



**Application Transmittal Form**

**1. School Information**

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	k-1	155
Year 2	k-2	249
Year 3	k-3	352
Year 4	k-4	450
Year 5	k-5	547

Desired School Opening Date

Desired Initial Charter Term

**2. Proposed Affiliations**

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

**3. Lead Applicant Contact Information**

Lead Applicant Name

Mailing Address

City

State

Zip Code

E-Mail Address

Home Phone #

Cell Phone #

Office Phone #

Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature

**Submit Completed Proposal to:**  
Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. 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 of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Phone: (518) 433-8277  
Fax: (518) 427-6510  
Web: [www.newyorkcharters.org](http://www.newyorkcharters.org)

FOR OFFICIAL USE ONLY: Received By:  Date Received:

## Application Summary Form

1. Charter School Education Corporation Name

The International Charter School of New York

2. Charter School Name

The International Charter School of New York

3. Charter School Location

CSD 13, Brooklyn, NY

4. Anticipated Opening Date

August 5 2015 for teachers; August 18 for kindergarten, August 21 for 1st graders

5. Management Organization Name (if applicable)

n/a

6. Other Partner Organization(s) (if applicable)

n/a

7. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2015-2016	k-1	155
Year 5	2019-2020	k-5	549

8. Applicant(s)

	Name	Bio
X	Crystal Davenport	Resident of CSD 13. Mother of two children, one of whom attends a local elementary school.
X	Matthew Levey	Father of three children who attend public schools in New York City, married to a public school teacher. Businessman and parent activist
X	Reginald McGarrah	resident of CSD 13, father of a school-aged child and a new born. Teaches geometry and photography at a high school in CSD 19 (Brooklyn)
X	Tiphnie Yanique	Resident of CSD 13, mother of a school-aged child and a new born. Caribbean-born fiction writer, poet and essayist; An Assistant Professor of Writing at The New School.

Add New Applicant

9. Proposed Board of Trustees

	Name	Bio
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X	Ashley Garrett	Director of the All Souls Soup Kitchen, trustee of the New York City Center for Autism Charter School, began her career in credit card marketing, MBA Harvard University
X	Monirul Hoque	Private equity investor focused on turnaround and distressed businesses both in New York and overseas. Father of three public school students.
X	Joseph Lewis	Director of JCRA Financial, a father of a young child and a resident of CSD 16. Former Trustee, Bed-Stuy Leadership Prep. Former representative, Panel on Educational Policy, Board member, Teaching Matters, Opportunity Agenda
X	Emma Lindsay	Senior Associate, Simpson, Thacher & Bartlett LLP, an international law firm. Mother of twins, and a resident of CSD 13
X	David Maya	Partner Oliver, Wyman. Former head of strategy for JP Morgan Chase. Former consultant, McKinsey & Co. Fulbright scholar at Oxford, father of two public school students.
X	Kenneth Mbonu	Director for Economic Development at the Bridge Street Development Corporation in Bedford-Stuyvesant, the father of two public school students, and a resident of CSD 13.
X	Robert Pondiscio	Executive Director, Citizenship First. Former VP, Core Knowledge Foundation. Former Teacher, PS 277 (CSD 7). BA SUNY Empire State, MS Mercy College.
X	Daria Rigney	Former superintendant, CSD 2 (Manhattan), Senior advisor, New York City Leadership Academy, Former fine art consultant. Lifelong Brooklyn resident, mother of two NYC public school graduates.
X	Andrew Sternleib	President, Salem Realty Capital, a real estate investment firm. Helped to found and became the Chairman of Hillel at Baruch College. Member of the Fiscal Advisory Committee of the North Salem Central School District since 2006. Student at Teachers College, M.Ed. expected in 2014.
X	Jennifer Stillman, Ph.D	Director, Assessment and Evaluation, New Classrooms Innovation Partners; former research analyst, NYC DoE Office of Innovation; former government and politics teacher, former legislative aide; Ph.D., Politics & Education, Teachers College, Columbia University.

Add New Trustee

## 10. Overview of the Proposed Program

The International Charter School of New York (“ICS”) will prepare students from across Community School District 13 for a lifetime of active, engaged citizenship in their city, their nation and the world, regardless of their economic status or ethnic origin.

District 13 families are clamoring for more good educational options. Two traditional district schools and two charter schools provide parents with acceptable choices, but the vast majority of elementary schools in the area do not. As a result about 4,000 children move out of the district when they turn five, another 2,000 children attend public schools in other New York school districts, and nearly 1,600 students are on waiting lists for charter elementary schools. Moreover, demand is increasing as a growing number of families move into District 13.

There are also troubling disparities in students' performance in District schools. Hispanic and Black elementary school students score 40-45 percentage points lower than their white counterparts in state tests. Even in the highest scoring elementary school in the district, a 35-point gap separates Black and Hispanic students from their white counterparts.

ICS will provide families in District 13 with a much-needed additional educational option. Moreover, it will deliberately seek to serve a diverse group of children and to provide them a strong program that will enable all of them to succeed. Nearly 1,300 community members have signed the petition to open ICS, and feedback on the ICS proposal from community leaders and parents has been uniformly positive.

The key design elements that will help ICS achieve its mission and goals are as follows:

- A comprehensive, content-rich curriculum that builds children's literacy, background knowledge, and international understanding from the earliest grades
- Foreign language instruction beginning in kindergarten
- A socio-economically diverse student body, preparing children for success in a pluralistic society
- Socio-emotional learning that builds non-academic strengths like persistence, honesty, and respect that contribute to students' success in school and in life
- Imaginative use of technology to aid teachers in effectively differentiating instruction
- A longer school day and year that allows for additional enrichment and remediation as needed
- 400 hours of annual professional development and common planning over the year to ensure teachers are properly supported and able to lead their students effectively

The instructional year at ICS will last 183 with an 8:00 am to 4 pm school day. As a result, ICS students will have the equivalent of 60 more days of instruction than students in District schools. The coherent, sequenced way we approach history, science, reading and writing makes ICS different. We've also thought carefully about how these classes work together to support student success.

In kindergarten and 1st grade we focus on the period from 5000 BC to 400 AD, using the stories of ancient Babylon, Egypt, China, Greece, Israel, India and Rome to introduce students to mankind's earliest recorded history. In 2nd grade, we move on to the Middle Ages, followed by the Renaissance and pre-modern era, 1600-1850, in 3rd grade, and then the modern age, 1850-Present, in 4th grade. In 5th grade we return to the Ancients, but at a deeper level, appropriate to the children's growing sophistication. And so on through middle school, if our charter renewal approves middle school.

Thus in 1st grade the students might read, or listen to, a story about Poseidon from D'Aulaire's Book of Greek Myths. They learn the names of the Greek Gods, and gain an initial understanding of how Athenians saw the world. This primes their brains so that in 5th grade when they read Gillian Cross's beautiful adaptation of Homer's Odyssey their cognitive energy is focused on the drama and the writing, and not learning the names of the characters. By 9th grade they are ready to take on an original, unabridged, translation of Homer.

Similarly, when we talk about the Civil Rights Act and Rosa Parks in 4th grade, the students are able to look back to the Bill of Rights that they learned about in 3rd grade, the Magna Carta that they studied in 2nd grade, and the Ten Commandments and the Code of Hammurabi that were part of their classes in Kindergarten and 1st grade. Able to place history in context, they can see the connections across time.

ICS will use published instructional materials to implement the curriculum. For English Language Arts we will use the Core Knowledge (“CK”) instructional materials developed for New York State by the Core Knowledge Foundation. They have been adopted by both NYSED and the New York City DoE as exemplary materials for their rigor and alignment to the Common Core State Standards. We are evaluating several technology publishers whose materials may complement the CK curriculum, including Wireless Generation and LightSail.

For math instruction ICS plans to use the Jump Math program, which has achieved outsized results in many school districts in Ontario and is the subject of a US Department of Education study underway at elementary schools in Brooklyn and the Bronx. We will complement this program with technology from one of several vendors under consideration.

Our socio-emotional learning program will use instructional materials from the Core Virtues book and training from Responsive Classroom.

Our Spanish instruction will use instructional materials from the Foreign Language in the Elementary School curriculum developed by the Fairfax County (VA) public school system. We will complement these materials with technology from one of several vendors under consideration, including Rosetta Stone.

Our science program is similarly structured to cover biology, earth science, chemistry and physics over a 5 year cycle;

Unique characteristics of the ICS program include the above-mentioned explicit focus on a comprehensive, international curriculum, building character strengths through literature, Spanish as a foreign language beginning in Kindergarten, organic gardening as part of the science program and yoga as a separate and additional physical education class. We believe that in combination these unique characteristics will be particularly beneficial to students such as English language learners and students with disabilities who are traditionally at-risk of academic failure.

The ICS instructional leadership model and supervision and support for teachers envisions a principal who serves as the school’s primary instructional leader and spends the vast majority of his/her time observing, mentoring and modeling excellent instruction for teachers. We plan to hire an assistant principal in the 4th year of our charter, as the school grows. Teachers are further supported by a programmed 400 hours of professional development, including regular Wednesday afternoon programs when students will be dismissed early. We plan for one teacher and one assistant teacher per class, with an average class size of ~23. We plan for one ICT section per grade, in addition to interventions indicated in their IEPs.

ICS will hire an Executive Director accountable to the Board of Trustees for the school’s overall success. The principal will report to the Executive Director but have access to the Trustees. The Executive Director will ensure that all administrative and managerial issues are resolved in such a way that the Principal can devote the vast majority of his/her time and effort to instructional leadership. Both the Executive Director and the Principal will hire subordinate staff such as an operations manager, lead teachers, and special education coordinators to assist them in their responsibilities.

ICS will begin with grades K and 1 and will seek to grow to K through 8 in our renewal term.

For financial reasons, ICS would welcome being placed in a public building with no rent charge. However, because Mayor Bill De Blasio has acted to change New York City policy, we have plans to identify private facilities and our budget includes rental payments.

Response 01 (a-b) – Community Need

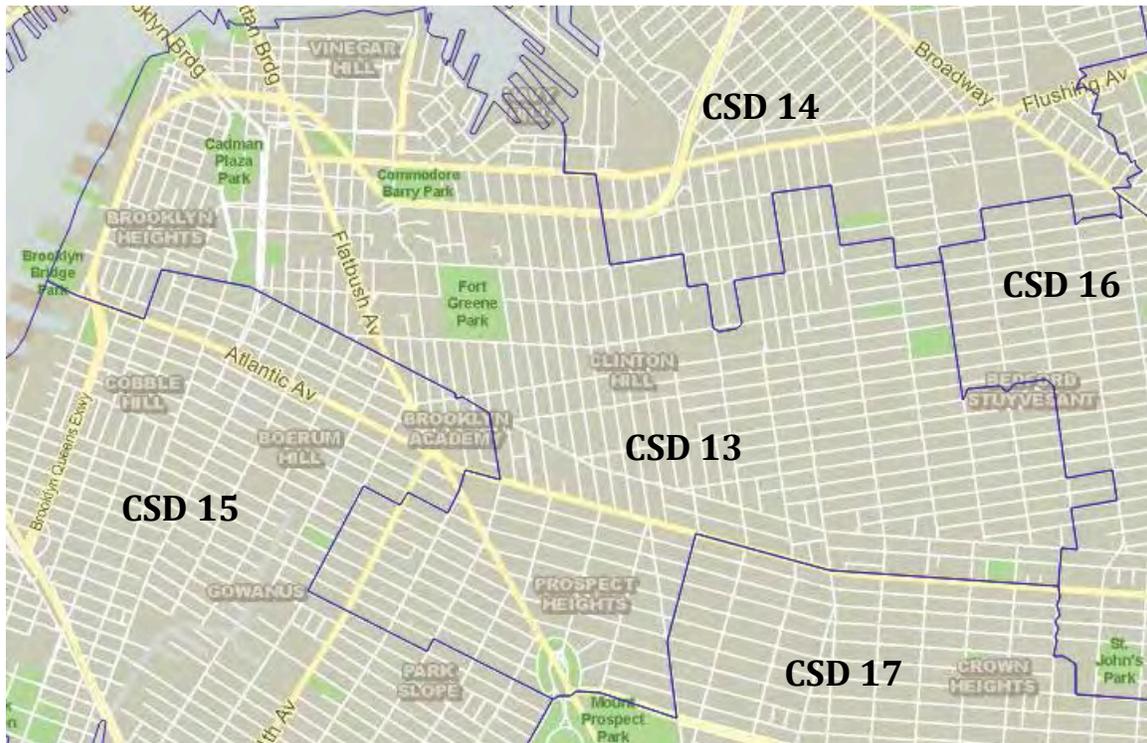
(a) Community Description and Need:

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

- A description of 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 applicants' rationale for selecting the community;
- Performance of local schools in meeting the need; and
- How the proposed school provides a needed alternative for the proposed community.

COMMUNITY FROM WHICH ICS INTENDS TO DRAW STUDENTS

Community School District (“CSD”) 13 includes parts of Brooklyn Heights, downtown Brooklyn, Vinegar Hill and Dumbo, running southeast along Fulton Street and Atlantic Avenue to Utica Avenue in Bedford-Stuyvesant and south along Flatbush Avenue to Prospect Heights.



As noted below, approximately 25,800 children between through age 9 reside in the primary zip codes that make up CSD 13.

According to the US Census, the two largest racial groups in the district are whites (43%) and African Americans or Blacks (37%). Latinos, who may also identify as another race, make up 17% of the elementary school-aged population, and Asians form 4%.

According to the New York City Department of Education<sup>1</sup> 8,000 children residing in CSD 13 attend public schools. About 4,960 of them (62%) attend traditional public schools in CSD 13. About 1,440 (18%)

<sup>1</sup> email from NYC DoE to ICS dated Feb 11, 2014

attend charter schools, both in CSD 13 and elsewhere. The remaining 20% (2,000) attend traditional public schools outside of CSD 13. Thus close to 40% of the parents and guardians who chose public schools for their children do not select their child's zoned elementary schools.

The top five non-district schools among CSD 13 residents are PS 146 – The Brooklyn New School in Carroll Gardens, PS 261 in Boerum Hill , PS 157 Benjamin Franklin in Williamsburg, Success Academy and Girls Excellence, both in Bedford Stuyvesant.

The five charter schools in the district enroll about 1,500 students. A breakdown of their CSD residence is not available, but as they are all over-subscribed, they are presumably obliged to offer preference to CSD 13 residents.

As detailed in Response 1(b), below, independent and parochial schools in the area include Brooklyn Friends, Berkeley Carroll, Packer Collegiate, Brooklyn Heights Montessori, Brooklyn Free School and Saint Ann's. Parents in CSD 13 who elect to send their children to non-district schools are, of course, not limited by geography and may send their children to school in other districts and boroughs.

**COMMUNITY DEMOGRAPHICS**

The boundaries of CSD 13 approximate the following zip codes:

- 11201 (Dumbo, Vinegar Hill, Downtown)
- 11205 (Fort Greene, Clinton Hill),
- 11216 (Bedford-Stuyvesant),
- 11217 (Boerum Hill, Carol Gardens), and
- 11238 (Prospect Heights).

Data from the 2010 US Census describes the area demographically.

*Race*

Whites (43%) and African Americans or Blacks (37%) are the two largest ethnic groups in the neighborhood. Latinos, who may also identify as another race, make up 17% of the elementary school-aged population, and Asians form 4%.

Approximately 25,800 children ages nine and younger reside in these five zip codes. Their racial identification largely follows the adults' but as their children grow older, it appears many parents leave CSD 13, and African American become the slightly more predominant racial group.

<b>Ethnicity</b>	<i>Under Five</i>		<i>Five to Nine</i>	
	<b>Number</b>	<b>Pct</b>	<b>Number</b>	<b>Pct</b>
White	7,042	46.9%	4,182	38.7%
African American	5,067	33.8%	4,570	42.3%
Latino (of any race)	2,436	16.2%	2,013	18.6%
Asian	569	3.8%	437	4.0%
Total	15,114		11,202	

Note that totals do not add to 100% due to children recorded as Latino and another race.

Source: U.S. Census Bureau, 2010 Census, Summary File 2, Tables PCT3 and PCT4.

*Income*

According to the U.S. Census Bureau, 2007-2011 American Community Survey 19% of households in these five zip codes received cash public assistance income or Food Stamps/SNAP in the past 12 months. Data from the same survey indicate that 20% of households with children under the age of 18 had income below the poverty level in the last 12 months.

**Schools**

In 2012, 85% of the students attending elementary school in CSD 13 were identified as Black or Hispanic.

According to the New York State district profile 65% of students in CSD 13 are eligible for free lunch, and another 8% are eligible for reduced-price lunch. (Note that these later data are based on K-12 students).

Because the inaccuracy of FRPL reporting, the New York City Department of Education is shifting to the use of an Economic Needs Index (ENI) to describe students. The index is calculated by adding the percent of students in Temporary Housing to one half of the Percent of students who are HRA-eligible and one half the percent of students who are eligible for Free Lunch. Elementary schools citywide have an ENI of 0.71, which is statistically equal to the 0.69 figure for elementary schools in D13 (see Local School Performance, page 3, below). Thus we can say public school students in D13 elementary schools are as needy as the average New York City elementary student.

English language learners, who are of course not exclusively Latinos, formed 6% of the population of CSD 13's elementary schools.

According to the New York City Department of Education 14.7% of children attending CSD 13 elementary schools had IEPs.

**DESCRIPTION OF THE SPECIFIC STUDENT POPULATION ICS INTENDS TO SERVE**

The International Charter School intends to serve the full range of students who live within the boundaries of CSD 13. We intend to achieve socio-economic diversity organically through robust outreach to the community. We note that 6% of CSD 13 students were identified as ELLs, but that four schools in the community have ELL population of 10% or greater, and others serve virtually no ELLs.

We intend to serve students with disabilities to the maximum extent possible, equaling the district average of 14.7% over the course of our initial charter period. We note that in schools beginning with kindergarten and 1<sup>st</sup> grade students the process of obtaining evaluations for students who may have learning disabilities can be delayed as classroom teachers seek to distinguish the typical performance disparities related to maturation rates from true learning disabilities. Parents of children with pronounced performance issues relative to their peers sometimes have had them evaluated prior to enrollment, but it is often only in elementary school that more moderate disabilities are first identified.

**SELECTION RATIONAL**

CSD 13 has undergone enormous residential growth in the last decade, infusing the area with an ever more diverse population of both native- and foreign-born residents. In our conversations in the community we have repeatedly heard that the schools that meet parents' expectations are highly over-subscribed. For example as of 2012 PS 8 was at 119% of capacity and the Community Roots Charter School was at 125% of capacity, with a wait list of 800 students as of spring 2012. When Brooklyn Prospect Charter School opened registration for 75 kindergarten seats in June 2013 they quickly received hundreds of applications.

International Charter School of New York  
Response to RFP

One of ICS's core principals is that all students learn best in a socio-economically diverse school environment. This is supported by research from communities as diverse as Montgomery County, Maryland,<sup>2</sup> Wake County, North Carolina<sup>3</sup>, and the Department of Defense Educational Authority<sup>4</sup>.

It is also supported by the popularity of the Community Roots Charter School, which opened in CSD 13 in 2006 and the Brooklyn Prospect Charter School, which opened an elementary program in September 2013 in downtown Brooklyn. Both of these schools serve diverse student populations and feature strong academic achievement.

Yet, as seen in the table on the following page, the vast majority of CSD 13 public schools are ethnically and economically homogeneous. While this composition does not cause poor performance *per se* it creates a dynamic where it can be more difficult to achieve change.

By its success ICS hopes to serve as an additional model of a healthy, inclusive and dynamic public school community that models for children how to work and succeed in a diverse community.

LOCAL SCHOOL PERFORMANCE

The academic performance of the 18 district elementary schools in CSD 13 is lackluster.<sup>5</sup> Just two district schools saw more than 50% of their students achieving proficiency on their state ELA and Math assessments in 2013. As the table indicates, on average 39% of the students in these schools were assessed as ‘proficient’ or stronger on the New York State ELA exam in 2013, down 9 percentage points from 2012. In math, 39.1% hit this mark, down 19 percentage points from the prior year

Individual schools' performance varied from a few as 7% of students proficient in ELA at PS 67 and 287 to 57% hitting that same mark at PS 8. Students' results on the math assessment are similar.

	<b>School</b>	<b>Economic Need Index**</b>	<b>% Black/ Hispanic</b>	<b>% ELL</b>	<b>% IEP</b>	<b>% Proficient ELA</b>	<b>% Proficient Math</b>
1	P.S. 003	0.80	88.6%	8.6%	13.0%	21.9	21.9
2	P.S. 008	0.14	28.8%	3.8%	12.1%	56.7	59.3
3	P.S. 009	0.53	78.0%	3.4%	16.9%	45.5	38.3
4	P.S. 011	0.50	86.7%	2.6%	9.0%	54.3	57.2
5	P.S. 020	0.53	84.7%	4.2%	16.3%	32.3	25.3
6	P.S. 044	0.90	94.4%	2.2%	11.2%	17.6	15.3
7	P.S. 046	0.93	97.6%	14.7%	13.8%	18.0	21.6
8	P.S. 054	0.90	94.7%	13.6%	25.5%	13.9	17.3
9	P.S. 056	0.84	92.5%	5.4%	17.6%	24.8	40.7
10	P.S. 067	1.00	91.1%	10.9%	16.5%	6.6	6.6
11	P.S. 093	0.87	79.5%	11.0%	9.3%	20.7	20.9
12	P.S. 133	0.65	87.6%	5.6%	23.1%	23.0	12.4
13	P.S. 256	0.97	97.5%	11.6%	12.7%	18.1	20.6
14	P.S. 270	0.83	94.1%	6.5%	22.6%	12.3	13.9
15	P.S. 282 *	0.50	91.5%	1.5%	9.7%	39.1	37.7
16	P.S. 287	0.95	91.5%	5.0%	22.6%	6.7	11.7
17	P.S. 305	0.88	92.8%	7.9%	16.2%	10.1	16.1
18	P.S. 307	<u>0.86</u>	<u>91.5%</u>	<u>3.6%</u>	<u>26.0%</u>	<u>12.0</u>	<u>19.0</u>
Weighted Average			84.6%	6.0%	14.7%	38.8%	39.1%

<sup>2</sup> Schwartz, Heather, *Housing Policy Is School Policy: Economically Integrative Housing Promotes Academic Success In Montgomery County, Maryland* accessed from <http://tcf.org/assets/downloads/tcf-Schwartz.pdf>

<sup>3</sup> See <http://wakeedpartnership.org/publications/d/kahlenberg%2004.01.09.pdf>

<sup>4</sup> International Charter School research, see appendix

<sup>5</sup> Urban Assembly Arts and Letters (“UAAL”), a district middle school, opened an elementary school in the PS 20 building in September 2011. UAAL currently serves grades K-3. Data on their elementary students' academic performance is not publically available at present.

International Charter School of New York  
Response to RFP

School	Economic Need Index**	% Black/Hispanic	% ELL	% IEP	% Proficient ELA	% Proficient Math
0.69						

\* K-8 school; ELA and Math proficiency data for grades 3-5 only  
 \*\* Percent Temporary Housing + 0.5 \* Percent HRA-eligible + 0.5 \* Percent Free Lunch Eligible

At the four charter schools in CSD 13 that serve elementary-aged students, 36% of the children were assessed as proficient or better on the ELA exam last year, while 44% achieved this mark in math.<sup>6</sup>

School	ENI	% Black/Hispanic	% ELL	% IEP	% Proficient LA	% Proficient Math
Community Partnership	0.54	96%	0.3%	15.5%	22%	37%
AF Endeavor*	0.71	99%	1.2%	13.8%	14%	20%
Community Roots	0.25	49%	0.7%	20.5%	53%	56%
Leadership Prep**	<u>0.68</u>	<u>99%</u>	<u>1.9%</u>	10.6%	<u>45%</u>	<u>51%</u>
Weighted Average	0.56	89.7%	1.1%	14.6%	36%	44%

\* Began enrolling elementary school grades in 2011; performance based on 5<sup>th</sup> grade data only  
 \*\* K-8 school; ELA and Math proficiency data for grades 3-5 only

Separate from the overall challenges district elementary schools face in helping student achieve grade level expectations in reading and math, there are also stark differences in performance across ethnicities in District 13. As seen in the table below, white elementary school students (grades 3-5) in District 13 passed at a rate 45 percentage points higher than Hispanic students, and 42% higher than Blacks on 2013's state ELA tests. On the Math exam, Hispanics scored 43 percentage points lower and Blacks scored 41% lower than whites.<sup>7</sup>

Ethnicity	ELA			Math		
	# tested	# Proficient or above	Pct.	# tested	# Proficient or above	Pct.
Asian	104	38	55%	111	42	54%
White	297	184	74%	301	179	72%
Black	2,142	542	32%	2,157	534	31%
Hispanic	601	119	29%	618	124	29%

Even at the top-performing school in District 13, PS 8, achievement gaps exist: While, 59% of all students passed 2013's English exam, 72% of whites and 57% Asians passed compared to 36% of African American students and 27% of Latinos. In Math 71% of the White and Asian students passed compared to 46% of Latinos and 37% of blacks.

