadership development, the sharing of best practices and advocacy. This includes the 1) support and development of Community Grown Charter School Leaders; 2) the creation of a pipeline for leadership for our charter schools and 3) a process to support and develop leadership indigenous to the community that we serve and the pursuit of philanthropic funding to community-grown school districts.

	Professional development
	Professional development
SUNY New Paltz	Student Teachers
Lehman College	Student Teachers
Teachers College, Columbia University	Student Teachers
Manhattanville College	Student Teachers

b. Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization’s involvement with the charter school.

If the school would provide compensation to the partner(s) for any goods or services (i.e., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services would be provided to the charter school at or below fair market value.

Not applicable at this time.

14. Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details. Proposed board members should intend to serve the school through its first charter term, if approved.

- Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “CMO Representative,” “Parent Representative,” etc.
- Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve (e.g., “Academic Committee,” “Finance Committee,” etc.).
- Include any currently vacant seats that the board would fill at a later date and specify the date. For example, if the board intends to add the head of the school’s Parent Teacher Organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name - TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be “Voting,” or non-voting and/or “Ex-Officio.”

NOTE: Paid employees of the school including administrators and teachers generally may not serve as voting members of the board, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Below please find a current list of Amber Charter School trustees and biographies. As recommended, information about board capacity is included in our business plan.

Name	Position on the Board (officer or constituent representative)	Committee Affiliations	Voting	Ex-Officio
Soledad Hiciano	Board Chair	Executive Committee, Chair Education, Finance, Facilities, Development	X	
John Gutierrez	Vice President	Executive, Education	X	
Frank Aldridge	Treasurer	Finance Chair, Executive	X	
Amador Centeno	Secretary	Facilities Chair, Executive	X	
Vasthi R. Acosta	Member	Education, Finance, Facilities, Development		X
Kelly Combs	Member	Facilities	X	
Dr. Miguelina Germán	Member	Education	X	
Elena Goldberg Velazquez	Member	Development Chair	X	
Beatriz Gonzalez	Member	Finance		
Jazmine Landa	ACS Kingsbridge Parent Representative	Development	X	

Shawnte Loric	ACS ast Harlem, Parent Representative	Development	X	
Bradley Olsen	Member	Finance	X	
Jenna Pantel	Member	Education	X	
Brian Quillin	ACS Teacher Representative	Education	X	

Soledad Hiciano, Board Chair

Ms. Soledad Hiciano has served on the Board in different capacities since the school’s founding in 2000. Ms. Hiciano has served as the Executive Director of La Asociación Comunal de Dominicanos Progresistas (ACDP) or Community Association of Progressive Dominicans since 2006, a highly respected community organization serving thousands of families in Northern Manhattan and the Bronx. ACDP is the first Dominican-led community-based organization in Washington Heights and has been providing services to the families of Washington Heights for over 25 years. Ms. Hiciano has been and still is a very active parent advocate in the field of education. She led the President’s Council of District Six in 1997, was a key member of the ACDP-sponsored team that founded PS 210/Twenty-first Century Academy for Community Leadership in 1997 and played a key role in the founding of Amber Charter School. She holds a Bachelor of Science from Mercy College. She is the mother of three daughters and former resident of Washington Heights

John Gutierrez, Vice President

John A. Gutiérrez is an Assistant Professor in the Department of Latin American and Latina/o Studies at John Jay College of Criminal Justice/CUNY. He is a historian of the Spanish-speaking Caribbean islands, he specializes in the history of Cuba and specifically the history of health, medicine and disease during the early twentieth century. He earned his undergraduate degree at Vassar College and his doctorate at the Graduate Center/CUNY, where he was the recipient of a Ralph Bunche Dissertation Fellowship.

Before joining the faculty at John Jay, Dr. Gutiérrez was an Associate at the MirRam Group specializing in communications, policy analysis, and fundraising. He is a member of the Board of Trustees of the Friends of the New Jersey Hispanic Research and Information Center at the Newark Public Library. He joined the Board of Trustees of the Amber Charter School in 2015. He lives in Montclair, NJ with his wife and two sons.

Frank Aldridge, Treasurer

Frank Aldridge is Vice President of strategy and corporate development at Tradeweb Markets LLC, a leading firm in operating electronic over-the-counter fixed income and derivatives marketplaces. Mr. Aldridge began his career at Ernst & Young LLP in their Financial Services Office where he worked in their audit and advisory practices. He received his BBA in Accounting from the University of Georgia and his MBA from New York University. Mr. Aldridge has lived in Manhattan since graduating from the University of Georgia and has previously served in the community through the SLE Lupus Foundation and Habitat for Humanity.

Amador Centeno, Secretary

Amador Centeno is the Vice President of Facilities Management & Campus Services at Columbia University Medical Center. He oversees the portfolio that includes: in Capital Projects, Maintenance, Operations, Housing, Finance and Administration, Compliance, Public Safety, Student Health Services, Dining and Catering, Library Services, and Space Planning divisions. Before joining Columbia, Mr. Centeno worked at Beth Israel Medical Center where he served as the Vice President of Administration overseeing Environment Services, Engineering, Linen, Safety, Transportation & Mail Services, Hazardous

Waste Management and PACC Facilities. He holds a Master of Science degree in Health Services Administration from Iona College and a Bachelor of Arts degree in Economics from Lehman College. He lives in New Jersey with his wife, Virginia, daughter [REDACTED] and twin boys, [REDACTED] and [REDACTED].

Vasthi R. Acosta, Ex-Officio Trustee

Vasthi Reyes Acosta is the Executive Director of Amber Charter School. Dr. Acosta was hired at Amber in 2007 as the Director of Curriculum and Instruction. In 2008 she was appointed Head of School/Principal, a position she held until 2014 when she became Executive Director. Dr. Acosta has worked in the NYC Department of Education as Assistant Principal, Consultant and teacher. She was a college professor at Hostos Community College in the Early Childhood Education department, a curriculum developer and teacher trainer at Teachers College. She is the founding convener of the Latino Charter Leaders Roundtable. Dr. Acosta is a graduate of Columbia University's Teachers College where she was awarded both a Doctor of Education and Master of Arts degrees. She also holds a Master of Science degree from Bank Street College of Education and a Bachelor of Arts degree from Fordham University. She is the wife of Appellate Justice Rolando T. Acosta, and mother to son, [REDACTED], daughter, [REDACTED], and son in law, [REDACTED]. She is a resident of Inwood.

Kelly Combs, Trustee

Kelly Combs is an architect & designer with Gensler, joining the NY office in 2004. She leads teams on technical and aesthetic design in the education practice area for higher education and K-12 facilities as well as specialty spaces such as Innovation Labs, Co-working workplace, and Maker Spaces. Kelly is an active member of the AIA Committee for Education Architecture. She develops roundtable discussions, panel events, and Maker/STEM workshops for K-12 children. Kelly lives in Manhattan with her husband, Jim, and their daughter, Bryce. In her spare time, she likes to ride bikes and take her daughter to the park for playtime. She is a Board Member at Amber because designing, planning and advocating for educators and Education spaces has been her life's work.

Dr. Miguelina Germán, Trustee

Dr. Miguelina Germán, is a clinical psychologist and researcher, with over 15 years of experience treating children, family and adults and evaluating clinical intervention programs. Dr. Germán is currently the Assistant Director of the Pediatric Behavioral Health Integrated Program (BHIP) at Montefiore Medical Group (MMG), which has integrated pediatric behavioral health providers into 20 primary care practices that serve 90,000 children across the Bronx, NY and lower Westchester County. She is the mother of two daughters and a resident of Washington Heights. She is passionate about improving the educational outcomes and emotional health of low-income children, in addition to passing on her love for reading and dancing to her own children. She completed her undergraduate work at Columbia University and obtained her doctoral degree from Arizona State University.

Elena Goldberg Velazquez, Trustee

Elena Goldberg Velazquez, Esq., works in the Law Department, in the New York State Supreme Court, Appellate Division, and First Department as the Principal Appellate Court Attorney. Previously, Elena worked at Soto, Sanchez and Negron, LLP where she handled civil litigation.

Elena is active in the Puerto Rican Bar Association, she is a Committee Member of the New York State Bar Association Diversity Committee and serves as Chair of Judicial Diversity Sub-Committee. Elena also serves as a board member of the City University of New York School of Law Board of Visitors. Elena earned her Bachelor of Arts in Political Science and International Relations from Syracuse University. Elena earned her Juris Doctor from City University of New York School of Law Queens College

Elena was the recipient of the 2012 Manhattan Times/Bronx Free Press Distinguished Women's Award, the Puerto Rican Bar Association's 2009 Young Lawyer Women's Award, 2007 Entre Nosotras Award and 2006 Latin Scholarship Award.

She is a firm believer in charter schools though the unique personalized attention provided to students. She believes that giving back to the community is essential for community growth and self-growth.

Beatriz Gonzalez, Trustee

Beatriz Gonzalez is currently the VP Comptroller at Smile Train. She manages the company's Finance and Accounting and works closely with Fundraising and Grant Management. She has over twelve years of experience working at public accounting firm where she performed audits in a wide range of industries with a focus in non-profits. She enjoys changing the world one smile at a time by helping children with cleft lip and palate around the world.

Ms. Gonzalez graduated Cum Laude from Rutgers University with a degree in Accounting. She earned her CPA designation in New York and New Jersey.

Jazmine Landa, Amber Charter School II Kingsbridge Parent Representative

Jazmine Landa serves as the Amber Kingsbridge parent representative on the Board of Trustees. Ms. Landa is the Office Manager at CARES, Mt. Sinai/St. Luke's Hospital. She has a Medical Assistant diploma from Brown Mackie College and is pursuing a Bachelors Degree in Health Studies from Walden University. Ms. Landa cares about children receiving the best education possible as her son thrives at Amber.

Shawnte Lorick, Amber Charter School II East Harlem Representative

Shawnte Lorick serves as the Amber East Harlem parent representative on the Board of Trustees. Ms. Lorick is a U.S. Probation Officer Specialist at the U.S. District Court. She is a licensed social worker. Ms. Lorick has a Master's Degree in social work and a Master's Degree in criminal justice from the State University in Albany. As a resident of East Harlem, she believes strongly in her community and knows these children have the potential to become future leaders.

Bradley Olsen, Trustee

Bradley Olsen is a Managing Director at CIBC Commercial Banking, with proven skills in developing strong trusted adviser role for clients. Bradley has earned a reputation as a result driven, highly motivated strategic thinker with an optimism for constant improvement in both professional and personal life. He has deep comprehensive knowledge of banking solutions, for client contract negotiation and process innovation. Bradley has a Bachelor of Science in Business Administration and Finance from the University of Southern California. He is a board member at Amber because the Amber team is amazing and education is one of the foundations for future success.

Jenna Pantel, Trustee

Jenna Pantel is the Chair of the Education Committee on the Amber Board. She graduated magna cum laude from Syracuse University's S.I. Newhouse School of Public Communications and the College of Arts and Sciences. She then graduated magna cum laude with her Juris Doctorate from the University of Miami School of Law. While at the University of Miami, Jenna participated in the Center for Ethics and Public Service's Street Law program. As a Street Law fellow, she taught law and ethics to Miami Senior High School students.

Ms. Pantel is currently an associate at a New York City education law firm where she represents parents of students with disabilities. She has been interested in education, education law, and education policy since taking her first psychology of reading disabilities course at Syracuse University.

Brian Quillin, Amber Charter School Teacher Representative

Brian Quillin is the Teacher Representative on the Board. He joined the Amber faculty in 2013 and has worked as a Tutor, Teacher Assistant, and Teacher. He is currently the Music and English as a New Language Intervention Teacher for Amber Kingsbridge. Brian's undergraduate degree is from SUNY Fredonia, and his graduate degree in Music Education Prek-12 from Hunter College, CUNY.

Brian cares about the progress of his students and their families in our communities. He believes that Amber Charter School gives him purpose and has allowed him to devote his life to the betterment of our children and society.

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- Selecting school leader (s) (and partner or management organizations, if any);
- Monitoring school performance including fiscal performance; and,
- Evaluating school leader (s) (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.

The roles and responsibilities of the Amber Charter Schools EdCorp board are detailed in **R-14e Bylaws**. The board selects and evaluates the Executive Director, holding her responsible for the achievement of the school's mission and goals. The board monitors school performance, including fiscal performance, through the routine review of a dashboard, and activities within each committee, with particular emphasis on education and finance.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- Number of trustees;
- Officer positions;
- Ex-officio members (voting and non-voting);
- Standing committees or committees with the full authority of the board (if any);
- Delegation of authority to any committees, officers, employees, or contractors;
- Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;
- Frequency of board and committee meetings;
- Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;
- Trustee recruitment and selection process and criteria;
- New trustee orientation process; and,
- Board/trustee training and development.

The design and rationale of the Amber Charter Schools EdCorp board are detailed in **R-14e Bylaws**. The board manual stipulates all processes of the board, including meetings, publicizing meetings, and recruitment, selection and training of members. This manual is included in this application as **R-23b 1 Supplemental Attachment Board Manual**.

d. Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

Two Amber Charter School parents and one Amber Charter School teacher function as voting trustees, representing their peers and colleagues.

By-Laws

of

Amber Charter School

Approved on October 12, 2016

ARTICLE I

Name

Section 1. The name of this nonprofit Corporation is Amber Charter School (the "Corporation").

ARTICLE II

Purposes

Section 1. The Corporation has been founded and developed by the Community Association of Progressive Dominicans [A.CDP] Inc. to operate exclusively for charitable, nonprofit purposes, including but not limited to the following:

- A. To create and operate public charter schools to educate students in kindergarten through fifth grade by providing for an academically rigorous and well-rounded education, along with strong character development that will enable them to prosper in top middle schools and beyond.
- B. To receive and maintain a fund or funds and to apply income and principal thereof consistently within existing laws exclusively for such charitable or educational purposes within the State of New York as in the judgment of the Board of Trustees of the Corporation shall be in furtherance of the public welfare and tend to promote the well-being of an indefinite number of people of the State of New York; and to that end, in any lawful manner whatsoever, to establish or maintain, in whole or in part, charitable and educational activities, the purposes of which are to assist in the promotion of the physical, intellectual, social, and emotional well-being of children and youth;
- C. To borrow money and take hold by bequest, devise, gift, purchase, lease or otherwise, either absolutely or in trust for any of the purposes of the Corporation, any property, real, personal, or mixed, without limitations as to amount or value, except such limitations, if any, as shall hereafter specifically be imposed by law; and, to sell, convey, lease, mortgage, or otherwise dispose of any such property and to invest and reinvest the principal thereof or the income therefrom, and, subject
- D.

only to such limitations, if any, as may be imposed in any instrument under which any such property may be received, to deal with, said principal or income to or for the above-mentioned purposes or to, or in aid of, any of the aforesaid activities or in any other manner or for any other purposes that shall be deemed by the Board of Trustees to be an effective agency for the promotion or fulfilling the purposes hereinbefore set forth, provided, however, that in no event and under no circumstances shall any part of the funds of the Corporation, whether principal accumulations or earnings, be distributed to, or inure to, the benefit of any Trustee or Officer of the Corporation;

E. To enter into, make, perform, and carry out contracts and obligations of every sort and kind with any person, firm, association, corporation, private, public or municipal, or body politic that would be necessary in the judgment of the Board of Trustees to attain the purposes as hereinbefore set forth;

F. To do all and everything necessary, suitable or proper for the accomplishment of any of the purposes hereinbefore set forth or the attainment of any one or more of the objects herein enumerated or incidental to the powers herein named, including the employment of such staff as is necessary to carry out the purposes of the Corporation;

G.

- H. It is the intent and purpose that the Corporation shall be organized and operated exclusively for charitable educational purposes, within the classification of legal charities, and no part of the net earnings or principal shall inure to the benefit of any individual and no substantial part to the activities of the Corporation, or any recipient of its funds, shall be used to carry out propaganda or otherwise to attempt to influence legislation; and
- I. The Corporation shall not discriminate against applicants for its services on the basis of race, color, religion, gender, sexual orientation, national origin or other protected class. If demand for admission exceeds the Corporation's capacity, applicants will be selected by a lottery process, consistent with New York Charter School law.

The foregoing clauses shall be construed both as objects and powers, and it is hereby expressly provided that the enumeration herein of specific powers shall not limit or restrict, in any manner, the exercise of all powers of the Corporation, as a corporation organized not-for-profit as provided in the statutory and decisional law of the State of New York and several supplements thereto and amendments thereof or the doing of such acts as may be necessary and proper or incidental to the carrying out of the purposes for which the Corporation is organized.

ARTICLE III

Membership

Section 1. There shall be no members of the Corporation.

ARTICLE IV

Board of Trustees

Section 1. **Function.** The business, property, and affairs of the Corporation (except those operations and policies delegated herein to the Executive Director) shall be governed by a Board of Trustees (the "Board of Trustees").

Section 2. **Qualifications and Number.** Trustees shall be at least eighteen (18) years of age and legal residents of the United States but not necessarily of the State of New York. The authorized number of Trustees shall not be less than seven (7) nor more than nineteen (19), including two *ex officio* seats. Within the limit so specified, the authorized number of Trustees may, from time to time, be increased or decreased, by action of the Board of Trustees. The Board of Trustees shall consist of persons chosen with due consideration for diversity of occupations and areas of interest. One permanent *ex-officio* position on the Board of Trustees

will be held by the Executive Director of Amber Charter School provided that the Executive Director shall not have a right to vote nor shall the presence of the Executive Director at any meeting of the Board of Trustees count towards quorum. The other *ex officio* position shall be held by the Executive Director of the Community Association of Progressive Dominicans, the founding organization. A Board seat will be reserved for one parent from each Amber Charter School operated by the Corporation and another for an Amber Charter School teacher. A Trustee shall receive no compensation for his/her services as a member of the Board of Trustees.

A Trustee holding the parent seat cannot hold any position of governance within Amber Charter School's Parent Association, including but not limited to, a position on the Parent Association Executive Board, Nominating Committee or any Standing Committee. A Trustee holding the teacher seat cannot hold any position of authority within the United Federation of Teachers (e.g. school representative to the UFT).

Section 3. Election and Term of Office. Trustees will be selected for three-year terms on a rotating basis. All Trustees are eligible for re-election without limit.

Exceptions: *Ex officio* Trustees will serve their terms without limit. The Board positions reserved for Amber Charter School parents and teacher will be assigned one-year terms.

The Board Chair is empowered to elect a Membership Committee to accept nominations for additional Trustees and to conduct interviews, check references, and take any other appropriate action in order to make a recommendation to the Board. Such recommendations will then be voted upon by the entire Board of Trustees, with a majority signaling approval of such recommendation.

Each parent seat will be filled by the majority vote of all parents of the respective Amber Charter School. The teacher seat will be filled by the majority vote of all teachers of Amber Charter School. Such elections will be held at the end of the school year each June.

The Board will establish its own rules for conduct, expanding upon those laid out in this document. Such rules may be subject to change from time to time, by resolution of the Board of Trustees.

Upon the occurrence of a vacancy in any office, the unexpired term thereof shall be filled by majority vote of the Board of Trustees. In the event that one of the vacated seats is the one reserved for parents or teacher, the vacancies will be filled

by vote of the appropriate constituency group by the same process described above. Such vacancy must be filled within forty school days of the resignation of said Trustee.

Section 4. **Regular Meetings.** The Board of Trustees may by resolution from time to time fix a time and place within the State of New York for Regular Meetings of the Board of Trustees and notice of such resolution shall be deemed notice of each such meeting. Special Meetings may be called by the Chair of the Board of Trustees or by a majority of the Trustees on three (3) days notice. The provisions of this section may be waived by a writing signed by all Trustees either before or after the Special or Regular Meeting to which the same relates.

Section 5. **Annual Meetings.** The Annual Meeting of the Corporation shall be held at such place, date, and time during the month of September of each year as selected by the Board of Trustees. At the annual meeting, the Board of Trustees will elect, by a majority vote, a Chairperson, Vice-Chairperson, Secretary, and Treasurer, and shall further transact such other business as may properly come before it.

Section 6. **Compliance with New York State Open Public Meetings Law.** If and to the extent that any language in these By-Laws is inconsistent with

the New York State Open Public Meetings Law, the provisions of such Act shall supersede such language and shall be controlling in lieu thereof.

Section 7. **Quorum and Voting.** Unless a greater proportion is required by law, at any meeting of the Board of Trustees, a majority of the number of voting Board of Trustees set under Section 2 shall constitute a quorum for the transaction of business. Except as otherwise provided by law, the State-approved charter application, or these By-Laws, at any meeting of the Board of Trustees at which a quorum is present, the vote of a majority of the Trustees present at the time of such vote shall constitute the act of the Board of Trustees. If at any meeting of the Board of Trustees there shall be less than a quorum present, the Trustees may adjourn the meeting until a quorum is obtained. At a duly adjourned meeting at which a quorum is then present, any business may be transacted at the meeting as originally called.

Section 8. **Participation in a Meeting by Videoconference.** Members of the Board of Trustees or any committee thereof, may participate in a meeting of the Board of Trustees or committee, as the case may be, by means of a videoconference allowing all persons participating in the meeting to see, speak to and hear each other, and participation in a meeting pursuant to this Section shall constitute presence at such meeting so long as the public has notice of and access

to all videoconference locations. Trustee participation shall be in compliance with the Open Meeting Law. Trustee participation will not count toward quorum and cannot vote on matters before the Board.

Section 9. **Removal.** At any Regular or Special Meeting of the Board of Trustees called for the purpose of removing a Trustee, a Trustee may be removed, for cause by a vote of the majority, or without cause by a vote of two-thirds, of the Trustees then in office. For purposes of this Section, "cause," shall include, but not be limited to, failure by a member of the Board of Trustees to comply with the principles and policies set forth in the Corporation's Code of Ethics and/or unexcused absence from three (3) successive regularly scheduled meetings. With respect to the parent and teacher Trustees, each may be removed upon the loss of status as a parent or teacher.

Section 10. **Resignation.** Any Trustee may resign from office at any time by delivering a resignation in writing to the Chair of the Board of Trustees, and the acceptance of such notice of resignation, unless required by its terms, shall not be necessary to make the resignation effective.

Section 11. **Written Action.** Any action required or permitted to be taken pursuant to authorization voted at a meeting of the Board of Trustees or any

committee thereof may be taken without a meeting if, prior or subsequent to the action, all members of the Board of Trustees or of the committee, as the case may be, consent thereto in writing and the written consents are filed with minutes of the proceedings of the Board of Trustees or committee.

Section 12. Limited participation in Executive Sessions. In the event that matters regarding the Executive Director's compensation or evaluation need to be discussed by the Board of Trustees, the Board Chair will call an Executive Session and excuse the teacher and parent representatives from the session.

ARTICLE V

Officers

Section 1. **Generally.** The Officers of the Board of Trustees shall be a Chairperson, a Vice Chairperson, a Secretary and a Treasurer, all of whom shall be elected by the Board of Trustees at the Annual Meeting, in accordance with Article IV Section 5 of these By-Laws. The Board of Trustees may from time to time appoint such Assistant Secretaries and Assistant Treasurers with such duties as it may deem advisable. Any two or more offices may be held by the same person, except the offices of Chairperson and Secretary.

Section 2. **Chairperson.** The Chairperson will be the official spokesperson of the Corporation. It will be the duty of the Chairperson to preside at all meetings

of the Board of Trustees and to have general supervision of the affairs of the Corporation. The Chairperson will execute or designate someone to execute on behalf of the Corporation all contracts, deeds; conveyances, leases, loan documentation, and other instruments in writing that may be required or authorized by the Board of Trustees for the proper and necessary transaction of the business of the Corporation; provided, however, that the Board of Trustees may authorize others to execute certain instruments on behalf of the Corporation as provided in Article IX of these By-Laws. The Chairperson shall be an ex officio member of all committees, without vote.

Section 3. **Vice Chairperson.** It will be the duty of the Vice Chairperson to act in the absence or disability of the Chairperson and to perform such other duties as may be assigned to him or her by the Chairperson of the Board of Trustees. In the absence of the Chairperson, the execution by the Vice Chairperson on behalf of the Corporation of any instrument will have the same force and effect as if it were executed on behalf of the Corporation by the Chairperson.

Section 4. **Secretary.** The Secretary will be responsible for overseeing the proper maintenance of the corporate records. The Secretary will give or cause to be given all notices of meetings of the Board of Trustees and all other notices required by law or by these By-Laws. The Secretary will oversee the proper

preservation of all books, correspondence, and papers relating to the business of the Corporation, except those of the Treasurer. The Secretary will present or cause to be presented at each annual meeting of the Board of Trustees a full report of the transactions and affairs of the Corporation for the preceding year and will also prepare and present to the Board of Trustees such other reports as it may desire and request at such time or times as it may designate. The Board of Trustees at its discretion may elect an Assistant Secretary, not necessarily a member of the Board of Trustees, who will perform the duties and assume the responsibilities of the Secretary as set forth above under the direction of the Secretary or the Chairperson.

Section 5. **Treasurer.** The Treasurer will oversee the finances of the Corporation. The Treasurer will present to the Board of Trustees, at its Annual Meeting, an annual report of the finances of the Corporation, and will from time to time make such other reports to the Board of Trustees as the Board may require. The Board of Trustees at its discretion may elect an Assistant Treasurer, not necessarily a member of the Board of Trustees, who will perform the duties and assume the responsibilities of the Treasurer as set forth above under the direction of the Treasurer or the Chairperson.

Section 6. **Additional Powers.** Any officer of the Corporation, in addition to the powers conferred upon him or her by these By-Laws, will have such

additional powers and perform such additional duties as may be prescribed from time to time by the Board of Trustees.

Section 7. **Unexpired Term.** Upon the occurrence of a vacancy in any office, the unexpired term thereof shall be filled by majority vote of the Board of Trustees.

ARTICLE VI

Executive Director and Administrative Staff

Section 1. **General.** The Board of Trustees may employ an Executive Director to oversee all the charter schools that it operates for such term and upon such conditions and for such remuneration as the Board may deem advisable. The Board of Trustees may at any time terminate an Executive Director's employment. The Board of Trustees may immediately suspend the Executive Director from some or all of his or her duties at any time with or without cause, consistent with State and Federal laws.

Section 2. **Executive Director's Responsibilities.** The Executive Director shall administer the educational policy of the Corporation to further its express purposes and shall, on behalf of the Corporation, engage school staff in accordance

with budget limitations imposed by the Board of Trustees. He or she shall supervise or cause to be supervised all Principals of each school and the personnel of the Shared Services Team. The Shared Services Team are the personnel that provide oversight and services to Amber Charter School. The Executive Director shall formulate the budget of the school corporation and present it to the Board of Trustees for its approval.

Section 3. **Administrative Staff and Employees.** Administrative staff and employees of Amber Charter School cannot hold any position of governance within Amber Charter School's Parent Association, including but not limited to, a position on the Parent Association Executive Board, Nominating Committee or any Standing Committee.

ARTICLE VII

Committees

Section 1. **Generally.** There shall be standing committees of the Board of Trustees. Committee chairpersons and members shall be elected by the Board of Trustees no later than the Annual Meeting of the Board of Trustees. The Chairperson of the Board of Trustees shall be an ex officio member of all committees, without vote. All standing committees shall report their activities to

the Board of Trustees and shall make recommendations directly to the Board of Trustees on matters referred to them or falling within their respective fields of responsibility.

Section 2. **Standing Committees.** Committees shall include but not limited to the following: Executive, Finance, Educational Programming, Facilities and Development.

(a) Executive Committee - the Executive Committee's role is to set the policy agenda for the Board each year, coordinate the work of Board committees and assist the Executive Director as sounding board and counsel.

(b) Finance Committee - the Finance Committee's role is to oversee all material aspects of the corporation's financial planning and reporting, control and audit functions, and periodically report findings and recommendations to the Board. This includes focusing on the qualitative aspects of financial reporting and on the corporation's processes for the management of business/financial risk and compliance with significant applicable legal, ethical and regulatory requirements.

(c) Education - the Education Committee's role is to ensure that the school develops, implements and maintains programs that are consistent

(d)

with a student-focused approach to education and advance the school's position as an educational leader among charter schools.

(e) Facilities - the Facilities Committee's role is to oversee the material aspects of the development and maintenance of the corporation's buildings and grounds. It shall oversee strategies for achieving the plant and facilities goals of the strategic plan set by the Board, which are to provide an outstanding physical environment that meets the needs of each school's educational program and takes into consideration the school community's requirements in the areas of health, safety, aesthetics, accessibility and environmental impact.

(f) Development - the Development Committee's role is to oversee all fundraising activities at the school. This includes that the school prioritizes capital and endowment needs appropriately as well as designing and implementing fundraising strategies that will enable Amber to excel as a leading charter school.

Section **3.Tri-Partite Panel.** In addition to the Standing Committees, so long as there exists a collective bargaining agreement between the Amber Charter School and the United Federation of Teachers ("CBA"), there shall exist a tri-partite panel comprised by the Board Chair and the teacher representative and a

third member jointly selected by the Board Chair and the teacher representative. The role of the tri-partite panel shall be to hear and finally determine any appeal by the United Federation of Teachers from a determination of the Executive Director (or designee) involving employee discipline, consistent with the terms of the CBA then in effect.

Section 4. **Creation of Additional Committees.** The Board of Trustees may from time to time determine that additional committees shall be created and what their duties shall be.

ARTICLE VIII

Fiscal Year, Books and Records

Section 1. The fiscal year of the Corporation shall begin July 1 of each year.

Section 2. The books and records of the Corporation shall be audited annually by a certified public accountant selected by the Board of Trustees.

ARTICLE IX

Miscellaneous

Section 1. The Corporation shall have the power, but not the obligation, to indemnify and hold harmless any Trustee, Officer or employee from any suit,

damage, claim, judgment, or liability arising out of, or asserted to arise out of, conduct of such person in his or her capacity as a Trustee, Officer, or employee, unless such indemnification is prescribed by an applicable State or Federal law. The Corporation shall have the power, but not the obligation, to purchase or procure insurance for such purposes.

Section 2. The Board of Trustees may authorize any Officer or Officers, agent or agents of the Corporation, including the Executive Director, in addition to the Officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of, and on behalf of, the Corporation. Such authority may be general or confined to specific instances.

Section 3. All checks, drafts, and other orders for payment of funds will be signed by such Officers or such other persons as the Board of Trustees may designate. All orders for payment will require two such signatures.

Section 4. The Corporation will keep correct and complete books and records of accounts and will also keep minutes of the proceedings of its Board of Trustees; and it will keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the

Corporation may be inspected by any member of the Board of Trustees for any proper purposes at any reasonable time.

ARTICLE X

Transfers of Assets on Liquidation or Dissolution

Section 1. Upon liquidation or dissolution of the Corporation the net assets remaining to it, except as otherwise provided by law or regulation of the State of New York, or the terms of a special legacy or gift, and after satisfaction of all debts and obligations, shall be transferred and distributed to another charter school within the City of New York or to the Board of Education of the City of New York.

ARTICLE XI

Amendments

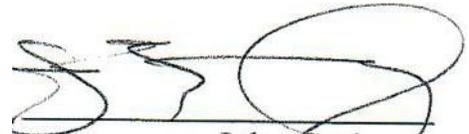
Section 1. The By-Laws may be amended by a majority vote of the Board of Trustees present at any Annual or Regular or Special Meeting, provided that the notice of the tenor and purpose of such amendment shall have been included in the notice of such meeting.

I HEREBY CERTIFY that the foregoing is a full, true and correct copy of the By-Laws of Amber Charter School, a New York nonprofit corporation as in effect on the date hereof.

WITNESS my hand and the seal of the Corporation.

10. 12. . (6

Date:



John Gutierrez

(SEAL)

Secretary of
AMBERCHARTERSCHOOL
Board ofTrustee

f. Code of Ethics

Provide a draft of the proposed education corporation's code of ethics. The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law. Please see the Guidance Handbook for more details.

Code of Ethics Applicable to Trustees, Officers, and Employees

Trustees, officers, and employees shall abide by and support the mission of Amber Charter Schools, the terms of the Charter, and the policies and procedures established to carry out the mission.

Each member of the Amber Charter Schools Board of Trustees, including officers, members, and the Executive Director, will receive training in the proper exercise of his or her responsibilities as a trustee, including conflicts of interest and other related issues.

Professional development for staff members will cover issues of conflict of interest and ethical issues that arise for staff members.

Trustees, officer, and employees shall participate actively and openly in the decision-making process established under this Charter to further the success of the school. It is unethical behavior to attempt to prevent any community member from participating in the democratic decision-making process.

Trustees, officers, and employees have an affirmative obligation to promote respect for diversity and take a proactive role in seeking to eliminate bias, discrimination, and the effects of these based on race, color, creed, national origin, language, gender, sexual orientation, disability, age, economic status, or physical characteristics such as size. It is unethical behavior to engage in or be complicit in discriminatory behavior based on any of these characteristics. Corporal punishment is unethical and is grounds for dismissal.

Trustees, officers and employees have an affirmative obligation to report immediately any information concerning child abuse, sexual misconduct involving students, and corporal punishment to their supervisor and to comply with their responsibilities as a mandated reporter.

It is ethical behavior to promote physically and emotionally safe learning environment for all members of the community; it is unethical to interfere with the creation of a safe learning environment.

Trustees, officers, and employees have an affirmative obligation to disclose any financial conflicts of interest which may affect their decisions regarding the Amber charter school. They shall recuse themselves from any decision in which they have a financial interest.

The Board of Trustees may from time to time engage a member of the board in a consultant capacity in order to utilize his or her particular skills and knowledge in accordance with generally accepted practice on Boards of non-profit organizations. Such engagement shall be made according to written contract. The compensation must be demonstrated to be no more than the Board member's reasonable and usual fees and no more than the reasonable and usual fee prevailing in the field. The Board member must recuse him or herself from the decision. No Board member may vote on or design a policy that would result in financial benefit to him or her.

Trustees, officers, and employees shall not:

- hold investments in conflict with official duties;
- hold private or future private employment in conflict with official duties;
- 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 any charter school education corporation of which he is an officer, member or employee or of any education corporation committee or agency 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 the education corporation or any committee or agency of his corporation, whereby his compensation is to be dependent or contingent upon any action by such corporation, committee or 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; and
- shall not have an interest in any for-profit contract with the education corporation.

Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited.

Any 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 education 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 official record of the proceedings of such body.

g. Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints.

Amber Charter Schools Complaint Policy

Revised: October 12, 2016

Any individual or group may bring a complaint to the Board of Trustees ("Board") of the Amber Charter Schools ("School") alleging a violation of the provisions of Article 56 of the education law (i.e. the New York State Charter Schools Act), the School's charter, or any other provision of law relating to the management or operation of the School.

The complaint will be presented to the Board in written form. The Board may be contacted at the School's address, 220 East 106th Street, New York, NY 10029. Attn: Board Secretary.

The Board shall respond at or prior to the next public meeting of the Board. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board, as necessary, shall direct the Executive Director to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

If, after presentation of the complaint to the Board, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the State University Trustees through the Charter Schools Institute, which shall investigate and respond. Their address is SUNY Charter Schools Institute, SUNY Plaza, 353 Broadway, Albany, NY 12246. If, after presentation of the complaint to the Charter Schools Institute, the individual or group determines that the Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. Their address is 89 Washington Avenue, Albany NY 12234.

The Charter Schools Institute and the Board of Regents have the power and the duty to take remedial action as appropriate.

Complaints other than those alleging a violation of the provisions of Article 56 of the education law, the School's charter, or any other provision of law may be directed, in writing, to the Principal who will respond to them within ten (10) business days.

Sashemani Elliott, Principal
Amber Charter School East Harlem
220 East 106th Street
New York, NY 10029



[REDACTED]

Veronica Almedina, Principal
Amber Charter School Kingsbridge
3120 Corlear Avenue
Bronx, NY 10463

[REDACTED]

If the complainant is unsatisfied with this resolution, he/she may present the complaint to the Executive Director, who will investigate and respond.

12. Governance

h. Board Member Resumes

Submit updated resumes for all board members.

Attached please find the resume of Miguelina German, the most recent addition to Amber Charter Schools board of trustees. All others are on file as current trustees.

Miguelina Germán, PhD

[Redacted]

PROFESSIONAL EXPERIENCE

[Redacted]

MIGUELINA GERMAN

■ Page 2

EDUCATION

ARIZONA STATE UNIVERSITY, Clinical Psychology Program	Ph.D.	2009	Tempe, AZ
	M.A.	2005	Tempe, AZ
COLUMBIA UNIVERSITY, Columbia College	B.A.	2000	New York, NY

POST-GRADUATE TRAINING

CHILDREN'S HOSPITAL AT MONTEFIORE (CHAM), Quality Performance Improvement Course	Certificate Program	2017
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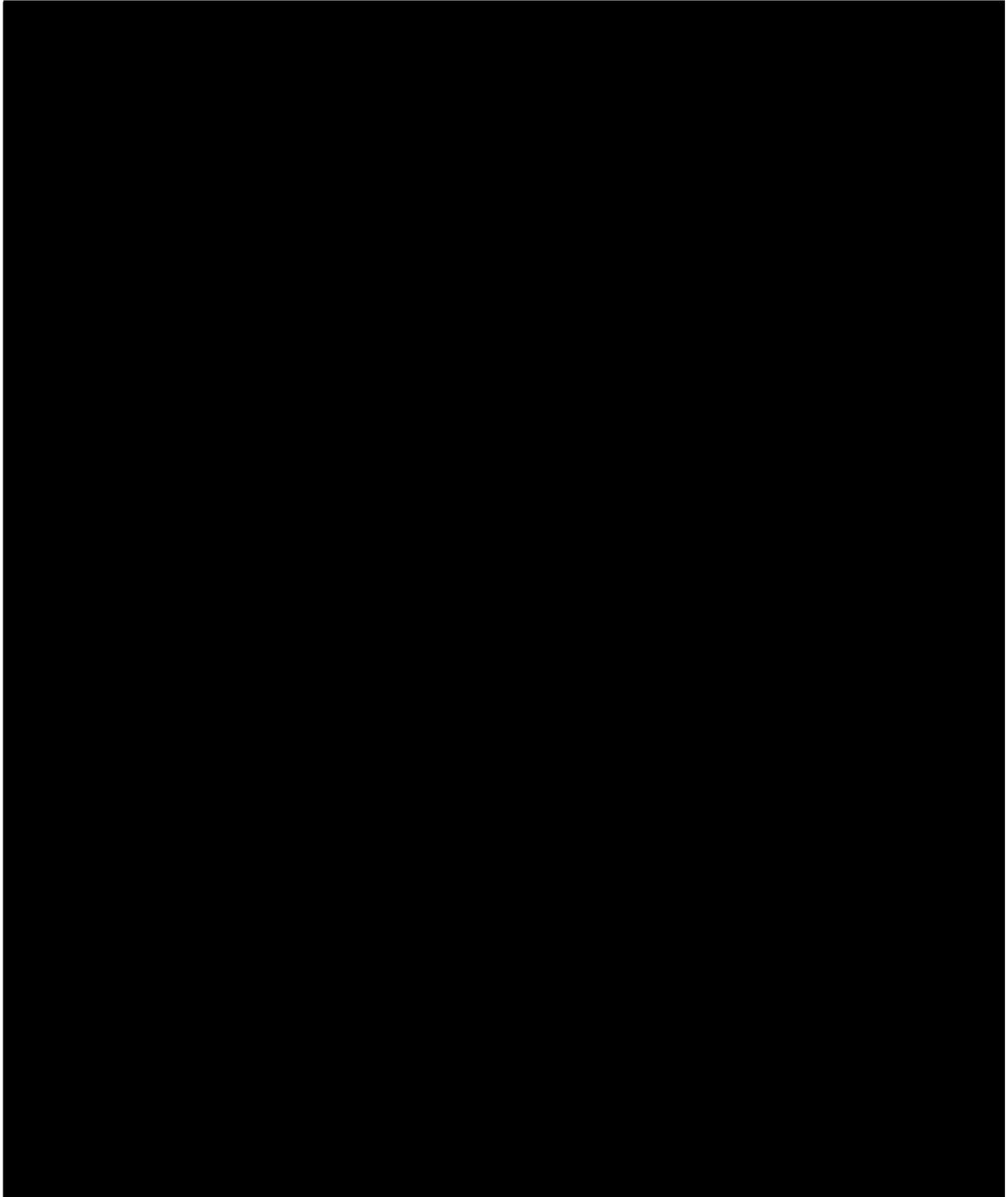
LICENSE, SKILLS & ASSOCIATIONS

- ◆ Licensee, Psychologist, Cert. # 018850, New York State
- ◆ Fluent in Spanish
- ◆ Co-chair, Early Childhood Special Interest Group, Society for Developmental and Behavioral Pediatrics
- ◆ Member, Clinical Advisory Council, Health Access Equity Unit, Division of Prevention and Primary Care, New York City Department of Health and Mental Hygiene

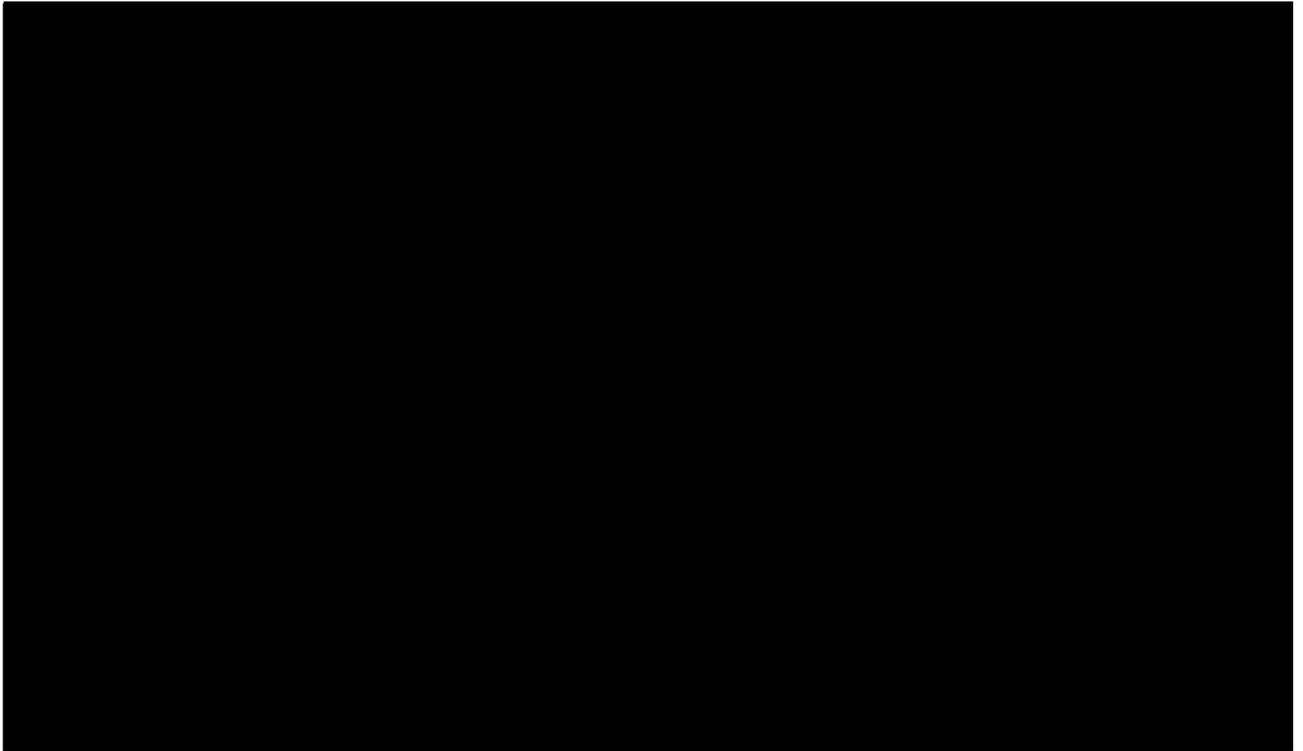
Beatriz Gonzalez Day, CPA



Experience



Beatriz Gonzalez, CPA



Education

Rutgers University, New Jersey 1999

- Bachelor of Science - Accounting, Cum Laude (GPA: 3.667)

Licenses and Organizations

Licenses:

- Certified Public Accountant licensed in New York and New Jersey.