<sup>6</sup> Brooklyn Prospect Charter School began enrolling kindergarten students in 2013. No public data are available on their performance.

<sup>7</sup> See <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

## HOW ICS PROVIDES AN ALTERNATIVE TO THE COMMUNITY

As noted above few of the district elementary schools in CSD 13 appear to be able to support their children's academic progress sufficiently enough for them to achieve the minimal proficiency benchmarks indicated on state achievement exams. One district elementary school gets more than 50% of their students past the minimum proficiency benchmarks on their state exams, but even that success is not uniformly shared among all subpopulations.

There are five charter elementary schools<sup>8</sup> open in the district, but their academic performance is not uniformly superior to that of the district schools. Despite this apparent challenge, they nonetheless have waiting lists of approximately 1,600 students already, while enrolling approximately 400 students per year.

As noted in section (b) below parents can select from a number of private schools in Brooklyn and New York City more broadly for the children's education. Tuitions ranging from \$20,000 to \$40,000 annually<sup>9</sup> however do not make this a very widespread option in a neighborhood where the median household income is about \$67,700<sup>10</sup>. Regardless of their cost private schools in Brooklyn and New York City generally are typically over-subscribed, with admission rates of 2-10%.<sup>11</sup> Most private schools in the area are organized by religious groups and thus may not appeal to all parents, even if they can afford the tuition.

Lastly, we are not aware of any other elementary school in the district that has adopted the innovative curriculum proposed by ICS. In March 2013 the New York City Department of Education endorsed the Core Knowledge k-2 curriculum ICS proposes to use as an exemplary curriculum linked to the Common Core State Standards. While Brooklyn Prospect's International Baccalaureate program is close in design to ours, most CSD 13 elementary schools use the Teachers College Readers and Writers workshop and it remains unclear how quickly they are adopting new instructional models more closely aligned to the Common Core.

Similarly most neighborhood schools use Everyday Math or Investigations, while we propose to use JUMP Math, a program that has achieved significant impact in the Ontario school system, and which is being piloted in a study at two Brooklyn elementary schools this year under a grant from the US Department of Education.

### (b) Programmatic Impact

Describe the *programmatic* impact of the establishment of the proposed charter school 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 and charter schools, private schools;
- Information demonstrating a thorough analysis of existing educational options for the existing community and target population;
- Analysis of how the proposed school's enrollment plan will 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 to those currently in place in the targeted community or population.

## EXISTING EDUCATIONAL OPTIONS

### District Schools

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<sup>8</sup> Brooklyn Prospect opened for kindergarten this fall

<sup>9</sup> Jenny Anderson and Rachel Ohm, *Bracing for \$40,000 at New York City Private Schools*, N.Y. Times, Jan. 27, 2012, <http://www.nytimes.com/2012/01/29/nyregion/scraping-the-40000-ceiling-at-new-york-city-private-schools.html>.

<sup>10</sup> ICS calculations based on US Census data, American Community Survey, 2007-2011

<sup>11</sup> Jenny Anderson, *Elite Schools Rethink Saving Seat for Little Sister*, N. Y. Times, Sept. 5, 2011, p. A1

International Charter School of New York  
Response to RFP

As noted in section 1(a) above 19 district schools serve children in grades k-5. PS 282 serves children through 8<sup>th</sup> grade.

In September 2011, Urban Assembly Arts and Letters added an elementary school to their middle school in the PS 20 building. For the fall of 2014-2015, they will open two classes of Kindergarten students, and begin a waitlist for First, Second and Third Grades.

Name	Name	Name
P.S. 003	P.S. 046	P.S. 256
P.S. 008	P.S. 054	P.S. 270
P.S. 009	P.S. 056	P.S. 282
P.S. 011	P.S. 067	P.S. 287
P.S. 020	P.S. 093	P.S. 305
P.S. 044	P.S. 133	P.S. 307

**Charter Schools**

Five charter schools serve elementary school students in the district

Name	Grades
Community Partnership	K-8
AF Endeavor	K-2; 5-8
Community Roots	K-8
Leadership Prep	K-8
Brooklyn Prospect	K
Compass School <sup>12</sup>	K-1

To the extent they are not over subscribed, charter schools outside CSD 13 may also enroll students from CSD 13. Data indicating the enrollment of CSD 13 residents in school outside CSD 13 is not available.

**Private Schools**

As seen in the table below there are at least 72 private schools in Brooklyn that serve elementary aged children. Roman Catholic and Jewish religious institutions organize 75% of these schools. There are nine schools that target children with learning disabilities, and one school for deaf children.

Name	School Focus	Grades
Bonim Lomokom	Down Syndrome	
AHRC Middle/High School	Learning disabilities	pk-8
Block Institute School	Learning disabilities	pk-3
Guild For Exceptional Children	Learning disabilities	
Hebrew Academy For Special Children	Learning disabilities	k-12
Mary McDowell Center For Learning	Learning disabilities	
PTACH	Learning disabilities	
Shema Kolainu – Hear Our Voices	Learning disabilities	k-6
The Sterling School	Learning disabilities	
Bay Ridge Preparatory School	Non-sectarian	k-12
Big Apple Academy	Non-sectarian	k-12
Brooklyn Amity School	Non-sectarian	k-12
Poly Prep Country Day School	Non-sectarian	K-12
Brooklyn Free School	Non-sectarian	K-5
Great Oaks Elementary School	Non-sectarian	K-8

<sup>12</sup> Scheduled to open in the fall of 2014

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<b>Name</b>	<b>School Focus</b>	<b>Grades</b>
Adelphi Academy	Non-sectarian	pk-12
Berkeley Carroll School	Non-sectarian	pk-12
Brooklyn Friends School	Non-sectarian	pk-12
New Vistas Academy	Non-sectarian	pk-12
St. Ann's School	Non-sectarian	pk-12
The Packer Collegiate Institute	Non-sectarian	pk-12
Trey Whitfield School	Non-sectarian	pk-12
Cortelyou Academy	Non-sectarian	pk-5
Phyl's Academy Prep	Non-sectarian	pk-6
Brooklyn Heights Montessori School	Non-sectarian	pk-8
Parkway Elementary & Preschool	Non-sectarian	pk-8
Steps Elementary School	Non-sectarian	pk-8
Hannah Senesh Community Day School	Jewish, non-denominational	k-8
Beth Rivkah Schools	Parochial	k-12
Magen David Yeshivah School	Parochial	k-12
Prospect Park B'nos Leah Yeshiva	Parochial	k-12
A Fantis Parochial School	Parochial	k-8
Bethel Elementary School	Parochial	k-8
Flatbush SDA School	Parochial	k-8
Mary Queen Of Heaven School	Parochial	k-8
Brooklyn Preparatory School	Parochial	pk-1
Charles Churn Christian Academy	Parochial	pk-12
Christian Heritage Academy	Parochial	pk-12
Oholei Torah Elementary	Parochial	pk-12
Yeshiva Chanoch Lenaar	Parochial	pk-12
Yeshivah Of Flatbush	Parochial	pk-12
Mt. Moriah Christian Academy	Parochial	pk-6
Bais Yaakov Of 18th Avenue	Parochial	pk-8
Blessed Sacrament School	Parochial	pk-8
Brooklyn SDA Elementary School	Parochial	pk-8
Dimitrios & Georgia Kaloidis Parochial School	Parochial	pk-8
East Midwood Hebrew Day School	Parochial	pk-8
Holy Name Of Jesus School	Parochial	pk-8
Immaculate Heart Of Mary	Parochial	pk-8
Leif Ericson Day School	Parochial	pk-8
Lutheran Elementary School	Parochial	pk-8
Midwood Catholic Academy	Parochial	pk-8
New Grace Center Christian School	Parochial	pk-8
Our Lady Of Grace School	Parochial	pk-8
Our Lady Of Guadalupe School	Parochial	pk-8
Our Lady Of Trust St. Jude Campus	Parochial	pk-8
Park Slope Christian Academy	Parochial	pk-8
Saints Joseph & Dominic Academy	Parochial	pk-8
St. Athanasius Elementary School	Parochial	pk-8
St. Bernadette School	Parochial	pk-8
St. Catherine Of Genoa School	Parochial	pk-8
St. Edmund Elementary School	Parochial	pk-8
St. Francis Of Assisi School	Parochial	pk-8
St. Francis Xavier School	Parochial	pk-8
St. Gregory The Great School	Parochial	pk-8
St. Mary Mother Of Jesus-St. Frances Cabrini Academy	Parochial	pk-8
St. Patrick School	Parochial	pk-8
St. Rita Elementary School	Parochial	pk-8
St. Saviour Elementary School	Parochial	pk-8
St. Stanislaus Kostka School	Parochial	pk-8
St. Therese Of Lisieux School	Parochial	pk-8
Visitation Academy	Parochial	pk-8
St. Francis De Sales School For The Deaf	Parochial	pk-8
ANALYSIS OF OPTIONS		

As indicated in the tables above, public K-5 and private K-8 schools dominate the offerings available to parents in CSD 13. The four charter schools and PS 146 in CSD 15, are the only open enrollment schools among the district options for parents and they are vastly over-subscribed. According to the US Census bureau, Brooklyn's population increased by 24,000 from 2010 to 2011, in sharp contrast with the 4,100 person annual average of the past decade. According to New York City's planning Department analysis of the US Census data the DUMBO-Vinegar Hill-Downtown Brooklyn area experienced population increases of over 10% in the last decade. This is consistent with real estate development in these same areas.

Even without the population increases, as discussed in our response to section (a) above, parents in CSD 13 face a dearth of high quality elementary schools that prepare students for success in middle school and demanding college preparatory high schools. There is no evidence to suggest that independent schools are responding to either population growth or performance concerns by expanding their class sizes or opening new schools.

Further we have not identified any schools that use the combination of the unique curricular approach and the socio-economically diverse student body that ICS is proposing. The closest comparators are the Community Roots Charter School (CRCS), which sets aside 40% of their seats for low-income families, but uses a more traditional curriculum and Brooklyn Prospect, which opened an elementary school with 75 seats this fall.

At the same time, both of these schools have proved highly popular with parents in CSD 13. CRCS has a wait list of 800 students for 60 seats<sup>13</sup>, and Brooklyn Prospect had 250 applicants for 50 kindergarten seats. Data like these underline parents' favorable response to charter schools that strive to create a socio-economically diverse student population.

#### ICS IMPACT ON PUBLIC AND NON-PUBLIC SCHOOLS

If approved, ICS aims to enroll 110 kindergarten and first grades students in its first year, growing to 550 students by the end of its initial charter term. Thus at most ICS students will represent 7% of the district public school student enrollment, 6% of the combined district and charter school enrollment and 4.6% of the population of school aged children in the five zip codes we are using as a proxy for CSD 13.

Therefore from a pure population perspective ICS will have no immediate impact on the other schools in the district. We hope that our programmatic approach proves so successful in boosting student achievement and parent satisfaction that other schools in the district will approach us to learn how to adopt our methods. This is particularly reasonable, as ICS plans to adopt two free curricula, the Core Knowledge Sequence and Jump Math, as our primary curricula for instruction.

#### ANALYSIS OF NOVEL PROGRAMS

As is the case with the vast majority of New York City public schools, elementary school instruction in CSD 13 is centered primarily on the Readers and Writers Workshop model for ELA and Everyday Math for Math instruction. Different CSD 13 elementary schools offer a range of other curricular and extra-curricular programming like science, art, music, and dance.

Our survey of CSD 13 schools identified Brooklyn Prospect as the one school pursuing a curricular approach similar to that of ICS. No other school (district, charter or private) was seeking to pursue novel or different programs or instructional approaches, particularly along the lines ICS describes in our response to Question 2(a) and 2(b) below.

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<sup>13</sup> Spring 2012 figure; Email from CRCS staff to Matthew Levey, 5/6/2013

Response 01(c) – Fiscal Impact

(c) Fiscal Impact

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including:

- Enrollment expectations (which should be consistent with Responses 4 and the 5-year budget projection);
- 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; and
- Projected impact as a percentage of dollars of each sending district's budget (with more than 10 students projected to attend the charter school) for each year.

As of November 2013, the aggregated FY13-14 New York City school budget was \$19.8 billion.<sup>1</sup> In 2015 we expect to enroll 110 students and anticipate total, per-pupil revenue of \$ 2.4 million, which is 0.016% of the district budget. In 2019, we expect to enroll 550 students and anticipate per-pupil revenue of \$ 9.1 million, which is 0.046% of the projected district budget, assuming no growth in the district budget.

The fiscal impact of ICS will thus be minimal on other public schools in the district.

Operational Year (A)	Enrollment - Students (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (000's) (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2015 – 2016	155	13,527	2,096,685	1,040,692	3,137,377	\$19,800,000	0.016%
2016 – 2017	249	13,527	3,368,223	856,663	4,224,886	\$19,800,000	0.021%
2017– 2018	352	13,527	4,761,504	1,146,902	5,908,406	\$19,800,000	0.030%
2018 – 2019	450	13,527	6,087,150	1,404,285	7,491,435	\$19,800,000	0.038%
2019– 2020	547	13,527	7,399,269	1,647,823	9,047,092	\$19,800,000	0.046%

Given the cost of tuition at independent schools to which CSD parents might reasonably consider sending their children, and the competitive nature of admissions to these schools, we do not anticipate ICS will have any impact on their fiscal health. As a newly established school with no track record, we think it is unlikely we will draw significant numbers of students from more established non-sectarian schools. For parents who chose parochial or religious schools, a public school, whether traditional district or charter, is not typically a consideration. Similarly for parents whose children's severe developmental disabilities lead them to select schools specialized in addressing these needs, ICS will not be a valid counter-option.

<sup>1</sup> See <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

## Response 02 - Addressing Need

### (a) Mission and Vision

Provide the mission statement and vision for the proposed charter school.

The mission of the International Charter School of New York ("ICS") is to prepare students from diverse ethnic and economic backgrounds for a lifetime of active and engaged citizenship in their city, their nation and the world.

ICS's vision for our school and students is:

- To deliver a rigorous, academic, international school experience in a demographically diverse public school setting.
- To offer intellectual and personal growth that leads students from CSD 13 to excel at the most demanding middle and high schools, and
- To build in our students character strengths such as empathy, respect, perseverance and honesty that are strong predictors of future success.

Our vision is set against the backdrop of CSD 13, where the vast majority of schools are socio-economically homogeneous and the majority of their students, particularly Blacks and Latinos, are not reading at grade level when they finish elementary school. By drawing on *all* of the diverse residents of Brooklyn - diversity being one of CSD 13's greatest strengths - ICS will ensure that *all* communities are active participants in our success. With exceptional leadership at all levels and a structured, coherent curriculum that aids students from all backgrounds in gaining the knowledge they need to succeed, ICS students will demonstrate mastery on their state exams, and be positioned for success in higher grades, a diverse society, and a global economy.

### (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 any research, evidence of effectiveness or examples of existing programs that support the claims within the presentation of these elements. This should not exceed five pages in length.

The International Charter School's success will be built on five key design elements that ensure ICS meets the needs of elementary school students in CSD 13.

- Curriculum,
- Diversity,
- Character,
- Teacher Quality and
- Organizational Design

**Our first key design element is a comprehensive, sequenced, content-rich curriculum that builds background knowledge** from the earliest grades.

A shared knowledge of art, music, literature, science, and history is the functional source of literacy; the thing that lets us understand and appreciate one another, work together, and seize every opportunity afforded a free people. And a shared knowledge of our founding ideals and documents binds us as a nation and inspires us to work anew to perfect our too imperfect and increasingly fragile union. If the ultimate goal of education is to support greater social justice and reduce income inequality, what we teach our children is the root of everything we do at ICS.

Research supporting this philosophical view shows that awareness and understanding of history, geography, literature, art and science is central to students' success in reading, in school, and in life, and – not merely on tests.<sup>1 2 3 4</sup> Background knowledge even affects outcomes in math, where children demonstrate fundamental understanding of concepts and procedures by quickly recalling key facts and solving word problems.<sup>5 6</sup> Yet, elementary schools often struggle to specify the basic knowledge children need to succeed in further education, or provide a curriculum that delivers it.

Besides being comprehensive and coherent, this approach is also inherently international, touching sequentially on the contributions of diverse cultures and peoples to human development and progress. Our cross-curricular approach integrates music, art, history and science making human development understandable to our students, and giving them a basis upon which to think critically about the essential questions facing our global community today.

We begin with the Core Knowledge (“CK”) curriculum, developed by University of Virginia professor E. D. Hirsch. Used at 770 schools in 45 states, CK delivers integrated instruction in literature, history, geography, music and art. Charters account for nearly 40% of the schools using CK, and almost 50% of CK schools are urban. On March 1, 2013 New York City followed NYSED’s lead and [adopted CK as an exemplar](#) k-2 curriculum that meets the Common Core State Standards.<sup>7</sup>

Locally, CK is used at the seven Bronx-based [Carl Icahn charter schools](#)<sup>8</sup>; where students have consistently scored in the top tier on the state ELA exams. In 2013, 47% of Icahn students earned a 3 or higher on the ELA exam when the city-wide average was 27%. In [a 2008 test](#)<sup>9</sup>, ten New York City elementary schools implemented a CK curriculum while ten matched schools used a popular ‘balanced literacy’ curriculum. According to a [2012 account](#)<sup>10</sup> of the effort, “for each of the three years, students in the Core Knowledge program had greater one-year gains on a brief reading test than their peers in the comparison schools.” Other New York elementary schools achieving outsized results with CK include Leadership Prep in Bedford-Stuyvesant PS 124 and PS 96 in Ozone Park, Queens.

For math instruction ICS plans to use Jump Math. The curriculum follows a program of guided discovery that balances concrete and symbolic learning and has been used in elementary schools in Ontario, Canada with [impressive results](#)<sup>11</sup>, particularly for students designated “at risk.”

Jump Math is the subject of an ongoing New York trial overseen by Johns Hopkins University at two schools in Brooklyn and two in the Bronx; the trial expanded to additional schools in 2014. Jump’s developers have aligned their curriculum to the Common Core State Standards.

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<sup>1</sup> *Schools That Work: Where All Children Read and Write*, R.L. Allington, P.M. Cunningham, 2007 edition, p. 52-54

<sup>2</sup> *How Knowledge Helps*, Daniel Willingham, *American Educator*, 30(1), 30-37.

<sup>3</sup> Grissmer, D., Grimm, K. J., Aiyer, S. M., Murrah, W. M., & Steele, J. S. (2010). *Fine motor skills and early comprehension of the world: Two new school readiness indicators*. *Developmental psychology*, 46(5), 1008.

<sup>4</sup> Stanovich, K. E. (1986). *Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy*. *Reading research quarterly*, 360-407.

<sup>5</sup> *Why Mental Arithmetic Counts: Brain Activation during Single Digit Arithmetic Predicts High School Math Scores*, Gavin R. Price, Michèle M. M. Mazzocco, and Daniel Ansari, *The Journal of Neuroscience* January 2, 2013, Volume 33 Number 1, p. 156

<sup>6</sup> Hasselbring, T. S. (1988). *Developing Math Automaticity in Learning Handicapped Children: The Role of Computerized Drill and Practice*. *Focus on Exceptional Children*, 20(6), 1-7.

<sup>7</sup> <http://gothamschools.org/2013/02/28/newly-hatched-common-core-curriculums-get-city-endorsement/>

<sup>8</sup> [http://www.ica hncharterschools.org/site\\_res\\_view\\_template.aspx?id=d64f3c44-163a-4da0-a8de-d760a0dac35b#http://www.ica hncharterschools.org/site\\_res\\_view\\_template.aspx?id=d64f3c44-163a-4da0-a8de-d760a0dac35b](http://www.ica hncharterschools.org/site_res_view_template.aspx?id=d64f3c44-163a-4da0-a8de-d760a0dac35b#http://www.ica hncharterschools.org/site_res_view_template.aspx?id=d64f3c44-163a-4da0-a8de-d760a0dac35b)

<sup>9</sup> <http://cityroom.blogs.nytimes.com/2008/08/25/literacy-experiment-at-10-schools/#http://cityroom.blogs.nytimes.com/2008/08/25/literacy-experiment-at-10-schools/>

<sup>10</sup> *Ibid.*

<sup>11</sup> <http://opinionator.blogs.nytimes.com/2011/04/18/a-better-way-to-teach-math/>

As appropriate ICS will supplement instruction with ST Math, a computer program that has delivered [significant improvement](#)<sup>12</sup> in math achievement in trials both nationally and in New York City. (ST Math is one of several program used by the Rocketship Charter Schools).

Apart from the potential for greater efficiency, the technology in programs like ST Math ensures we understand quickly and accurately where our students are or are not making progress. By delivering targeted practice on tablet computers our teachers have time for more small-group instruction around identified needs, rather than generating worksheets and grading homework. We note that this approach does not anticipate a change to staffing patterns or student- instructor ratios from that of a traditional public school model.

As a further part of its commitment to international understanding and college readiness, ICS will begin Spanish language instruction in kindergarten. Apart from social and cultural benefits of learning a foreign language, a Latin-based language also can assist children in strengthening their English vocabulary. Teaching Spanish is also important for signaling to the many Spanish-speaking families in Brooklyn that the school equally values their culture and traditions.

Our interdisciplinary approach will prepare students to succeed in the most demanding college preparatory high schools, grounded in knowledge of the economic, religious, and geographic forces that have shaped, and are transforming our world. Whether their education leads them to international careers in business or government or not, ICS graduates will be able to think critically, write clearly and advocate effectively for themselves and their communities.

**ICS's second key design element is diversity.** There are both civic and academic reasons for supporting diversity.

If our children are not first exposed to diversity in school, how will they succeed in an increasingly flattened and interdependent world? In the last decade, [researchers note](#)<sup>13</sup>, non-whites accounted for 92% of US population growth. Today's kindergarteners will come of age in a country that looks quite different from ours of today.

Yet the vast majority of New York City schools remain economically and racially segregated. The Vinegar Hill/Dumbo census tract had a median household income of \$163,000 in 2006; the adjoining tract bound by Navy and York streets had a household income of \$18,700. This severely compromises students' opportunity for development and participation in a cohesive, multi-cultural society. Moreover if as educators, we cannot show that we have prepared our children to leave the world in better condition than they found it, what have we accomplished?

Under these circumstances, schools have an urgent responsibility to teach pluralistic values. Apart from the 3 r's there are crucial, informal lessons about civic purpose and empathy that are much harder to learn in a homogenous environment. As Harper Lee wrote in *To Kill a Mockingbird*, "You never really understand a person until you consider things from his point of view - until you climb into his skin and walk around in it."

The academic case for diversity is just as strong.

About 15 years ago, schools in Wake County, North Carolina were reorganized to ensure an economically diverse student body. The program isn't perfect, but whether white, black, middle-class or poor, Wake County [students outperform their counterparts](#)<sup>14</sup> from other large North Carolina districts on their high school exams.

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<sup>12</sup> [http://www.mindresearch.net/cont/research/re\\_ResultsAtScale.php](http://www.mindresearch.net/cont/research/re_ResultsAtScale.php)

<sup>13</sup> [http://www.nytimes.com/2012/05/17/us/whites-account-for-under-half-of-births-in-us.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2012/05/17/us/whites-account-for-under-half-of-births-in-us.html?pagewanted=all&_r=0)

<sup>14</sup> <http://wakeedpartnership.org/publications/d/kahlenberg%2004.01.09.pdf>

In Montgomery County, Maryland [a program that limits enrollment of children below the poverty line](#)<sup>15</sup> to no more than 40% of a schools population has had a strong impact on achievement by the community's neediest children.

The Department of Defense School system – less than half white and almost half low-income - provides another example. On the most recent NAEP tests, Hispanic, black and white students outscored their non-DoD counterparts in English and Math. And the same holds for their SATs.

Building on these successful national models, as well as those of nearby charter schools like Community Roots and Brooklyn Prospect, ICS will not only recruit a diverse student body, but also retain them. As detailed in Response 05 and Response 09, we have specific plans for building common cultural understanding among our students and their families.

**Our third key design element is strength of character.**

Intimately linked to academics at the International Charter School are the virtues we cultivate in our students. Important though they are, knowledge of literature, arts, science and history alone will not lead our students to success in school and life. Our students' 'book learning' must be complemented by personal habits and values. Habits such as empathy, curiosity and persistence. Values such as courage, honesty and respect.

Martin Luther King Jr. wrote "Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. But," he continued, "...[w]e must remember that intelligence is not enough. Intelligence plus character--that is the goal of true education.

Starting with block play and dress-up for our kindergarteners, advancing to writing about characters such as Iago and Othello in middle school literature, ICS will expose students to these beliefs in action. Our faculty and administration will model these values purposefully, teaching them both explicitly and implicitly.