Continuing Professional Education (CPE):

- 40 hours mandatory CPE per annum since 1999.
- Extensive training in accounting and auditing standards, business ethics, and interpersonal skills.
- Qualified training to conduct audits in accordance with Government Auditing Standards and Circular A-133.
- NJ Association of School Business Officials – Business Administrator Certification courses

Organizations:

- Member of the Board of Directors of Memorial Day Nursery, Paterson, NJ

Skills

- Accounting software proficiency in ProSystem FX, Lacerte, Caseware, Caseview, QuickBooks, T-Value, GoFile Room, Abila, Concur
- Proficient in business related applications such as Microsoft Word, Excel, Power Point, Outlook and SharePoint
- Exceptional interpersonal and leadership skills
- Excellent time management and multi-tasking ability
- Outstanding work ethic and strong analytical skills
- Bilingual: English and Spanish

Kelly Combs, AIA

[Redacted]

Jazmine Landa

Profile

Personable, detail oriented, self-motivated administrator. Apply innate interpersonal skills to encourage employee morale and maintain positive relationships.

Education

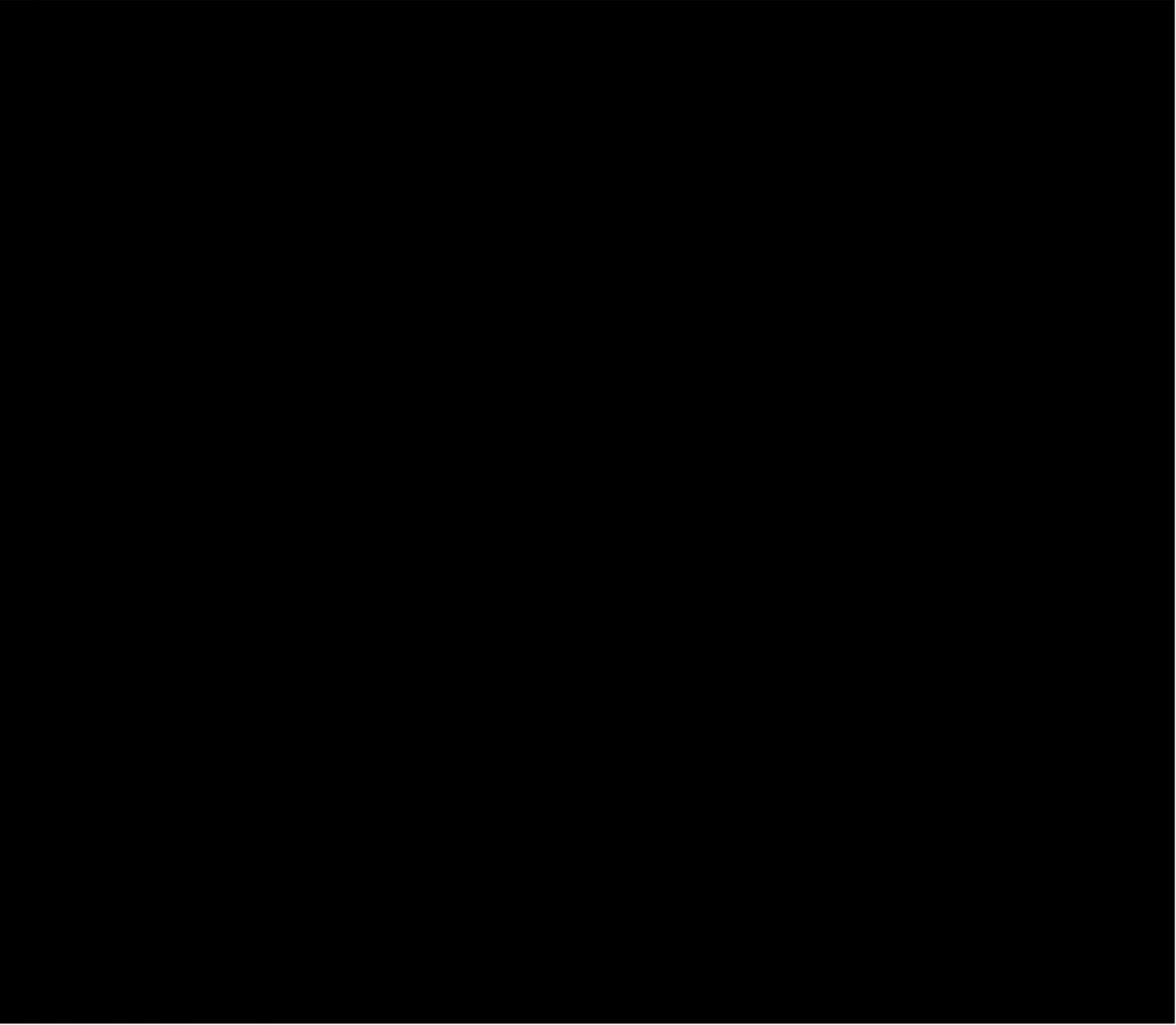
8/16 Walden University, Minneapolis, MN

Bachelor's in Health Studies-Health Management *In progress*
Bachelor's candidate, Current GPA 4.0

8/06 Brown Mackie College, Hopkinsville, KY

Medical Assistant Diploma

Experience



Skills

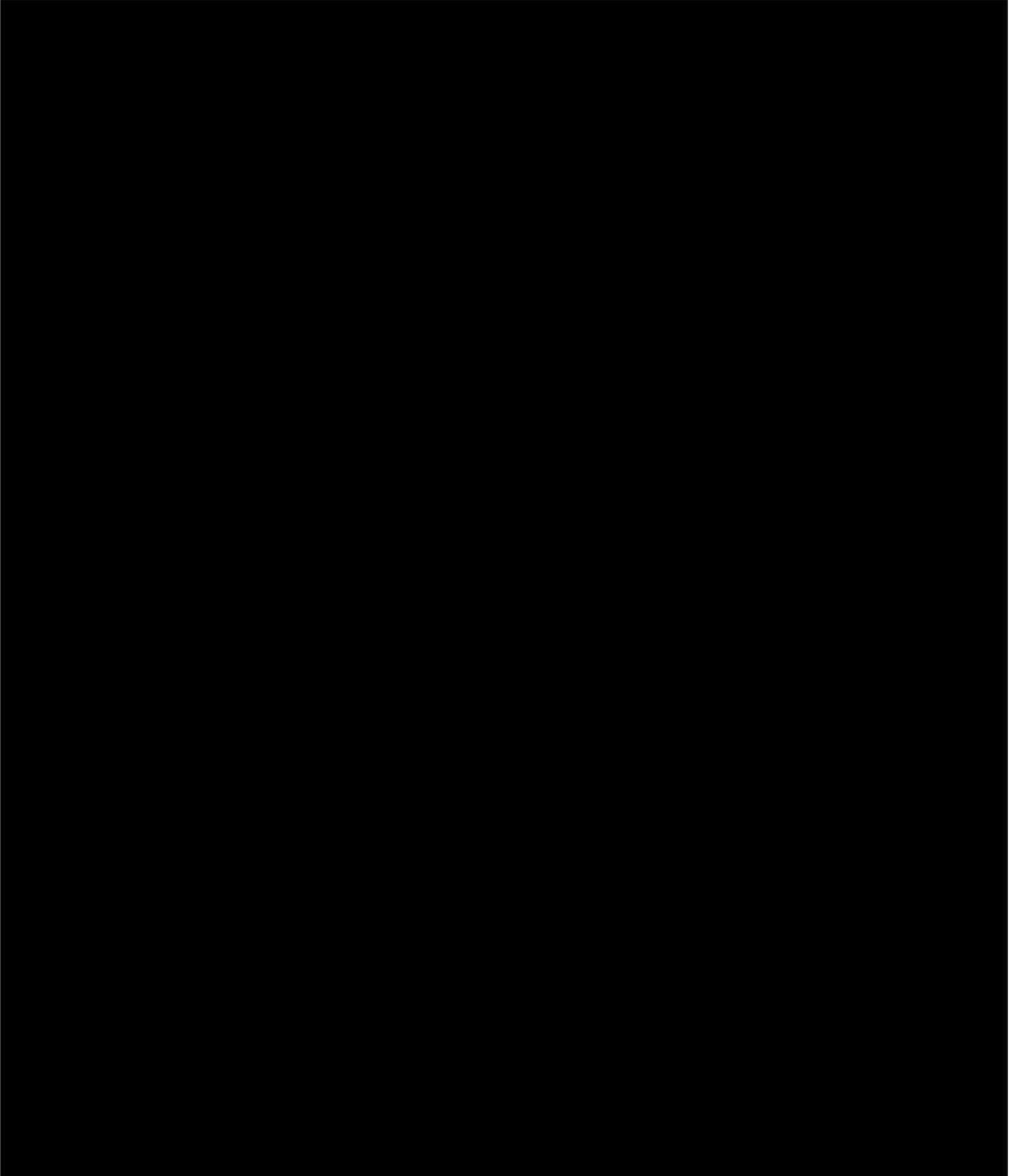
- Bilingual: Spanish and English
- Excellent organizational skills able to handle multiple tasks
- 10 keys and keyboarding proficiency. Type 50 wpm

References furnished upon request.

Miguelina Germán, PhD



PROFESSIONAL EXPERIENCE



EDUCATION

ARIZONA STATE UNIVERSITY, Clinical Psychology Program	Ph.D.	2009	Tempe, AZ
	M.A.	2005	Tempe, AZ
COLUMBIA UNIVERSITY, Columbia College	B.A.	2000	New York, NY

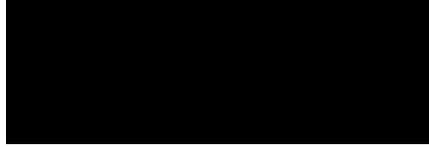
POST-GRADUATE TRAINING

CHILDREN'S HOSPITAL AT MONTEFIORE (CHAM), Quality Performance Improvement Course	Certificate Program	2017
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LICENSE, SKILLS & ASSOCIATIONS

- ◆ Licensee, Psychologist, Cert. # 018850, New York State
- ◆ Fluent in Spanish
- ◆ Co-chair, Early Childhood Special Interest Group, Society for Developmental and Behavioral Pediatrics
- ◆ Member, Clinical Advisory Council, Health Access Equity Unit, Division of Prevention and Primary Care, New York City Department of Health and Mental Hygiene

AMADOR CENTENO

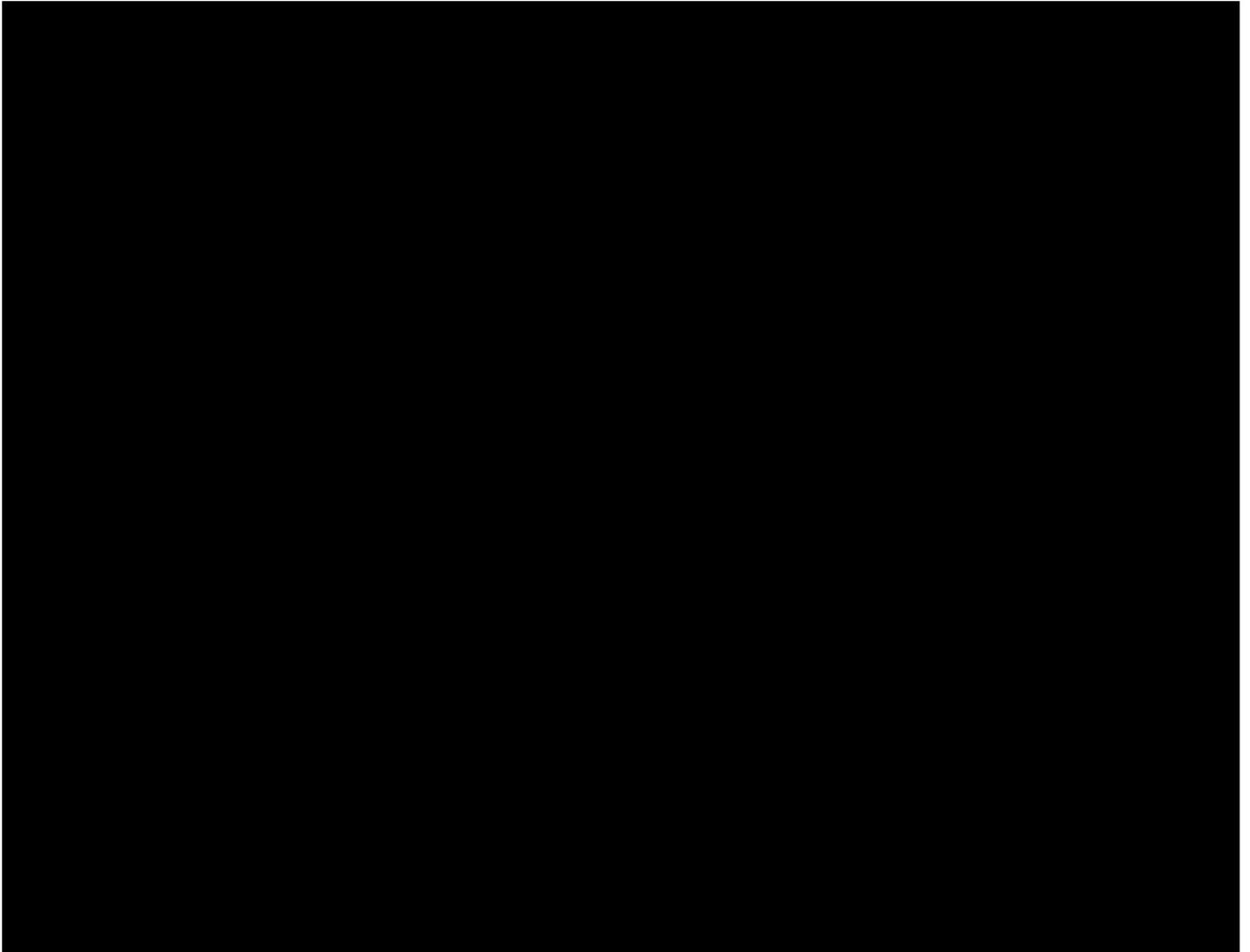


PROFILE

Forward-thinking, results-oriented Senior Executive with record of growth and accomplishment in the higher education and health care sectors.

- Strategic thinker who is adept in creating and/or re-engineering business processes and leveraging technology to enhance operating efficiencies and generate cost savings.
- Team builder and leader with talent for motivating and guiding staff to achieve high levels of productivity and consistently meet organizational goals and objectives.
- Exceptional communicator who establishes strong working relationships with professionals both internal and external to business environment.

PROFESSIONAL EXPERIENCE



[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]

[REDACTED]

EDUCATION

Master of Science – Health Service Administration, Iona College, New Rochelle, NY, 2001

Bachelor of Science – Economics, Lehman College, New York, NY, 1996

Elena Goldberg Velazquez, Esq.

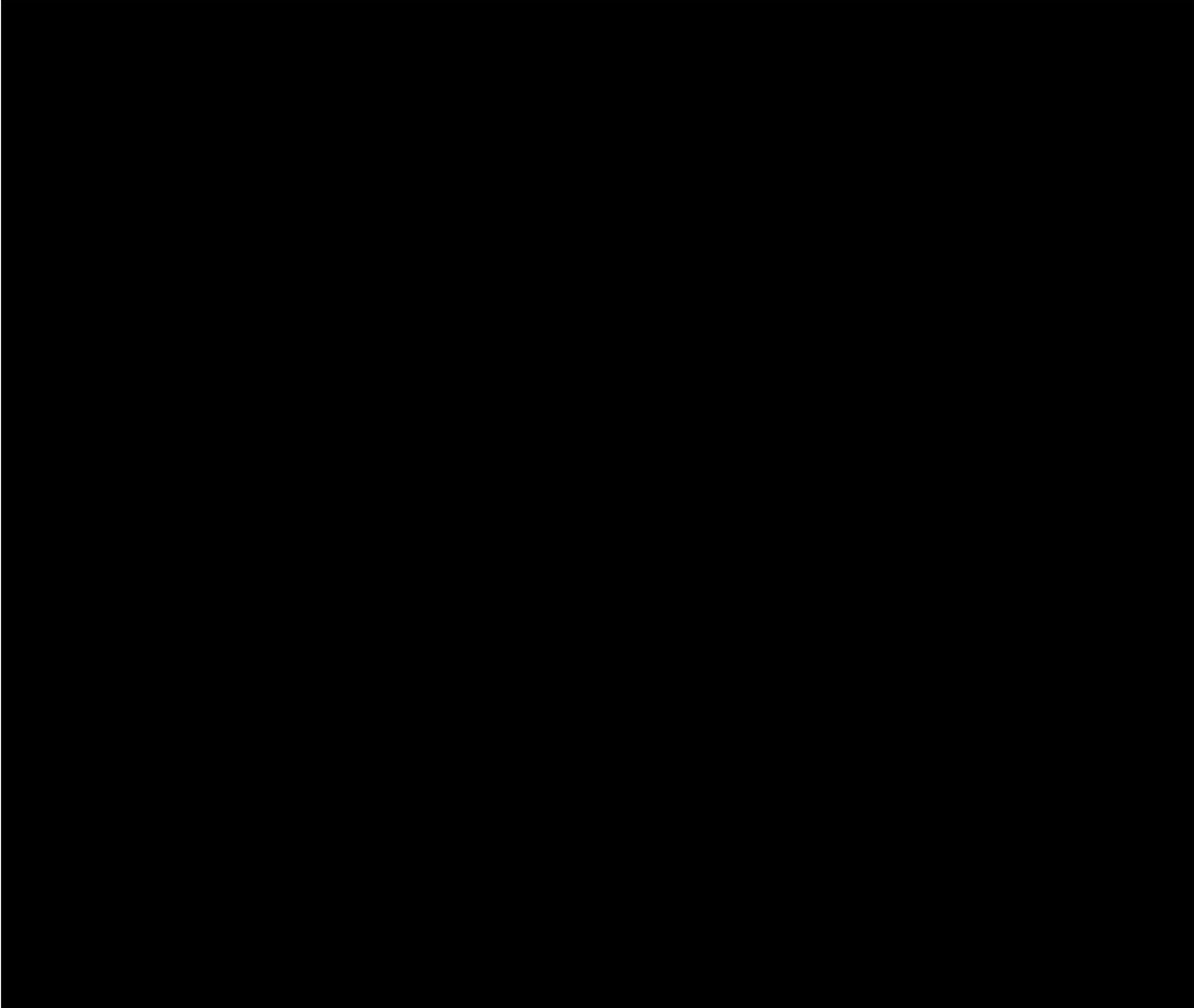


BAR ADMISSIONS

United States Court for the Southern District of New York, 2008

New York, 2007

Connecticut, 2006



EDUCATION

CUNY SCHOOL OF LAW AT QUEENS COLLEGE

Juris Doctor, May 2006

Honors: *New York City Law Review – Managing Editor*

New York City Law Review – Staff member

Activities: *Phi Alpha Delta, Law Fraternity – Murray Chapter, Treasurer*

New York City Bar Association, law student chapter

Member of American Bar Association, law student chapter International Law Organization

SYRACUSE UNIVERSITY, Syracuse, New York
 Bachelor of Arts in Political Science and International Relations, May 2003
 Honors: Deans list
Pi Sigma Alpha - Political Science Honors Society

BOARD AFFILIATIONS

CUNY School of Law Board of Visitors, Board Member	2013-Present
Puerto Rican Bar Association Board Member	2013-Present
President	2012-2013
President-Elect	2012-2011
Treasurer	2011-2010
Recording Secretary	2010-2009
CLE Committee, Chair ***As CLE Chair Bar Association received Independent Accredited Provider Status	2014-Present
Women's Committee, Chair	2012-2013
Young Lawyers' Committee, Chair	2011-2013 2012-2013
Network of Bar Leaders, Member	2012-Present
New York State Bar Association Diversity Committee, Member	2012-Present
Nominating Sub-Committee, Member	2012-2013
Judicial Diversity Sub-Committee, Chair	2014-Present
Jewish Lawyers Guild, Member Hadassah Lifetime Member	2015-Present
City of Yonkers, Charter Revision Commission	2015-Present
New York City Bar Association, Member Civil Court Committee Member	2015-Present
South Bronx Charter School for the International Cultures of the Arts Chair of the Board of Trustees	2007-2010 2009-2010
Secretary of the Board of Trustees	2007-2009
American Red Cross, Bronx Division Board Member	2007-2008

SPEAKING ENGAGEMENTS

Puerto Rican Bar Association Regional Moot Court Competition, Clerk	October 2015
New York State Bar Association Path to Judicial Diversity, Moderator	April 2015
New York State Judicial Institute Summer Justice Program, Speaker	2010-2012

VOLUNTEER WORK

New York State Judicial Summer Institute, Lecturer 2010-2012

New York State Bar Association, Judicial Diversity Sub-Committee Panel

“An Examination of Judicial Diversity in New York State”, Moderator April 2015

AWARDS/COMMUNITY RECOGNITION

2012 League of Puerto Rican Women - Woman of the Year Award 2012 Manhattan

Times/Bronx Free Press Distinguished Women’s Award 2009 Puerto Rican Bar

Association’s - Young Lawyer Women’s Award

2007 Entre Nosotras Award

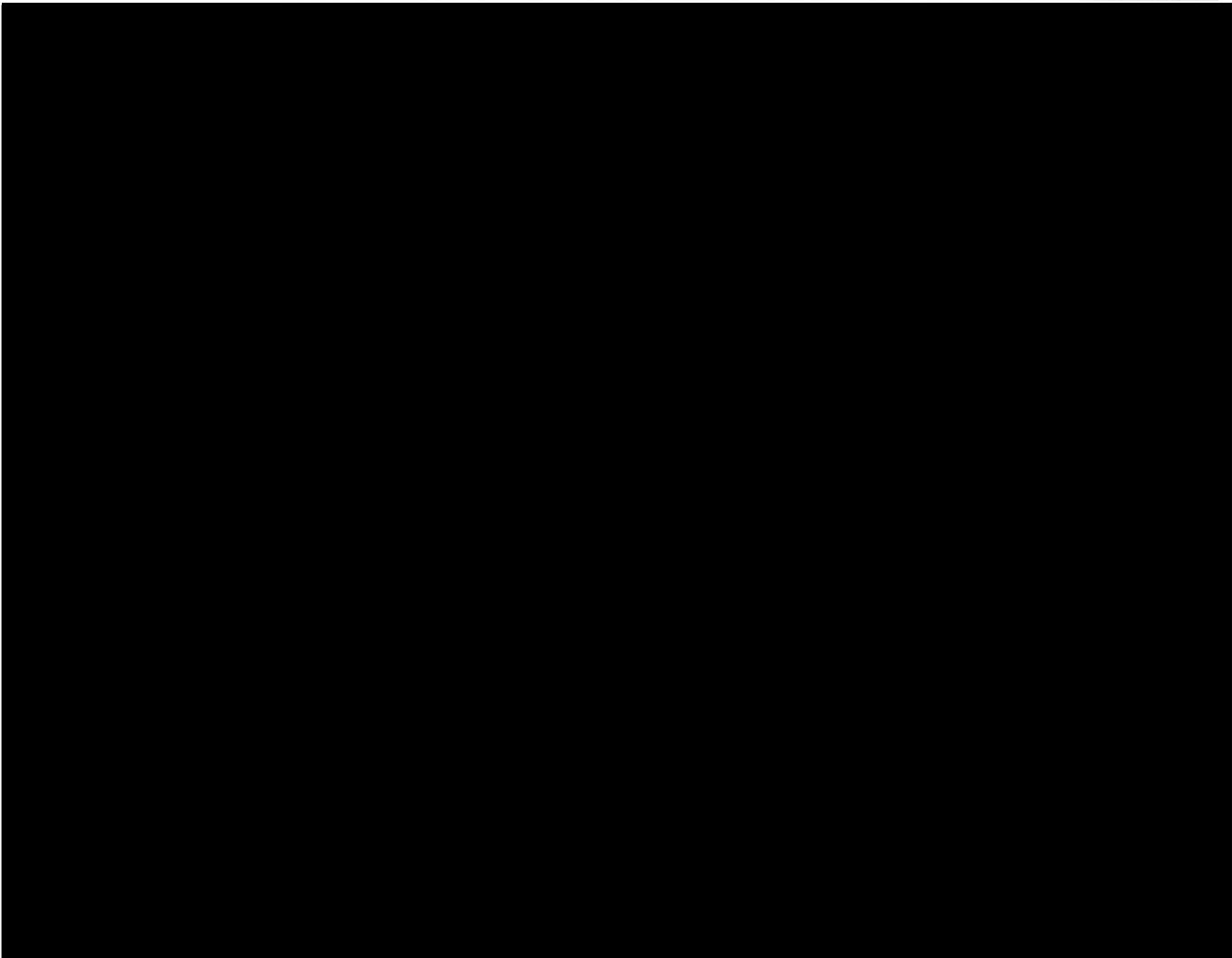
2006 Latyn Scholarship Award



SHAWNTÉ LORICK

ACCOMPLISHMENTS Completed the Leadership Development Program and through our group project, raised an awareness to the need for cultural sensitivity in the agency. Assisted two supervisors with the training and development of new officers. Received Federal Executive Board Award SORT Team Participation (2013), and for Mental Health Team (2014). Received Probation Department Outstanding Team Member of the Year Award for SORT Team Participation (2011/12 and 2013/14) and Life Skills Team Member (2011/12).

- SKILLS & TRAINING**
- STARR Coach
 - PCRA 2.0 and Sex Offender 2.0 trained
 - IPPC trained
 - Participated in internal audit process
-





EDUCATION **STATE UNIVERSITY OF NEW YORK, ALBANY- MAY 2002**

- School of Criminal Justice- Master of Arts
- School of Social Welfare-Master of Social Work

PROFESSIONAL **NEW YORK STATE EDUCATION DEPARTMENT- SEPTEMBER 2004**
LICENSES Licensed Master Social Worker
 License # 068462

ADDITIONAL
ACTIVITIES

- Member of the Bring Our Sons and Daughter to Work Planning Committee
- Member of the Interview Panel for Prospective Student Interns
- Commemoration Ceremony Participant

Brian Quillin



Education:

CUNY Hunter College

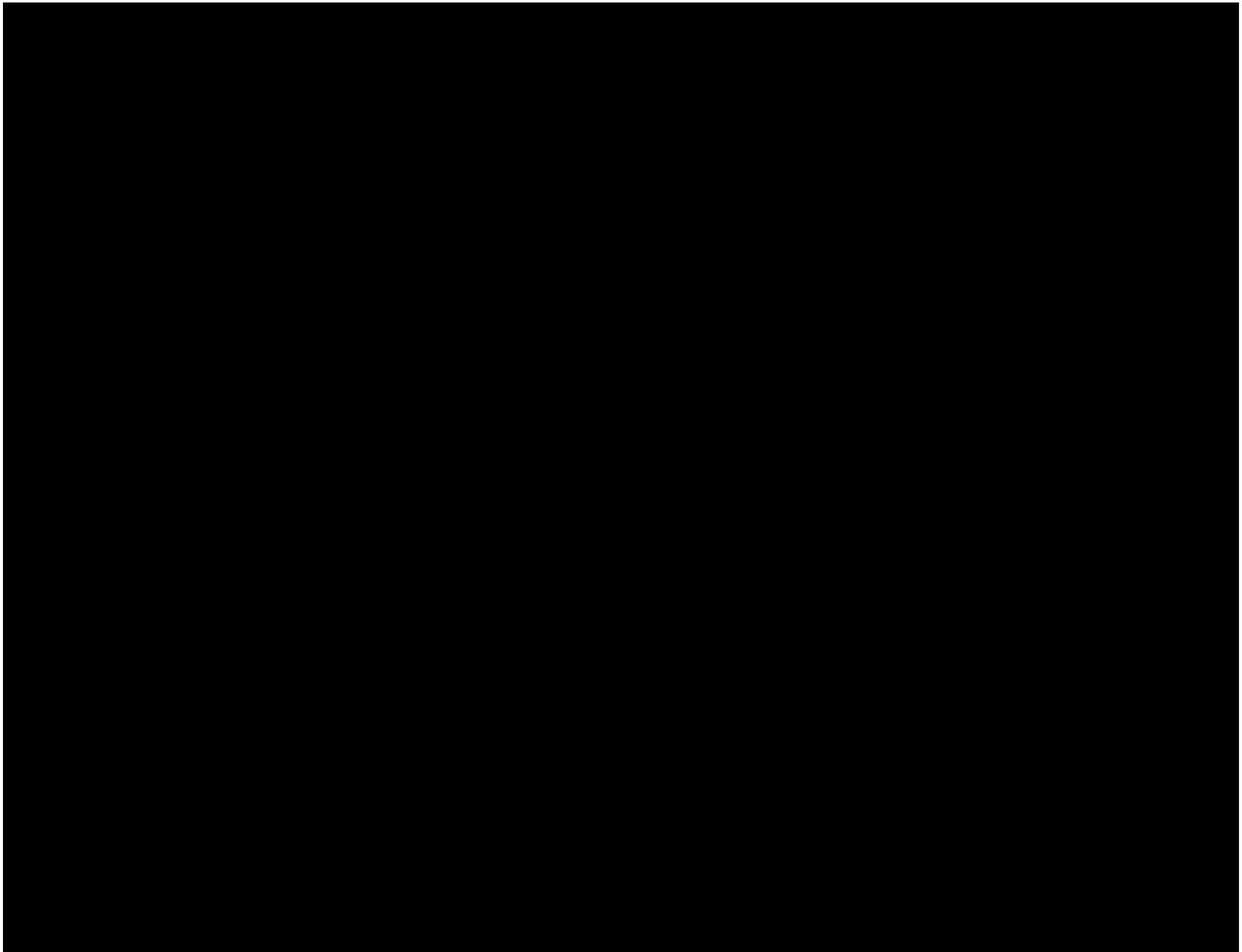
- MA Music Education Pre-K-12

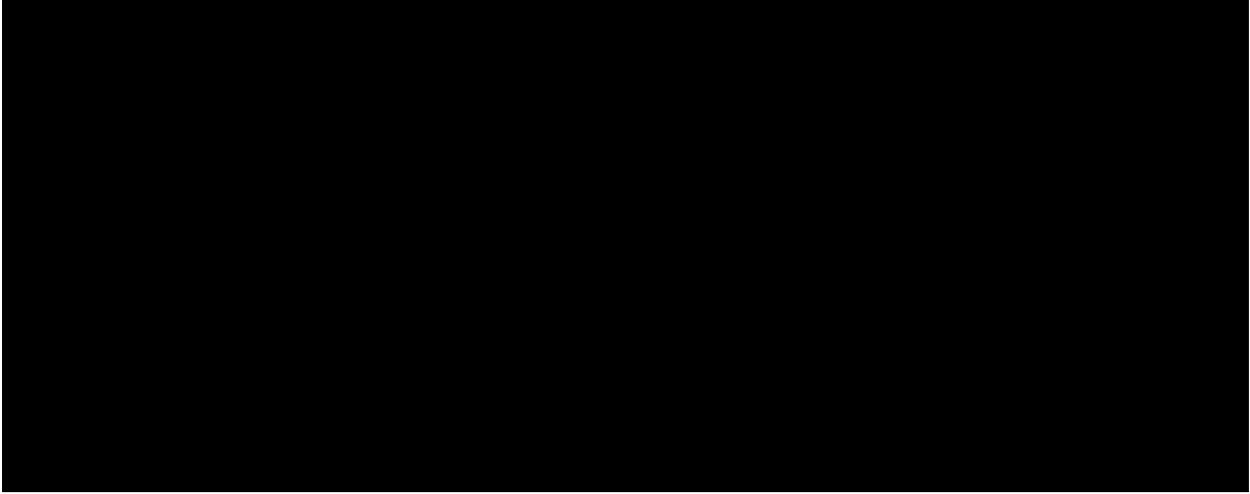
SUNY Fredonia

- BA Music Business
 - Concentration in Communications/Public Relations
 - Minor in Business Administration

- **NYS Teacher Certification:** Music Pre-K - 12

Teaching Experience:





Honors and Achievements:

Honors Undergraduate: Cum Laude, May 2008

Deans List, Undergraduate, 2004 - 2008

Alpha Lambda Delta National Honor Society

Golden Key National Honor Society

Recipient of Second Year Scholarship for Outstanding Academic Achievement, 2005

Member of National Association for Music Education (MENC)

Member of New York Road Runners (NYRR)

Hampton's marathon finisher, 2012, 2013, 2014, 2015

D.C. Rock and Roll marathon finisher, 2013

**Hampton's half-marathon (2011), D.C. Rock and Roll half-marathon (2012),
Brooklyn half-marathon finisher (2014, 2016, 2017)**

Special Skills:

Professionally trained vocalist

Intermediate piano skills

Ability to sing Spanish, Italian, German, Latin, and French

Proficient in Microsoft Office

Bradley Olsen

Managing Director at CIBC



Summary

Proven skills in developing strong trusted adviser role for global clients and cultivating vital internal relationships.

Earned reputation as a results driven, highly motivated strategic thinker with an optimism for constant improvement in both professional and personal life.

Specialties:

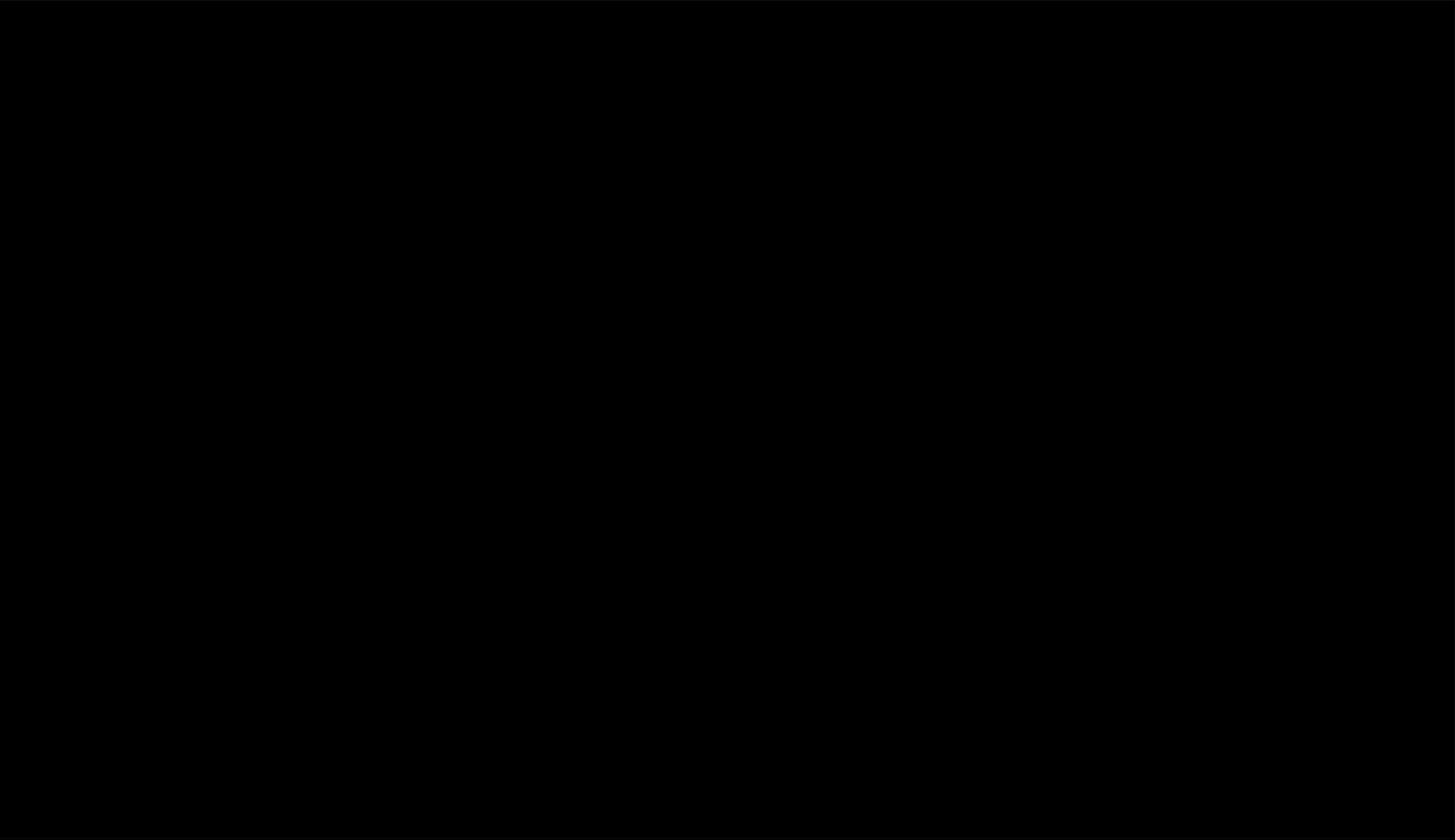
Strong external and internal relationship development

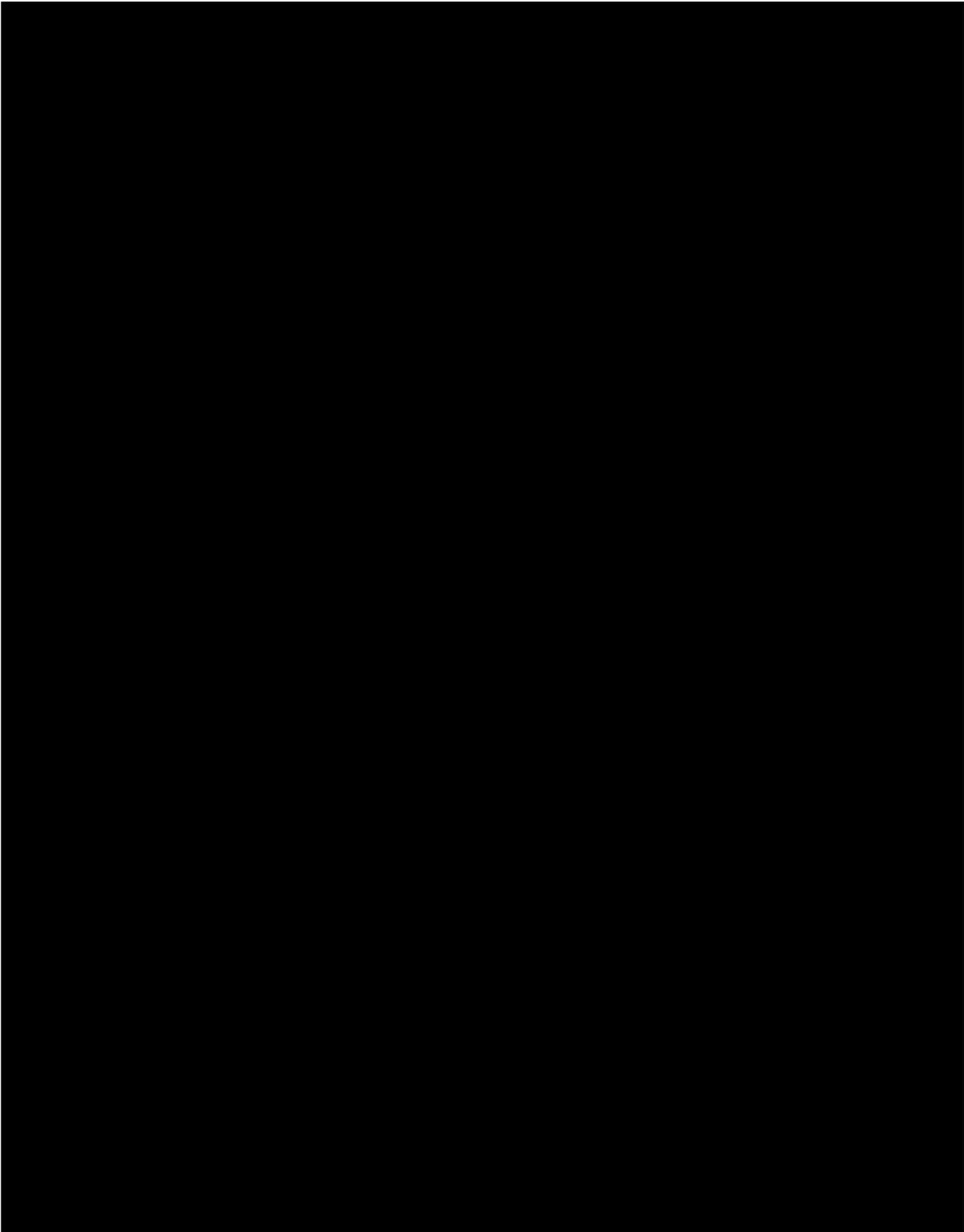
Comprehensive knowledge of banking solutions for global corporates

Contract negotiation

Process innovation

Experience







Education

University of Southern California

Bachelor of Science (BS), Business Administration and Management, Finance, 1999 - 2001

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Amber Charter School
2. Full name:
Home Address:
Business Name and Address:
Home telephone No.:
Work telephone No.:
E-mail address:
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other *I would notify the entire board of the concerning behavior and work as a group to immediately rectify the situation.*

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Miguelina German, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.

Miguelina German
Signature

9/12/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12246
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of

trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated

as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Amber Charter School

2. Full name: *Bradley Olsen*

Home Address: [REDACTED]

Business Name and Address: [REDACTED]

Home telephone No.: [REDACTED]

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Resume attached.

2001 - Present: Finance & Banking

Education: BS, Finance University of Southern California

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes, *Christine Ganoy, friend*

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes,

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Raise to chairman and Executive Director*

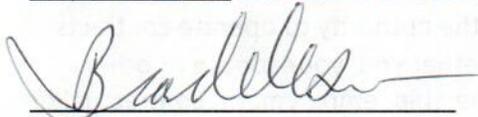
Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. *N/A*

Certification

I, Bradley Olsen, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ~~insert name of education corporation~~ *Amber Charter School* is true and correct in every respect.



Signature

6-13-18

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of

trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated

as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
AMBER CHARTER SCHOOL
2. Full name: **KELLY COMBS THOMAS**
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

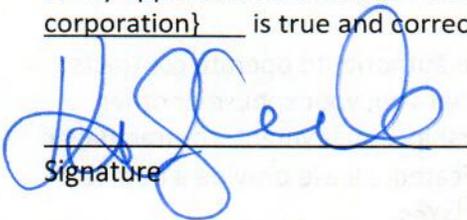
BRING IT TO THE ATTENTION OF THE BOARD CHAIR & EXECUTIVE DIRECTOR - IN INTERNAL & EXTERNAL MEMBER

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Kelly Conroy Thomas, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect. AMBER CHARTER SCHOOL


Signature

07.13.18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Amber Charter School*
2. Full name: *Amador Centeno*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A I / we have no such interest. Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *bring to the board chair and determine if the claims are self-deal and then move forward with corrective action; start investigation*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Amador Centeno, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.

Amador Centeno
Signature

12/16/15
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

<p>FOR INSTITUTE USE ONLY</p> <p>FILING FOR SCHOOL YEAR: _____</p> <p>DATE RECEIVED: _____</p>

- Name of charter school: Amber Charter School
- Trustee's name (print: Amador Centeno)
- Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Member
- Home address: [REDACTED]
- Business Address: [REDACTED]
- Daytime phone: [REDACTED]
- E-mail: [REDACTED]
- Is Trustee an employee of the school? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				

Amador 

 Signature

12/14/15

 Date



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.