Building on [research by Angela Duckworth](#)<sup>16</sup> at the University of Pennsylvania, schools as different as the [Riverdale Country School](#)<sup>17</sup> and the [KIPP network](#)<sup>18</sup> have recognized that strength of character has as much impact on students' success as their academic knowledge. While instilling and measuring these qualities is hard, ICS expects our school environment and community strength will reflect our efforts. The rewards may not come quickly; cognitive psychologists tell us that children's mental development stabilizes around age 25, long after they will have left ICS. Whether the payoff occurs during a child's time with us, or decades in the future, we see these values as worthy of our efforts and just as important as building their academic knowledge.

**Our fourth key design element is attracting and retaining high quality teachers.** [Academic studies](#)<sup>19</sup> have [long confirmed](#)<sup>20</sup> that teacher's abilities and prior preparation matter. We think successful elementary teachers combine academic horsepower and psychological insight. They are verbally adept and broadly knowledgeable, but also empathetic and sensitive to children's changing emotions.

High quality teachers also serve to draw in strong colleagues. Just as in any other profession, teachers prefer to work in an environment with others who share their values and sense of what it is possible to achieve. The team is able to accomplish more when the opportunities and burdens are shared equally.

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<sup>15</sup> <http://tcf.org/assets/downloads/tcf-Schwartz.pdf>

<sup>16</sup> [http://www.sas.upenn.edu/~duckwort/images/publications/DuckworthSeligman\\_2005\\_Self-DisciplinePredictsAcademicAchievement.pdf](http://www.sas.upenn.edu/~duckwort/images/publications/DuckworthSeligman_2005_Self-DisciplinePredictsAcademicAchievement.pdf)

<sup>17</sup> <http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html?pagewanted=all>

<sup>18</sup> [http://www.sas.upenn.edu/~duckwort/images/KIPP\\_NYC\\_Character\\_Report\\_Card\\_and\\_Supporting\\_Materials.pdf](http://www.sas.upenn.edu/~duckwort/images/KIPP_NYC_Character_Report_Card_and_Supporting_Materials.pdf)

<sup>19</sup> <http://www.sciencedirect.com/science/article/pii/S0047272710001696>

<sup>20</sup> <http://www.usapr.org/paperpdfs/54.pdf>

Assessing this mix of abilities, and further developing them in our staff [is challenging](#)<sup>21</sup>. To address this risk, ICS is engaging a team of experienced school leaders to craft insightful evaluations and meaningful training that will attract and retain strong educators. To that end, the ICS Board has already attracted recognized school leaders (see following section). By articulating a compelling vision for the school and its students, meaningful professional pathways and promotion, and incentives for longevity, we are confident great teachers and administrators will be eager to join us.

Consistent with our beliefs about teachers, **our final key design element is thoughtful organizational design**. To hold ourselves accountable for the success of each ICS students, we must fundamentally organize ourselves to ensure our children have every opportunity to achieve that success. To that end we are heavily influenced by a 2011 study of 22 New York City charter schools<sup>22</sup> that identified several factors distinguishing successful schools. ICS has taken these findings into consideration in devising our key policies.

1. **Work harder:** Teachers at high achieving schools work an additional 7.75 hours per week at the elementary level. Despite this higher workload, the maximum salary of teachers at high achieving schools is the same or somewhat lower than other charter schools.
2. **Work smarter:** The typical teacher at a high achieving elementary school receives feedback 16.41 times per semester, compared to 11.31 times at other charter schools
3. **Assess frequently:** High achieving elementary schools assess student achievement 3.92 times per semester, compared to 2.42 times at other charter schools.
4. **Communicate frequently:** Higher achieving schools provide academic feedback 3.00 more times per semester than other schools, behavioral feedback 9.20 more times per semester, and general feedback to parents 7.27 more times per semester.
5. **Concentrated help:** Thirty-three percent of high achieving elementary schools offer high-dosage tutoring compared to ten percent of low achieving schools.

These core beliefs— a rich, sequenced curriculum that builds background knowledge, a diverse student body, building character strengths, hiring great teachers, and thoughtful organizational design - will support a world-class public school. One where our students attain mastery as measured on their state exams, where our staff and parents express high levels of satisfaction in their learning environment surveys, and where demand for enrollment forces us to consider opening additional seats or taking over other existing schools.

(c) 5% Districts

New York City is not a 5% district.

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<sup>21</sup> <http://www.nber.org/papers/w14485>

<sup>22</sup> *Getting Beneath the Veil of Effective Schools: Evidence from New York City*, Dobbie, Will & Fryer, Roland G., NBER Working Paper No. 17632, Issued in December 2011, accessed at <http://papers.nber.org/papers/w17632>

## Response 02 (d) – Accountability Plan

Through its educational program, the International Charter School will create a learning environment that allows each student, regardless of their prior educational opportunity, to meet or exceed New York State performance goals on each state assessment administered within the school.

As we anticipate serving kindergarten and 1<sup>st</sup> grades only in our first year, ICS students will not take any state exams for several years.

We will use other standardized measures (SAT-10, ITBS or NWEA MAP) to establish nationally normed baselines for our incoming students and ensure they progress appropriately in their early years. Baseline and subsequent testing will also aid in the identification of students who may need to be evaluated for learning disabilities.

As our students move into third grade and beyond, the following student achievement goals will be measured:

### **ENGLISH LANGUAGE ARTS**

**Goal:** Students will demonstrate proficiency in reading, writing, and comprehending the English language.

#### **Absolute Measures**

- 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 ELA exam.
- Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

#### **Comparative Measures**

- 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 ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State ELA 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.

#### **Growth Measures**

- Assuming the State ELA exam remains comparable over the previous two years, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. Assuming the exam has remained consistent over the previous two years, if a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each student, beginning in Kindergarten will take the NWEA MAP or similar reading assessments, and at least 75 percent of students will increase in reading performance by a minimum of one grade level equivalent each year.

### **MATHEMATICS**

**Goal:** Students will show competency in their understanding and application of mathematical computation and problem solving.

**Absolute Measures**

- 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 exam.
- Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Comparative Measures**

- 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 students in the same tested grades in the local school district.
- 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.

**Growth Measures**

- Each year, assuming the State mathematics exam has remained consistent over the previous two years, all grade-level cohorts of students 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. Assuming the exam has remained consistent over the previous two years, if a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each student not in a grade taking state exams will take a nationally normed assessment (such as NWEA's MAP) each year and, and at least 75 percent of students will increase by a minimum of one grade level equivalent each year.

**SCIENCE**

**Goal:** Students will understand and apply scientific principles at a proficient level.

**Absolute Measures**

- 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 exam.

**Comparative Measures**

- 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 a State science exam will be greater than that of students in the same tested grades in the local school district.

**NCLB**

**Goal:** The school will make Adequate Yearly Progress.

**Absolute Measure**

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Response 03 – Proposal History

(a) Applicant Information

Provide a brief description of the applicant(s) including relevant background and experience and whether each applicant is a parent, teacher, administrator and/or community resident as required by the Act.

Co-lead applicant Crystal Davenport is a parent of a school-aged child residing in Community School District 13. A sales executive with a financial services company founded by her husband, she is also very involved in the communities of Fort Greene and Clinton Hill. Her husband runs a small financial consulting company. They hope to provide the best available education to not only their children, but also those of the entire Community School District 13.

Co-lead applicant Reginald McGarrah is a parent of a school-aged child residing in Community School District 13. He teaches geometry and photography at a high school in Brooklyn’s CSD 19.

Co-lead applicant Tiphannie Yanique , a is a parent of a school-aged child residing in Community School District 13. A Caribbean born fiction writer, poet and essayist, she is an Assistant Professor of Writing at The New School.

Co-Lead applicant Matthew Levey and his wife, a public school teacher, have three children who attend public schools in New York City, in [REDACTED]

In the last decade Mr. Levey has volunteered in a number of ways to support local schools. He was elected president of the Community Education Council, a body that managed parent input into the ~45 public schools in CSD 2. Mr. Levey has served on the school leadership team and C-30 committees at several of his children’s schools. He has written numerous [essays](#) on [education reform](#) for local news outlets. In these roles he worked with Department of Education officials to expand school offerings and improve accountability in our schools.

Apart from his educational experience, Mr. Levey worked as a consultant at McKinsey & Company and a Managing Director for Business Intelligence at Kroll Associates. He spent more than a decade advising US and foreign companies on a range of business operations issues, including effective cost management and organizational strategies. He will use this experience to ensure that ICS operates in a fiscally and legally sound manner.

Contacts

Co-Lead Applicant	Co-Lead Applicant	Media Contact
Crystal Davenport [REDACTED]	Matthew Levey [REDACTED]	Matthew Levey [REDACTED]

(b) Founding Members

Describe how the founding group was formed and the relationship of its members to each other. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if approved, e.g., school leader, teacher, board member, service provider, etc. Use the following table to list the active members of the founding group (including the applicants) who developed this proposal.

Through his work as a parent activist, Matthew Levey met Daria Rigney, who at the time served as Superintendent for CSD 2 and Robert Pondiscio, who was at the time Vice President of the Core Knowledge

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Foundation and previously taught 5<sup>th</sup> grade at PS 77 in CSD 7. In addition to her accomplished career as an educational leader, Rigney is a decades-long resident of Brooklyn, who began her teaching career at PS 321 in CSD 15.

Sharing a common set of beliefs about the centrality of a rigorous curriculum to effective education reform, and the importance of socio-economic diversity to children's academic and personal development, Rigney and Pondiscio agreed to support Levey's application informally and to serve as trustees of his school if it was granted a charter.

As he continued to discuss his proposal with community members and education experts, Levey was introduced to Jennifer Stillman, who at the time was consulting to the New York City Department of Education on innovation and school design. Stillman, whose Ph.D thesis explored school diversity and parent choice, was naturally drawn to the ICS model of a school devoted to serving a socio-economically diverse student population.

In the course of his discussions with parents in CSD 13 to understand their concerns and desires, Mr. Levey met Ms. Davenport, Ms. Yanique and Mr. McGarrah. Having considered ideas behind the International Charter School and this application, the three decided they wanted to support the proposed school by joining as co-applicants. As parents of elementary school-aged children they were eager to ensure their community had access to socio-economically diverse and academically rigorous elementary schools.

Also in the course of the ICS discussions, Mr. Levey was introduced to Ms. Longobardi, Ms. McGhee, and Ms. Beckford, experienced teachers who were inspired by the ICS mission and asked to contribute to further strengthening the application and assisting with the further development of the school should the charter be granted.

Dr. Gold has known Mr. Levey socially for over a decade, and upon her return to Brooklyn from Japan in 2013, decided to assist ICS, particularly in strengthening the socio-emotional learning aspects of the curriculum.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Matthew Levey	Co-founder and Executive Director, International Charter School of New York	Lead start up of school, oversee accountability, finance and operations
Daria Rigney	Advisor; Former Superintendent, former principal, NYC Dep't of Education	Chair, Board of Trustees, oversee recruiting and accountability design.
Robert Pondiscio	Advisor, former elementary school teacher, NYC public school	Trustee; advise on recruitment, curriculum development
Jennifer Stillman, Ph.D.	Advisor, former policy researcher, NYC Dep't of Ed., former public school teacher	Trustee, Chair of Data and Accountability Committee, advise on diversity, accountability.
Ruth Longobardi	Professor of Music, Columbia University, Brooklyn parent, music/art/dance curriculum	TBD
Katherine McGhee	Elementary school teacher, St. Ann's School, Brooklyn parent, ELA and Math curriculum	TBD
Dionne Beckford	Elementary school teacher, Director of Student & Family Affairs, Harlem Village Academy	TBD
Dalia Gold	Clinical psychologist, independent practice in Tokyo and New York, Brooklyn parent of three elementary school children	TBD

(c) Proposal Development

Describe the process used to develop the proposal. The response should address who contributed to designing the school and to writing the proposal, which may include individuals outside of the founding group, such as advisers or consultants.

Mr. Levey was the lead drafter of the proposal. He received input from the proposed ICS Trustees, the ICS Board of Advisors, and the planning team. The following individuals also provided feedback on the draft proposal:

- Jill Shahan, Managing Director, New England Charter School Association
- Margaret Kinney, 2<sup>nd</sup> grade teacher, Girls Prep Charter School
- Peggy Selwyn, Youth Librarian, New York Public Library
- Barbara Daly Burns, Reading Specialist, Avon (CT) Public Schools

(d) Partner / Management Organization Involvement

Not Applicable

(e) Community Outreach

- The methods used to inform stakeholders in the intended community about the proposed charter school;
- 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, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.

The ICS Trustees have actively solicited input from leaders, parents, and individuals in CSD 13 about the application to open ICS. They plan to continue to solicit feedback after this application is filed, using a variety of methods to invite the involvement of local stakeholders and to seek feedback on the proposed schools.

**Methods Used to Inform Stakeholders**

As noted in our February 8<sup>th</sup> Letter of Intent ICS notified 14 community-based organizations in CSD 13 about their intention to seek a charter, asking for their feedback on the ICS application. They include:

- |  |   |
|--|---|
| a. Coalition for the Improvement of Bedford-Stuyvesant | j. Community Board 3                            |
| b. Children's Defense Fund                             | k. Community Education Council for CSD 13       |
| c. Brooklyn Movement Center                            | l. Little Sun People, pre-k program             |
| d. Brooklyn Community Foundation                       | m. Duffield Place Child Care Center             |
| e. St. Boniface Oratory Church                         | n. NYCHA Ingersoll Houses Resident Association  |
| f. Brooklyn Tabernacle Church                          | o. NYCHA Walt Whitman Houses Tenant Association |
| g. Make the Road New York                              |   |
| h. Federation of Protestant Welfare Agencies           |   |
| i. Community Board 2                                   |   |

In addition ICS organized more than 30 parent meetings, notices of which were posted to various parenting listservs popular with local parents, including Parents around the Hill, the Stuy Heights Parent Group, Ft. Greene Babies, Downtown Brooklyn School Solutions and Bococa Parents. Events were also advertised on the ICS website, and in flyers distributed to laundromats, coffee shops, WIC offices, pediatricians offices, toy stores, book stores, and clothing stores, barbershops, supermarkets, and hair salons across CSD 13.

While soliciting signatures on our paper petition in January and February, ICS also distributed flyers with information about the school, upcoming public meetings, and the ICS website where community members can review further details and comment on the proposed application.

### **Community Boards**

On February 14, 2013, ICS addressed the Youth and Education Subcommittee of Community Board ("CB") 3 about the proposed school's mission and visions, and answered questions from the committee members. No objections were raised. Vice Chair Oma Holloway remarked that her child attends a charter school in CSD 13, which pursues a similar diversity policy to the one that ICS intends to create. Mr. Levey followed up after the meeting with personal emails to Oma Holloway, Vice-Chair, and Henry Butler, CB 3 Chair, to solicit additional feedback. No formal feedback was provided.

On October 10, 2013 ICS met with the Youth and Education Subcommittee of CB 3 for a second time. The committee was unable to provide official feedback on the ICS proposal but members Oma Holloway and Michael McCasland were pleased with the ICS proposal and how it would address the needs of children in the area. Mr. McCasland's personal letter is appended.

On Feb 27, 2013 Mr. Levey and Robert Pondiscio, a proposed ICS Trustee, presented to the Youth and Education Subcommittee of CB 2. For 45 minutes they presented to the committee members about the proposed school's mission and visions, and answered questions from the committee members. No objections were raised, and Chairman Lenu Singletary committed to seeking a vote on a resolution of support for the school. ICS followed up after the meeting via emails to Mr. Singletary, Dorethea Thompson-Manning, a committee member, and Rob Perris, CB 2 District Manager, to solicit additional feedback. Mr. Perris subsequently explained that the Board could not issue formal feedback due to technical issues of their monthly meeting schedule.

On October 23, 2013 ICS met with the Youth and Education Subcommittee of CB 2 for a second time. Again the Board declined to provide formal feedback, but committee member Stephen Pierson wrote to offer his personal opinion that ICS would offer a beneficial option to parents and children in the area. His letter is appended.

On Feb 20th, 2014 Proposed ICS Board Chair Daria Rigney and co-applicant Matthew Levey met with the new Youth and Education subcommittee chair, Betty Feibusch, at her request. Ms. Feibusch apologized that she had not been able to attend either of the two prior ICS presentations to CB2. She expressed her support for the proposed school, but said she could not provide a formal letter of support as she had only been elected chair in February. On February 28, she sent an email to Ms. Rigney and Mr. Levey stating "I look forward to hearing about the progress of the school in meeting the educational needs of district 13 students."

## **Local Elected Officials**

### City Council

On Feb. 19, 2013 ICS emailed Ashley Thompson, Chief of Staff to Councilmember Steve Levin, whose district overlaps a portion of CSD 13, to share a copy of the ICS proposal and ask for feedback. No response was received.

On Feb. 19, 2013 ICS emailed Barbara Sherman, Education Analysts for Councilmember Letitia James, whose district overlaps a portion of CSD 13, to share a copy of the ICS proposal and ask for feedback. On March 7 Levey met Ms. Sherman and David Goldsmith, President of the Community Education Council for CSD 13. Ms. Sherman said that she could not support “corporate charter schools” that “privatized public education” and only served “white students.” Levey explained that this was an inaccurate characterization of the ICS application and asked if they could discuss the specifics of the ICS proposal. Sherman declined, and did not respond to a follow up email sent after the meeting.

On March 25, 2013 ICS contacted Laurie Cumbo, a then-candidate for City Council in Council District 35, which overlaps with CSD 13. Ms. Cumbo subsequently attended a parent meeting in Prospect Heights and discussed the ICS proposal with Mr. Levey and parents present for about one hour.

We met informally with Ms. Cumbo at several other events in the course of her successful campaign and requested another meeting after her election in November. We repeated the request to her Chief of Staff, Brian Cunningham, at a community meeting on January 26, 2014. Mr. Cunningham explained that it would be difficult for the councilmember to formally support our application at this time, but that so long as ICS continued to engage with the community and understand their concerns, the school would be likely to succeed.

Robert Cornegy Jr. was elected Councilman for the 36<sup>th</sup> New York City Council District in November 2013. On June 24, 2013 Mr. Levey and ICS Board member Kenneth Mbonu met with Mr. Cornegy Jr. at Mr. Cornegy’s offices in Bedford-Stuyvesant. On August 14, 2013 ICS attended an education forum that Cornegy organized in Brooklyn.

On October 3, 2013 Mr. Levey, local parent and business owner Joseph Adewumi and potential ICS Trustee Kenneth Mbonu hosted an education forum with Mr. Cornegy. On Jan. 16, 2014 ICS Trustees Joseph Lewis and Kenneth Mbonu met with Cornegy to further discuss the ICS application. Following that meeting Dynishal P. Gross, Mr. Cornegy’s Legislative Director wrote to say “It was a pleasure to meet you all. You have my best wishes for success in this ambitious, labor-intensive process.”

### Borough President

On March 20, 2013, ICS emailed, Margaret Kelly, Education Advisor to Brooklyn Borough President Marty Markowitz to inform her of the ICS proposal, and solicit feedback and support from the Borough President. On September 25, 2013 Ms. Kelly responded to this email and set a meeting for October 2, 2013. Kelly expressed interest in the ICS language program and asked why more district public schools were not following a similar model. We followed the meeting with a request for a formal letter of support from Markowitz.

In October 2013 Kelly advised ICS to seek feedback and a letter from the new Borough President, Eric Adams. ICS has contacted Adams' team and is hopeful they will have the chance to present the proposed school to him. We also followed up in an email to Kelly, who as of this date, remains as education policy advisor to the Borough President, and to the Borough President's long-time chief of staff.

#### District Attorney

ICS spoke with Brooklyn District Attorney candidate Kenneth Thompson when Mr. Levey and Mr. Thompson presented to the Walt Whitman Tennant Association meeting on June 17, 2013. Thompson expressed support for ICS, telling Levey "we need more schools like this" and expressing disappointment that other elected officials were not more active in advocating for ICS.

Levey asked if he could meet with Thompson after the election to discuss the application in more detail. He saw Thompson at Emmanuel Baptist Church in Ft. Greene on Sept. 19<sup>th</sup> and requested a meeting. Thompson directed Levey to contact a staff member, Abe George. After several email exchanges, on Dec. 12<sup>th</sup>, Mr. George said he would try to set up a meeting with Thompson and ICS.

#### **State Elected Officials**

Proposed ICS Treasurer Kenneth Mbonu and Founder Matthew Levey met with Assemblyman Walter Mosley on February 24, 2014. The Assemblyman's district overlaps in large part with CSD 13 and he and previously been supportive of charter schools. The Assemblyman offered suggestions of private landlords who might be willing to rent space to ICS, spoke of his involvement in the Cush Campus School in Brooklyn, and encouraged ICS to keep him informed as to our progress.

ICS emailed Susan Leung, Chef of Staff to State Senator Velmanette Montgomery on February 6, 2014 to ask for a meeting where we could brief her on our application.

#### **Community Education Council**

On March 21, 2013, ICS emailed David Goldsmith, president of the Community Education Council for CSD 13 to ask to speak to the District 13 Community Education Council at their next scheduled meeting. Over the course of the following months Mr. Levey met with Mr. Goldsmith several times and ICS attended the kick off meeting of the CEC's D13 Task Force

On September 17, 2013 ICS attended the CEC Meeting at MS 113 (300 Adelphi Street) and spoke again with Goldsmith and Vice President Benjamin Greene, as well as several parents.

On September 30, 2013 ICS emailed Goldsmith and Greene to request the opportunity to speak at an upcoming CEC meeting. On December 9, 2013 ICS emailed Goldsmith and Greene again to ask to speak at the January 2014 CEC meeting. Goldsmith advised that ICS could speak during the public comment period of the Jan. 28, 2014 CEC meeting. In discussing the application Mr. Goldsmith wrote, "Good luck with your application. ... I look forward to seeing you on Tuesday."

After the CEC meeting on January 28 Levey had the chance to speak with other CEC members who advised they would like to invite ICS back for another presentation in the future.

#### **Federal Officials**

On March 21, 2013, ICS emailed, Stina Skewes-Cox, District Director for Congressman Hakeem Jeffries to inform her of the ICS proposal, invite her to attend upcoming parent meetings and solicit feedback and support from Congressman Jeffries.

On March 21, 2013, ICS emailed, Evelyn Cruz, Community Coordinator for Congresswoman Nydia Velázquez to inform her of the ICS proposal, invite her to attend upcoming parent meetings and solicit feedback and support from Congresswoman Velázquez.

At an April 9, 2013 meeting with Ms. Stina Skewes-Cox, District Director for Congressman Jefferies, Levey discussed the ICS proposal. Ms. Skewes-Cox directed Levey to contact Daniel Wiley from Representative Velasquez's office, which he did via email that evening.

In April Ms. Skewes Cox called Levey to convey that while Congressman Jeffries was generally supportive of the ICS effort he did not wish to issue a formal letter of support at that time. If ICS encountered challenges with the Department of Education, she said, we should contact her.

On Dec. 11, 2013 ICS again informed Skewes-Cox and Wiley of our intention to apply for a charter from SUNY and to request feedback on our application. On January 11 Skewes-Cox wrote to explain that Congressman Jeffries "will hold on expressing support until a final location is determined." ICS attended Congressman Jeffries "State of the District" speech at Boys and Girls High School in Brooklyn on Jan. 30, 2014, but was not able to speak with the Congressman at that time.

No other federal officials contacted by ICS provided feedback on the proposal.

### **Community Based Organizations**

On Feb 27<sup>th</sup>, 2013 Levey met with Jennifer Jones-Austin, Executive Director and CEO of the Federation of Protestant Welfare Agencies, which provides management assistance, capacity building, and advocacy services to close to 300 member agencies and churches throughout New York City's. Jones-Austin expressed support for the proposal and arranged for introductions to Dr. Lester Young, a long-time Brooklyn resident and member of the Board of Regents of SUNY as well as Rev. Johnny Ray Youngblood of Mt. Pisgah Baptist Church who leads a Brooklyn-based group focused on children's welfare issues.

Despite repeated phone and email messages Rev. Youngblood was unable to meet to discuss the ICS application.

On March 14<sup>th</sup> 2013 ICS met with Placida Rodriguez, parent organizer from Make the Road New York, an organization that advocates on behalf of immigrant communities. Rodriguez was provided with a copy of the ICS proposal overview in Spanish prior to the meeting. Rodriguez shared the information from this meeting with her colleagues and promised to inform ICS of any feedback from her organization.

On March 24<sup>th</sup>, 2013 Levey emailed Jeanette Cordova, Director of Head Start programs and Samantha Johnson, Head of the Ingersoll Community Center, both members of the University Settlement Group. He requested the opportunity to meet with them and parents of children enrolled in their programs to discuss the ICS proposal.

As a result of these meetings ICS organized a team of volunteers to lead a creative writing class at the ICC during July and August. ICS volunteers taught classes for 5<sup>th</sup> through 7<sup>th</sup> graders who attended Ingersoll's summer camp program.