The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Amber Chartered School*
2. Full name: *Brian Thomas Quillin*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No. [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, *they work in the same school.*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, *I am a school employee.*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, *I am a school employee (teacher).*
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *If a member of the board is involved in self-dealing, I would set a meeting with the head of the board to bring the matter to their attention.*
- Other
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Brian Quillin, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.


Signature

9-7-17
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

<p>FOR INSTITUTE USE ONLY</p> <p>FILING FOR SCHOOL YEAR: _____</p> <p>DATE RECEIVED: _____</p>

1. Name of charter school: Amber Charter School
2. Trustee's name (print): Elena Goldberg Velazquez, Esq.
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Board Member
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the school? ___Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>None.</i>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>None.</i>				

Maria Gay King

 Signature

2/16/16

 Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Amber Charter School*
2. Full name: *Elena Goldberg Velazquez*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, *please see resume*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes,

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

Having the issue raised in Executive Session at the Board meeting - and asking those Board members to recuse themselves from the meeting at that time.

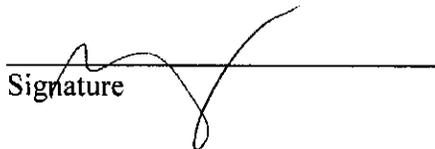
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Elena Goldberg Velazquez, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School Charter School is true and correct in every respect.

Signature



Date

2-16-16

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

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Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.

- The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Amber Charter School
2. Full name: Jazmine Landa
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring it up in the meeting, so that the entire board could discuss the conflict.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Jazmine Landa, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.

Jazmine Landa
Signature



11/6/17
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. Responsible Tasks

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Amber Charter School

2. Full name: Shawnté Lonck

Home Address:

Business Name and Address: MA

Home telephone No.:

Work telephone No.:

E-mail address:

3. A brief educational and employment history (you may attach a resume):

Resume attached. *Previously Submitted.*

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *If the person(s) is not the Board President, I would request an individual meeting with the President to discuss suspicion and present any supporting evidence. If the person is the President, I believe that I would consult with School Leadership on how to proceed.*

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Shaunte Leick, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.



Signature

12/6/17

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

JENNA L. PANTEL

BAR ADMISSIONS

New York, 2008

Eastern District Court of New York, 2010

Southern District Court of New York, 2012

EXPERIENCE

EDUCATION

University of Miami School of Law, Coral Gables, FL

Juris Doctorate, magna cum laude, May 2007

G.P.A.: 3.517 /4.0, Top 15%

Law Review: *Journal of Psychology, Public Policy & Law*

Honors: Honors, Litigation Skills (Trial Section)

Dean's Award Recipient for Academic Achievement in International Copyright, Psychology and the Law, Law and Economics, and Advanced Constitutional Law

Hunton & Williams Fellow, Street Law, Center for Ethics & Public Service

Activities: Center for Ethics & Public Service, American Intellectual Property Law Association, Intellectual Property Law Society, Student Mentor, Research Assistant for Cultural Property and Heritage

Syracuse University, S.I. Newhouse School of Public Communications, Syracuse, NY

Bachelor of Arts, magna cum laude in Public Relations and Political Science, May 2004

G.P.A.: 3.647/4.0

Honors: Recipient of Syracuse University Founder's Scholarship for academic achievement

Activities: Delta Gamma Fraternity, Vice President: Communication, Vice President: Programming

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

- 1. Name of charter school: Amber Charter School
- 2. Trustee's name (print): Jenna Pantel
- 3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____
- 4. Home address: _____
- 5. Business Address: _____
- 6. Daytime phone: _____
- 7. E-mail: _____
- 8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

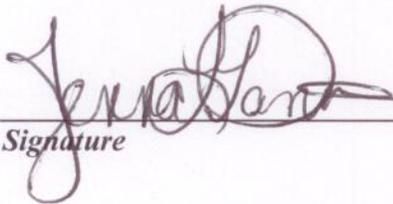
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><i>None</i></p> <p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				



Signature

12/12/12

Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Amber Charter School
2. Full name: Jenna Lauren Pantel
Home Address: [REDACTED]
Business Name and Address: [REDACTED]

Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume): See attached
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I have previously worked with David Briggs. He was a client of mine.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, there is the potential for a student's parent to seek my law firm's representation because we do education/special education law. My firm currently has 10 associates; I am one of those 10. However, my practice typically involves students who are attending private, special education schools and/or are suing the NYC Department of Education for failure to provide a free, appropriate public education.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would bring this to the attention of the Chair of the Board and legal counsel for the school. This is a legal issue and should be investigated fully. If there is self-dealing, then the Board should also discuss adding additional procedures to ensure that this does not happen again. Legal action may also be required.

Other

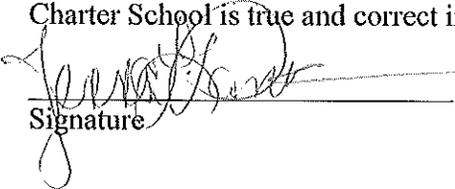
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

I am a lawyer working at a private firm in Manhattan. My firm primarily represents parents of students with disabilities who are challenging the appropriateness of programs/services from the Department of Education. As such, I am very interested in the education of students in New York City. I have no personal or professional affiliation with the school other than my interest in being a Board member.

Certification

I, Jessica Pantel, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.


Signature

11/1/13
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.

- The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: *Amber Charter School*
Home Address: *BEATRIZ GONZALEZ DAY*
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me.
 Yes, *MEMORIAL DAY NURSERY, PATERSON, NJ.*
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, *VAISHI ACOSTA / KIRSY'S GOMEZ -*
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes, .
When I WAS the Audit manager from Citin Caperman about four years ago.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes,

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Communicate the situation to the CHAIR and/or Vice CHAIR for discussion, analysis + resolution.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Beatriz Gonzalez Day, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.

Beatriz Gonzalez Day
Signature

December 14, 2015
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

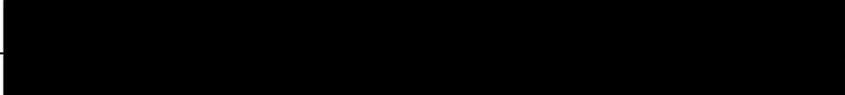
**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

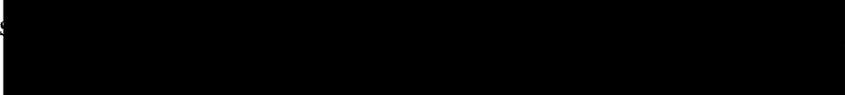
<p>FOR INSTITUTE USE ONLY</p> <p>FILING FOR SCHOOL YEAR: _____</p> <p>DATE RECEIVED: _____</p>

1. Name of charter school: Amber Charter School

2. Trustee's name (print): Beatriz Gonzalez Day

3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Member

4. Home address: 

5. Business Address: 

6. Daytime phone: 

7. E-mail: 

8. Is Trustee an employee of the school? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>NONE</i>			

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>NONE</i>				

Becky Hoyle Day

Signature

12/14/15

Date

Board Member Bio

Name: Beatriz Gonzalez Day

Position Title: [REDACTED]

School(s) & Degree(s): Rutgers University – BS Accounting

I am a board member at Amber because:

I would be honored to be voted in as Amber's Board member as it would give me the opportunity to put to good use my modest skills and knowledge for our community. Schools are such an important piece of the foundations of our future adults; they are where our future leaders, social servants, environmentalists, etc. are educated, supported, and nurtured.

Previous Relevant Experience

CPA – Auditor manager for Amber Charter School through 2011
Board Member of Memorial Nursery School, Paterson, NJ
Experience working with and auditing Non for Profits

When I am not at Amber I ...

I work as the VP, Comptroller at [REDACTED] where we are changing the world one smile at a time by helping children with cleft and lip palate around the world.

During my free time I enjoy spending time with my family and friends and travel as much and as often as possible.

Twitter Handle: _____

Follow us @AmberCharter

“Like Us” on Facebook [facebook.com/AmberCharterSchool](https://www.facebook.com/AmberCharterSchool)

Please fill out and email completed form with a head shot of yourself to Mayreni Arias at [REDACTED]

15. District and School Relations

a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

While we believe that the autonomy and accountability of being a charter school will be a key enabler of our school's success, we also believe that every child in our community deserves an excellent education and sincerely hope that the district schools in our community will soon achieve greater results for students than they currently do. We also believe that we are all partners in the broader mission to give every child a high-quality education, and we intend to be good neighbors and act both as listeners and as a resource to the DOE schools in our district as well as to the other nearby charter schools. The "Amber Way" includes developing a sense of community, responsibility and respect, within and across our school buildings and also in the neighborhoods we serve. This translates to developing and maintaining productive, collegial relationships with other educators in CSD 6

As noted earlier in this application, Amber Charter School III is seeking a private facility, not shared space in a DOE school building. Therefore, we aim to help to alleviate the overcrowding in our community's schools, rather than add to it or create a strain of under-enrollment.

Charter schools in the community have been supportive of our efforts to open a new middle school option, citing the sizes of their waiting lists and the needs they see in the community. We have established relationships with multiple charter leaders, including Christina Reyes from Inwood Academy of Leadership and others, and they have reinforced for us that the student population in the community is large enough to sustain more charter elementary and middle school seats.

Also described previously (**R-01ac**), Amber Charter Schools Executive Director, Vasthi Acosta, current board chair Soledad Hiciano and founding board chair, Luis Miranda, Jr. have all been committed personally and professionally to this community for decades. They intend to leverage existing relationships and partnerships, individually and collectively, with the broader goal of educational improvements for all CSD 6 children and families.

We recognize the hard work that adults do in each of these schools and our shared mission to provide a high-quality education to every child in our community. We are committed to learning from the successes of these schools and sharing the successful practices of our school if they can be helpful to adults educating children anywhere in our community. We will proactively seek to share best practices in our instructional program, and we hope that other schools in our community might embrace these collaborative opportunities.

We plan to engage in the local educational community in the following ways:

- We will participate in community events along with other local schools, like street fairs, celebrations and performances. This joint participation will help us to build relationships and reinforce that we are all engaged in work for the youth of our community.
- We will invite staff from other schools to Amber Charter School III and extend this to Amber Charter School East Harlem and Kingsbridge should there be a practice or learning opportunity for leaders and teachers from other schools. For example, we may invite staff from area schools to join professional development meetings that focus on certain instructional content or approaches, or that involve the analysis of and planning with academic performance data.

- We will maintain an open-door policy for other educators and aim to take advantage of any such policies in other local schools. We strongly believe in growth through observation and feedback. We will invite teachers from other local schools to observe our classrooms, and we will ask area leaders willing to reciprocate and share their own practices.
- We will backfill students in kindergarten and 1st grade, as well as in 5th and 6th grade. We are a public school, and we intend to embrace students just starting their educational journey and those who desire an alternative beginning in their middle school years.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Please find a comprehensive description of low-performing schools in CSD 6 in **R-01abc**. We initially intend to prioritize developing partnerships with K-8 schools (listed below), as we know we have things to learn from as well as share with them. Dr. Acosta has already outreached to Evelyn Linares, the principal of the 21st Century Academy for Community Leadership (PS/IS 210, the New Visions school she co-founded), as they have known each other for 3 decades. PS/IS 187 Hudson Cliffs and Washington Heights Academy are both of particular interest, given their stronger than average performance on the NYS ELA assessments and their large enrollments. We are also eager to build collegial and supportive relationships with K-5 schools and seek to prioritize those in close proximity to our facility, with leaders Dr. Acosta or Ms. Hiciano knows, and are in need of/express an interest in learning and improvement effort. We may also explore participating in the NYC DOE Charter/District Partnership Program, which facilitates cross-school best practice sharing and cycles of learning and improvement throughout the school year.

Name	Grades Served	2018 ELA	2018 Math	2017/2018 Enrollment	Over-utilization
PS/IS 210 21 st Century Academy	K-8	46%	47%	453/433	128%
Amistad Dual Language School	K-8	50%	37%	423/396	128%
PS 18 Park Terrace	K-8	26%	27%	362/362	109%
Washington Heights Academy	K-8	70%	67%	563/514	124%
Paula Hedbavny School	K-8	55%	51%	551/550	139%
PS/IS 187 Hudson Cliffs	K-8	63%	54%	807/804	149%

16. Facility

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;
- Space requirements for administrative functions, food services, a nurse's office, and physical education; and,
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

Amber Charter Schools intends to locate Amber Charter School III (K-8) in CSD 6, in Washington Heights or Inwood.

At full capacity Amber Charter School III will require:

- 30 general education classrooms
- 6 specials classrooms
- 1 science lab
- 1 special education/intervention suite
- 1 nursing office
- 6 administrative offices
- 1 front office/reception
- 1 cafeteria
- 1 gym
- 1 kitchen
- 8 restrooms (boys and girls)
- 4 adult restrooms
- Playground or proximity to parks

b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;
- How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by commencement of the first year of operation;
- If another organization is assisting the applicants in obtaining facilities, provide information about such organization;
- If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;
- If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;

- If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,
- If another organization is assisting the applicants in obtaining facilities, provide information about such organization.

Amber Charter Schools has performed a comprehensive search for a facility in the community that would meet the needs of the students, staff and families, and has identified a potential site for Amber Charter School III.

Amber Charter Schools has begun negotiations with [REDACTED] for a 35-year lease of an existing high school located at 532 West 215th Street. The facility is a 68,000 square foot building that currently houses [REDACTED]. Amber has retained [REDACTED], a real estate management consulting firm, and seeks to complete lease negotiations by March 2019.

The school is nestled in a residential neighborhood flanked by parks and athletic facilities owned by Columbia University. The school is within walking distance of the 1 and A subway trains and the 7, 20 and 100 public bus options. Amber Charter Schools has a well-established partnership with Columbia University and anticipates leveraging this relationship on behalf of Amber Charter School III students so that they may access nearby athletic fields, which are nearby. Below are images of the proposed building:



Amber Charter School East Harlem has been located in a private facility since inception; therefore, the [REDACTED] had considerable experience with facility management, renovation and financing. Recently, Amber Charter Schools negotiated a 35-year lease with [REDACTED] for the Amber Kingsbridge building, which is a 31,000 square foot facility that will house over 400 students.

Because the facility at 532 West 215th Street is already a functioning school, Amber Charter Schools anticipates that the renovation costs will not exceed \$6,000,000.00. However, this figure will be confirmed once the selected architect ([REDACTED]) completes a test fit and its cost estimator completes a trade by trade analysis. It intends to commence modest renovations in July 1, 2019, to be ready to occupy the space a year later on July 1, 2020.

Amber Charter Schools, with its solid financials and equity contribution, is confident that it will be able to finance this modest renovation. The [REDACTED] has an established relationship with [REDACTED] a well-known community development finance institution, as it currently holds a small mortgage for Amber Charter School East Harlem, at 220 East 106th Street. Leaders from [REDACTED] have indicated that the organization is ready, willing and able to assist Amber Charter Schools in future construction projects. The [REDACTED] is also currently working with [REDACTED] to complete its initial application for facilities funding.

As expected, further negotiations with these entities will be pursued once this charter is approved. Amber Charter Schools will move forward quickly to negotiate an agreement for the site that provides the best value and long-term capacity. Once an agreement is finalized, the [REDACTED] will establish a detailed action plan to ready the site for opening, including renovations, installation of food service equipment, and testing of safety equipment. Amber Charter Schools understands that it must obtain final site approval from its authorizer before students may attend the school.

c. Facility Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

d. Additional Facility Information

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

NOTE: If a facility has already been identified, include certification from an architect that the proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction, and that the cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.

As Amber Charter Schools enters a lease for this or any other facility, it will conduct due diligence during the negotiation phase to ensure no conflicts of interest exist. Any trustee that is identified as having any conflicting connection to the facility owner or manager will recuse him or herself from any board deliberations regarding the facility. No Amber Charter Schools trustees or employees will have an ownership interest in the school facility or any interest in a for-profit lease or financing arrangement. Amber Charter Schools will require full disclosure from real estate brokers, agents, lessees, and owners of any potential facilities. If there is a conflict of interest regarding a facility agreement, Amber Charter Schools will obtain a fair market valuation of the facility lease or price from an independent appraiser familiar with the real estate market in that geographic area.

16. Facility

d. Additional Facility Information

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

NOTE: If a facility has already been identified, include certification from an architect that the proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction, and that the cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.

Not applicable at this time.

17. Food Services

Describe the plans for food services the charter school will provide.

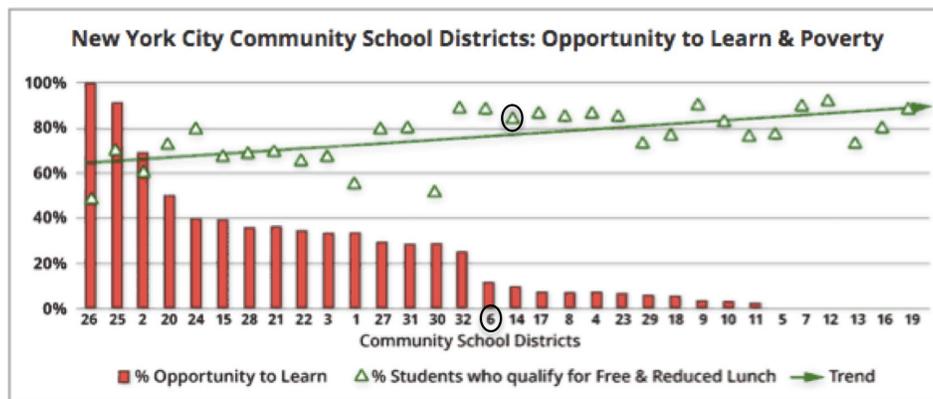
Amber Charter School III intends to contract with [REDACTED] a New York City-based healthy school meal provider, to offer daily breakfast, lunch and snack to all students.

Meals will be in compliance with New York City Department of Education and National School Lunch program regulations. Students may elect to bring their own lunch and not partake in the school lunch program on any given day.

Amber Charter School III will participate in the Federal School Breakfast Program and National School Lunch Program. According to an April 2012 Schott Foundation Report² entitled, "A Rotting Apple: Education Redlining in New York," CSD 6 students who are eligible for free and reduced lunch hover around 85%; therefore, we expect that the majority of our students will be eligible to receive free or reduced-price meals. [REDACTED] offers food programs at or below the Federal reimbursement rate. To ensure compliance with the School Breakfast Program and the National School Lunch program and to ensure proper reimbursement from the Federal government for meals received by students eligible for free- or reduced-priced lunch, Amber Charter School III will work with families to complete the online School Meals Application to establish eligibility for free and reduced-price meals. The school will make computers available and provide assistance to ensure every student's eligibility is documented.

Amber Charter School III will discreetly track school breakfast and lunch meals eaten by children on a daily basis. This information will also allow Amber Charter School III to bill parents or guardians of children not eligible for free lunch for the cost of school lunches received by their children as dictated by federal guidelines. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

All students, however, will be provided with a free school breakfast whether or not they are eligible to receive free meals. No families will be billed for breakfast served to their children. Per federal regulations, any student with a disability that restricts his/her diet will be served meals at no extra charge.



¹ <https://www.revolutionfoods.com>

² <http://schottfoundation.org/publications-reports/education-redlining> (including table)

18. Health Services

Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunizations records checks, medication to students within applicable law.

Staffing: Amber Charter School III will work with the NYC Department of Education and the NYC Department of Health to provide a school nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. This, and the other two schools in the Amber Charter School Education Corporation will not share any health staff.

The nurse will be responsible for all record keeping and correspondence related to these responsibilities. The school will maintain on-site Automated External Defibrillator (AED) equipment and at least two staff members will be trained in use of the AED equipment and cardiopulmonary resuscitation (CPR). Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

Health Records: Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file.

Immunizations: The school will ensure that all new students adhere to New York State requirements for immunization before they attend. All supporting documentation will be copied and placed in the students' cumulative health record and all updated information will be entered into ATS.

Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include:

- Diphtheria
- Tetanus
- Pertussis (DTaP, DTP, Tdap: 3 doses)
- Polio (IPV, OPV: 3 doses)
- Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella)
- Hepatitis B (3 doses)
- Varicella (1 dose)

Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Medications: Amber II will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant

medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

The school will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include:

- student's name and date of birth
- name of medication
- dosage and route of administration
- frequency and time of administration
- conditions under which medication should be administered
- date written
- prescriber's name, title, and signature
- prescriber's phone number

The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed, and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

19. Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

Amber Charter School III has decided against participating in bus services to ensure a high level of safety and create the authentic culture of a community-connected school. Many school leaders the founders have spoken with have shared experiences that reflect safety challenges in this realm, which mirrors the experiences at Amber Charter School East Harlem and Kingsbridge. There is no guarantee that our young students would not be sharing the school bus with much older children from neighboring public schools, and if parents and caretakers do not meet the child at the bus drop off site, bus drivers have, on occasion, allowed young children to leave the bus without confirmed adult supervision, or returned students back to the school, where adult supervision is likely but not guaranteed. In addition, having parents pick up their children from school at the end of the school day will reinforced the parent/school connection as teachers will have ample opportunities to connect and communicate with families of their students. The home-school connection is an important principle of our school model.

in addition, learning from Amber's experience at Kingsbridge, where school buses create a severe traffic jam every morning and afternoon, Amber Charter School III will not do the same in front of the school building. This street is very narrow and on a steep hill which would be worse for parked school buses.

Amber Charter School III is intending to site the school in a location that is accessible to public transportation. Eligibility for half-fare or full-fare student MetroCards is determined by and provided by the NYCDOE Office of Pupil Transportation (OPT). Amber Charter School III will submit Transportation Request Forms and use ATS or NIPSIS to supply the NYCDOE with the necessary information about its students. The NYCDOE OPT will then determine the eligibility for MetroCards for our students. This eligibility is based on age and distance from the school facility, in accordance with the Chancellor's regulations (Regulation A-801). Amber Charter School III will not guarantee parents that a child will have half-fare or full-fare student MetroCards until such service eligibility has been confirmed by OPT.