On Wednesday August 14<sup>th</sup> ICS spoke to Deborah Howard, Executive Director of the Pratt Area Community Council (PACC). We followed up their phone conversation with an email request for the opportunity to speak with the Board's executive council and get their feedback on the ICS application. Levey and ICS Trustee Kenneth Mbonu met with Howard on October 29<sup>th</sup> to follow up on this discussion.

Separately ICS was introduced to PACC Chairwoman Seble Tareke-Williams on Nov. 12<sup>th</sup>, 2013. Levey spoke to Mrs. Tareke-Williams and explained the ICS application and requested her feedback. He followed up their call with an email which included links to the ICS website and again requested feedback. Howard subsequently emailed ICS to ask that we meet in February 2014 to continue this discussion.

### **Parent Meetings**

In the last 11 months ICS has either organized or attended 21 meetings to provide parents and community members an opportunity to learn about and provide feedback on the application.

On March 16, 2013 ICS met with parents in the Clinton Hill Co-Ops at meeting that was publicized via email and on various public listservs such as Fort Greene Babies and BoCocCa Parents mentioned above.

On March 17, 2013 ICS met with parents in the Clinton Hill area at a meeting that was publicized via email and on various public listservs such as Fort Greene Babies and BoCocCa Parents.

On March 21, 2013 ICS met with parents in the Bedford Stuyvesant area at a meeting that was publicized via email and on various public listservs mentioned above.

On March 27, 2013 ICS emailed Ms. Cruz from US Representative Velasquez's office, Ms. Kelly from the Brooklyn Borough President's office, Mr. Goldsmith from the Community Education Council, Ms. Rodriguez from Make the Road New York, Stina Skewes-Cox from US Representative Jeffries's office to invite them to attend one of three parent meetings planned for April 2013.

On April 6, 2013 ICS met with parents in the Fort Greene area at a meeting that was publicized via email and on various public listservs mentioned above.

On April 7, 2013, ICS met with parents in the Clinton Hill area at a meeting that was publicized via email and on various public listservs mentioned above.

On April 10, 2013, ICS met with parents in the Prospect Heights area at a meeting that was publicized via email and on various public listservs mentioned above. Laurie Cumbo, who was elected Councilwoman for the 35<sup>th</sup> NYC Council District, attended that meeting.

On April 30, 2013, ICS met with parents in the Ft. Greene area at a meeting that that was publicized via email and on various public listservs mentioned above.

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On May 17, 2013 ICS attended a regularly scheduled CSD 13 Town Hall meeting with then-Schools Chancellor Dennis Walcott at PS 56 (170 Gates Ave.). We posted news of this meeting on various public listservs mentioned above.

On May 22, 2013 ICS hosted a meeting at the Clinton Hill branch of the Brooklyn Public Library that that was publicized via email and on various public listservs mentioned above.

On June 17, 2013 ICS presented to the members of the Walt Whitman (NYCHA) Apartment Complex at their regularly scheduled meeting. On January 7, 2014 Mr. Levey met with RA President Isabella Lee again and provided her with flyers to inform residents of upcoming ICS meetings, which she agreed to post throughout the complex. At this meeting Ronnie, a parent whose children attend the Community Roots Charter School, told Mr. Levey it would be important that ICS make clear the way in which the lottery will work so parents in the community do not feel the process is unfair or favors children from outside the community. Mrs. Lee invited ICS to make another presentation to on January 20, 2014. The meeting was postponed to Feb. 18, 2014 due to snow, and ICS will attend.

On September 25, 2013 ICS hosted an event for parents at DSK, a restaurant at 710 Fulton Street in Ft. Greene. We provided the manager with flyers to be distributed to parents at their regularly-scheduled 'mommy and me' classes on Tuesday afternoons.

On September 30, 2013 ICS spoke to the Residents Association of the Raymond V. Ingersoll NYCHA Apartment Complex at their regularly scheduled meeting.

On Nov. 15, 2013 ICS spoke to parents at Hank & Jojo , 218 Dekalb Ave. in Ft. Greene

On Nov. 20, 2013 ICS met with parents at the Kumon in Prospect Heights, 671 Vanderbilt Ave, for a discussion about the school.

On January 15, 2014 ICS hosted a second parent meeting at Hank & Jojo, a store in Ft. Greene.

On January 27, 2014 Emma Lindsay and Matthew Levey spoke to attendees at the monthly meeting of the Ingersoll Residents' Association.

On January 28, 2014 ICS spoke at the regularly scheduled CEC meeting at PS 256 in Bedford-Stuyvesant.

On January 29, 2014 ICS hosted a parent event at a private home in Brooklyn Heights. The event was advertised on the ICS website and the listservs mentioned on page 5, above.

On Feb 1, 2014 ICS hosted an event at a home in Ft. Greene. The event was advertised on the ICS website and the listservs mentioned on page 5, above.

On Feb. 4, 2014 ICS hosted a parent event at 718, a hair salon on Dekalb Ave. The event was advertised on the ICS website and the listservs mentioned on page 5, above.

On March 6<sup>th</sup> ICS hosted a parent event at a private home in Brooklyn Heights. The event was advertised on the ICS website and the listservs mentioned on page 5, above.

### Strategies Used to Solicit Feedback

ICS has used a number of strategies to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs. These include:

- Meeting with hundreds of diverse stakeholders in groups and one-on-one, as detailed above.
- A detailed website with multiple pages explain the proposed approach, ensuring the site is available in multiple languages (including Spanish, Mandarin, Bengali, Urdu, Korean and Arabic, among others)
- A Facebook page that allows parents to connect with others in their circle who are interested in ICS
- Extensive flyer distribution in the community to make parents aware of, and ask for feedback on, the application.
- Providing an email address for comments, and following up with stakeholders and parents via email to invite them to additional meetings where we share our evolving vision for ICS.

In all these meetings and discussions we has made clear our intention to submit an application to the SUNY Trustees to open the proposed school in September 2015, the target population of socio-economically diverse students, the proposed grades of K-5, and the eventual enrollment, mission, and academic program of the school.

In printed materials, online postings and meetings we have provided the email [info@icsnyc.org](mailto:info@icsnyc.org) as a standard address to which comments or feedback can be sent and [www.icsnyc.org](http://www.icsnyc.org) as the website where individuals can register for additional information about ICS.

### Social Media and Internet Strategy

Historically the process for notifying and soliciting feedback from the community has emphasized community meetings. ICS has followed that approach as it is an effective way to reach many stakeholders.

At the same time we recognize that the Internet provides an important tool for reaching other stakeholders who may not be able to attend meetings due to work or child care considerations.

Established in April 2013, the ICS internet site hosts about 200 unique visitors per month. The number of unique visitors per month has risen by 317% since April 2013, as can be seen in the graph below.



Using analysis software we are able to calculate that approximately 80% of visitors are from New York.

More than 480 parents and community members have signed up to receive the bi-monthly ICS newsletter. Since April 2014, ICS has distributed 14 newsletters electronically. We believe this is another effective strategy for engagement with busy parents and professionals who often cannot attend meetings due to conflicts with work and child care obligations.

Between 25 and 55% of recipients open their ICS newsletters, which is around the Education and Training sector average of 36%. More encouraging, 5% of recipients click on the action items in our newsletters, indicating a deeper engagement with ICS. The sector average is 3.4%.<sup>1</sup>

Commenting on the ICS Internet strategy, one Brooklyn parent commented, "as someone in the charter world and a parent, I am VERY impressed at how hard you work to engage parents. It's very noticeable and really does make you stand out against others very authentically."

#### Form and nature of feedback

On December 28<sup>th</sup> ICS distributed flyers in many of the neighborhoods of CSD 13 where we hope to locate. In conversations with parents, business owners and community members, we received the following feedback.

- At Jessy's House of Styles on Greene St. an employee who asked to be identified as "Mike the Barber" said, "The DoE needs more competition."
- At Salon 718 on Dekalb Ave. several employees asked about class sizes at the proposed school, and agreed that the ICS plan for a teacher and assistant teacher in each kindergarten and elementary class would help to ensure children received appropriate adult supervision. One employee asked about the ICS approach to discipline, expressing concern that the charter schools with which she was familiar were "too strict."
- Karriema Jordan, a middle school social studies teacher with grand children in the local public schools stated that teachers were challenged to address many social issues that went beyond standard educational concerns, and that to succeed a school had to support its staff. She was pleased to learn that a social worker and special education coordinator would be among the first staff hired at ICS and asked to be added to the school's email list.
- Emilia Valencia and Michael Yarmark of Thirst Wine Merchants on Dekalb Ave asked about the kinds of art and recreation that ICS would offer. Told about the plans for yoga and the partnerships ICS has forged with Mark Morris Dance Group and Copland House, they expressed satisfaction with the proposal. "You're clearly passionate about this, and that says a lot," they told co-applicant Matthew Levey

Other feedback has primarily been received via email. Parents who have attended presentations have been uniformly positive about the proposal. A sample of their comments follows:

In response to the ICS proposal one parent wrote:

I'm really excited about the prospect of your charter school. I've spent some time looking into options for my daughter [REDACTED] and have been dismayed with the choices available in our a [REDACTED] my own educational philosophy

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<sup>1</sup> <http://mailchimp.com/resources/research/email-marketing-benchmarks/>

better than the other schools I've looked into. I've already signed your online petition and have convinced a few others to do so as well.

Please let me know if you think 30 minutes at the discussion tonight will be worth my while. If not, maybe we can meet at a later date to discuss your school and the other educational opportunities available in Fort Greene/Clinton Hill/Bed-Stuy. I'm willing to help out in whatever way I can to make ICS a reality in our area.

Another parent wrote to say:

you seem to be my education kindred spirit. I just read through your posts and it was uncanny the extent to which we see eye to eye on the issues.

My attention was grabbed by the fact that you are using the core knowledge curriculum in your new school - I just sent an email to my son's school leadership team alerting them to the fact that CK [Core Knowledge] was chosen as an exemplar curriculum. Needless to say no one acknowledged my email! wish I could send my kids to your school but they're both too old.

I started my younger child at the xxx school in xxxx this year because of my despair over the lack of content at the zoned school. but even the xxx school- while much, much better in terms of content - doesn't come close to CK.

A third parent responded after attending two different meetings:

Just like last time, you showed you're a 't' crosser and 'i' dotter. I appreciate that stuff. I also like a think on his feet kind of guy. Your school sounds great in theory, though I'm no fan of forced diversity. I like organic. However, I do appreciate a ***diversity in ways of thinking*** and it sounds like there will be lots of that at ICS. Very important stuff. I'm also jazzed by the idea of creating cooperative/constructivist learning environments that teach kids how to think.

I plan on doing some reading and revisiting some ideas with you in the future. Consider me a real supporter. I hope to see you succeed.

A fourth parent responded:

I enjoyed your presentation and ideas. I also loved the Clifford Levy's NY Times article and the video, the kids were very inspiring. My husband is Moroccan and we have lived both here and abroad together. Although our daughter is only [REDACTED] we always talk about what kind of education we would like her to have. It really warmed my heart to hear you say "inchallah" at some point during the meeting, I was like "oh yeah, this guy is cool"

Looking forward to the next meeting!

A fifth parent responded:

My husband, XXXX, has told me a lot about you and your mission to build an international charter school in Brooklyn. After numerous hours studying and touring

different programs for my own son I whole heartedly agree that ICS will fill a void that currently exist in our school system.

I have spent the last 10 years of my career with Scholastic and Apple computers prior to that. I offer you my expertise in technology with a focus on education to help develop the school and technology within its curriculum.

Let me know when you have a moment to sit down and discuss further. Maybe we can meet for coffee.

A sixth parent wrote:

You seem to have garnered quite a bit of interest in the last few weeks and I've had more parents talk to me about ICS. We're very anxious for you to get this off the ground and if there's any way we can help, please do reach out.

Several parents and community residents have written letters to offer their feedback on the proposal. We draw your attention to Response 14(c) and in particular the letters of Carlos Saavedra, Michael McCasland, Stephen Pierson and Lisa Greenwald.

Some parents have asked if ICS could offer more languages than Spanish, or alternate languages. Randi Lockemann, a mother of a [REDACTED] the owner of Die Stammknippe in Ft. Greene had a typical comment, in her desire to see ICS adopt German as the foreign language of choice. Other German-speaking families echoed her concern. Perhaps unsurprisingly, French-speaking families expressed a desire to see ICS adopt their language. Other families have asked that ICS offer dual-language instruction like PS 133 or the Brooklyn International School in Carroll Gardens.

Kaoru Kashima, a Brooklyn parent who attended a parent event on February 1<sup>st</sup>, suggested that Japanese-speaking parents would be eager to support a school that taught Japanese. "I really would like you and your board members to consider having a Japanese immersion class in your school. We have more than 900 Japanese families in Brooklyn, but there is no Japanese school in our home borough."

The ICS Trustees considered such feedback carefully. In particular they noted that many Japanese cultural values, such as *gamen*, are both praiseworthy and consistent with the ICS Core Values curriculum. We noted that each culture adds something to children's understanding of the world, and could be consistent with our theme as an international school.

But the Trustees and Founding group are also concerned that identifying and hiring high-quality teachers will prove challenging in its own right, without also requiring that they be able to teach subjects like math or science in a foreign language. Over time, as the school becomes established, we explained we would like to revisit the question of additional languages or a dual language program with our parent body. As an interim measure, we have told parents ICS will work with its parents and teachers to offer additional languages like German, French or Japanese as part of our after school program.

Mr. Levey also offered to meet with Ms. Kashima and other Japanese parents after the March 12 application deadline to advise them on the steps that would be needed to file their own application for a charter school.

After the September 30 ICS presentation to the Ingersoll Resident's Association on Sept. 30, 2013 Ron Britt, the coach of a basketball program at Susan McKinney, a 6-12 school in CSD 13, expressed his concern that when elementary schools are co-located in high school buildings it is not safe for the younger children. Levey explained that ICS is not seeking to co-locate, and would certainly try to avoid being co-located with a high school. Britt said he appreciated this sensitivity and encouraged ICS to "stick to your guns" in completing the application.

At the October 10<sup>th</sup> ICS presentation to Community Board 3 Felicia Alexander, the President of the Community Education Council for CSD 16 expressed concern that the Community Education Council for D13 had not been informed of our application. Levey explained that we had spoken to the CEC president multiple times, and were planning to present formally at an upcoming meeting. At a subsequent CB 3 meeting, ICS was told, Ms. Alexander reported that she had checked with CEC 13 and confirmed our account.

Brooke Parker, a parent in CSD 14, responded to several ICS meeting announcements in the Fall of 2023. Parker wrote on the Stuyvesant Heights Parent Association Listserv to tell parents to be wary of attending ICS information session as, she claimed, ICS would cite their attendance at such a meeting as proof of support. Levey followed up with an email directly to Parker inviting her to meet privately and discuss her concerns but received no reply.

Parker's feedback, which is not specific to ICS and encompassed claims such as plans to 'privatize education', 'segregate schools', or that "area neighborhood schools could ill afford to have public dollars syphoned out of their budgets." Since they are not comments on the ICS proposal itself and are untrue, ICS can only direct such commentators to our proposal and seek their feedback on our specific plans.

Courtney, a parent of a child at PS 11, responded to an ICS announcement on Parents Around the Hill by writing: "I ask that you please carefully consider if district 13 truly needs a new elementary school. Every charter and choice school that opens only serves to undermine our neighborhood schools – some of which are quite wonderful - and further segregate our community. "

As with Parker, this respondent's comment does not incorporate specific feedback about ICS and its proposal, which in fact seeks to serve a more diverse student population than the average elementary school in CSD 13.

We recognize that some community members and organizations are skeptical or hostile to charter schools. We will continue to maintain open lines of communication to all members of the community, and through transparency and clarity of purpose, hope to address any specific concerns that arise.

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

ICS filed an application under this same name with SUNY in March of 2014. The application was withdrawn in July 2014

Since then ICS has expanded its community outreach efforts, strengthened its Board of Trustees, developed curricular partnerships with leading Brooklyn businesses and cultural institutions. The application has been modified to detail our curriculum and accountability plans more clearly (Response 5), expand the teacher evaluation framework (Response 8), clarify personnel policies (response 11) and in various other areas where the Trustees believed the application needed to be strengthened.

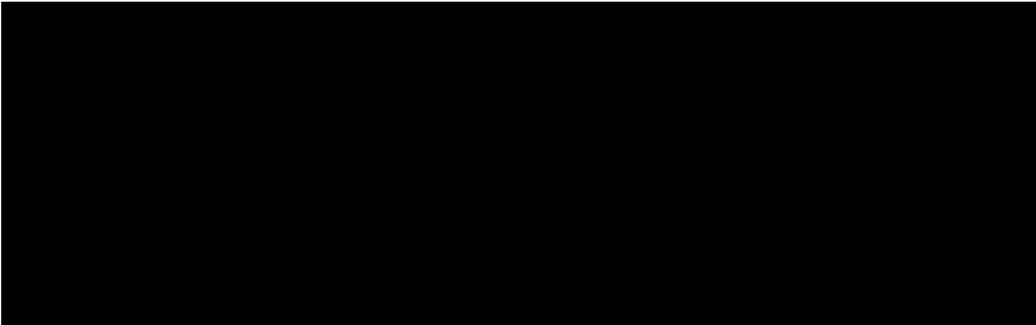
The Trustees also believe that our continued engagement with the community has improved  
Response 14 – Community Relations.

Response 03(g) – Founding Resumes

**MATTHEW F. LEVEY**

**Summary:** Education entrepreneur with practical, detailed knowledge of curriculum and assessment issues in K -8 schools. Long-time personal and professional commitment to, and experience in, public service as a U.S. diplomat and Community Education Council president. Highly developed client-management and analytical skills gained at McKinsey & Co. and Kroll Associates. Fluent Spanish speaker.

[REDACTED]



**EDUCATION**

MBA, Finance, Columbia University, Graduate School of Business, 1999  
Dean's List, Beta Gamma Sigma

BA, Economics, International Affairs George Washington University, 1988

**VOLUNTEER ACTIVITIES**

**Member, School Leadership Team**, New Explorations in Science & Technology 2011-  
Present

Advise administration of a 1,500 student K-12 gifted and talented school on a range of strategic issues.  
Participated on three hiring committees to fill assistant principal positions.

**President, Community Education Council**, District 2, New York, NY 2008-  
2010

Elected president by 12 other parent members of this local school board. Work with other volunteer and District Superintendent to evaluate achieving at 30 local elementary and middle schools. Chair bi-monthly meetings, solicit community feedback, and mediate disputes.

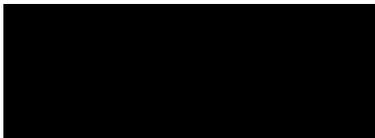
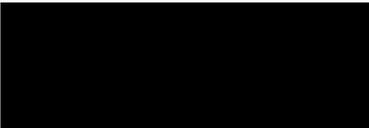
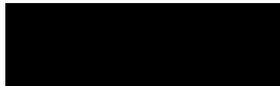
**ADDITIONAL INFORMATION**

Fluent Spanish. Proficient Romanian. Basic French.

**Ruth Longobardi**



**Experience**



**Education**

Columbia University in the City of New York  
Ph.D., Music History

Columbia University  
M.A., Music History

Columbia College

B.A., Music and East Asian Studies

## Dionne C. Beckford

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### Profile

Education professional with fifteen years experience in public, private and charter schools. Strong relationship building and keen expertise in training and developing in all areas of elementary school academics. Able to work in a fast-paced, data driven environment providing rigorous instruction. Skills include:

*Managing Teacher teams*

*Analyzing Student Data*

*Training and Development*

*Creating and Developing rigorous curriculum*

*Behavior Management*

*Evaluating Teacher Performance*





**Education**

University of Miami, Miami, FL  
Masters of Science: Elementary Education

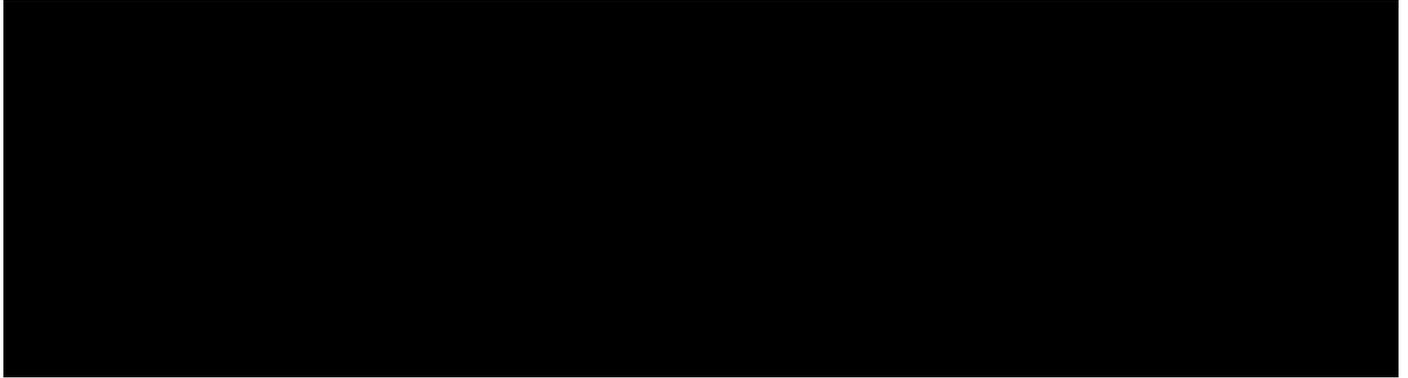
University of Pennsylvania, Philadelphia, PA  
Bachelor of Arts: Psychology with concentration in Spanish

**Other Experience**

[Redacted]

[Redacted]

Katherine McGhee



**DALIA GOLD, PH. D.**



**EDUCATION**

**Derner Institute for Advanced Psychological Studies, Adelphi University Garden City, NY**

*Doctor of Philosophy -Clinical Psychology, May 2001*

*Master of Arts – Clinical Psychology, May 1995*

**Cornell University**

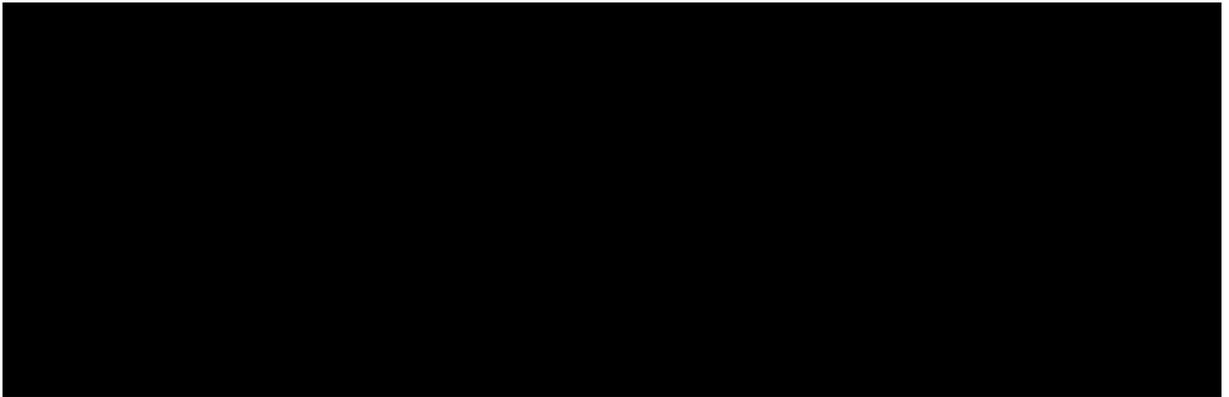
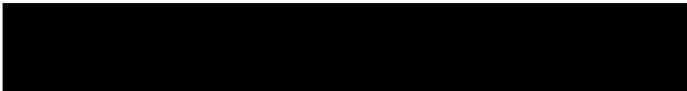
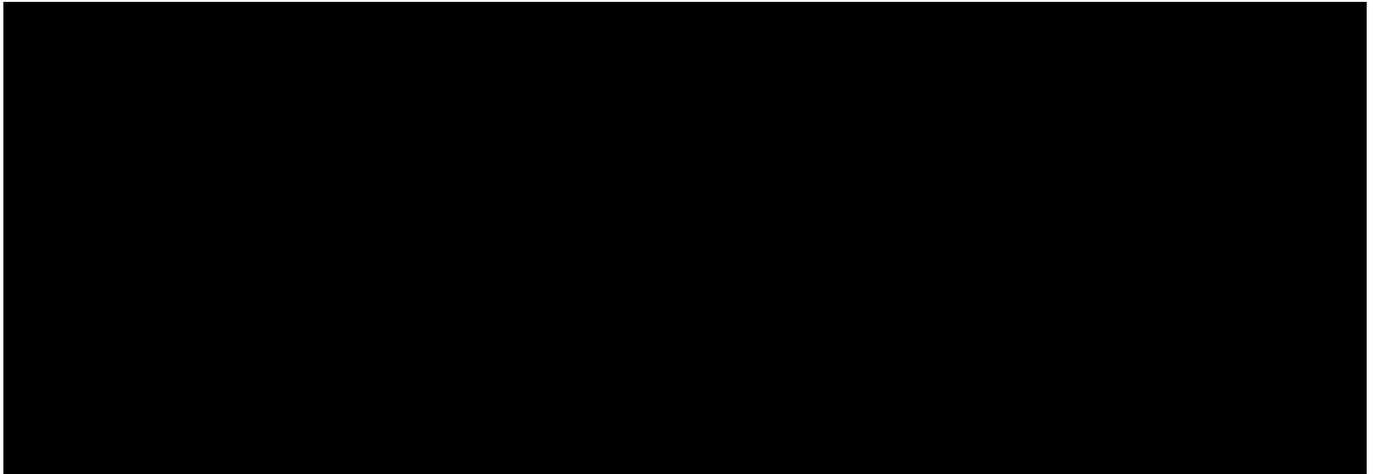
**Ithaca, NY**

*Bachelor of Science, May 1987*

**Bank Street College of Education**

**New York, NY**

*Continuing Professional Studies, Spring 2014: The Reggio-Emelia Approach: From Theory to Practice; School-Parent Collaborations: Working as a Team; and state mandated workshops*



New York, NY

**OTHER WORK EXPERIENCE**

**PRESENTATIONS AND AFFILIATIONS**

*Talking to Children About Difficult Topics.*

Presented at October 2012 Exceptional Parenting Program, TELL, Tokyo, Japan.