The school's Director of Operations will be responsible for coordinating transportation, including submission of required eligibility forms, working with the Operations Associate to contact students' families to inform them of their child's eligibility and ensuring students receive their MetroCards.

With regard to the days that Amber Charter School III is in session and the regular NYCDOE public schools are not in session, transportation is, like any other day, the responsibility of the child's parents. Parents of children who use student MetroCards to get to and from school are able to use those same student MetroCards on these days.

Parents or other authorized caretakers whose children do not qualify for half or full-fare MetroCards will be expected to drop off students in the morning and pick them up at the end of the school day, bearing the transportation cost of traveling with their child(ren).

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. Amber Charter School III students with disabilities 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, transportation becomes the responsibility of the child's parents.

20. Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

Carrier Name: Philadelphia Indemnity Insurance Company

Educator Protection Plus

Included Coverage	Limit/Aggregate Limit
Professional Educators Legal Liability	\$2,000,000/ \$2,000,000
Defense Reimbursement	\$100,000/ \$300,000

General Liability

Each Occurrence Limit	\$1,000,000
Personal and Advertising Injury Limit	\$1,000,000
General Aggregate Limit	\$3,000,000
Products/Completed Operations Aggregate Limit	\$3,000,000
Rented to You Limit	\$100,000
Medical Expense Limit	\$5,000

Employee Benefits Liability Claims Made \$1,000,000/ \$3,000,000

Sexual/Physical Abuse or Molestation Occurrence \$1,000,000/ \$3,000,000

Property

Building	\$7,600,000
Business Personal Property	\$803,000
Business Income	\$5,840,415

Auto Coverage

Hire Car Liability Limit \$1,000

Hired Car Physical Damage

OTC Deductible	\$50
Collision Deductible	\$100

Non-Owned

Liability Limit \$1,000

Commercial Crime Coverage

Employee Theft	\$1,000,000
Forgery or Alteration	\$500,000
Inside Premises-Theft of M&S	\$50,000
Outside The Premises	\$50,000
Computer Fraud	\$100,000
Money Orders/Counterfeit Papers	\$100,000

21. Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

Please note that schools that include at-risk designations, “preferences,” or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

Amber Charter School III’s budget reflect a bottoms up analysis and approach to determining the required resources for achieving the educational goals and outcomes consistent with its focus on a rigorous yet inclusive education-oriented institution. Amber Charter Schools has then applied the financial expertise of key board members as well as the experiences learned as an operator for almost two decades to overlay teaching and operational systems and methodologies necessary to deliver a superior education in a cost efficient yet impactful way.

Start-Up Budget, First Year and Five Year Operational Budget and Cash Flows

Revenue

Amber Charter School III has created a model that yields a sustainable institution providing superior outcomes that requires very modest fundraising outside of public reimbursement.

The startup budget, the first-year budget and each year of the 5-year budget are all developed to be cash flow positive utilizing primarily public monies. The pre-opening budget revenue assumes \$211,624 in Charter School Program (CSP) grant income, and a one-time contribution of \$200,000 from Amber Schools Foundation in the pre-opening year and no private fundraising income thereafter. Any fundraising efforts occur at Amber Foundation level, which typically involve members of the Amber Charter Schools EdCorp board of trustees.

Per Pupil Income:

With student to teacher ratios of approximately 25 to 1 and with 4 classes or sections each in kindergarten, first, fifth and sixth grades, Amber Charter Schools believes local needs and demand make an initial total student body of 400 highly achievable for its first year of operation. Given the expertise associated with both existing Amber Charter Schools and demographics and local demand for the targeted district, an expansion each subsequent year, inclusive of elementary and middle grades, (adding 210 in year 2, 198 in year 3, 100 in year 4 and 21 in year 5) will also be attainable. Amber Charter Schools III’s budget assumes a per-pupil funding of \$15,307 for its first year of operations and only a slight annual increase of 1.5% thereafter for its five-year budget.

Other State and Federal Grants:

The budget reflects expected income from IDEA, Title funds and the School Lunch Program.

We expect to receive Charter School Program funding totaling \$550,000, though Amber believes the replicating school will be eligible for additional funds based on both the underserved student populations priority and the authorizer program design priority.

We expect to receive NYS lease assistance income each year, ranging between \$1,034,285 to \$2,583,346.

Revenue estimates for other government sources, such as state and federal funds for special education, Title I, etc. are reflected as increasing with student enrollment.

DYCD grant: We anticipate receiving a grant of \$239,000 from the NYC Department of Youth and Community Services in Year 1.

Other Revenue

The budget includes anticipated reimbursement monies from ERate.

We do not intend to collect payments directly from students who do not qualify for free and reduced-price lunch. It has been our experience that, given the population we have been and expect to serve, this number (and generated revenue) is quite small, and the monies are generally difficult and time-consuming to collect.

Although Amber Charter Schools are committed to serving students identified with disabilities and will do so in this new community as well, we do not expect to receive additional per pupil special education income for the services we provide, as related services and SETSS do not typically qualify for funding above the 60% reimbursement level.

Plans for Shortfalls - Cash Flows

Under its detailed start up, first year and five-year operating budgets, Amber Charter School III projects it will be cash flow positive. In the unlikely event that additional funding is required, Amber Charter School III has the support of the Amber Charter Schools EdCorp and a willingness from its supporters to assist in the meeting of any shortfalls.

Expenses

The expenses incorporated in the Amber Charter Schools III budget are conservative. Detailed, line-by-line assumptions for all expenses can be found in the Budget Template.

In the pre-operating year, a majority of the costs are for planning and hiring. Although the Shared Services Team will be supporting the Principal and Director of Operations, these efforts will not generate any expense for the school in the pre-opening year. In addition, funds are budgeted for staff and student recruitment for the new school.

Expenses reflected in the 1 and 5-year budgets represent both market-based estimates of personnel and operating costs and the expertise of Amber Charter Schools in operating a school that, although increased in student enrollment and grades, has otherwise substantially similar student demographics, operating systems and educational philosophy.

All of the school's budgets assume that all of the costs of occupancy as a stand-alone facility will be born by Amber Charter School III.

Year 1 Budget:

Revenue: \$8,421,232. Opening with 400 students in kindergarten, 1st, 5th and 6th grade generates \$6,214,642 in per pupil revenue. The budget also assumes state and/or federal revenue for students with disabilities and low-income students. A one-time DYCD grant is also included in Year 1 revenue. The school also expects reimbursement for technology infrastructure through E-rate. Finally, Amber Charter School III expects to use the final portion of its CSP grant in Year 1.

Expenditures: \$ 7,215,024.

- **Personnel:** \$4,624,094. This reflects salaries and benefits for 48.8 FTE.
- **Contracted Services:** \$1,200,777. This reflects \$751,461 for Amber Charter Schools Shared Services Team support, as well as food, payroll and special education services and professional development consultants and trainers.
- **School Operations:** \$752,648. The operations budget allocates \$117,369 for curriculum materials, \$126,409 for equipment and furniture and \$123,866 for technology. Investments in classroom materials, office expenses and staff professional development and recruitment are also reflected in this category.
- **Facility:** \$1,311,142. Rent is estimated at \$1,034,285 for the first operational year. The school will also pay insurance and utilities.
- **Dissolution and Contingency:** The dissolution and contingency amount of \$79,011 reflects the \$75,000 that is required, with an additional 1% of the operation budget as a cushion.

Five Year Budget

Amber Charter School III projects a balanced budget each year of the charter term and a growing surplus reaching \$1,613,855 by Year 5, which the school intends to use for capital projects.

Revenue:

Year 1	Year 2	Year 3	Year 4	Year 5
\$8,421,232	\$12,144,133	\$16,211,093	\$18,510,876	\$19,231,515

The majority of revenue will continue to be per pupil funding based on a growing enrollment, assuming some attrition. The school anticipates using the remainder of its CSP funds in Year 1, though a portion may be rolled over to Year 2. Other state and federal funds are a function of enrollment with assumptions of student characteristics remaining constant across the five years. E-rate reimbursement is assumed to be 80% for technology infrastructure in Year 2, but 50% in subsequent years.

Expenditures:

Year 1	Year 2	Year 3	Year 4	Year 5
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\$ 7,215,024	\$11,992,425	\$15,405,727	\$16,951,500	\$17,617,661
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- **Personnel:** The Amber Charter School III staff grows from 48.8 FTE in year 1 to 95.4 in year 5. Both instructional and operational staff at the school increases commensurate with the growth in enrollment. **Contracted Services:** Amber Charter Schools Shared Services Team costs reflect the majority of contracted services, totaling \$2,501,613 by year 5. As the number of staff members and students increase, expenses for payroll, special education and professional development consultants also increase.
- **School Operations:** Most cost lines in this category increase slightly over 5 years. Furniture and technology investments are larger in early years and decrease in later years.
- **Facility:** The budget assumes a private lease that increases each year, with annual rent reaching \$2,583,346 by year 5. The school will continue to invest in upgrades to the facility throughout the charter period. In addition, the school will continue to lease operations equipment, e.g., kitchen and office equipment.
- **Dissolution and Contingency:** In addition to the \$79,011 in year 1, the school will also add \$25,000, plus 1% of the operating budget, in years 2 and 3.

b. Financial Planning

Explain the process the school will use to develop its annual budget including:

- Who will be involved;
- How needs will be identified and weighed;
- The timeline for creating and approving budgets; and,
- Procedures for monitoring and modifying budgets and on what interval.

included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Amber Charter Schools will create individual budgets for each school that include shared costs and the sum of which will be the budget of the education corporation. These will be voted on by the Board as a package. The Amber Charter Schools Fiscal Policies and Procedures (which is included in its entirety in Response 24(b) – Supplemental Docs) outlines the annual budget process:

Key Budgeting Policies

- The school’s goal is to operate pursuant to its long-range financial plan. The school creates realistic budgets that are monitored and adjusted when appropriate. Actual expenses should be equal to or less than actual revenue with no material exceptions.
- An annual budget, prepared by the organization, is reviewed and approved by the Finance Committee and the Board of Trustees prior to the start of the fiscal year.
- The budget process starts early and input from the Board Members, school administration and staff is solicited and considered in developing the budget.
- Budget variances are analyzed routinely, and material variances are discussed and addressed at the Board level including any necessary budget revisions.
- If there are significant material changes in the school's financial spending or revenue projections, the changes to the operating budget are reviewed by the Finance Committee and approved by the Board of Trustees at the half-year/third quarter meeting.

- The school’s long-range fiscal plan is compared frequently to actual progress and adjusted to meet changing conditions.

School Procedures to Implement these Policies: Amber Charter School develops an annual budget and budget monitoring process and documents the process in writing. The table on the following page is a sample of the school’s process. The budget team consists of the Board Chairman, Board Treasurer, Executive Director, Chief Financial Officer, Principals and other Staff/Board Members as deemed necessary.

FY July 1- June 30	Budget Development
Timeline	Activities/ Steps
Sept	Strategic Planning – Annual Update of Strategic Budget
January	Define Budget Goals
January	Create Budget Assumptions
February-March	Assemble Supporting Information: Expenses: # of employees, positions, salaries, benefits, cost of leases, etc. Income: per-pupil allocation and other revenue expectations
April	Create/Update Budget Templates: Multi-page spreadsheet with worksheets for staff salaries and allocations, revenues & contracts, expenses by site/ grade level/or day vs after-school programs, admin expenses, full budget
April-May	Budget Expenses-- By Program/Site and Contract
April-May	Forecast Revenues--By Program Site and Contract
April-May	Finalize Draft Budget
May	Draft is presented and refined by management and board
May- June	Final Budget Adopted by Board of Trustees

Financial Monitoring

The Board will monitor individual school budgets throughout the year, paying close attention to budget to actuals and cash flow projections. On a quarterly basis, after discussion with the Treasurer, the Chief Financial Officer will circulate the following information to the Board of Trustees one week(s) prior to the scheduled Board meeting:

- Statement of Financial Position
- Statement of Activities for the month to date and year to date
- Budget Comparison Report for the month to date and year to date, incorporating a variance analysis explaining variances in excess of 10% from the actual to the originally approved budget

- Updated cash flow model for the coming eighteen months, highlighting any periods of difficult cash flows

In addition to this package, the Executive Director provides a fundraising status update indicating the status of each school’s fundraising efforts, open proposals, etc. Below is the timeline for the monitoring process.

FY July 1- June 30	Budget Monitoring
Timeline	Activities/ Steps
July	Budget Team Adopts Annual Monitoring Process/Schedule
August	First Monthly Report Prepared for Budget Team, Reviewed
January	Internal Accounting System Annual Review and Update
October	First Quarterly Package Prepared & Discussed by Board
August-June	Monthly Budget Monitoring
January	Semi-Annual Budget Package Prepared -- Based on 6 month actual
February	Budget Revisions Proposed
Feb-March	Year-End budget projections and revised budget prepared & discussed.
March	Revised Budget and Final Budget Package Prepared, Reviewed and Adopted by Board of Trustees

c. Fiscal Audits

Describe the school’s plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Amber Charter Schools, as an EdCorp, will arrange for and participate in a single audit. This mandate is in accordance with the Single Audit Act Amendments of 1996 and the Office of Management and Budget Circular A-133, Audits of States, Local Governments and Nonprofit Organizations. Single Audits performed under the A-133 Circular are slated to cover the entire operation of Amber Charter Schools or at a minimum, the departments and/or units that receive and expend federal financial assistance.

The purpose of the audit is threefold:

1. To determine if Amber Charter Schools financial statements accurately reflect its true financial position and picture of operations, in accordance with Generally Accepted Accounting Principles.

2. To determine if Amber Charter Schools has internal accounting and control systems that provide a reasonable assurance that it administers federal awards in compliance with relevant laws and regulations.
3. To determine if Amber Charter Schools is in compliance with the laws, regulations, and agreements that may have a material effect on its financial statements and each major federal assistance program, as defined in the Act and revised A-133 Circular.

The Chief Financial Officer is responsible for arranging for the performance of a required annual independent audit. Amber Charter Schools adheres to a policy of soliciting competitive bids for auditors once every five years. Following the selection of an appropriate bidder, Amber Charter Schools mandates receipt of an audit engagement letter to identify the services, terms, and delegation of roles and responsibilities of the school and the auditor. The Chief Financial Officer negotiates an audit timeline with the external auditor and coordinates with Amber Charter Schools staff who may be involved in the audit to schedule their roles in the audit.

Amber Charter Schools will be required to submit a copy of its completed audit reporting package along with a Data Collection Form to the Single Audit Clearinghouse. The clearinghouse will retain a copy of the report and issue copies of the report to all federal awarding agencies identified on the Data Collection Form. Amber Charter Schools staff must understand that the results from reviews of publicly funded programs have implications on the organization's ability to retain and secure funding. In accordance, Amber Charter Schools staff actively undertakes any corrective actions needed to resolve deficiencies or discrepancies uncovered by all A-133 audit findings.

Amber Charter Schools follows the guidelines for annual audits of the financial statements of charter schools as set forth by the New York State Department of Education. The school completes and sends copies of its audited financial statements to the State Board of Education and to SUNY by November 1st of each year, following the Guidelines for Audits of the Financial Statements of Charter Schools.

Audits will follow these procedures:

- An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for Amber Charter School.
- All statements required by Financial Accounting Standards Board (FASB).
- Statement No. 117, Financial Statements of Amber Charter Schools, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Individual schedules are prepared for each school as well as the education corporation as a whole. Required note disclosures and others that are deemed appropriate should be included.
- The four main schedules contained in the annual audit (statement of financial position, activities, cash flow and functional expenses) are completed using the Institute's mandatory audit templates.
- A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.

- When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school's corrective action plan to address any weaknesses identified in the report or the management letter.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

When operating multiple schools, Amber Charter Schools will follow these procedures in the event of a single school closure:

The Executive Director will be responsible for managing the closure process and will work closely with the Amber Charter School III Principal and staff to ensure a smooth process.

Amber Charter School I and Amber Charter School II will identify any open seats and make them available to Amber Charter School III students, using a random lottery if more students are interested than seats available. The remaining students will be placed at the top of the school's waitlist in the order in which they were drawn.

Once all debt obligations are met, any remaining assets will be transferred to Amber Charter School I.

In addition, Amber Charter Schools dissolution process is:

Dissolution Process

In the event of the dissolution and closure of the school, the school will follow a clear process to ensure all students find suitable alternative schools, all debts are satisfied, and all records are secured and disseminated in a timely and efficient manner.

Should the school plan to close, either under its own volition or the direction of its authorizer, the Board of Trustees will adopt a closure plan and form a Dissolution Committee comprised of Board members to oversee the closure. This plan will be shared immediately with the authorizer and school leadership. The Board would expect to delegate to the school leader (initially the Principal and later the Executive Director when that position is filled) responsibility for managing the dissolution process; should the school leader be unavailable the Board will designate another school staff member to implement the closure plan.

The school will maintain the privacy of records and information that may personally identify students or staff members. The school will also convene one or more meetings for all parents and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.

After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts and notify benefit providers of pending termination of all employees. The school will collect all school property from staff before the termination date and ensure it has accurate contact information for all staff members.

The assets of the school will first be used to satisfy the school's debts and all property that the school has leased, borrowed, or contracted for use will be returned.

The proposed school budget includes \$75,000 for the cost of dissolution by setting aside \$25,000 each year for the first three years of operation to cover costs in case of the school's dissolution.

Dissolution Timeline

Within 10 Days:

The School will send a current student roster to the SUNY Charter Schools Institute and each student's district of residence.

Board and school leadership will meet with authorizer to discuss the closure process and opportunities for student placement in alternative schools.

The Chief Financial Officer will contact all major vendors and partner organizations to inform them of the closure and arrange for services to be maintained until the end of the closure period.

The Executive Director, Chief Financial Officer and Board Treasurer will begin producing final financial statements through the closure and a preliminary process for identifying assets.

The Executive Director and Board Chair will notify all parents and guardians in writing of the school closure and the placement process.

School leaders will hold student meetings and share information about the school closure and the placement process.

The School will host information sessions for families and students about other school opportunities and assist student in the application process.

The School will post all official closure information on its website.

Within 20 Days:

The School staff will meet with each student and their parents/guardians to determine placement options.

The school will notify local public and private schools of the planned closure and placement needs of students.

The Chief Financial Officer will provide a status report to the Executive Director and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline.

Within 30 Days:

The School staff will continue to meet with each student and their parents until placement is determined.

The school will transfer students records to the schools in which students are subsequently enrolled. Parents of the enrolled students will be informed of the transfer of student records and will be provided a copy.

The Chief Financial Officer will provide a final report to the Executive Director and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline, and final list of assets.

After 30 Days:

The Board Finance Committee and remaining school staff will manage the closing of the financial records and resolution of outstanding obligations.

Upon closure of financial records, the audit firm will complete a final audit and report to the Board of Trustees, which is furnished to the authorizer.