*The Girl Warriors – Conducting Outpatient Group Psychotherapy with Inner-city Female Adolescents.*

Presented at the Fall 1998 meeting of the American Academy of Child & Adolescent Psychiatry, Anaheim, CA

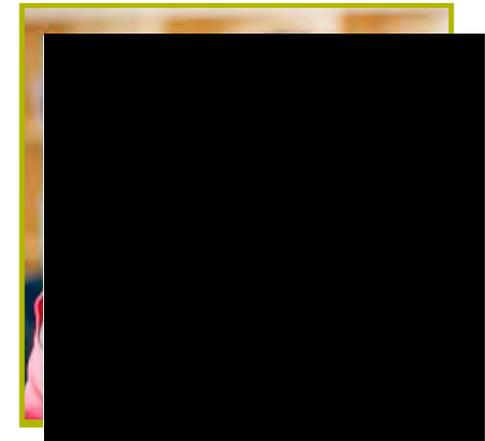
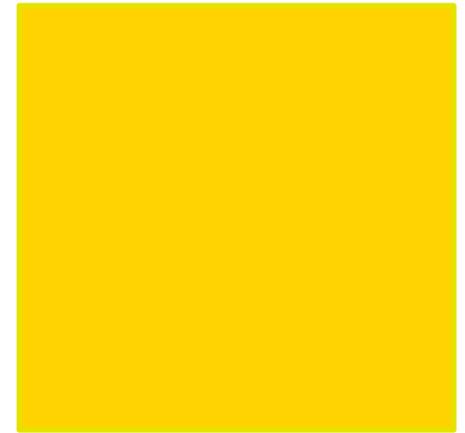
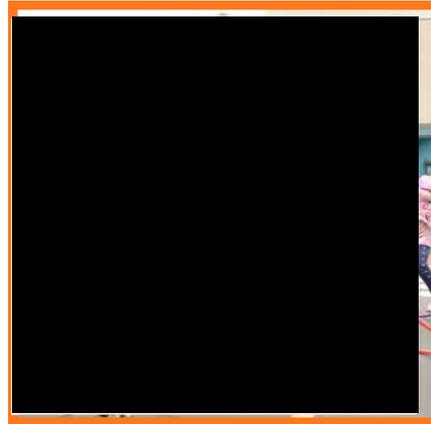
*The Effects of Proof-listening on Computerized Language Measures for Eight Sessions of Patient A-2.*

Poster presented at the Collaborative Analytic Multi-site Project, Winter 1996 meeting of the American Psychoanalytic Association, New York, NY.

NYS Licensed Clinical Psychologist  
NYS School Psychologist Certification (Provisional), pending  
Member, American Psychological Association



INTERNATIONAL  
CHARTER SCHOOL  
*of* NEW YORK



## Evidence of Outreach

Response 03 (h)

# + Outreach to CBOs – Mark Winston Griffith – Brooklyn Movement Center

**Matthew Levey** <[REDACTED]> 11/13/12  
to MWGriffith

Dear Mark,

As I think you have heard several times by now, I have ben thinking about opening a k-5 school in central Brooklyn.

In my first two meetings (Tamecca Tillard at Restoration and Saskia Levy at the DoE) your name came up as someone who knows many things about the community and education more generally.

I'd be grateful for the chance to speak - whether in person or on the phone.

Thanks in advance for your time and consideration.

Sincerely,  
Matthew

**Mark Winston Griffith** <[REDACTED]> 11/13/12  
to me

Sure. Don't know if you would already be in Central Brooklyn or not, but something around my office would be convenient for me. Early next week? Morning?

**Mark Winston Griffith**  
Executive Director, Brooklyn Movement Center  
375 Stuyvesant Avenue, 2nd Floor  
Brooklyn, New York 11233  
[www.brooklynmovementcenter.org](http://www.brooklynmovementcenter.org)  
f t

# + Outreach to CBOs – Toya Williford – Brooklyn Community Foundation

## Initial Contact

 **Matthew Levey** <[redacted]>  
to twilliford

12/11/12 ☆ [reply] [dropdown]

Dear Ms. Williford,

I am considering starting a k-5 school in Bedford Stuyvesant.

My three kids attend local public schools and my wife teaches ESL in Chinatown. I've written about education issues, and been active on many school committees for about a decade now. My LinkedIn profile is [here](#)

I see two important elements that would make for a distinctive school:

One is that the student body would be socio-economically diverse. As you know there is strong evidence about the academic benefits students obtain from attending a diverse school. Data also show how rare it is for a child to attend such a school, especially in an urban center like Brooklyn or Manhattan.

Another important aspect of the school would be a curriculum for children's background knowledge in history, geography, art, and science. Background knowledge is central to literacy, cognitive psychology, and is an incredibly strong predictor of kids' success in school, life and work.

Of course these are just two themes. I believe activities like field trips and community service are important parts of a progressive education, but as an outsider to the community as diverse as Bed-Stuy really wants or needs. I know that I spend time listening to local parents and leaders before making decisions.

Speaking with Ben Esner, Mark Winston-Griffith and Tamecca about your research program you are leading. I would like to learn more, if possible.

I know you are very busy professionally and personally. But if you have time for a call or a coffee I would be grateful.

Thanks in advance for your time and consideration.

Sincerely

[redacted]

## Follow Up

 **Matthew Levey** <[redacted]>  
to Toya

Jan 3 ☆ [reply] [dropdown]

Dear Toya,

Thanks again for filling me in on a little of your work with CSD 16. The challenges sound familiar, but it sounds like you have exciting ideas. I look forward to reading your report.

As promised I am attaching a write up for my proposed school. If it sparks any reactions - positive or negative - I'd love to hear them.

I will keep trying to get on Henry Butlers schedule, and get the Beginning With Children book. It sounds very interesting.

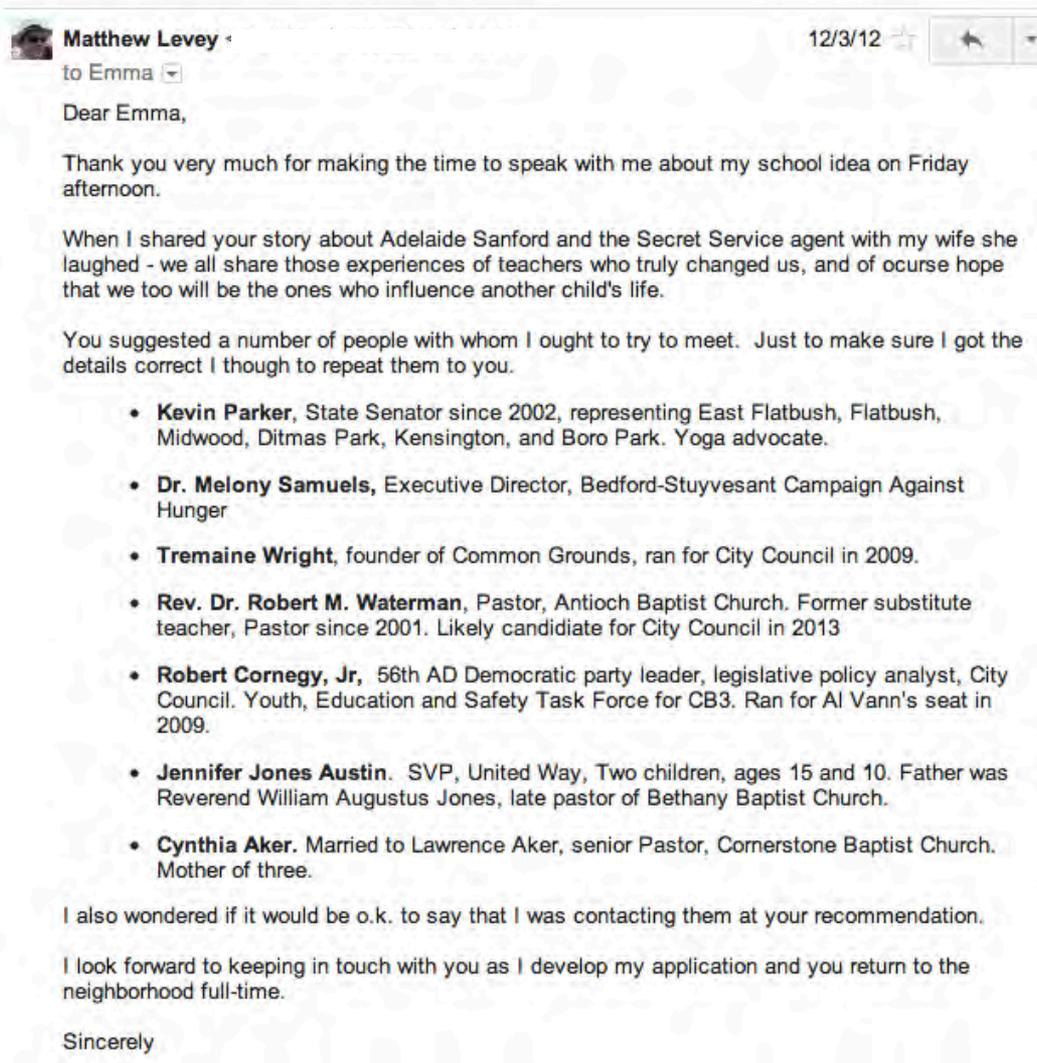
Best

[redacted]

 **International Charter School Parent Overview.pdf**  
288K [View](#) [Download](#)

# + Outreach to CBOs – Emma Jordan-Simpson, Children’s Defense Fund

## Follow Up



# + Outreach to CBOs – Henry Butler, Community Board 3

**Butler, Henry** Jan 12  
to me  
Call my office to set up an appointment with my education/youth committee. They meet the 2nd Thursday every month. The Chair of the committee is Charles Coleman Jr. [REDACTED] 602, 6603

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**From:** Matthew Levey [mailto:[REDACTED]]  
**Sent:** Mon 1/7/2013 9:58 AM  
**To:** Butler, Henry  
**Subject:** School Proposal Feedback

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**Matthew Levey** Jan 13  
to Henry  
thanks.  
Will do.

---

**Matthew Levey** [REDACTED] Jan 13  
to info  
Mr. Coleman,  
I am contacting you at the suggestion of Henry Butler.  
As you can see below I am proposing to open a new elementary school in School District 13. As the exact location is not yet certain, I think it is important that I discuss this with both CB 3 and CB2 early on.  
I have attached a brief overview of the school objectives for your review.  
I will contact the community board offices to arrange for a meeting time. But in advance of that I would of course welcome any reactions or feedback you might have,  
thanks in advance for your time and consideration.  
Sincerely

# + Outreach to CBOs – Susan Pettry – Brooklyn Tabernacle Church

**From:** Matthew Levey [mailto: [REDACTED]]  
**Sent:** Wednesday, January 23, 2013 3:24 PM  
**To:** [REDACTED]  
**Subject:** Follow Up on New Charter School

Dear Susan,

Thanks again for your time this morning. It was very generous of you to make your whole staff available for an hour, and I appreciate that you, James, Amy and Joseph found my presentation compelling.

You asked how charter schools perform academically, and I noted some do very well. [This](#) 2011 academic paper on 22 New York charter schools reports how successful schools differed. In 7 ways.

1. The typical teacher at a high achieving elementary school receives feedback 16.41 times per semester, compared to 11.31 times at other charter schools
2. Teachers at high achieving schools also work ... an additional 7.75 hours per week at the elementary level. Despite this higher workload, the maximum salary of teachers at high achieving schools is the same or somewhat lower than other charter schools.
3. High achieving elementary schools test students 3.92 times per semester, compared to 2.42 times at other charter schools.
4. Higher achieving schools provide academic feedback 3.00 more times per semester than other schools, behavioral feedback 9.20 more times per semester, and general feedback to parents 7.27 more times per semester.
5. Thirty-three percent of high achieving elementary schools offer high-dosage tutoring compared to ten percent of low achieving schools.
6. The typical high achieving elementary school has 190.67 instructional days and an instructional day of 8.07 hours, compared to 183.80 instructional days and 7.36 instructional hours at other charter schools.
7. Surprisingly, lesson plans at high achieving charter schools are not more likely to be at or above grade level and do not have higher Bloom's Taxonomy Scores. Higher achieving charter schools also appear no more likely to have more differentiated lesson plans and appear to have less thorough lesson plans than lower achieving charter schools.

# + Outreach to CBOs – Dominique Bryant – Ingersoll Residents Assn



[Redacted Name]

to kassy, me

Aug 15



Hi Mathew,

Please forgive my delayed response, however it was awesome meeting with you. I left the meeting feeling very excited about your school and the work you are doing already in this community. I have my colleague Kassy CC on this email as an introduction. Kassy is the Program Manager of Food Access Initiatives for the Myrtle Avenue Revitalization Project.

I would love to introduce to Kassy, your ideas and even the work we talked about you being interested in around healthy food and access in this community.

Below I have attached the electronic copy of the Community Food Assessment that was done in 2011 with 2012 updates.

<http://www.myrtleavenue.org/GetFreshCommunityFoodAssessmentWith2012Updates.pdf>

Let me know if you would be interested in having another meeting.

Continue to have a AWESOME DAY!



# + Outreach to CBOs – Tamecca Tillard– Coalition for the Improvement of Bedford Stuyvesant

**Matthew Levey** <[redacted]> 11/8/12  
to tptillard

Dear Ms. Tillard,

I spoke with Ben Esner yesterday about elementary education, in ge in Bedford-Stuyvesant.

Knowing how central Restoration is to the neighborhood, I mentioned to meet you. Conveniently enough, Ben had just spoken with you an suggested I email you directly.

By way of background my three children attend public schools in Ma and my wife teaches at a high school on Henry Street, in lower Man

I've been an active volunteer on many school committees for about 8 now, and am considering the idea of opening a k-5 school in Bed-Stu. LinkedIn profile is [here](#)

As I imagine it, two important elements would make this school disti

One is that the student body would be socio-economically diverse. A know there is strong evidence at from attending a diverse school. attend such a school, especially Manhattan.

Another important aspect of the : on building children's background and science. While background incredibly strong predictor of kids on standardized tests.

Of course these are just two ther what the community needs.

Knowing of your recent appointm Prep, Ben confirmed my belief th making any plans.

I'd be grateful for the chance to meet you and am happy to meet around your schedule.

**Thanks**

**Matthew Levey** <[redacted]> Jan 24 (5 days ago)  
to Tamecca

Always a pleasure to speak with you and thanks for your many ideas and helpful suggestions.

ML

**Matthew Levey**  
Founder,  
[International Charter School of New York](#)

  Support ICS; Sign the petition

**Tamecca Tillard** <tptillard@gmail.com> 11/8/12  
to me

Hi Matt,

I am totally open to the idea of meeting. It may also be a good idea to include Rafiq, TFOA's Founder/Co-Partner on the conversation if you want to open a charter school. BedStuy has some hybrid schools that are starting to take afoot in the education movement: <http://www.freebrook.org/>

What time of day can you meet?

# + Outreach to Dr. Lester Young, Board of Regents

Background for Meeting Request with Dr. Young Inbox

 **Matthew Levey** <[redacted]>  
to tllove, bcc: Kenneth, bcc: Daria, bcc: Joseph

Dear Ms. Love,

Thanks again for your time this morning in setting up the meeting with Dr. Young.

I will invite a few of the school's trustees to join Dr. Young when we meet. I will confirm their schedules once we know his availability. For your information they are

- Daria Rigney, the former superintendent of CSD 2 and a long-time Brooklyn educator
- Kenneth Mbonu, with Bridge Street Development Corp, and a father of two children attending schools in D13
- Joseph Lewis, a resident of Bed-Stuy and a member of the Board of Teaching Matters.

For your background I am attaching a summary of our application to SUNY, which will be submitted to CSI on March 12.

We'd welcome the chance to get Dr. Young's reaction and any advice he may have on other groups to whom we should be reaching out in our application process.

Sincerely

Matthew

**Matthew Levey**  
Founder,  
[International Charter School of New York](#)



Support ICS; Sign the

 **Theresa Love** 10:42 AM (11 hours ago) ☆

to me

Hi Mr. Levey,

We have been trying to free some time on the Regent's calendar. Currently, Dr. Young can be available to meet with you on Thursday, February 27th anytime after 12:00 p.m. Please confirm when possible and we will add the appointment to his calendar.

Thanks

*Theresa Love  
Secretary II  
New York State Education Department  
Office of Accountability  
55 Hanson Place - Suite 400  
Brooklyn, New York 11217*

# + Outreach to Day Care – Kisha Edwards Gandsy – NYC Explorers

## Initial Contact

 **Matthew Levey** <[redacted]> Jan 6  
to info

I'd be grateful for the chance to speak with Keyanna or Keisha about a new elementary school I am hoping to open in Brooklyn in 2015.

We hope to open for 110 Kindergarten and 1st graders in Sept. 2015, and grow through 8th grade, serving 900 students.

The ICS mission is to prepare children from diverse socio-economic backgrounds for a lifetime of engaged citizenship in their city, their country, and the world.

Our [website](#) has a lot more details, but at a time when most Brooklyn children attend schools that are deeply divided along economic and racial lines, our vision is for ICS students to live out the true meaning of the creed: "We hold these truths to be self evident, that all men are created equal."

We are working with a range of community leaders parents and local officials to ensure that ICS student are as diverse as our city; the da nurses and lawyers and teachers, the sons of doctors and transit wo dancers. Which is consistent with the progressive goals he outlined i campaign.

But regardless of their starting point, home language or disabilities, I students will all benefit from a rich, sequenced curriculum that builds background knowledge and cultural literacy, allowing them to go as f can dream.

We have formed partnerships with leading Brooklyn institutions like t Arts Center and businesses like [Makerbot](#) – the 3-D printing compar enrich the students' education, integrating math, science, art and tec across the curriculum. We recently added Aaron Copland's foundatio music program partner - he was born in the neighborhood and gradua Boys High on Marcy - and the Mark Morris Dance Group, another icc Brooklyn cultural institution.

While there are a few examples of these kinds of schools in Brooklyn, there is far more demand than they can satisfy.

If you had time I'd be glad to come by 110 Schermerhorn or talk on the phone.

Thanks

Matthew

## Follow Up

 **Kisha Edwards-Gandsy** <[redacted]> Jan 6  
to me

Hi Matthew,

Thank you for reaching out to me. A colleague forwarded me your meeting request. What is your schedule like next week? I have availability next Thursday from 10am-12pm. Are you free? Our philosophies on how to best serve the children in our community share many similarities, and I look forward to learning how we can help each other.

All the best,

Kisha

On Monday, January 6, 2014, Brooke Toomey wrote:

# + Outreach to Day Care – Juanita White, Duffield Child Care Center

## Follow Up

International Charter School

 **Matthew Levey** <[REDACTED]> Jan 18 (11 days ago) to Juanita

Dear Juanita,

I wanted to follow up on my recent presentation to your families at the transition to kindergarten meeting. (Roberta hosted us but I do not seem to have her email)

We will submit our application to SUNY in March; if approved we will open for 110 Kindergarten and 1st graders in Sept. 2015, and grow through 8th grade, serving 900 students.

We will be located in CSD 13, which includes Ft. Greene (as well as several other neighborhoods)

The ICS mission is to prepare children from diverse socio-economic backgrounds for a lifetime of engaged citizenship in their city, their country, and the world.

Our [website](#) has a lot more details, but at a time when most Brooklyn children attend schools that are deeply divided along economic and racial lines, our vision is for ICS students to live out the true meaning of the creed: "We hold these truths to be self evident, that all men are created equal."

We are working with a range of community leaders parents and local elected officials to ensure that ICS student are as diverse as our city; the daughters of nurses and lawyers and teachers, the sons of doctors and transit workers and dancers.

While there are a few examples of these kinds of schools in Brooklyn, there is far more demand than they can satisfy.

Regardless of their starting point, home language or disabilities, ICS students will all benefit from a rich, sequenced curriculum that builds their background knowledge and cultural literacy, allowing them to go as far as they can dream. Art is of course an integral part of this idea.

We have formed partnerships with leading Brooklyn institutions like the Textile

# + Follow Up with Community Board 2

Matthew Levey <[redacted]> Oct 24  
 to Lenny, bcc: Stephen

Dear Lenny,

Thanks again for hosting me last night.

As you said, the next two weeks are going to fly by and then there's a fair amount of change that we can expect.

As your committee members consider my request, I thought seeing the schedules we've prepared for the kids might make y ideas a bit more concrete for them.

Thanks

Matthew

### Sample Kindergarten Schedule

	8:00-8:50	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:40-1:30	1:35-2:25	2:30-3:20	3:25-4:00
Monday	Morning Meeting/Read Aloud	Math	Intervention/Enrichment	Literacy	Lunch/recess	Art	Reading	Social Studies	Math
Tuesday	Morning Meeting/	Reading	Intervention/Enrichment	Science	Lunch/recess	Gym	Professional Development Block - Early Dismissal		

Weds. **CB2K** 10:52 AM (11 hours ago)  
 to CSalamo, me

Hi Matthew. Betty Feibusch, the new chairperson of the community board's education committee, is interested in meeting with you, *on the condition that you are accompanied by an educator associated with the proposed school.*

I would like to sit in and having compared Betty's and my schedules, we can meet at 5:00 on any Tuesday this month, or Monday, February 17. If we can agree on a time, the meeting will be held at the district office; 350 Jay Street, 8th Floor, in Brooklyn. Please reply to Carmen Salamo, who is copied on this email, with a date and the name of who else will attend and she will schedule the meeting. Rob

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Robert Perris, District Manager  
 Brooklyn Community Board 2  
 350 Jay Street, 8th Floor  
 Brooklyn, New York 11201

# + Outreach to CBOs – Henry Butler, Community Board 3

**Butler, Henry** Jan 12  
to me  
Call my office to set up an appointment with my education/youth committee. They meet the 2nd Thursday every month. The Chair of the committee is Charles Coleman Jr. [REDACTED] 602, 6603

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**From:** Matthew Levey [mailto:[REDACTED]]  
**Sent:** Mon 1/7/2013 9:58 AM  
**To:** Butler, Henry  
**Subject:** School Proposal Feedback

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**Matthew Levey** Jan 13  
to Henry  
thanks.  
Will do.

---

**Matthew Levey** [REDACTED] Jan 13  
to info  
Mr. Coleman,  
I am contacting you at the suggestion of Henry Butler.  
As you can see below I am proposing to open a new elementary school in School District 13. As the exact location is not yet certain, I think it is important that I discuss this with both CB 3 and CB2 early on.  
I have attached a brief overview of the school objectives for your review.  
I will contact the community board offices to arrange for a meeting time. But in advance of that I would of course welcome any reactions or feedback you might have,  
thanks in advance for your time and consideration.  
Sincerely

# + Follow Up with Community Board 3 – Oma Holloway – Vice Chair

Oma Holloway <[REDACTED]> 10/15/13 ☆  
to me ▾

Hi Matthew,

Hope you had a relaxing weekend. Congratulations on the letter of support from MakerBot. I will send the letter to the rest of the Committee for review.

I will send you follow up questions from the committee as they are received.

Thanks.

...

Oma Holloway <[REDACTED]> 10/28/13 ☆  
to me ▾

Hi Matthew,

Hope all is well. I presented your request for a letter of support to the Executive Board, and, as you can imagine, it was a very heated discussion. For some members, they believed that letters of recommendation for charter schools are never given. This was challenged.

We decided that there will be a closed session with the entire board to discuss how we should proceed with request from Charter Schools for "letters of support". Unfortunately, we will not have that conversation until after November.

At this time, I can not provide a letter of support on behalf of the committee with the Board's approval. However, the committee is still moving forward with addressing the issue and hopefully, we will have a more expedited process over the next few months that will support the requests of both public and charter school requests.