GENERAL INSTRUCTIONS FOR 2019 NEW SCHOOL PROPOSAL

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 6-Month	- Enter Pre-Opening Cash Flow information on this tab only if opening in the year following the application submission with a 6-month preopening period.
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate
10) Fiscal Impact	from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2017-18 Basic Tuition*	Final 2018-19 Basic Tuition*
570101	ADDISON CSD	12,263	12,480
410401	ADIRONDACK CSD	12,671	13,038
80101	AFTON CSD	14,800	15,288
142101	AKRON CSD	11,134	11,395
10100	ALBANY CITY SD	15,072	15,541
450101	ALBION CSD	11,580	11,734
140101	ALDEN CSD	10,862	11,106
180202	ALEXANDER CSD	12,335	13,021
220202	ALEXANDRIA CSD	13,100	13,268
20101	ALFRED-ALMOND CSD	11,628	12,119
40302	ALLEGANY-LIMESTONE CSD	11,362	11,350
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	12,463	12,735
580303	AMAGANSETT UFSD	58,648	61,891
140201	AMHERST CSD	11,721	12,003
580106	AMITYVILLE UFSD	18,777	19,104
270100	AMSTERDAM CITY SD	10,443	10,694
120102	ANDES CSD	22,107	22,538
20601	ANDOVER CSD	13,353	13,481
660405	ARDSLEY UFSD	21,471	22,360
640101	ARGYLE CSD	12,402	12,490
571901	ARKPORT CSD	10,680	11,022
131601	ARLINGTON CSD	12,469	12,797
670201	ATTICA CSD	10,552	10,914
50100	AUBURN CITY SD	11,495	11,759
90201	AUSABLE VALLEY CSD	14,185	14,483
491302	AVERILL PARK CSD	11,036	11,310
570201	AVOCA CSD	14,203	14,628
240101	AVON CSD	11,465	11,904
580101	BABYLON UFSD	17,928	18,331
80201	BAINBRIDGE-GUILFORD CSD	12,434	12,489
280210	BALDWIN UFSD	16,658	16,736
420901	BALDWINVILLE CSD	11,722	12,223
521301	BALLSTON SPA CSD	12,797	13,219
401301	BARKER CSD	13,895	13,739
180300	BATAVIA CITY SD	13,293	13,534
570302	BATH CSD	10,780	10,916
580501	BAY SHORE UFSD	16,357	16,730
580505	BAYPORT-BLUE POINT UFSD	18,566	18,993
130200	BEACON CITY SD	12,093	12,392
231301	BEAVER RIVER CSD	10,873	11,422
660102	BEDFORD CSD	21,556	22,246
90301	BEEKMANTOWN CSD	12,708	12,962
20801	BELFAST CSD	12,619	12,754
220909	BELLEVILLE HENDERSON CSD	11,030	11,580
280207	BELLMORE UFSD	20,638	21,284
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,764	15,136
61001	BEMUS POINT CSD	12,810	13,198
490101	BERLIN CSD	13,890	14,158
10201	BERNE-KNOX-WESTERLO CSD	14,371	14,870
10306	BETHLEHEM CSD	13,513	13,713
280521	BETHPAGE UFSD	18,350	18,888
30200	BINGHAMTON CITY SD	11,220	11,413
661905	BLIND BROOK-RYE UFSD	21,318	21,651
22902	BOLIVAR-RICHBURG CSD	11,885	12,383
630101	BOLTON CSD	21,535	22,004
570401	BRADFORD CSD	14,266	14,560
510101	BRASHER FALLS CSD	11,172	11,580
580512	BRENTWOOD UFSD	14,483	15,007
480601	BREWSTER CSD	17,808	18,243

661402	BRIARCLIFF MANOR UFSD	23,861	24,030
580909	BRIDGEHAMPTON UFSD	54,045	57,471
260101	BRIGHTON CSD	13,448	13,931
171102	BROADALBIN-PERTH CSD	9,636	9,939
261801	BROCKPORT CSD	11,745	12,214
62301	BROCTON CSD	13,437	13,907
660303	BRONXVILLE UFSD	22,606	22,891
250109	BROOKFIELD CSD	12,171	12,473
580203	BROOKHAVEN-COMSEWOGUE UFSD	14,498	15,068
490202	BRUNSWICK CSD (BRITTONKILL)	11,501	11,918
161601	BRUSHTON-MOIRA CSD	12,409	12,693
140600	BUFFALO CITY SD	13,005	13,350
520101	BURNT HILLS-BALLSTON LAKE CSD	11,168	11,713
661201	BYRAM HILLS CSD	21,054	21,631
180701	BYRON-BERGEN CSD	12,347	12,615
190301	CAIRO-DURHAM CSD	11,345	11,398
240201	CALEDONIA-MUMFORD CSD	11,218	11,624
641610	CAMBRIDGE CSD	13,350	13,616
410601	CAMDEN CSD	11,655	12,110
570603	CAMPBELL-SAVONA CSD	11,531	11,923
270301	CANAJOHARIE CSD	11,845	12,286
430300	CANANDAIGUA CITY SD	11,828	12,275
21102	CANASERAGA CSD	13,329	13,617
250901	CANASTOTA CSD	10,837	11,440
600301	CANDOR CSD	12,287	12,704
571502	CANISTEO-GREENWOOD CSD	14,797	15,692
510201	CANTON CSD	12,252	12,648
280411	CARLE PLACE UFSD	21,187	21,462
480102	CARMEL CSD	16,409	16,783
222201	CARTHAGE CSD	8,972	8,572
60401	CASSADAGA VALLEY CSD	12,359	12,297
50401	CATO-MERIDIAN CSD	11,653	11,887
190401	CATSKILL CSD	15,130	15,386
42302	CATTARAUGUS-LITTLE VALLEY CSD	12,368	12,361
250201	CAZENOVIA CSD	11,613	11,755
580233	CENTER MORICHES UFSD	15,847	16,175
580513	CENTRAL ISLIP UFSD	20,614	21,888
460801	CENTRAL SQUARE CSD	10,571	10,872
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	10,253	10,294
661004	CHAPPAQUA CSD	20,041	20,336
120401	CHARLOTTE VALLEY CSD	11,907	12,319
160801	CHATEAUGAY CSD	11,879	12,254
101001	CHATHAM CSD	13,977	14,247
60503	CHAUTAUQUA LAKE CSD	15,457	15,820
90601	CHAZY UFSD	12,716	12,972
140701	CHEEKTOWAGA CSD	11,235	11,526
140702	CHEEKTOWAGA-MARYVALE UFSD	11,433	11,713
140709	CHEEKTOWAGA-SLOAN UFSD	12,946	12,952
30101	CHENANGO FORKS CSD	11,503	12,030
30701	CHENANGO VALLEY CSD	11,670	11,926
472202	CHERRY VALLEY-SPRINGFIELD CSD	13,674	13,993
440201	CHESTER UFSD	14,170	14,578
251601	CHITTENANGO CSD	11,983	12,159
261501	CHURCHVILLE-CHILI CSD	11,122	11,420
110101	CINCINNATUS CSD	13,691	14,051
140801	CLARENCE CSD	10,001	10,278
500101	CLARKSTOWN CSD	14,310	14,573
140703	CLEVELAND HILL UFSD	11,428	11,674
510401	CLIFTON-FINE CSD	18,107	18,337
411101	CLINTON CSD	12,529	12,623
650301	CLYDE-SAVANNAH CSD	14,326	14,886
60701	CLYMER CSD	15,425	15,883

541102	COBLESKILL-RICHMONDVILLE CSD	11,802	12,187
10500	COHOES CITY SD	12,791	13,170
580402	COLD SPRING HARBOR CSD	21,586	22,091
510501	COLTON-PIERREPONT CSD	19,381	19,804
580410	COMMACK UFSD	16,506	16,846
580507	CONNETQUOT CSD	16,947	17,428
471701	COOPERSTOWN CSD	12,917	13,214
230201	COPENHAGEN CSD	10,935	11,153
580105	COPIAGUE UFSD	15,861	16,229
520401	CORINTH CSD	11,919	12,024
571000	CORNING CITY SD	11,637	12,225
440301	CORNWALL CSD	12,262	12,686
110200	CORTLAND CITY SD	11,142	11,358
190501	COXSACKIE-ATHENS CSD	12,888	13,208
660202	CROTON-HARMON UFSD	16,733	17,089
150203	CROWN POINT CSD	16,175	16,816
22302	CUBA-RUSHFORD CSD	13,488	13,493
241101	DALTON-NUNDA CSD (KESHEQUA)	14,107	13,895
241001	DANVILLE CSD	11,313	11,586
580107	DEER PARK UFSD	16,685	17,186
120501	DELAWARE ACADEMY CSD AT DELHI	14,930	15,384
140707	DEPEW UFSD	11,409	11,571
31301	DEPOSIT CSD	15,304	15,566
250301	DERUYTER CSD	14,069	14,253
660403	DOBBS FERRY UFSD	19,927	20,363
211003	DOLGEVILLE CSD	11,527	11,844
130502	DOVER UFSD	12,245	12,634
120301	DOWNSVILLE CSD	18,143	18,308
610301	DRYDEN CSD	12,012	12,682
530101	DUANESBURG CSD	10,234	10,068
680801	DUNDEE CSD	10,998	11,641
60800	DUNKIRK CITY SD	13,985	14,270
140301	EAST AURORA UFSD	11,205	11,660
430501	EAST BLOOMFIELD CSD	12,117	12,351
490301	EAST GREENBUSH CSD	12,659	12,974
580301	EAST HAMPTON UFSD	24,729	24,917
260801	EAST IRONDEQUOIT CSD	12,557	12,929
580503	EAST ISLIP UFSD	15,659	15,866
280203	EAST MEADOW UFSD	16,722	16,973
580234	EAST MORICHES UFSD	18,372	18,563
580917	EAST QUOGUE UFSD	23,116	23,527
500402	EAST RAMAPO CSD (SPRING VALLEY)	17,055	17,266
261313	EAST ROCHESTER UFSD	13,585	14,088
280219	EAST ROCKAWAY UFSD	19,383	19,583
420401	EAST SYRACUSE-MINOA CSD	14,674	14,871
280402	EAST WILLISTON UFSD	21,784	22,187
660301	EASTCHESTER UFSD	18,832	19,259
580912	EASTPORT-SOUTH MANOR CSD	14,276	14,629
141201	EDEN CSD	10,674	10,900
660406	EDGEMONT UFSD	18,814	19,250
520601	EDINBURG COMMON SD	21,896	22,487
470501	EDMESTON CSD	12,243	12,603
513102	EDWARDS-KNOX CSD	11,536	11,827
180901	ELBA CSD	12,423	12,736
590801	ELDRED CSD	14,570	15,023
150301	ELIZABETHTOWN-LEWIS CSD	14,358	14,605
622002	ELLENVILLE CSD	16,150	16,473
40901	ELLICOTTVILLE CSD	12,491	12,710
70600	ELMIRA CITY SD	12,012	12,238
70902	ELMIRA HEIGHTS CSD	11,136	11,295
280216	ELMONT UFSD	15,397	15,713
660409	ELMSFORD UFSD	23,211	23,794

580401	ELWOOD UFSD	15,773	16,118
141401	EVANS-BRANT CSD (LAKE SHORE)	12,618	12,810
420601	FABIUS-POMPEY CSD	13,479	13,720
261301	FAIRPORT CSD	11,647	12,033
61101	FALCONER CSD	10,522	10,777
590501	FALLSBURG CSD	20,402	21,059
280522	FARMINGDALE UFSD	17,831	18,311
421001	FAYETTEVILLE-MANLIUS CSD	11,653	12,111
22001	FILLMORE CSD	10,156	10,293
580514	FIRE ISLAND UFSD	108,303	112,278
581004	FISHERS ISLAND UFSD	43,471	41,950
280222	FLORAL PARK-BELLEROSE UFSD	15,937	16,272
442115	FLORIDA UFSD	15,007	15,340
270601	FONDA-FULTONVILLE CSD	12,108	12,106
61503	FORESTVILLE CSD	11,484	11,575
640502	FORT ANN CSD	14,847	14,835
640601	FORT EDWARD UFSD	12,493	12,900
270701	FORT PLAIN CSD	13,841	14,162
210402	FRANKFORT-SCHUYLER CSD	10,210	10,249
120701	FRANKLIN CSD	14,106	13,934
280217	FRANKLIN SQUARE UFSD	14,412	14,748
41101	FRANKLINVILLE CSD	12,351	12,328
62201	FREDONIA CSD	13,007	13,285
280209	FREEPORT UFSD	16,703	17,151
60301	FREWSBURG CSD	11,206	11,618
21601	FRIENDSHIP CSD	13,385	13,932
141604	FRONTIER CSD	9,759	10,208
460500	FULTON CITY SD	12,616	13,021
520701	GALWAY CSD	11,157	11,353
650902	GANANDA CSD	10,757	10,999
280218	GARDEN CITY UFSD	18,620	18,909
480404	GARRISON UFSD	22,713	23,138
260401	GATES-CHILI CSD	13,359	13,837
220401	GENERAL BROWN CSD	9,580	9,818
20702	GENESEE VALLEY CSD	12,013	12,355
240401	GENESEO CSD	13,257	13,726
430700	GENEVA CITY SD	13,688	14,179
81401	GEORGETOWN-SOUTH OTSELIC CSD	13,871	14,254
100902	GERMANTOWN CSD	15,614	16,004
470202	GILBERTSVILLE-MOUNT UPTON CSD	12,319	12,576
540801	GILBOA-CONESVILLE CSD	16,707	16,943
280100	GLEN COVE CITY SD	19,185	19,632
630300	GLENS FALLS CITY SD	12,469	12,753
630918	GLENS FALLS COMN SD	13,000	13,590
170500	GLOVERSVILLE CITY SD	10,865	11,063
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	12,872	13,288
440601	GOSHEN CSD	13,773	14,252
511101	GOVERNEUR CSD	11,255	11,480
42801	GOWANDA CSD	12,326	12,820
141501	GRAND ISLAND CSD	10,915	11,164
640701	GRANVILLE CSD	11,360	11,569
280407	GREAT NECK UFSD	23,468	23,954
260501	GREECE CSD	11,979	12,252
10701	GREEN ISLAND UFSD	13,662	13,773
660407	GREENBURGH CSD	23,343	23,686
80601	GREENE CSD	11,565	11,757
581010	GREENPORT UFSD	17,700	18,697
190701	GREENVILLE CSD	14,454	14,655
640801	GREENWICH CSD	13,131	13,310
442111	GREENWOOD LAKE UFSD	19,311	19,713
610501	GROTON CSD	11,406	11,317
10802	GUILDERLAND CSD	12,354	12,628

630801	HADLEY-LUZERNE CSD	14,745	15,207
480401	HALDANE CSD	17,487	16,786
580405	HALF HOLLOW HILLS CSD	15,896	16,249
141601	HAMBURG CSD	10,716	10,997
250701	HAMILTON CSD	13,897	14,154
511201	HAMMOND CSD	13,727	14,120
572901	HAMMONDSPORT CSD	15,766	16,037
580905	HAMPTON BAYS UFSD	17,093	17,666
120906	HANCOCK CSD	15,267	15,275
460701	HANNIBAL CSD	11,178	11,362
580406	HARBORFIELDS CSD	14,773	15,222
30501	HARPURSVILLE CSD	10,887	11,186
660501	HARRISON CSD	24,457	24,770
230301	HARRISVILLE CSD	13,372	13,899
641001	HARTFORD CSD	13,205	13,433
660404	HASTINGS-ON-HUDSON UFSD	20,404	20,896
580506	HAUPPAUGE UFSD	17,435	18,000
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	18,121	18,221
280201	HEMPSTEAD UFSD	18,702	19,452
660203	HENDRICK HUDSON CSD	19,174	19,498
210601	HERKIMER CSD	10,525	10,764
511301	HERMON-DEKALB CSD	13,646	13,858
280409	HERRICKS UFSD	18,029	18,431
512404	HEUVELTON CSD	11,704	12,132
280214	HEWLETT-WOODMERE UFSD	23,408	23,839
280517	HICKSVILLE UFSD	15,942	16,312
620803	HIGHLAND CSD	13,457	13,676
440901	HIGHLAND FALLS CSD	15,583	15,865
261101	HILTON CSD	11,200	11,568
41401	HINSDALE CSD	10,952	11,246
141701	HOLLAND CSD	12,032	12,083
412201	HOLLAND PATENT CSD	11,388	11,651
450704	HOLLEY CSD	11,275	11,314
110701	HOMER CSD	12,092	12,477
431401	HONEOYE CSD	13,141	13,400
260901	HONEOYE FALLS-LIMA CSD	11,435	11,808
491401	HOOSIC VALLEY CSD	11,338	11,477
490501	HOOSICK FALLS CSD	12,782	13,223
571800	HORNELL CITY SD	10,858	11,112
70901	HORSEHEADS CSD	11,188	11,726
101300	HUDSON CITY SD	14,222	14,774
641301	HUDSON FALLS CSD	11,021	11,239
190901	HUNTER-TANNERSVILLE CSD	17,482	17,655
580403	HUNTINGTON UFSD	18,512	18,951
130801	HYDE PARK CSD	13,055	13,191
200401	INDIAN LAKE CSD	25,054	25,084
220301	INDIAN RIVER CSD	7,996	8,463
200501	INLET COMN SD	27,047	28,264
141301	IROQUOIS CSD	10,751	11,124
660402	IRVINGTON UFSD	21,150	21,911
280231	ISLAND PARK UFSD	28,985	29,263
280226	ISLAND TREES UFSD	16,505	16,784
580502	ISLIP UFSD	15,288	15,586
610600	ITHACA CITY SD	13,670	14,143
61700	JAMESTOWN CITY SD	11,164	11,412
420411	JAMESVILLE-DEWITT CSD	11,944	12,261
572702	JASPER-TROUPSBURG CSD	11,590	11,729
540901	JEFFERSON CSD	13,445	14,018
280515	JERICO UFSD	24,911	25,088
630601	JOHNSBURG CSD	19,365	19,681
31502	JOHNSON CITY CSD	13,066	13,564
170600	JOHNSTOWN CITY SD	11,408	11,689

420501	JORDAN-ELBRIDGE CSD	12,623	12,825
660101	KATONAH-LEWISBORO UFSD	21,507	21,522
150601	KEENE CSD	20,661	21,054
450607	KENDALL CSD	13,590	13,556
142601	KENMORE-TONAWANDA UFSD	10,477	10,607
101401	KINDERHOOK CSD	12,239	12,771
580805	KINGS PARK CSD	14,928	15,124
620600	KINGSTON CITY SD	15,461	15,861
441202	KIRYAS JOEL VILLAGE UFSD	37,430	38,560
221401	LA FARGEVILLE CSD	10,458	10,814
141800	LACKAWANNA CITY SD	12,969	13,274
420807	LAFAYETTE CSD	16,766	17,309
630701	LAKE GEORGE CSD	13,521	13,823
151102	LAKE PLACID CSD	15,942	16,414
200601	LAKE PLEASANT CSD	26,331	26,763
662401	LAKELAND CSD	16,009	15,966
141901	LANCASTER CSD	9,442	9,789
610801	LANSING CSD	11,855	12,198
490601	LANSINGBURGH CSD	10,352	10,719
470801	LAURENS CSD	11,634	12,014
280215	LAWRENCE UFSD	23,502	23,528
181001	LE ROY CSD	11,790	12,335
670401	LETCHWORTH CSD	12,337	12,369
280205	LEVITTOWN UFSD	18,280	18,558
400301	LEWISTON-PORTER CSD	12,729	12,912
590901	LIBERTY CSD	17,977	18,477
580104	LINDENHURST UFSD	15,253	15,518
511602	LISBON CSD	13,322	13,924
210800	LITTLE FALLS CITY SD	12,471	12,792
421501	LIVERPOOL CSD	13,529	13,950
591302	LIVINGSTON MANOR CSD	17,085	17,604
240801	LIVONIA CSD	12,356	12,771
400400	LOCKPORT CITY SD	10,915	11,175
280503	LOCUST VALLEY CSD	23,507	23,996
280300	LONG BEACH CITY SD	23,348	23,654
200701	LONG LAKE CSD	43,198	43,695
580212	LONGWOOD CSD	15,380	15,811
230901	LOWVILLE ACADEMY & CSD	10,603	10,968
221301	LYME CSD	14,021	14,055
280220	LYNBROOK UFSD	18,680	19,009
421504	LYNCOURT UFSD	16,499	16,860
451001	LYNDONVILLE CSD	11,519	11,935
650501	LYONS CSD	11,690	11,999
251101	MADISON CSD	11,738	12,199
511901	MADRID-WADDINGTON CSD	11,491	11,969
480101	MAHOPAC CSD	14,925	15,218
31101	MAINE-ENDWELL CSD	11,197	11,618
161501	MALONE CSD	11,520	11,693
280212	MALVERNE UFSD	20,705	21,730
660701	MAMARONECK UFSD	19,416	19,618
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	11,420	11,724
280406	MANHASSET UFSD	21,735	22,207
110901	MARATHON CSD	12,911	13,639
421101	MARCELLUS CSD	10,775	11,174
121401	MARGARETVILLE CSD	14,376	14,646
650701	MARION CSD	12,418	12,609
621001	MARLBORO CSD	16,512	16,865
280523	MASSAPEQUA UFSD	17,052	17,142
512001	MASSENA CSD	11,197	11,625
581012	MATTITUCK-CUTCHOGUE UFSD	16,967	17,342
170801	MAYFIELD CSD	11,094	11,187
110304	MCGRAW CSD	12,248	12,604

521200	MECHANICVILLE CITY SD	10,780	11,035
450801	MEDINA CSD	11,827	12,242
10615	MENANDS UFSD	16,870	17,548
280225	MERRICK UFSD	18,936	19,286
460901	MEXICO CSD	12,702	12,993
580211	MIDDLE COUNTRY CSD	14,119	14,389
541001	MIDDLEBURGH CSD	13,453	13,793
441000	MIDDLETOWN CITY SD	13,759	14,126
471101	MILFORD CSD	13,217	13,505
132201	MILLBROOK CSD	13,902	14,099
580208	MILLER PLACE UFSD	13,922	14,376
280410	MINEOLA UFSD	24,709	24,959
150801	MINERVA CSD	26,637	26,368
441101	MINISINK VALLEY CSD	11,552	12,057
441201	MONROE-WOODBURY CSD	14,089	14,584
580306	MONTAUK UFSD	32,259	33,111
591401	MONTICELLO CSD	15,106	15,580
51301	MORAVIA CSD	11,202	11,572
150901	MORIAH CSD	12,855	13,143
471201	MORRIS CSD	11,436	11,899
512101	MORRISTOWN CSD	14,680	14,783
250401	MORRISVILLE-EATON CSD	13,114	13,374
212001	MOUNT MARKHAM CSD	12,231	12,665
240901	MT MORRIS CSD	13,120	13,970
660801	MT PLEASANT CSD	19,590	20,199
580207	MT SINAI UFSD	15,841	16,166
660900	MT VERNON SCHOOL DISTRICT	17,794	18,548
500108	NANUET UFSD	19,531	19,117
431201	NAPLES CSD	14,135	14,597
411501	NEW HARTFORD CSD	12,431	12,953
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,771	16,132
101601	NEW LEBANON CSD	16,792	16,688
621101	NEW PALTZ CSD	14,284	14,718
661100	NEW ROCHELLE CITY SD	17,138	17,668
581015	NEW SUFFOLK COMN SD	16,281	16,242
650101	NEWARK CSD	12,100	12,367
600402	NEWARK VALLEY CSD	11,287	11,621
441600	NEWBURGH CITY SD	15,796	16,159
151001	NEWCOMB CSD	44,080	45,001
400601	NEWFANE CSD	11,086	11,212
610901	NEWFIELD CSD	10,832	11,015
400800	NIAGARA FALLS CITY SD	11,925	12,164
400701	NIAGARA-WHEATFIELD CSD	11,443	11,561
530301	NISKAYUNA CSD	12,790	12,833
580103	NORTH BABYLON UFSD	15,290	15,799
280204	NORTH BELLMORE UFSD	18,493	18,926
142201	NORTH COLLINS CSD	14,023	14,594
10623	NORTH COLONIE CSD	11,708	11,957
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	12,741	12,973
280229	NORTH MERRICK UFSD	18,825	19,378
651501	NORTH ROSE-WOLCOTT CSD	13,030	13,545
661301	NORTH SALEM CSD	21,280	21,659
280501	NORTH SHORE CSD	24,323	24,887
420303	NORTH SYRACUSE CSD	11,709	11,997
400900	NORTH TONAWANDA CITY SD	11,593	11,869
630202	NORTH WARREN CSD	16,475	16,292
131101	NORTHEAST CSD	16,342	16,460
90501	NORTHEASTERN CLINTON CSD	12,543	12,596
90901	NORTHERN ADIRONDACK CSD	13,594	13,725
580404	NORTHPORT-EAST NORTHPORT UFSD	19,008	19,284
170901	NORTHVILLE CSD	14,440	14,781
81200	NORWICH CITY SD	10,956	11,350

512201	NORWOOD-NORFOLK CSD	11,652	12,063
411504	NY MILLS UFSD	12,834	13,345
500304	NYACK UFSD	19,240	19,752
300000	NYC CHANCELLOR'S OFFICE	14,527	15,307
181101	OAKFIELD-ALABAMA CSD	10,994	11,324
280211	OCEANSIDE UFSD	17,067	17,195
550101	ODESSA-MONTOUR CSD	11,863	11,806
512300	OGDENSBURG CITY SD	14,953	15,475
42400	OLEAN CITY SD	11,976	12,152
251400	ONEIDA CITY SD	12,079	12,368
471400	ONEONTA CITY SD	12,790	13,160
421201	ONONDAGA CSD	13,132	13,652
621201	ONTEORA CSD	19,571	19,861
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	13,497	13,830
142301	ORCHARD PARK CSD	11,523	11,933
412901	ORISKANY CSD	11,992	12,496
661401	OSSINING UFSD	18,796	19,255
461300	OSWEGO CITY SD	13,270	13,258
471601	OTEGO-UNADILLA CSD	12,481	12,617
600601	OWEGO-APALACHIN CSD	12,524	12,961
81501	OXFORD ACADEMY & CSD	12,858	12,967
280506	OYSTER BAY-EAST NORWICH CSD	23,533	24,117
581002	OYSTERPONDS UFSD	33,931	32,944
650901	PALMYRA-MACEDON CSD	11,655	12,008
61601	PANAMA CSD	12,826	13,148
512501	PARISHVILLE-HOPKINTON CSD	11,609	12,209
580224	PATCHOGUE-MEDFORD UFSD	13,814	14,350
181201	PAVILION CSD	11,682	11,971
131201	PAWLING CSD	16,571	16,675
500308	PEARL RIVER UFSD	15,858	16,275
661500	PEEKSKILL CITY SD	17,430	17,697
661601	PELHAM UFSD	17,187	17,651
181302	PEMBROKE CSD	12,828	13,543
261201	PENFIELD CSD	13,346	13,586
680601	PENN YAN CSD	12,554	12,593
671201	PERRY CSD	12,041	12,001
91101	PERU CSD	12,849	13,207
431301	PHELPS-CLIFTON SPRINGS CSD	12,376	12,673
462001	PHOENIX CSD	13,226	13,377
440401	PINE BUSH CSD	12,570	13,126
131301	PINE PLAINS CSD	15,565	16,116
60601	PINE VALLEY CSD (SOUTH DAYTON)	12,589	12,683
261401	PITTSFORD CSD	13,722	14,069
280518	PLAINEDGE UFSD	16,704	17,269
280504	PLAINVIEW-OLD BETHPAGE CSD	18,942	19,213
91200	PLATTSBURGH CITY SD	14,604	14,714
660809	PLEASANTVILLE UFSD	17,558	17,881
660802	POCANTICO HILLS CSD	47,333	48,663
211103	POLAND CSD	12,690	12,858
51101	PORT BYRON CSD	11,865	12,124
661904	PORT CHESTER-RYE UFSD	14,392	15,031
580206	PORT JEFFERSON UFSD	22,199	22,792
441800	PORT JERVIS CITY SD	12,904	13,237
280404	PORT WASHINGTON UFSD	21,028	21,583
42901	PORTVILLE CSD	11,058	11,453
512902	POTSDAM CSD	12,390	12,842
131500	POUGHKEEPSIE CITY SD	13,524	13,680
572301	PRATTSBURGH CSD	11,626	11,569
461801	PULASKI CSD	12,580	13,100
641401	PUTNAM CSD	24,966	26,554
480503	PUTNAM VALLEY CSD	17,888	18,253
630902	QUEENSBURY UFSD	10,538	10,812

580903	QUOGUE UFSD	47,923	47,885
500401	RAMAPO CSD (SUFFERN)	17,919	18,270
43001	RANDOLPH CSD	11,720	11,831
10402	RAVENA-COEYMANS-SELKIRK CSD	14,289	14,550
651503	RED CREEK CSD	11,916	12,381
131701	RED HOOK CSD	14,202	14,712
411701	REMSEN CSD	15,798	16,147
580901	REMSENBURG-SPEONK UFSD	37,414	38,521
491200	RENSELAER CITY SD	9,884	10,489
131801	RHINEBECK CSD	17,681	18,333
472001	RICHFIELD SPRINGS CSD	11,916	12,222
62401	RIPLEY CSD	16,941	16,992
580602	RIVERHEAD CSD	17,076	17,974
261600	ROCHESTER CITY SD	13,090	13,684
280221	ROCKVILLE CENTRE UFSD	19,767	20,259
580209	ROCKY POINT UFSD	13,814	14,375
411800	ROME CITY SD	12,413	12,989
560603	ROMULUS CSD	15,567	16,067
620901	RONDOUT VALLEY CSD	18,589	18,723
280208	ROOSEVELT UFSD	17,425	17,883
591301	ROSCOE CSD	18,826	19,165
280403	ROSLYN UFSD	21,898	22,134
530515	ROTTERDAM-MOHONASEN CSD	9,989	10,370
121502	ROXBURY CSD	17,963	18,507
401201	ROYALTON-HARTLAND CSD	11,207	11,503
261701	RUSH-HENRIETTA CSD	13,330	13,739
661800	RYE CITY SD	19,917	20,287
661901	RYE NECK UFSD	19,357	19,942
580205	SACHEM CSD	14,251	14,488
221001	SACKETS HARBOR CSD	11,104	11,490
580305	SAG HARBOR UFSD	25,725	27,212
580910	SAGAPONACK COMN SD	16,281	16,753
43200	SALAMANCA CITY SD	12,582	12,510
641501	SALEM CSD	14,082	14,199
161201	SALMON RIVER CSD	14,576	15,057
461901	SANDY CREEK CSD	13,911	14,146
91402	SARANAC CSD	12,333	12,688
161401	SARANAC LAKE CSD	14,999	14,951
521800	SARATOGA SPRINGS CITY SD	11,532	11,873
621601	SAUGERTIES CSD	12,822	13,325
411603	SAUQUOIT VALLEY CSD	11,956	12,446
580504	SAYVILLE UFSD	17,460	17,846
662001	SCARSDALE UFSD	23,148	23,530
530501	SCHALMONT CSD	14,862	15,517
530600	SCHENECTADY CITY SD	12,515	12,628
470901	SCHENEVUS CSD	13,566	14,227
491501	SCHODACK CSD	13,169	13,477
541201	SCHOHARIE CSD	13,147	13,532
151401	SCHROON LAKE CSD	16,368	16,887
521701	SCHUYLERVILLE CSD	12,472	12,731
22401	SCIO CSD	12,968	13,122
530202	SCOTIA-GLENVILLE CSD	12,013	12,223
280206	SEAFORD UFSD	16,660	17,070
560701	SENECA FALLS CSD	12,016	12,537
280252	SEWANHAKA CENTRAL HS DISTRICT	13,522	13,842
541401	SHARON SPRINGS CSD	15,154	15,184
580701	SHELTER ISLAND UFSD	29,013	29,556
520302	SHENENDEHOWA CSD	11,919	12,263
82001	SHERBURNE-EARLVILLE CSD	11,712	12,094
62601	SHERMAN CSD	11,196	11,278
412000	SHERRILL CITY SD	10,651	11,065
580601	SHOREHAM-WADING RIVER CSD	16,726	17,231

121601	SIDNEY CSD	12,637	13,134
61501	SILVER CREEK CSD	12,223	12,540
421601	SKANEATELES CSD	13,337	13,456
580801	SMITHTOWN CSD	14,969	15,255
651201	SODUS CSD	13,623	13,994
420702	SOLVAY UFSD	12,760	13,019
662101	SOMERS CSD	17,825	18,189
10601	SOUTH COLONIE CSD	13,137	13,272
580235	SOUTH COUNTRY CSD	16,951	17,426
521401	SOUTH GLENS FALLS CSD	11,667	11,847
580413	SOUTH HUNTINGTON UFSD	16,758	17,272
220101	SOUTH JEFFERSON CSD	10,183	10,516
121702	SOUTH KORTRIGHT CSD	14,381	14,715
231101	SOUTH LEWIS CSD	14,513	14,880
500301	SOUTH ORANGETOWN CSD	16,503	16,762
560501	SOUTH SENECA CSD	14,574	14,960
580906	SOUTHAMPTON UFSD	24,414	25,076
50701	SOUTHERN CAYUGA CSD	14,419	14,879
581005	SOUTHOLD UFSD	18,400	18,772
60201	SOUTHWESTERN CSD AT JAMESTOWN	11,202	11,187
131602	SPACKENKILL UFSD	17,018	17,443
261001	SPENCERPORT CSD	11,533	11,970
600801	SPENCER-VAN ETTEN CSD	11,808	12,222
580304	SPRINGS UFSD	22,275	23,162
141101	SPRINGVILLE-GRIFFITH INST CSD	12,347	12,493
161801	ST REGIS FALLS CSD	14,886	15,422
121701	STAMFORD CSD	14,915	14,999
401001	STARPOINT CSD	10,789	11,141
522001	STILLWATER CSD	10,269	10,520
251501	STOCKBRIDGE VALLEY CSD	11,638	12,028
591502	SULLIVAN WEST CSD	16,008	16,203
30601	SUSQUEHANNA VALLEY CSD	13,156	13,473
140207	SWEET HOME CSD	12,954	13,335
280502	SYOSSET CSD	21,263	21,684
421800	SYRACUSE CITY SD	12,930	13,257
100501	TACONIC HILLS CSD	14,622	15,138
220701	THOUSAND ISLANDS CSD	13,027	13,387
580201	THREE VILLAGE CSD	16,887	17,345
151501	TICONDEROGA CSD	14,455	14,829
600903	TIOGA CSD	10,451	10,802
142500	TONAWANDA CITY SD	11,051	11,198
211901	TOWN OF WEBB UFSD	21,143	21,215
591201	TRI-VALLEY CSD	19,324	19,736
491700	TROY CITY SD	16,486	17,048
611001	TRUMANSBURG CSD	11,227	11,514
580913	TUCKAHOE COMN SD	29,200	30,114
660302	TUCKAHOE UFSD	21,009	21,257
421902	TULLY CSD	11,036	11,388
160101	TUPPER LAKE CSD	12,461	12,877
441903	TUXEDO UFSD	18,470	18,139
660401	UFSD-TARRYTOWNS	17,449	18,170
81003	UNADILLA VALLEY CSD	12,393	12,785
51901	UNION SPRINGS CSD	13,059	13,703
280202	UNIONDALE UFSD	20,864	21,461
31501	UNION-ENDICOTT CSD	12,048	12,454
412300	UTICA CITY SD	9,780	10,023
660805	VALHALLA UFSD	21,983	22,440
441301	VALLEY CSD (MONTGOMERY)	12,222	12,667
280213	VALLEY STREAM 13 UFSD	16,487	16,771
280224	VALLEY STREAM 24 UFSD	21,044	21,164
280230	VALLEY STREAM 30 UFSD	19,777	20,089
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,858	16,053

211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,991	13,735
31601	VESTAL CSD	13,166	13,415
431701	VICTOR CSD	10,518	10,941
11003	VOORHEESVILLE CSD	13,742	14,189
580302	WAINSCOTT COMN SD	16,281	18,412
621801	WALLKILL CSD	11,997	12,287
121901	WALTON CSD	11,718	11,931
280223	WANTAGH UFSD	14,593	15,005
132101	WAPPINGERS CSD	11,887	12,269
631201	WARRENSBURG CSD	15,836	15,994
671501	WARSAW CSD	12,643	13,421
442101	WARWICK VALLEY CSD	13,198	13,509
440102	WASHINGTONVILLE CSD	12,931	13,156
522101	WATERFORD-HALFMOON UFSD	13,844	14,291
561006	WATERLOO CSD	11,263	11,593
222000	WATERTOWN CITY SD	9,985	10,360
411902	WATERVILLE CSD	11,900	12,149
11200	WATERVLIET CITY SD	10,404	10,529
550301	WATKINS GLEN CSD	11,489	11,561
600101	WAVERLY CSD	10,063	10,172
573002	WAYLAND-COHOCTON CSD	11,769	11,938
650801	WAYNE CSD	12,034	12,478
261901	WEBSTER CSD	11,872	12,379
50301	WEEDSPORT CSD	12,820	13,308
200901	WELLS CSD	22,823	23,341
22601	WELLSVILLE CSD	12,671	12,998
580102	WEST BABYLON UFSD	15,849	16,226
210302	WEST CANADA VALLEY CSD	12,723	13,252
420101	WEST GENESEE CSD	11,199	11,361
280227	WEST HEMPSTEAD UFSD	17,759	17,850
260803	WEST IRONDEQUOIT CSD	11,413	11,516
580509	WEST ISLIP UFSD	14,799	15,117
142801	WEST SENECA CSD	11,179	11,286
40204	WEST VALLEY CSD	14,623	14,800
280401	WESTBURY UFSD	19,287	20,226
62901	WESTFIELD CSD	12,891	13,055
580902	WESTHAMPTON BEACH UFSD	19,354	19,873
420701	WESTHILL CSD	11,635	11,727
412801	WESTMORELAND CSD	12,938	13,823
151601	WESTPORT CSD	14,591	14,820
262001	WHEATLAND-CHILI CSD	16,259	16,148
170301	WHEELERVILLE UFSD	19,435	19,870
662200	WHITE PLAINS CITY SD	20,443	20,840
641701	WHITEHALL CSD	13,236	13,529
412902	WHITESBORO CSD	10,886	11,417
22101	WHITESVILLE CSD	11,904	12,012
31401	WHITNEY POINT CSD	12,324	12,694
580232	WILLIAM FLOYD UFSD	15,169	15,645
651402	WILLIAMSON CSD	13,113	13,244
140203	WILLIAMSVILLE CSD	11,904	12,143
151701	WILLSBORO CSD	16,355	16,604
401501	WILSON CSD	11,386	11,692
191401	WINDHAM-ASHLAND-JEWETT CSD	19,838	20,191
31701	WINDSOR CSD	11,115	11,505
472506	WORCESTER CSD	13,352	13,790
580109	WYANDANCH UFSD	17,666	18,039
490804	WYNANTSKILL UFSD	12,243	12,967
671002	WYOMING CSD	16,376	16,286
662300	YONKERS CITY SD	15,023	15,607
241701	YORK CSD	11,694	11,968
43501	YORKSHIRE-PIONEER CSD	12,406	12,710
662402	YORKTOWN CSD	17,743	17,837



**2019 New School Proposal
Budget(s) & Cash Flow(s) Template**

Amber Charter School III

Contact Name: Dr. Vasthi Acosta
Contact Title: Executive Director
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2020-21

Pre-Opening Period: July 1, 2019 - June 30, 2020

Note: For pre-opening period if the RFP submission date is:
a) less than 1 year from the "First Academic Year," select the January through June date range.
b) 1 year or more before the "First Academic Year," select the July through June date range.

AMBER CHARTER SCHOOL III
2020-21 through 2024-25

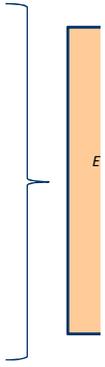
CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25	AGE RANGE
Kindergarten	Elementary School	100	100	100	100	100	4-5
1st Grade	Elementary School	100	100	100	100	100	5-6
2nd Grade	Elementary School	0	95	95	95	95	6-7
3rd Grade	Elementary School	0	0	86	86	86	7-8
4th Grade	Elementary School	0	0	0	77	77	9-10
5th Grade	Middle School	100	125	125	125	125	10-11
6th Grade	Middle School	100	100	125	125	125	11-12
7th Grade	Middle School	0	90	90	113	113	12-13
8th Grade	Middle School	0	0	81	81	102	13-14
9th Grade	High School	0	0	0	0	0	
10th Grade	High School	0	0	0	0	0	
11th Grade	High School	0	0	0	0	0	
12th Grade	High School	0	0	0	0	0	
Ungraded		0	0	0	0	0	
TOTAL		400	610	802	902	923	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	4	4	4	4	4
1st Grade	Elementary School	4	4	4	4	4
2nd Grade	Elementary School	0	4	4	4	4
3rd Grade	Elementary School	0	0	4	4	4
4th Grade	Elementary School	0	0	0	3	4
5th Grade	Middle School	4	5	5	5	5
6th Grade	Middle School	4	4	5	5	5
7th Grade	Middle School	0	4	4	4	4
8th Grade	Middle School	0	0	3	4	4
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0
TOTAL		16	25	33	37	38

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	0	24	24	24	24
3rd Grade	Elementary School	0	0	22	22	22
4th Grade	Elementary School	0	0	0	26	19
5th Grade	Middle School	25	25	25	25	25
6th Grade	Middle School	25	25	25	25	25
7th Grade	Middle School	0	23	23	28	28
8th Grade	Middle School	0	0	27	20	26
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		200	295	381	458	458
Total Middle School Enrollment		200	315	421	444	465
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		400	610	802	902	923
Change in Net Enrollment from Prior Year (Count)		400	210	192	100	21
Change in Net Enrollment from Prior Year (Percent)		100.0%	52.5%	31.5%	12.5%	2.3%
Anticipated rate of attrition (Percent)		0.0%	6.0%	7.0%	7.0%	7.0%

ADDITIONAL NOTES/COMMENTS						



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Enrollme

ESTIMATED ENROLLMENT BY DISTRICT

ANNUAL ENROLLMENT BY DISTRICT TOTALS	400	610	802	902	923
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2020-21	2021-22	2022-23	2023-24	2024-25
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 25,533,673,000	\$ 27,831,703,570	\$ 30,336,556,891	\$ 33,066,847,012	\$ 36,042,863,243
ENROLLMENT (Charter School)		400	610	802	902	923
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/05/040-DOE.pdf					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2020-21	2021-22	2022-23	2023-24	2024-25
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

AMBER CHARTER SCHOOL III

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	K-1, 5-6	K-2, 5-7	K-3, 5-8	K-8	K-8
	Enrollment	400	610	802	902	923

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE

	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	2.0	3.0	3.0	3.0	3.0
Deans, Directors & Coordinators	4.0	6.0	7.0	7.0	7.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	2.0	2.0	2.0	2.0
Administrative Staff	2.0	3.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	9.0	14.0	15.0	15.0	15.0

Description of Assumptions

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	16.0	25.0	33.0	37.0	38.0
Teachers - SPED	1.0	3.0	3.0	3.0	3.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	8.0	12.0	12.0	12.0	12.0
Specialty Teachers	7.0	11.0	12.0	12.0	12.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	2.0	3.0	3.0	3.0	3.0
Other	1.2	2.4	6.6	9.0	9.0
TOTAL INSTRUCTIONAL	35.2	56.4	69.6	76.0	77.0

Using Substitute Agency - School Professional
Tutors for Grades 3 - 8

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	3.0	3.0	3.0	3.0	3.0
Security	1.0	1.0	1.0	1.0	1.0
Other	0.6	0.6	0.6	0.6	0.6
TOTAL NON-INSTRUCTIONAL	4.6	4.6	4.6	4.6	4.6

TOTAL PERSONNEL SERVICE FTE

	48.8	75.0	89.2	95.6	96.6
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***NOTE**

Please copy the FTE Staffing Chart (cells B11:H39) and paste into the Personnel Section of the New School Proposal.

**AMBER CHARTER SCHOOL III
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**

July 1, 2019 - June 30, 2020

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	411,624	
Total Expenses	387,710	
Net Income	23,914	
		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	211,624	CSP Grant
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	211,624	
LOCAL and OTHER REVENUE		
Contributions and Donations	200,000	Amber Schools Foundation Contribution
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	200,000	
TOTAL REVENUE	411,624	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

FTE No. of
Positions

Executive Management	-	-	
Instructional Management	1.00	127,500	Principal Starting in July
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	42,330	Director of Operations Starting in January
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	1.50	169,830	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	

SUBTOTAL PERSONNEL SERVICE COSTS

1.50	169,830	
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	2,544	
Fringe / Employee Benefits	31,232	
Retirement / Pension	6,793	
TOTAL PAYROLL TAXES AND BENEFITS	40,569	

TOTAL PERSONNEL SERVICE COSTS

1.50	210,399	
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CONTRACTED SERVICES

Accounting / Audit	-	
Legal	6,630	To Apply for Lease Assistance
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	2,514	PEO - Per Staff
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	149,426	\$5K for grant services, erate consultant \$3K, curriculum
TOTAL CONTRACTED SERVICES	158,570	

SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	5,134	Per Staff
Equipment / Furniture	-	
Telephone	-	
Technology	1,721	Laptops for Principal & DOO
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	250	\$125 Per Staff
Staff Development	-	
Staff Recruitment	1,589	Indeed, Charter School Jobs - Job Boards
Student Recruitment / Marketing	4,008	
School Meals / Lunch	4,751	
Travel (Staff)	180	
Fundraising	-	
Other	1,108	
TOTAL SCHOOL OPERATIONS	18,741	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	387,710	
NET INCOME	23,914	

Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	-
NET INCOME	-	-	-	-	-	-	-

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES							
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME							
	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-

Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	19,507	39,323	15,853	40,886	14,323	36,323	34,472	48,804	21,378	48,551	21,917	46,378	387,710
NET INCOME	39,485	(22,656)	40,453	(24,219)	35,211	(19,656)	9,643	(32,137)	29,962	(31,884)	29,423	(29,711)	23,914

CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	
NET INCOME	39,485	(22,656)	40,453	(24,219)	35,211	(19,656)	9,643	(32,137)	29,962	(31,884)	29,423	(29,711)	23,914
Beginning Cash Balance	-	39,485	16,829	57,282	33,063	68,273	48,617	58,261	26,124	56,086	24,202	53,624	-
ENDING CASH BALANCE	39,485	16,829	57,282	33,063	68,273	48,617	58,261	26,124	56,086	24,202	53,624	23,914	23,914