I will keep you posted and thank you for your due diligence and outreach to the Education and Youth Service Committee.

All the best,

...

# + Outreach to Community Education Council for CSD 13

ICS Application - CSD 13

Inbox x



**Matthew Levey** <[redacted]>

Dec 11



to David, Robert, Bgree145

Dear David,

I hope you are well.

SUNY released the timeline for 2014 charter school applications.

Our application will be due Feb 10th 2010.

I would be grateful for the chance to speak at the January CEC meeting. The CEC will endorse our application, you know I am committed to transparency of the same goals.

It may also be of interest to you that we do not anticipate asking for space.

Please confirm that I can be on the January agenda. I am happy to attend an executive board meeting if that would help your members understand our goals.

thanks

Matthew

**Matthew Levey**  
Founder,  
[International Charter School of New York](#)



**David Goldsmith**

Jan 25 (4 days ago)



to me

Very familiar! I remember the neighborhood as it was then and scary to say way before that. Thanks for the memory. Hope you and family are all well. What's shakin' with plans for your school?



**Matthew Levey** <[redacted]>

Jan 25 (4 days ago)



to David

coming to tell you all about it on the 28th - but I can come by the garage sooner if you'd like to chat.

short answer is the application is due March 10th.

after which we will see.

And we are not seeking to co-locate.

**David Goldsmith**

Jan 25 (4 days ago)



to me

Hard to have time for a real conversation at work. Good luck with your application.

# + Outreach to Amanda Cahn, Deputy Chief Portfolio Officer, NYC Department of Education



# + Samples of Posting to Yahoo Listserves to publicize meetings

matthewics

Sep 23

[View Source](#)

if you're able to come down to Ft. Greene (710 Fulton St.) we'll be talking about a new school that hopes to open in 2015 for kindergarten and 1st grade

[Details here](#)

Matthew Levey  
Father of three  
School Founder

matthewics

Oct 7

[View Source](#)

Community Board 3's Youth, Health and Education Committee is meeting on Oct. 10th at 7 pm. 1360 Fulton Street, 2nd floor.

On the agenda is a discussion with the [International Charter School](#) of New York, which hopes to open for kindergarten and 1st graders in Brooklyn in 2015.

Please come with questions, comments, concerns.

Matthew

matthewics

Nov 8

[View Source](#)

Join us at Hank and Jojo, 218 Dekalb Ave to learn more about the [International Charter School](#), which hopes to open for 110 kindergarten and first graders in September 2015.

[Register here](#)

Matthew Levey  
Founder, father of three

matthewics

Nov 18

[View Source](#)

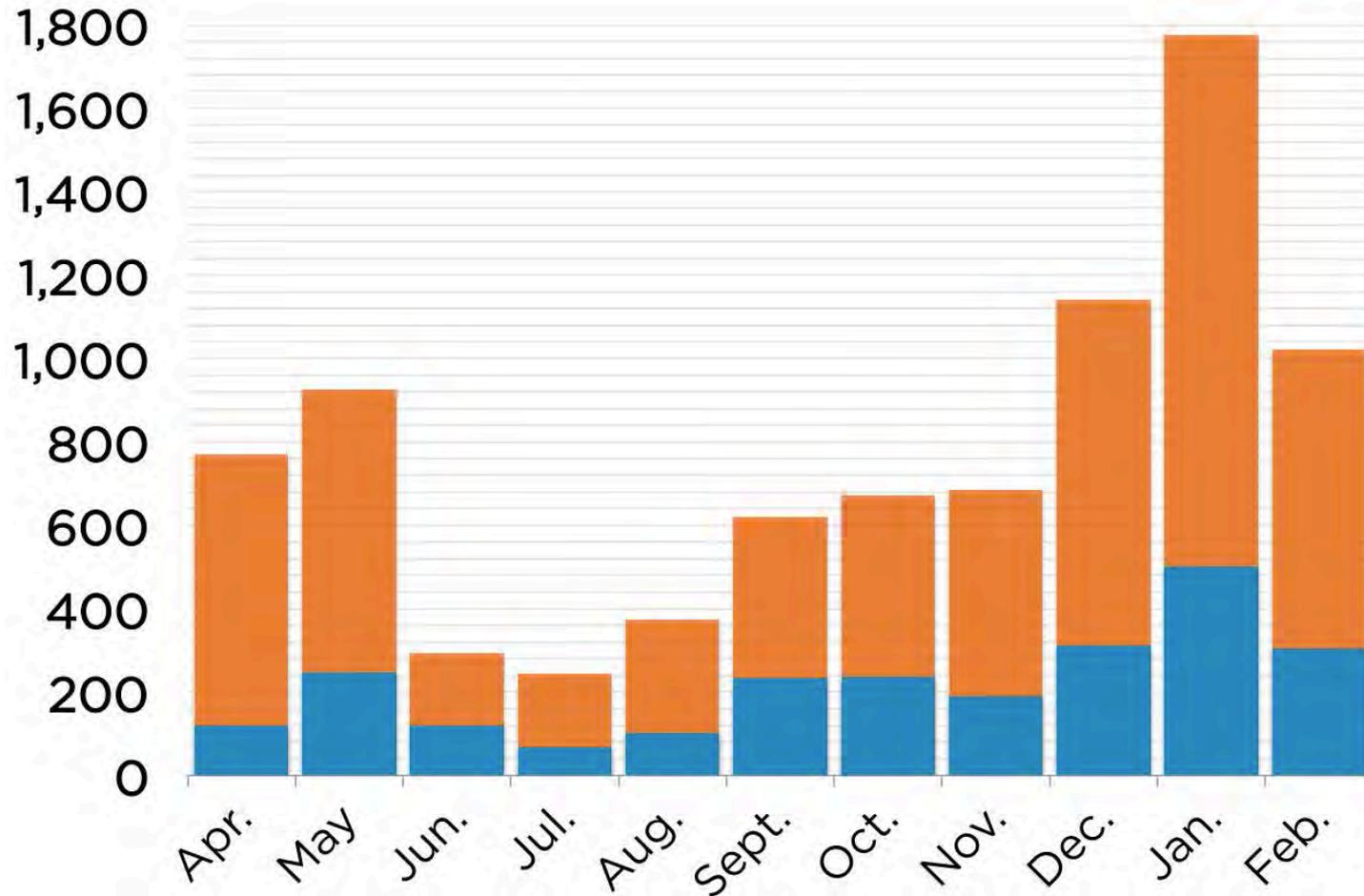
Come talk about elementary choices and a [new school](#) that hopes to open in Sept. 2015.

671 Vanderbilt Ave in Prospect Heights.

[RSVP here](#)

Matthew Levey  
Father of Three  
Founder

## + ICS Website Part of Social Media Strategy



- 2,435 unique visitors since April
- 8,525 total page views

# + Thousands of Flyers Posted in CSD 13



**INTERNATIONAL CHARTER SCHOOL of NEW YORK**

Preparing children from across Brooklyn for a lifetime of engaged citizenship in their city, their country and the world.

**JOIN US  
FEB 4TH  
7:30 P.M.  
@ SALON 718  
80 DEKALB  
AVE.**

**CORE BELIEFS**  
Program founded on three inter-related values:  
1) Rigorous, Coherent Curriculum 2) Character Strength 3) Student Diversity

**LOCATION**  
We hope to open in District 13. That includes Ft. Greene, Clinton Hill, Prospect Heights, Downtown Brooklyn, Vinegar Hill, DUMBO and parts of Bed-Stuy

**ENROLLMENT**  
Charter schools are free and open to all children. If approved, ICS will start with 110 kindergarten and first graders in 2015, and add a grade a year until 8th grade.

**EVENTS**  
Jan 21st 6:30 pm  
we'll talk with parents at PS 256, 114 Kosciusko St. in Bed-Stuy.  
More events are on our website: [icsnyc.org](http://icsnyc.org)

**INTERNATIONAL CHARTER SCHOOL of NEW YORK**

Preparing children from across Brooklyn for a lifetime of engaged citizenship in their city, their country and the world.

**JOIN US  
JAN 15TH  
5:00 P.M.  
218 DEKALB  
AVE.**

**CORE BELIEFS**  
Program founded on three inter-related values:  
1) Rigorous, Coherent Curriculum 2) Character Strength 3) Student Diversity

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We hope to open in District 13. That includes Ft. Greene, Clinton Hill, Prospect Heights, Downtown Brooklyn, Vinegar Hill, DUMBO and parts of Bed-Stuy

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Sign up for our free newsletter at [icsnyc.org](http://icsnyc.org)

Sign up for our free newsletter at [icsnyc.org](http://icsnyc.org)

Response 04 – Enrollment

Grades	Ages	Number of Students					School Plans <sup>1</sup>
		Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	
<b>K*</b>	4-5	80	100	100	100	100	100
<b>1*</b>	5-6	75	77	100	100	100	100
<b>2</b>	6-7		72	77	100	100	100
<b>3</b>	7-8			72	77	100	100
<b>4</b>	8-9				72	77	100
<b>5</b>	9-10	-	-	-	-	72	100
<b>6</b>	10-11						100
<b>7</b>	11-12						100
<b>8</b>	12-13						72
<b>Ungraded</b>							
<b>Total Students</b>		155	249	349	449	549	872
<b>Classes Per Grade</b>		4: K 3: gr. 1	5: K 3: gr. 1 3: gr. 2	5: K 4: gr. 1 3: gr. 2 3: gr. 3	5: K 4: gr. 1 4: gr. 2 3: gr. 3 3: gr. 4	5: K 4: gr. 1 4: gr. 2 4: gr. 3 3: gr. 4 3: gr. 5	5: K 4: gr. 1 4: gr. 2 4: gr. 3 4: gr. 4 4: gr. 5 4: gr. 6 4: gr. 7 3: gr. 8
<b>Average Number of Students Per Class</b>		22	23	22	24	24	24

ICS will open in its first charter term by serving Kindergarten and 1<sup>st</sup> grade students. As a new charter school we believe this will ensure a smooth opening and help us to build a strong school culture. As students move on in grade ICS expands to serve one more grade. We grow to accommodate these additional students as the size of the student body served expands, expanding our administrative headcount accordingly. This grade configuration is consistent with the vast majority of public and private schools serving students from CSD 13.

The enrollment chart reflects the school's plans to admit new students in Kindergarten and 1<sup>st</sup>, (and 2<sup>nd</sup> and 3<sup>rd</sup> grades after year 3) to achieve the approximate total numbers listed. The grade breakdown reflected in the above table could change based on community demand.

We assume student attrition of 7.5% in Kindergarten and 1<sup>st</sup> grade, dropping to 5% in 2<sup>nd</sup> and 3<sup>rd</sup> grade and 3% in grades 4 and 5. These rates were determined based on conversations with established charter school leaders and reviews of academic literature on attrition in New York City public schools.

ICS will fill empty seats in grades 2 and higher with children from our wait list, should we have one at that time, or by advertising vacancies to the community and conducting a lottery if there are more responses than available seats.

We recognize that students first enrolling in later grades may present with academic deficiencies or simply be less familiar with the sequenced background knowledge CIS students will have. We are confident

<sup>1</sup> This column is for informational purposes only. Our initial charter will only allow us to enroll students up to 5<sup>th</sup> grade

International Charter School of New York  
Response to RFP

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that our RtI approach, parent contract, and hard work, will permit students who join ICS in grades other than kindergarten to succeed as well. We also note that traditional district schools enroll new students at all grades where seats are available, and thus it is equitable to follow a similar policy.

This enrollment plan ensures that the school will grow carefully so that it has a strong school culture, with appropriate staffing and fiscal support. ICS has no plans to limit intake beyond the restrictions imposed by our physical space and ability to hire teachers who meet our expectations.

To be eligible for enrollment in Kindergarten, students must be five years old on or before December 1st of the year they start Kindergarten. From time to time students may be promoted early or retained in a grade, due to the judgment of our teachers, instructional leaders, and special education staff. Thus the enrollment in a particular grade may feature students older or younger than the ages shown above.

## Response 05 - Curriculum and Instruction

(a) Curriculum Selection and Processes

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

- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population;
- Discussion of how the school's curriculum is aligned to New York State standards; and,
- An explanation of how the curriculum furthers the school's specific mission and unique themes, if applicable.
- Include a timeline outlining the pre-opening curriculum selection and development process used to ensure that the school has a quality curriculum in place and ready for teachers to use upon commencement of instruction. Be sure to note the individuals involved in each step of the process.
- Discuss the process that will be used to further develop and implement the school's curriculum once the school is in operation.
- Explain 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 who will be responsible for creating or selecting these resources.
- Describe the process and procedures the school will use to evaluate, review and revise the curriculum to ensure its effectiveness for all students, alignment to state standards and alignment from grade to grade. Describe who will be responsible for these processes and how teachers will be involved.

As befits a school with an international theme, the ICS curriculum seeks to impart knowledge of others cultures and communities through its comprehensive and coherent curriculum. We begin Spanish instruction in kindergarten, but through art, literature, science and music we also provide students with multiple exposures to important people and ideas from around the world and across time. The curriculum also scaffolds our teachers by providing a clear plan for what is to be taught when, and how the curriculum is linked across academic disciplines, allowing for a coherent approach to professional development.

But this is not merely an international approach for the sake of building global awareness among our children. The ICS Trustees also understand that a shared knowledge of art, music, literature, science, and history is the functional source of literacy, the thing that lets us understand and appreciate one another, work together as one, and seize every opportunity afforded to free people. A shared knowledge of our founding ideals and documents binds us as a nation and inspires us to work anew to perfect our too imperfect and increasingly fragile union. Whether at the granular or grand level, our most cherished goals for education are a function of the knowledge we possess and have in common with others, both in our country and in the world. As a school concerned with supporting greater social justice and the reduction of income inequality, what we teach our children is the root of everything we do at ICS.

ICS has developed its curriculum drawing upon our observations of successful district and charter schools, the classroom experiences of the ICS Trustees and advisors, and academic research. In particular we are guided by developments in cognitive psychology and the increasing understating of how background knowledge influences reading ability, preparing them for the more complex expectations of the Common Core State Standards.

The ICS curriculum ensures that students are exposed continuously to a rich, coherent mix of oral and written language, from their first days in kindergarten. Excellence in reading and writing is taught across the curriculum. Competence with procedures and automatic recall are taught along with deeper understanding of operations in both math and science classes.

The curriculum also provides meaningful opportunities for differentiation in response to the needs of struggling students, students with specific learning disabilities, English Language Learners and Advanced students through the use of different reading and writing assignments. We expect our explicit approach to phonics instruction will scaffold many of our beginning readers.

Consistent with our mission as an international school, the curriculum includes literature, history and science units drawn from around the world, and foreign language instruction beginning in kindergarten. To ensure the coherence of our curriculum we use time as an organizing principal, beginning with the Ancient world of 5000 BC to 400AD in kindergarten and 1<sup>st</sup> grade. By 4<sup>th</sup> grade we have come to the present era, and then in 5<sup>th</sup> grade we return to an ancient period, but in greater depth.

Our curricular choices are aligned to the New York State standards articulated in sections 100.3b (Pre k-grade 4) and 100.4b (grades 5-6) of the Commissioner's Regulations. These elements are:

1. Mathematics (including arithmetic, science and, technology)
2. English (including reading, writing, speaking and listening for purposes of information and understanding, literary response and expression, critical analysis and evaluation, and social interaction, with attention given to comprehension, vocabulary, word study, spelling, grammar, usage and punctuation)
3. Social Studies (including geography and United States history)
4. Languages other than English (Spanish)
5. Arts (including visual arts, art history, music, dance and theatre)
6. Health and Physical Education, and
7. English as a Second language (where applicable)

ICS's curriculum will also cover

1. Global history and world religions in Social Studies.
2. Introductory geometry and pre-algebra in Math
3. Biology, geology, astronomy, chemistry and physics in science

#### CURRICULUM OVERVIEW BY SUBJECT

For **math instruction** ICS will use JUMP Math, a k-8 program that has had an outsized impact on achievement in several controlled trials of elementary students in Toronto and London and is being evaluated by the US Department of Education in trials in Brooklyn and the Bronx. As with our approach to literacy, JUMP strikes an importance balance between developing students' fact and procedure fluency and building their understanding of critical concepts such as set theory, rational numbers and the four basic operations. JUMP's emphasis on building knowledge of rational numbers in the upper elementary grades is particularly important in light of recent research<sup>1</sup> highlighting how comfort with fractions, decimals and percents predicts success with algebra.

**Science** instruction will follow the progression indicated below.

Grades	Curriculum Focus	Units of Study
K,1,5	Life Science	Animals, The Human Body, Plants, Aristotle, Avicenna, Charles Darwin,
2	Earth Science, Astronomy	The Earth, Sky and Space, Eratosthenes, Zhang Heng, Copernicus

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<sup>1</sup> Good, Thomas, et. al. *Strengthening Grade 3-5 Students' Foundational Knowledge of Rational Numbers.* Teachers College Record, June 2013 (Vol. 115 # 7, p. 1-45).

Grades	Curriculum Focus	Units of Study
3	Chemistry	Molecules, Atoms, structure of material, Marie Curie, Francis Bacon, Antoine Lavoisier
4	Physics	Matter, Mechanical Energy, Heat, Sound, Light, Magnetism and Electricity, Galileo, Ben. Franklin, Albert Einstein

This sequence mimics the natural progression of students' own awareness of the world around them, moving from the concrete to the abstract. (The science sequence is also aligned with our Social Studies sequence in tracking the human development of scientific understanding over time). Through these specific subjects ICS will foster enthusiasm for science and expose students to basic facts about each field. This approach will also allow students to understand and use the scientific method – to learn how to *do* science. These studies lay the foundation for mastery of the principals that undergird science in middle and high school.

In kindergarten through 2<sup>nd</sup> grade the emphasis is on reading about the science topics and classifying the knowledge that the children build through direct observation, hands on activities like gardening, and their reading. In 3<sup>rd</sup> through 5<sup>th</sup> grade, we broaden our approach to include direct experimentation and recording of results, as well as the vocabulary and concepts related to the experiment. Biographical studies are sequenced throughout each unit.

Our curriculum returns to Life Science in 5<sup>th</sup> grade, where students will explore Life Science at a deeper level, appropriate to their age and developmental level.

Science content will be drawn from the several age appropriate books, including Dorling Kindersley's *First Animal Encyclopedia*, *The Kingfisher First Human Body Encyclopedia*, and the Core Knowledge Sequence. Where appropriate teachers will use age appropriate and scaffolded excerpts from source texts such as Aristotle's *History of Animals* and Darwin's *Fertilization of Orchids*. Classes will be a mix of science background knowledge, experiments and historical figures of significance. We hope to build a rooftop garden on our building that will allow the children to study life and earth science experientially.

**Technology** instruction will be integrated into content studies as appropriate. Students will gain basic awareness typing and calculating software and the Internet through the use of tablets and computers in math, science, and writing assignments. In the upper elementary grades we plan to offer introductory programming classes using M.I.T.'s Scratch program and Carnegie Mellon's Alice program.

ICS will base **ELA instruction** for "reading, speaking and listening for purposes of information and understanding, literary response and expression, critical analysis and evaluation, and social interaction, with attention given to comprehension, vocabulary, [and] word study," around the Core Knowledge ("CK") program that both New York State and New York City have selected as an exemplar of Common Core aligned instructional program. As noted above, students will read and write in their social studies, math, science, and character strengths classes as well, ensuring they are constantly immersed in a rich environment of written and oral language.

To ensure that our beginning readers develop decoding skills, such as phonological awareness, letter-sound correspondence, print concepts and awareness of graphemes, that are proven precursors to comprehending text and building meaning, we will teach synthetic phonics explicitly using a program such as Spalding or Foundations.

Our Character Strengths socio-emotional learning program is a selection of literature and art linked to a rotating cycle of 25 critical qualities that follow a monthly progression over three years. (p. 28) In addition to building students non-academic coping skills by presenting models of positive behavior, the program also supports the development of vocabulary and the use of language for social interaction. The program is primarily implemented in morning meetings, through read alouds of stories linked to the relevant in a given month.

International Charter School of New York  
Response to RFP

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**Writing** for purposes of information and understanding, literary response and expression, critical analysis and evaluation, and social interaction will be taught using direct, explicit instruction across the curriculum. After students master the skills required for effective written communication, they are encouraged to bend the rules and further develop their authentic voice.

Early grades penmanship will be taught using either the Zaner-Bloser program or Jan Olsen's *Handwriting without Tears*. Grammar will be taught using the Shurley Grammar program or a textbook of similar quality.

**Social Studies** will follow the outline below, using a combination of the Core Knowledge Foundation's scope and sequence and other high-quality text and trade books.

Period	Grades	Units of Study
5000 BC-400 AD	K,1,5	Ancient Civilizations; Egypt, Greece, Rome, Israel, China
400 AD-1600 AD	2	Medieval/Early Renaissance: Byzantium, North Africa, Europe, Asia
1600-1850	3	Early Modern Times; North & South America, sub-Saharan Africa
1850-Present	4	The Modern Age; US, Selected Non-US regions

As the curriculum returns to the ancient period in fifth grade, we will explore the topics in greater depth, helping students to synthesize and analyze the background knowledge they acquired in prior grades. For example students are led to see the Code of Hammurabi as the beginning of social process that will lead eventually to the Bill of Rights.

Consistent with its commitment to global education ICS will use the Foreign Language in the Elementary School (FLES) curriculum, a successful program from the Arlington (VA) public school system, to start **Spanish language** instruction in kindergarten

Our **Arts** and **Music** program is an essential part of building our student background knowledge. Apart from allowing them an additional creative outlet for their self-expression, our curriculum will also expose ICS students to the range of influential and important artists and musicians who have shaped our world. Our program develops young students' ability to be close and careful observers. The frequent study of art and music connected to our curriculum builds students' vocabulary of visual and aural analysis, their understanding of iconography of particular periods and cultures and their ability to understand the power of art to influence thinking and beliefs.

Situated as we will be in the center of a city with tremendous artistic institutions such as the Brooklyn Museum, the Brooklyn Academy of Music, the Mark Morris Dance Company and the Museum of Contemporary African Diaspora Arts (MoCADA), our arts curriculum will include numerous opportunities for experiential learning.

**Health and Physical Education** instruction, along with our Yoga program, will develop our students' eye-hand and muscle coordination skills from an early age, and help to battle the terrible epidemic of childhood obesity. According to the New York City Department of Health, nearly half of the city's elementary school students are either overweight or obese, with rates in Brooklyn still climbing. Brooklyn's childhood obesity rate is nearly triple the national rate of 15 percent.

We anticipate using our proposed roof-top garden as a tool for engaging our students not only in the study of biology but also for the discussion of healthy eating habits.

**English as a Second Language** will be offered as a small group pull-out program during our enrichment/remediation block to aid non-native speakers in developing sufficient language skills to be able to participate fully in our standard curriculum. Students who require ESL will present with a range of different challenges and our ESL teacher will develop interventions specific to their needs.

#### RESEARCH-BASED EVIDENCE

As explained in Response 02, ICS's founders rely on extensive research showing that much of students' overall poor achievement and many of the achievement differences between different groups of students in CSD 13 can be attributed to differences in children's prior background knowledge. We believe that it is our responsibility as educators to actively address this through our pedagogy. As also explained in Response 02, incorporated here by reference, there is a **strong body of research that underlies the curricula we have selected**. They follow a structured, sequenced approach to building students' knowledge over time, which in turn allows them to examine new information through a critical lens, and fosters their innate creativity. We also cite below research that supports our choices of instructional methods. (See page 15).

The importance of a comprehensive, cognitively-rich curriculum was further confirmed in research from November 2013.<sup>2</sup> Using data on 1,500 kindergarteners from the Early Childhood Longitudinal Study–Kindergarten Cohort (ECLS-K), a nationally representative sample of kindergarteners, researchers determined that “whether they attended preschool, began kindergarten with more advanced skills, or are from families with low income” *all* children benefited from exposure to advanced content in reading and math. Despite this finding, kindergarten teachers told the researchers they spend nearly twice as much class time on basic reading content as advanced material, and a similar proportion in math class.

Lead researcher Amy Claessens shared these findings with her daughter's kindergarten teacher. She told *Education Week* that she also presented her research to school district leadership teams. They were “[n]ot surprised,” said Claessens, “but they're not quite sure how to change it.” Thus the approach ICS proposes to take, detailed in the pages below, holds the potential to set an important example for other schools that could further drive adoption of these research-based practices.

With its early focus on American and World History, the CK curriculum **aligns strongly with ICS's unique theme and specific mission**, which is to prepare children for success in an increasingly diverse and interconnected world. This is also the case with our commitment to teaching Spanish and global history from kindergarten.

#### ALIGNMENT TO NEW YORK STATE STANDARDS

New York State's adoption of the Common Core State Standards (“CCSS”) for English Language Art and Math has occasioned significant discussion among textbook and curriculum publishers. ICS believes that the fundamental requirements of the CCSS are that that students be prepared to:

1. Read to infer/interpret/draw conclusions;
2. Support arguments with evidence;
3. Resolve conflicting views encountered in source documents, and;
4. Solve complex problems with no obvious answer.

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<sup>2</sup> Amy Claessens, Mimi Engel, and F. Chris Curran, “Academic Content, Student Learning, and the Persistence of Preschool Effects,” *American Educational Research Journal* 0002831213513634, first published on November 25, 2013 doi:10.3102/0002831213513634

To meet these expectations necessitates six significant instructional shifts. By focusing on a coherent, authentic text-rich approach to curriculum, ICS helps support its teachers and students in meeting these expectations.

<b>Shift</b>	<b>ICS Approach</b>
<i>Balancing Informational &amp; Literary Texts</i>	Common texts for literacy instruction are balanced. Significant biographical components to science, art and history instruction.
<i>Knowledge in the Disciplines</i>	Although a 6-12 standard, ICS students are expected to read and write as regular part of science and history instruction.
<i>Text-based Answers</i>	Focus on early grades phonics and fluency creates cognitive capacity to focus on what texts mean, not just on decoding unfamiliar words.
<i>Writing from Sources</i>	Consistent approach to writing across the curriculum builds students knowledge of standard forms of argumentation and logic.
<i>Staircase of Complexity</i>	Emphasis on background knowledge across academic disciplines and times scaffolds students as they tackle texts of increasing complexity
<i>Academic Vocabulary</i>	Regular exposure to rich texts provides routine opportunities for teachers to introduce and use academic vocabulary.

Our primary publishers for ELA and math materials, The Core Knowledge Foundation and JUMP Math, have both published materials that are aligned to these new standards. We have reviewed these materials to confirm that pacing calendars, lesson plans and other materials will permit us to address the CCSS comprehensively. Our history and science curricula, using the New York State Standards from 1999 and 1996, respectively, are similarly aligned. Our proposed common ELA texts (see below) are balanced between fiction and non-fiction.

Once hired, our faculty and administration will need to confirm these alignments in their own review, some of which will occur after they are hired and some of which will occur as a natural part of the professional development program at ICS. For example in weekly grade team meetings as teachers review data about student progress and where knowledge gaps may be occurring, reviewing the curriculum to ensure coverage of a specific set of standards will be a normal occurrence.

#### FURTHERS THE SCHOOL'S SPECIFIC MISSION

As an International school, ICS seeks to build in our students an appreciation for other cultures and experiences, and to help them locate the American experience in a broader context. At the most simple level this mission drove our decision to teach Spanish beginning in Kindergarten. As NYU Professor of Education Neil Postman wrote:

A foreign language provides [students] with entry into a worldview different from [their] own. Even a language as similar to English in structure and vocabulary as Spanish will give different connotations to ideas and things, and will suggest that the world is not exactly as the English language depicts it. .... If it is important that our young value diversity of point of view, there is no better way to achieve it than to have them learn a foreign language and, it should go without saying, to begin to learn it as early as possible.<sup>3</sup>

But the mission also drives our decision to use our curriculum to expose children to the rich range of historical figures and literature that have shaped, and continues to shape our society. For example our science sequence includes units on biography of important scientific figures from many different countries

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<sup>3</sup> Postman, Neil, *The End of Education: Redefining the Value of School*. (New York: Random House, 2011), p. 150.

around the world. Our literature program similarly encompasses stories from different countries and societies.

Another important aspect of the ICS mission is to serve children from diverse socio-economic backgrounds. Research by ICS Advisor Dan Willingham and others shows that (lack of) background knowledge is one of the strongest contributors to the gap in achievement between children of differing socio-economic status. By selecting curriculum that explicitly build young children’s vocabulary and knowledge of standard grammar forms, ICS furthers its mission of ensuring that all its students are well position for success in middle and high school.

Lastly, by building ICS students’ knowledge of the people and ideas on which the American experience is constructed, our curriculum helps them to live out the ICS mission of becoming engaged citizens in their city, their country and the world.

**PREOPENING SELECTION AND DEVELOPMENT PROCESS**

Our **preopening selection and development process** began with the concept of the school mission itself, in November 2012. Given our understanding of how background knowledge builds student’s ability to comprehend and think critically, ICS founder Mathew Levey arranged to visit schools using the Core Knowledge Sequence as their primary ELA curriculum.

In 2013 he visited CrossRoads Academy, an independent school in Lyme New Hampshire, PS 124, a district k-8 school in Queens, The Icahn Charter schools and South Bronx Classical Charter in the Bronx, Public Prep in Manhattan and Great Hearts Academy in Phoenix, AZ. At Great Hearts he shadowed elementary school teachers for two days and participated in a two-day k-5 curriculum symposium.

These visits allowed Mr. Levey to see how CK and other knowledge-rich curriculum have been implemented in a range of schools, and to speak with school leaders about the key success factors and likely challenges ICS must consider. After his visits Mr. Levey prepared written reports, which he shared with the school’s Trustees to support deeper conversations about the school’s choices. A common theme among these school leaders was the need to build support for the curriculum among both teachers and parents methodically.

From these visits and in coordination with the ICS Planning team, we have developed the following timeline:

<b>Date</b>	<b>Key Task</b>	<b>Who Involved</b>
Jan. – Mar. 2015	Evaluate textbooks and other published elements of curricula; confirm alignment with standards, goals	Principal, Executive Director, select board members
April 2015	Place orders for text and trade books selected	Principal, Operations Manager
“ “	Contract for outside assessments (SAP, STEP, etc.)	“ “
May-Jun 2015	Prepare professional development units for incoming staff (curriculum & assessments)	Principal, consultants, publisher staff
Aug. 2015	Summer institute for teachers – School culture building, Exploring the ICS Vision, Lesson planning,	Principal, selected Board members, consultants
Sept. 2015	Initial MAP assessments	Classroom teachers, Principal
“ “ “	Parent Orientation – explain curriculum and assessment programs	Executive Director, Principal, teachers
Oct. 2015-	Continued assessment, curriculum refinement in	Principal, Executive Director,

Date	Key Task	Who Involved
June 2016	response to data, communication with parents	teachers, Board committee
Jun. 2016	Formal review of curriculum efficacy; planning for 2016-2017 year	Principal, Executive Director, teachers

As noted in the table above, a written curriculum, no matter how well developed, is only a starting point. To ensure that ICS meets our students where they are, we fully expect we will have to **further develop and implement the curriculum once the school is in operation**. In particular grade-level teams will use feedback from formative assessments, including written and oral responses to teacher questions, along with their professional judgments to determine whether their students are absorbing the materials as foreseen in the curriculum sequences, and to differentiate the instruction to the needs of our SPED, ELL and Gifted students. This will occur as a regular part of our weekly professional development program.

ICS will facilitate this process by designating a more experienced teacher at each grade level as the lead teacher, by scheduling common planning blocks and by ensuring that the Principal is empowered to focus his/her time and energy on providing professional development, observing and mentoring in the classroom.

Combining the results of these formative and qualitative assessments with students performance on end-of period assessments like the MAP (See Response 02 (d) – Accountability Plan) ICS will **evaluate, review and revise the curriculum to ensure its effectiveness for all students**. This responsibility is ultimately at the core of the Principal’s role, but s/he will work closely with the Executive Director and Trustees such as Mrs. Rigney, Mr. Pondiscio and Dr. Stillman who will form the Board’s Accountability and Data Committee (See Response 13) to ensure the process is focused and effective. As the adults with the most frequent and direct experience with our students, teachers will form an integral part of this process. ICS will develop formal and informal mechanisms for gathering teacher feedback on curriculum effectiveness and integrating this feedback into the ongoing development of the school’s program. Where appropriate, and especially as they mature, student feedback may also be solicited and incorporated.

**SEQUENCE, PLANNING, TRAINING**

It is the primary responsibility of the principal and the lead teacher on each grade to **help teachers know what to teach and how to teach it**. The two primary publishers (CK and Jump Math) with whom ICS proposes to work provide **curriculum resources that support instructional planning** including **curriculum maps, scope and sequences, and pacing guides** as well as lesson plans. In part (d) below we have provided detailed unit calendars for science and social studies as well.

The Principal and the grade team leaders will review and revise these materials prior to the start of the school year to ensure teachers are properly prepared.

Of course teachers will need time to review lesson plans, evaluate which lessons are not working well and revise their approaches in response to their assessment of student learning. This will happen in the course of the year in grade team meetings, common planning periods, and over the summer when we plan for the following year. We have tentatively scheduled Tuesday afternoons from 1 to 5 pm as a common professional development and planning time for each grade. A more in-depth discussion of the professional development program can be found in Response 09(a-d) – Instructional Leadership.

As ICS grows we anticipate hiring literacy and math coaches who will make regular classroom visits to observe and guide training, support Lead Teachers, and discuss the effective use of data with teacher teams. This team will also present workshops on topics appropriate to each grades needs, again based on assessment data and the teachers’ judgment of where support is needed most. Coaches will use professionally developed videos, model lessons, and interactive sessions to present topics such as

strategies for teaching English Language Learners (“ELL”), proactive behavior management, or developing deeper questions for analysis of texts.

To further support the development of our educational program and school culture, ICS teachers will participate in regular training, professional development sessions, conferences, observations, and site-visits, as organized by the Principal and/or his/her designee. They will provide curriculum maps, scope and sequences, calendars, templates, rubrics and all necessary materials to ensure that all teachers are well prepared. These materials will be presented and utilized during faculty orientation and professional development sessions prior to the start of the school year, and then revised and reinforced during the course of the school year,

As mentioned in ICS’s policies and strategies for serving students with disabilities and ELL students, general education faculty will be given professional development in properly identifying students they suspect may need an individualized education program (“IEP”) or who may be ELL, and other topics including blended programming, co-teaching models and consultant teaching models.

#### SELECTION OF RESOURCES

ICS has begun selecting textbooks and supporting trade books and workbooks that are recommended as part of the curriculum from our selected publishers. We will stock classroom libraries with trade books from CCSS recommended lists, the advice of youth librarians in the Brooklyn Public Library system, and the classroom teachers’ recommendations.

#### (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 and format.
- Explain the rationale for the assessments already identified.
- Describe key considerations in the selection or creation of any assessments not yet selected or created.
- Describe how the school will collect and analyze assessment results.
- Explain how the school will ensure assessment results are valid and reliable.
- Describe who will be responsible for administering the 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 use assessment results:
  - Teachers
  - School leaders
  - The education corporation’s board of trustees
  - Students
- Describe how the school will inform parents and students about academic achievement and progress.

ICS views assessment as an integral part of the process by which we evaluate the effectiveness of our curriculum and instruction. Data from formative assessments, classroom assignments and student work informs teachers and instruction leaders as they seek to modify their delivery of the specified content. Data from summative assessments serves as a final check to ensure this process is working effectively, it informs our revision of overall curriculum and it provides a longitudinal view of our effectiveness in meeting

the terms of our charter over multiple years. Finally assessment data enables ICS to identify those students and teachers who need additional support to meet our expectations for their performance.

Consistent with our Response to Intervention approach described in Response 7, it is particularly important to identify struggling children quickly so that interventions can be implemented before they fall far behind their classmates. As noted in Response 02 (d) we will utilize a range of diagnostic, formative and summative assessments to evaluate student progress. The selected assessments range from qualitative surveys during home visits conducted before the school year, to artifacts of student learning such as exit tickets and copy work, to standardized tools like the STEP literacy assessment, formative tests such as NWEA's MAP and summative measures such as the New York State ELA and Math tests.

In choosing assessments ICS considered standardized tools such as DIBELS, Fountas and Pinnell, NWEA's Measures of Academic Progress (MAP), running records/miscue analysis, STEP, the Teachers College Readers & Writers Workshop assessment, Terra Nova, and Scanton's computer adaptive assessment. We undertook exhaustive research, reading numerous academic studies assessing the strengths and weaknesses of these tools and speaking to numerous teachers from independent, charter and district schools to understand their satisfaction and concerns with various assessments.

*Purpose, Design and Format*

**Initial Home Visits:** Teachers will visit the homes of all incoming ICS students. This allows them to introduce themselves to the children and create a positive, warm relationship with the child, who in some cases may be attending school on his/her own for the first time at ICS, and his/her family. As importantly, the visit allows the teacher to complete a formal assessment of the child's home life that will aid the school in meeting that child's needs and working with his/her parents to ensure a positive and nurturing relationship.

**MAP:** To provide more quantitative insight, all students will take NWEA's MAP in math and English at the beginning of each year and two to three times thereafter. The purpose of this initial assessment is to provide a baseline assessment against a nationally normed database, and in the cases of extreme performances, to identify students who may need additional interventions or supplementary instruction. The purpose of the subsequent administrations of the MAP (in November, February and possibly April) is to measure students' academic growth. The MAP is designed by NWEA's team of in-house experts and is aligned to the New York State version of the Common Core State Standards. A multiple-choice test, the MAP is administered in computer adaptive format, with each question rising or falling in difficulty in response to the student's prior answer. While it is un-timed, the assessment typically takes from 30 mins to one hour, depending on the grade level.

**STEP:** From Kindergarten through 3<sup>rd</sup> grade, all students will take the Strategic Teaching & Evaluation of Progress (STEP) assessments. Developed at the University of Chicago, STEP is used in successful Brooklyn charter schools such as Achievement First, La Cima and Uncommon. The 13-stages of this assessment will aid ICS in evaluating decoding and comprehension abilities in the early grades, providing teachers with timely, targeted, interventions for small group instruction with struggling students. The STEP assessment is given by the teacher orally to the student and recorded in pen and on paper. We anticipate giving the assessment about three times per year; each assessment takes approximately 30 minutes

**NYS Exams:** All students in 3<sup>rd</sup> grade and above will take the New York State created exams for Math and ELA. The purpose of these exams is to confirm that our instruction is working as intended and the students are making adequate yearly progress. The exams are designed by the state Department of Education. The format of the exam is a mix of multiple choice and short response questions, administered in April or May over about three days for a total of about 180 minutes for each exam.

Given our beliefs in the value of data-driven instruction a variety of quizzes, end of unit assessments, and written assignments, suggested by the textbooks and curriculum we use, or developed by our teachers, will also be used. These will include formative assessments embedded within teachers' daily

lessons, such as the Do-Now, Medial Summary, Exit Tickets, and at other junctures when assessing student understanding is paramount.

The purpose of these assessments is to provide more immediate feedback on progress, and to indicate where re-teaching or supplementary work may be needed. These assessments will be standards-based, aligned to rubrics developed by our teachers to ensure grading is aligned across classrooms. Their format will vary from multiple choice to short response to oral response, depending on the subject and the students age.

Where appropriate homework that reinforces lessons and reviews prior teaching will be assigned and assessed to provide teachers and students with additional evidence of the degree to which students are mastering course content.

#### *Rationale*

The assessments we have selected are properly designed, nationally normed, psychometrically valid tests that will help ICS to judge our progress and ensure we are meeting our students' needs. In the case of unit and other locally developed assessments, the rationale is that they are aligned with our instruction and provide more immediate, fine-tuned feedback as to our students' progress that can aid teachers in lesson planning. In the case of the home visits, the rationale is they provide important qualitative data that helps ICS plan for children's needs and to initiate positive conversations with the adults in that child's life about how they can best support his/her development. Although not an explicit assessment goal, home visits may also serve to build empathy among ICS teachers for the complex pressures many parents face in trying to raise their children.

As noted in Response 02 (d), the Measures of Academic Progress (MAP) can be administered three additional times during the course of the year to provide an early indication of student growth. NWEA has undertaken a linking study that provides statistically valid predictions between MAP scale scores and the New York State ELA and Math exams. This will allow ICS to predict performance on the State tests using students MAP results, and serves as another rationale for using the MAP. Lastly NWEA has undertaken a long-term study linking scores on the MAP to students' scores on the ACT, a popular college entrance test. Thus ICS expects to be able to assess our efforts against the lens of college readiness as well.

#### *Collection And Analysis of Assessment Data*

Assessment data will be organized and analyzed using a commercial data management system ("DMS") such as Jupiter, JumpRope or DataDirector. Such systems will provide teachers, grade team leaders and administrators with student- class- and grade-level reports that highlight areas of success and weakness. As further noted below, they also allow for reporting to parents.

Results will be collected and analyzed by the teachers, the principal (and/or his/her designee), and the executive director. The accountability committee of the Board and the Board of Trustees as a whole will also analyze assessment results consistent with the school's By Laws and their best judgment.

The principal and the lead teacher on each grade will be responsible for developing a common understanding between and among the staff of the meaning and consequences of assessment results so that ICS is consistent in referrals for remediation, planning for differentiation, and re-teaching or tutoring when a key skill has not been learned sufficiently to allow for student progress. This understanding will include the development of grade-appropriate rubrics to ensure student work products resulting from instruction are aligned with the relevant New York State standards and indicate student readiness for success on state assessments.

The principal and the executive director will be responsible for developing a common understanding of the schools' assessment data and accurately assessing whether the school is achieving its

Accountability Plan goals and making a strong case for renewal of its charter. As appropriate the Board's accountability committee will advise the ED and the Principal in this regard.

As discussed above, Teachers and school leaders will use assessment results, *inter alia* to inform parents of student progress and help them to better engage with the school in supporting their child, plan for differentiation, re-teach or tutor when a key skill has not been learned sufficiently to allow for student progress, and to make referrals for remediation. These data are particularly important for identifying students who are struggling persistently early on, to ensure they receive appropriate supports and interventions before they fall significantly behind their peers.

As an elementary school, ICS is sensitive to how students themselves use assessment results. While we certainly want them to take responsibility for their own learning and progress, we also need to balance this information in ways that are age appropriate and allow for the variations in maturation and development, especially among young children who could become stigmatized more easily. We want them to appreciate learning and development as their goals; they should see assessment results as *an* indicator of that goal, but not the goal in and of itself.

As discussed above The Board of Trustees, and the Accountability and Data committee specifically, will use assessment results, *inter alia* to inform their judgment of the school's success in fulfilling its mission and vision and remaining on track for renewal of its charter. The Board recognizes that data from interim assessments like the MAP will be critical as in our fourth year of operation when our renewal application is being evaluated, our only New York State testing data will come from our inaugural class of kindergarteners (3<sup>rd</sup> grade tests) and 1<sup>st</sup> graders (3<sup>rd</sup> and 4<sup>th</sup> grade tests).

#### *Ensuring Validity and Reliability*

The external assessments ICS will use are developed by educators, psychometricians and other test development experts with validity and reliability among their primary concerns. These tests have been evaluated by outside expert committees prior to their release, and are aligned to New York State content standards.

The internally developed assessments that ICS uses will be validated by grade-wide teams, allowing the teachers to discuss and agree upon the knowledge they assessing. They will ensure test instructions are unambiguous and test lengths are appropriate. To further encourage reliability teachers may grade assessments as a group to ensure they are assessing standards consistently. The multiple format of assessment (quizzes, essays, multiple choice) will provide teachers with multiple means for ensuring students have mastered the materials taught in the unit being assessed.

#### *Ensuring Success on State Exams*

ICS believes that the quality of our curriculum and instruction will be the primary means by which we assure our students' success on state assessments. Particularly on ELA exams, the breadth of children's' vocabulary and background knowledge is strongly predictive of their performance. By aligning our instruction tightly with the approved New York state curriculum developed by the Core Knowledge Foundation to follow the CCSS and by using a well-researched synthetic phonics program like Foundations we expect our students will have great success.

By developing longitudinal data about our students' performance on the NWEA MAP assessment two or three times annually beginning in kindergarten we will have advanced insight into their likely performance on state tests well before they enter into 3<sup>rd</sup> grade. Ideally we should not be surprised by the pattern of any child's state test results. Due to attrition replacements ICS will likely serve some students about whom we will necessarily have less prior data, and who may enter ICS performing below grade level, but we will serve those children as completely as we can, with referrals for additional supports as needed.

*Stakeholder Use of Data*

As noted above in *Collection and Analysis of Data* teachers and school administrators will use data from our assessment program to guide instruction and ensure all students are making appropriate progress towards grade-level expectations for success.

**Teachers** will collect and analyze data to confirm the efficacy of their instruction and to modify it as needed to ensure all students are making progress, and to identify students who appear to be at significant risk for evaluation in our RTI program. Teachers will also use data to reflect on their own practice and improve it from year to year, as part of professional development and grade level meetings.

The school **Principal** and **Executive Director** will use assessment data to foster informed and productive conversations among teachers that lead to improved instruction, sharing of best practices, and focused professional development. From a compliance perspective, they will use data to ensure assessments are administered properly, analyzed promptly and that the school is on-track to meet its goals. From a governance perspective, they will use data to brief the Trustees on areas of strength and weakness, and to make recommendations for allocation of resources and setting of instructional priorities.

The **Board of Trustees** will use assessment data to inform their judgment of the school's progress towards its academic goals, and the quality of leadership exercised by the Principal and Executive Director. This may include comparisons to similarly situated schools, other schools in the district, city or state, the quality and impact of the curriculum relative to other choices, and personnel policies generally.

**Parents** and (as appropriate) **students** will use data to assess their child's progress and the quality of effort they are making. In cases where data indicate extremely high or low performance, parents, in collaboration with their child's teacher and the administration, will use data to develop intervention or extension plans to ensure the child's educational needs are being met appropriately.

As noted above, the ICS will select a DMS that facilitates the communication of data to parents. But we will also foster a broader conversation with parents through parent workshops, curriculum nights, parent-teacher conferences, notes on homework, phone calls and emails as are appropriate. ICS will make clear our belief in the power parents have to impact their children's results and show them how the data can guide them in this regard.

(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 proposed 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,
- How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.

INSTRUCTIONAL METHODS

Consistent with the work of Larry Marzano and Mike Schmoker, ICS believes that effective instruction satisfies the following points:

1. The instruction addresses a clear learning objective; a topic, skill or concept selected from the agreed-upon curriculum. It is the goal, not the activity. The objective shows "some effort to provide background knowledge or create interest in the topic"

2. Teaching/Modeling/Demonstrating: Variations on Direct Instruction (see our reference to Clark's *The Case for Fully Guided Instruction* on p. 15, below)
3. Guided practice: Students apply, at brief intervals, what has been learned. Work in small groups or pairs to allow them to check their own work and confirm understanding. ICS will aim to have at least four or five such cycles in any class period.
4. Checks for understanding. Will include:
  - (a) Circulating, observing and listening to students working in pairs
  - (b) Calling on students, randomly. (Not raising hands)
  - (c) Students signaling their understanding. (colored sticks, thumbs)
  - (d) Students answer on small dry-erase boards.
5. Independent Practice/Assessment: Homework, short written responses, end of unit tests. Will also serve as artifacts of learning.

Consistent with these precepts, teachers will employ the range of pedagogical approaches necessary to implement our curriculum including direct instruction, guided discovery, independent work and group projects. Our school leadership team will work with teachers to develop grade-wide expectations for homework, as well as standards-based rubrics for assessing student work and artifacts of learning.

We will also follow the National Reading Panel recommendations which identify five main components of reading instruction as essential for beginning readers: phonemic awareness, phonics/word study, vocabulary, fluency, and comprehension.<sup>4</sup>

As appropriate we will use technology such as tablet computers to assist teachers in assessing students' phonemic awareness and reading comprehension. We are evaluating several offerings from several technology publishers whose materials may complement our curriculum, including Wireless Generation, LightSail and Learn with Homer.

Our Jump Math curriculum uses guided discovery or what the publisher calls "micro-inquiry." In JUMP lessons, students are expected to derive concepts and solve problems themselves, but the teacher provides enough rigorous guidance to make sure this happens with all students. The course balances concrete and symbolic, guided and independent, and procedural and conceptual work. In a typical JUMP lesson, the teacher works with the whole class to lead students through a process of guided discovery while allowing them to adapt the lessons to their own level of understanding. Whole class lessons allow students to experience the thrill of discovery together, as a collective.

The JUMP lesson plans allow teachers to differentiate instruction by providing rigorous scaffolding and continuous assessment for students who need it, and more advanced questions for students who finish their work early. While instruction is differentiated, the significant majority of students are expected to meet the same standards and participate in the same lessons.

To support small group instruction and re-teaching our staffing plan calls for an assistant teacher in each classroom.

We will serve students with IEPs in the least restrictive environment possible by employing the integrated collaborative teaching (ICT) model and a variety of other support services as outlined in Response 7, Special Populations. On each grade we will offer an ICT class, co-led by a general education and a special-education teacher. Classroom teachers will determine based on their students' needs and the particular subject being taught whether parallel, station, team or alternative teaching is the most effective form of instruction in their classroom and for the given subject.

As appropriate, we will use technology such as tablet computers to differentiate instruction, customizing worksheets and other mastery drills to the students' specific needs and assisting teachers in making ability groupings for small group instruction. Teachers will be encouraged and trained to differentiate

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<sup>4</sup> Accessed at <http://www.nationalreadingpanel.org/publications/summary.htm>

projects and other assignments as appropriate; for example in 1<sup>st</sup> grade some students might be expected to complete a three sentence description of an animal they are studying in science, while for another one sentence might be the appropriate level of effort.

## RESEARCH SUPPORTING INSTRUCTIONAL METHODS

USC Education professor Richard Clark writes, “Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance.”<sup>5</sup> “Small group and independent problems and projects can be effective,” Clark continues, “as a means of practicing recently learned content and skills.”

Of course by guidance ICS does not mean to suggest that students will be lectured at by a teacher for hours on end: “Guidance can be provided through a variety of media, such as lectures, modeling, videos, computer-based presentations and realistic demonstrations. It can also include class discussions and activities where the teacher ensures that the discussion or activity explicitly provides and allows for practice of the relevant information.”

Instruction that helps children maintain themselves in a state of readiness to learn is equally important to our success. ICS Advisor and cognitive psychologist Dan Willingham has found that “the factors that improves self-regulation in the home – warmth, organization, and predictability – also seem to be important in classrooms.”<sup>6</sup>

ICS’s commitment to using Responsive Classroom (“RC”) will help to create a positive learning environment. Many schools use the technique of a morning meeting to help young students settle in to the learning routine, but the RC instructional method provides teachers with specific programs and vocabulary to foster this. As Willingham notes, there is a growing body of evidence that schools can help students improve their self-regulation, which in turn increases children’s ability to spend time on task, which in turn increases teacher effectiveness.

Philip Tomporowski found that “exercise facilitates children’s executive function (i.e., processes required to select, organize, and properly initiate goal-directed actions).” He and his co-authors hypothesize that “exercise may prove to be a simple, yet important, method of enhancing those aspects of children’s mental functioning central to cognitive development.”<sup>7</sup>

Harvard psychiatrist John Denninger has led research which notes that the counterpart of the stress response, the relaxation response (RR), can be taught through yoga and meditation. His research “indicate(s) that RR elicitation, particularly after long-term practice, may evoke its downstream health benefits by improving mitochondrial energy production and utilization and thus promoting mitochondrial resiliency through upregulation of ATPase and insulin function.”<sup>8</sup> ICS Advisor Willingham notes that Denninger’s research is part of a growing body of work confirming the impact of such instruction on children’s ability to engage effectively in academic study.

ICS plans to incorporate recess, yoga and regular gym time into the students’ schedules, for a total of about 200 minutes weekly.

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<sup>5</sup> Clark, Richard, *et. al. Putting Students on the Path to Learning*, American Educator, Spring 2012, P.6. Also see Kirschner, P. A., Sweller, J., and Clark, R. E. (2006) *Why minimal guidance during instruction does not work: an analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching*. Educational Psychologist 41 (2) 75-86

<sup>6</sup> Willingham, Daniel. *Can Teachers Increase Students’ Self-Control?*; American Educator; Summer, 2011. p. 25.

<sup>7</sup> Tomporowski, P. D. et. al.; Exercise and Children’s Intelligence, Cognition, and Academic Achievement; Educ Psychol Rev. 2008 June 1; 20(2): 111–131.

<sup>8</sup> Bhasin MK, et al. (2013) *Relaxation Response Induces Temporal Transcriptome Changes in Energy Metabolism, Insulin Secretion and Inflammatory Pathways*. PLoS ONE 8(5): e62817. doi:10.1371/journal.pone.0062817



(d) Course Overview

Provide course descriptions by subject for each grade level the school would serve within the initial five years of operation, accounting for both core, and non-core subject areas. This should include, at minimum, a general description of the 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; and essential course specific assessments (e.g. the state's 3-8 assessments/Regents' exams, end of course portfolios or performances, etc.). For each course, provide some indication of the amount of time in which students will participate in the course

MATHEMATICS

ICS plans to use Jump Math for instruction from kindergarten to grade 5. This curriculum and sequence is available for review at <http://www.jumpmath.org/cms/publications>

The Jump Math curriculum addresses the five broad areas in the New York State Standards across the k-5 sequence:

- Number Sense and Numeration
- Measurement
- Geometry and Spatial Sense
- Patterning and Algebra
- Data Management and Probability

In **Kindergarten** lessons covering *number sense and numeration* children will learn to read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts; they will demonstrate an understanding of magnitude by counting forward to 100 and backwards from 20; they will learn to solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of strategies.

To teach *measurement* instruction will cover estimating, measuring, and describing length, area, mass, capacity, time, and temperature, using non-standard units of the same size. Children will compare, describe, and order objects, using attributes measured in non-standard units.

In units covering *geometry and spatial sense* lessons will cover identifying common two-dimensional shapes and three-dimensional figures and sort and classifying them by their attributes and composing and decomposing them. Children will also learn to describe the relative locations of objects using positional language.

To build their understanding of *patterning and Algebra* instruction will teach children how to identify, describe, extend, and create repeating patterns and the concept of equality, using concrete materials and addition and subtraction to 10.

To learn *data management and probability* students will collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis. Instruction will also cover reading and describing primary data presented in concrete graphs and pictographs. Children will learn to describe the likelihood that everyday events will happen.

In **1<sup>st</sup> grade**, we build on the prior year's lessons in *number sense and numeration* by learn to read, represent, compare, and order whole numbers to 100, and use concrete materials to investigate fractions and money amounts to \$1.00; they will demonstrate an understanding of magnitude by counting forward to 200 and backwards from 50, using multiples of various numbers as starting points; they will learn to solve problems involving the addition and subtraction one- and two-digit whole numbers, using a variety of strategies, and investigate multiplication and division.

During lessons in *measurement lessons* students begin to estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units. They will compare, describe, and order objects, using attributes measured in non-standard units and standard units.

In units covering *geometry and spatial sense* lessons expand students comfort with identifying common two-dimensional shapes and three-dimensional figures and sort and classifying them by their attributes and composing and decomposing them. Children learn to describe the relative locations of objects using positional language more precisely.

To build their understanding of *patterning and Algebra*, 1st grade instruction will deepen the students' ability to identify, describe, extend, and create repeating patterns and the concept of equality, using concrete materials and addition and subtraction to 18.

To learn *data management and probability* students will collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed. They will learn to read and describe primary data presented in these same charts and describe probability in everyday situations and simple games.

In **2nd Grade** we build on the prior year's lessons in *number sense and numeration* by learn to read, represent, compare, and order whole numbers to 1000, and use concrete materials to investigate fractions and money amounts to \$10.00. Students learn magnitude by counting forward and backwards by various numbers and from various starting points. They will learn to solve problems involving the addition and subtraction one- and two-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division up to  $7 \times 7$  and  $49 \div 7$ .

During lessons in *measurement lessons* students further develop their ability to estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units. They will compare, describe, and order objects, using attributes measured in standard units.

In units covering *geometry and spatial sense* students compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties including angles, vertices, edges and faces. They learn to describe the relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures and identify and describe the locations and movements of shapes and objects.

Instruction covering *patterning and Algebra* will teach children to describe, extend, and create a variety of numeric patterns and geometric patterns such as addition, subtraction and multiplication. They will learn about equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers, such as the inverse relationship between addition and subtraction.

To deepen their understanding of *data management and probability* students will collect, organize read, describe, and interpret categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed. They will learn to predict and then investigate the frequency of a specific outcome in a simple probability experiment.

In **3<sup>rd</sup> Grade** we build on the prior year's lessons in *number sense and numeration* by learn to read, represent, compare, and order whole numbers to 10,000, and use concrete materials to investigate fractions and money amounts to \$100.00. Students learn magnitude by counting forward and backwards by 0.1 and by fractional amounts. They will learn to solve problems involving the addition and subtraction multiplication and division of one- and two-digit whole numbers, and involving the addition and subtraction of decimal

numbers to tenths and money amounts using a variety of strategies. They begin to learn proportional reasoning by investigating whole-number unit rates.

During lessons in *measurement lessons* students further develop their ability to estimate, measure, and record length, perimeter, area, mass, capacity, volume and elapsed time, using a variety of strategies. They will learn to determine the relationships among units and measurable attributes, including the area and perimeter of rectangles.

In units covering *geometry and spatial sense* students identify quadrilaterals and three-dimensional figures and classify them by their geometric properties, and compare various angles to benchmarks (e.g. right angle, straight angle). They learn to construct three-dimensional figures, using two-dimensional shapes and identify and describe the location of an object, using a grid map, and reflect two-dimensional shapes.

In lessons covering *patterning and Algebra* children will learn to describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections. They will demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, and multiplication.

Continuing their study of *data management and probability* students will collect and organize discrete primary data and display it in charts and graphs, including stem-and-leaf plots and double bar graphs. They will continue to learn to read, describe, and interpret such charts and graphs. They will learn to predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results.

In **4th Grade** we continue to build students *number sense and numeration* skills by learn to read, represent, compare, and order whole numbers to 100,000, and decimal numbers to hundredths, proper and improper fractions, and mixed numbers. Students expand their knowledge of magnitude by learning to count forward and backwards by 0.01. They will learn to solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies and demonstrate an understanding of proportional reasoning by investigating whole-number rates.

Lessons in *measurement* will teach students to estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies and to determine relationships among units and measurable attributes, including the area of a rectangle and the volume of a rectangular prism.

In units covering *geometry and spatial sense* students identify and classify two-dimensional shapes by side and angle properties, and compare and sort three-dimensional figures. They identify and construct nets of prisms and pyramids and identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes.

In their study of *patterning and Algebra* children will use a table of values to investigate and determine relationships in growing and shrinking patterns, and investigate repeating patterns involving translations. They will also investigate and then demonstrate an understanding of the use of variables in equations.

Lessons covering *data management and probability* will teach children to collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken line graphs. They will continue to learn to read, describe, and interpret such charts and graphs. They will represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models.

In **5<sup>th</sup> grade** we expand students' *number sense and numeration* skills by learn to read, represent, compare, and order whole numbers to 1, 000,000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers. They learn to solve problems involving the multiplication and division of multi-

digit whole numbers, and involving the addition and subtraction of decimal numbers to thousandths, using a variety of strategies and demonstrate an understanding of relationships using pattern, ratio and unit rates.

Lessons in *measurement* will teach students to estimate, measure, and quantities using the metric measurement system. They will study the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism.

In units covering *geometry and spatial sense* students are taught to classify and construct polygons and angles, sketch three-dimensional figures, and construct three-dimensional figures from drawing and describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes.

Instruction covering *patterning and Algebra* will teach children to describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations. They will also learn to use variables in simple algebraic expressions and equations to describe relationships, such as the quantities in an equation that vary and those that remain constant.

To expand their knowledge of *data management and probability* students will collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs. They will continue to learn to read, describe, and interpret such charts and graphs. They will learn to calculate the theoretical probability of an outcome in a probability experiment, and use it to predict the actual frequency of the outcome.

This curriculum will fully prepare for a rigorous middle school pre-algebra program. Students will have not only a thorough command of math facts but also a conceptual understanding of how these four operations work and how they are applied in real world situations. As noted in Response 02 – research indicates that fact recall is critical to students' ability to move on to more advanced problem solving.<sup>9</sup>

Essential course-specific assessments that ICS will use include formative assessments built into the coursework by the publisher, external assessments on the MAP, and New York State's 3<sup>rd</sup> through 5<sup>th</sup> grade state exams.

Students will receive approximately 50 minutes daily of math instruction.

## ENGLISH LANGUAGE ARTS

Our ELA curriculum exposes students to a wide range of oral and written language from the earliest grades, and explicitly includes literature from different countries as part of our international mission. In the early grades students are read to from both at-grade and above grade texts as they develop their vocabulary and decoding skills. They see and hear words constantly. As they grow and learn they begin to read independently, further expanding their vocabulary, as well as their ability to think critically about texts and respond to them in writing and orally.

Our goal is to develop young students' ability to be close and careful observers of the world around them. The frequent study of high quality writing builds students' vocabulary of for self-expression, their understanding of literary techniques and their ability to understand the power of literature to influence thinking and beliefs.

ICS will use the New York State -approved version of Core Knowledge curriculum for instruction from kindergarten to grade 2. Early grades instruction is built around anthologies that cover specific fiction and nonfiction topics, selected from domains of knowledge based on the Core Knowledge Sequence, immersing students in a text-rich environment that builds their background knowledge. This curriculum and sequence is available for review at <http://engageny.org/english-language-arts>.

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<sup>9</sup> Ansari, Daniel, et. al.; *Why Mental Arithmetic Counts: Brain Activation during Single Digit Arithmetic Predicts High School Math Scores*, The Journal of Neuroscience January 2, 2013, Volume 33 Number 1, p. 156

After 3<sup>rd</sup> grade ELA instruction will shift to an intensive study of 10-20 age-appropriate texts per year, covering prose, poetry and non-fiction, as described by Mike Schmoker in *Focus* (2011).

As noted in response c, above, students will receive explicit phonics instruction from kindergarten, to 2<sup>nd</sup> grade, the sequence of which is outlined below.

### *Kindergarten and 1<sup>st</sup> Grade*

#### Literature

Literacy instruction will include read alouds, shared reading, guided reading and independent reading as well as explicit instruction in phonics. Students will see print in larger format as their teachers read to them from grade-level appropriate beginning books, they will hear words as their teachers read to them from more advanced texts, and they will begin to sound on words on their own from beginning readers.

Children will listen to and read from recommended poetry and literature titles. (See Response 5 - Appendix for suggested titles). Also note that reading from grade-appropriate history and science topics will be integrated into those instructional blocks as well.

A primary goal of the ELA curriculum is to expose students to rich, content-related vocabulary. The read-alouds and associated instructional materials within a given domain have been crafted to provide repeated listening experiences with selected vocabulary words. Hearing fiction and nonfiction selections allows students to experience written language without the burden of decoding, granting them access to content they might not be able to read and understand by themselves. They are then freer to focus their mental energy on the words and ideas presented in the text, and become better prepared to tackle rich, printed language on their own.

Through repeated exposure to words in each domain, students gain a greater understanding of many different words. This implicit learning of vocabulary words will occur as students listen to and participate in read-alouds and instructional exercises throughout the entire domain; this is the most efficient and effective way to build a broad, rich vocabulary base.

Additional goals for our ELA curriculum include:

1. Training the children's *ears* by allowing them to listen to correctly spoken language
2. Training their *speech* by practicing correctly spoken grammar
3. Training their *attention* by reading aloud to them and having them retell the content or story line using proper grammar
4. Teaching beginning skills in grammar, capitalization and punctuation.

We rely on four principal methods for teaching written rules and usage: Memory work, copy work, narration and grammar.

By *memory work* we mean that students are assigned simple poems and brief rules and definitions to learn by heart. Poetry instills the beauty and rhythm of correct language in their minds. While the rules and definitions are not likely to be completely understood at this point, they serve as a resource for the children as they develop their language skills.

Children learn through imitation. To become comfortable and confident in standard grammar conventions, the students should begin by copying examples of great literature. In proposing *copywork* we acknowledge that most kindergarteners and many first graders are not ready to do extensive written work. Initially we anticipate our lessons will be primarily oral. As they develop appropriate fine motor skills, the role of copywork increases in the older elementary grades.

As they learn the basic principles of grammar, students also learn how to produce original content orally, by *narration*. This allows them to practice correct grammar well before they can produce such work in writing. We expect to use picture narration, where students look at and respond to pictures. In story

narration children will listen to short stories and then retell them in their own words. This helps children to listen with attention, comprehend spoken language and grasp the main point of a story.

ICS believes that grammar instruction is akin the building of a room. Nouns and verbs are like the floors, walls and ceiling. Adjectives and adverbs decorate the room. Prepositions and conjunctions show the different relationships between the furnishings. Grammar instruction brings order to the chaos of the many new words that the students are learning in their early years. Our ELA curriculum will integrate the definition of grammatical terms into literacy instruction from the earliest grades. Our writing assignments will help teachers to pinpoint areas of difficulty for re-teaching or additional instruction during the intervention block. (Writing instruction is further detailed on page 26)

Kindergarten ELA instruction will be centered on 12 units as follows:

- Nursery Rhymes and Fables
- The Five Senses
- Stories
- Plants
- Farms
- Native Americans
- Kings and Queens
- Seasons and Weather
- Columbus and the Pilgrims
- Colonial Towns and Townspeople
- Taking Care of the Earth
- Presidents and American Symbols

1<sup>st</sup> Grade ELA instruction will be centered on the following 11 units:

- Fables and Stories
- The Human Body
- Different Lands, Similar Stories
- Early World Civilizations
- Early American Civilizations
- Astronomy
- History of the Earth
- Animals and Habitats
- Fairy Tales
- A New Nation
- Frontier Explore

### Phonics

In Kindergarten our phonics curriculum teaches students:

- Letter formation associated with sounds
- Know a-z letter/sound relationships (map letter to sound and sound to letter)
- Alphabetic order
- To begin to write manuscript letters in lower-case and upper-case
- To identify upper-case letter use for beginning of sentences and names of people
- Print knowledge and concepts of print: track print left to right/top to bottom of page; matching spoken words to printed words
- To identify separate words in an oral sentence, segment those words into syllables and segment those syllables into phonemes - up to 3 sounds
- To substitute, delete, add, and manipulate phonemes using letter cards and tiles
- To isolate phonemes using tapping procedure for both blending and segmenting
- To read and spell approximately 200 CVC words (hat, bit, bun, sod, let)
- Read targeted high-frequency words such as the, a, and, is, was
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words) such as the, was, & of
- Identify and name correct punctuation (period or question mark)

As a result of the instruction, we expect students will be able to retell short narrative stories and echo-read a passage with correct phrasing and expression by the end of kindergarten.

In 1<sup>st</sup> grade our phonics curriculum expands on our work on letter formation, print knowledge, alphabetic awareness, phonological and phonemic awareness training in kindergarten.

Instruction will cover:

- Segmenting words into syllables and syllables into phonemes of up to 5 sounds
- Naming corresponding letter(s) and short and long vowels when given letters
- Naming corresponding letter(s) when given sounds of letters and vowels
- Identifying word structure such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Reading and spell closed and vowel-consonant-e syllable type words
- Naming sounds for r-controlled vowels and for vowel digraphs and vowel diphthongs
- Reading and spelling
  1. The first 100 high frequency words, including irregular words (trick words)
  2. Compound words and other words with two syllables
  3. Words with s, es, ed, ing suffixes
  4. Words with unexpected vowel sounds
  5. CVC, CCVC, CVCC,CCVCC, CVCe words
  6. Targeted high-frequency,non-phonetic words
- Constructing sentences using vocabulary words
- Applying beginning dictionary skills, correct punctuation (period, question mark, exclamation point) and capitalization rules for beginning of sentences and names of people

As a result of the instruction we expect students will be able to read approximately 60 words per minute with fluency and understanding by the end of 1<sup>st</sup> grade. They will be able to read controlled stories (95-100% decodable) with fluency, expression, and understanding and retell short narrative stories and facts from expository text.

*Second Grade*

#### Literature

Literacy instruction in second grade will continue to include read alouds, shared reading, guided reading and independent reading as well as explicit instruction in phonics.

Children continue to read and listen to recommended poetry and literature titles. Nonfiction read-alouds and readings draw from grade-appropriate history and science topics will be integrated into the language arts block. The development of oral language skills in Grade 2 is still critically important because the students existing oral language competency serves as the underpinning for their written-language competency in the future. That said, one important distinction is the increasing emphasis in Grade 2 on developing writing skills, as detailed in the Writing curriculum response which follows this section.

Second grade ELA instruction is broken into the following units of study:

- |                               |                        |
|-------------------------------|------------------------|
| - Fairy Tales and Tall Tales  | - Westward Expansion   |
| - Early Asian Civilizations   | - Insects              |
| - Ancient Greek Civilizations | - U.S. Civil War       |
| - Greek Myths                 | - Human Body           |
| - War of 1812                 | - Immigration          |
| - Cycles in Nature            | - Fighting for a Cause |

#### Phonics

In Second Grade our phonics curriculum expands on our work on letter formation, print knowledge, alphabetic awareness, phonological and phonemic awareness training in 1<sup>st</sup> grade.

Instruction will cover:

- Segment syllables into phonemes of up to 6 sounds
- Identifying word structures such as vowels, consonants, blends, digraphs, digraph blends

- Identifying parts of words (syllables, basewords, suffixes)
- Identifying all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Reading and spelling words with:
  - I. short vowels,
  - II. long vowels in vowel-consonant-e and open syllables,
  - III. r-controlled vowels (ar, er, ir, or, ur)
  - IV. vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
  - V. unexpected vowel sounds (old, ild, ind, ost, olt, ive)
  - VI. common suffixes (s, es, ed, ing, est, ish, able, ive, y, ful, ment, less, ness, ly, ty)
  - VII. with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)
  - VIII. phonetically regular one-, two- and three-syllable words
  - IX. targeted high-frequency, non-phonetic words
- Dividing multisyllabic words
- Writing clear, legible manuscript at an appropriate rate
- Spelling words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Applying correct punctuation (period, question mark, exclamation point), capitalization rules for beginning of sentences and names of people

As a result of phonics instruction we expect students will be able to read controlled stories with fluency, expression and understanding, at approximately 90 words per minute with fluency and understanding. They will construct sentences using vocabulary words, use synonyms, know some multiple meaning words, and apply dictionary skills. They will skim for information, locate facts and details in narrative and expository writing and retell facts from expository text. They will be able to make judgments, predictions from given facts.

Essential course-specific assessments that ICS will use include formative assessments built into the coursework by the publisher, and external assessments on the MAP, and STEP Assessments.

### *Third Grade – Fifth Grade*

#### Literature

In third grade our ELA curriculum switches, primarily, to teaching literature, by which ICS means fiction and non-fiction and poetry and prose. Some students will require continued support in phonics to achieve the necessary grade level fluency; we will address remediation in our intervention block and in after-school tutoring programs.

Consistent with Mike Schmoker's recommendations in *Focus*, ICS will program between 50 and 70 percent of class time for meaningful reading, discussion, and writing. While beneficial to all students, we know this is critical for students at risk of academic failure. As Kelly Gallagher writes in *Readicide*, "struggling readers who do not read voraciously will never catch up."

We will follow the model below:

- Students will read at least 20 common and self-selected books, multiple poems, and 30 or more articles or editorials, annually. Half will be fiction, including poetry; Non-fiction and literary nonfiction (biographies, memoirs, true stories) comprise the other half.
- Students will be instructed in how to keep a journal in which they will note their goals, their progress, and their short responses to the books they are reading,
- Teachers will lead two or three extended discussions per week about the readings.

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- Informed by the notes in their journals, and class discussions, students write approximately one formal essay a month (about their readings), graded with a common scoring guide.
- A text-based essay will serve as the common end-of-quarter assessment.

Potential Texts

	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
Fiction	<ul style="list-style-type: none"> <li>• The Wizard of Oz</li> <li>• The Secret Garden</li> <li>• Sarah Plain and Tall</li> <li>• Pippi Longstocking</li> <li>• Mary Poppins</li> <li>• Charlotte’s Web</li> <li>• Stuart Little</li> <li>• The Miraculous Journey of Edward Tulane</li> <li>• The Wheel on the School</li> <li>• Matilda</li> <li>• Letters from Rapunzel</li> <li>• Paint the Wind</li> <li>• The Saturdays</li> <li>• Rabbit Hill</li> <li>• The Sisters Grimm</li> <li>• Stories for Children (I.B. Singer)</li> <li>• Mysterious Traveler</li> <li>• The Hundred Dresses</li> <li>• Where the Mountain Meets the Moon</li> <li>• Kite Fighters</li> </ul>	<ul style="list-style-type: none"> <li>• The Cricket in Times Square</li> <li>• The Misadventures of Maude March</li> <li>• The Trumpet of the Swan</li> <li>• Shiloh</li> <li>• The Snow Goose</li> <li>• The Dark is Rising</li> <li>• The Witches</li> <li>• Keeping Score</li> <li>• The Shakespeare Stealer</li> <li>• One Crazy Summer</li> <li>• The Borrowers</li> <li>• The White Elephant</li> <li>• Tales of a Fourth Grade Nothing</li> <li>• Harriet the Spy</li> <li>• The Lion, The Witch and the Wardrobe</li> <li>• Crooked Kind of Perfect</li> <li>• The Dreamer</li> <li>• Zora and Me</li> <li>• Fish</li> <li>• Dave at Night</li> <li>• The Terrible Thing that Happened to Barnaby Brocket</li> </ul>	<ul style="list-style-type: none"> <li>• Wonder</li> <li>• Tuck Everlasting</li> <li>• The One and Only Ivan</li> <li>• Bud, Not Buddy</li> <li>• Out of My Mind</li> <li>• Homesick</li> <li>• Turtle in Paradise</li> <li>• The Mostly True Adventures of Homer P. Figg</li> <li>• Esperanza Rising</li> <li>• The Crimson Cap</li> <li>• The Odyssey (Gillian Cross)</li> <li>• Number the Stars</li> <li>• Where the Red Fern Grows</li> <li>• From the Mixed up Files of Mrs. Basil E. Frankweiler</li> <li>• 1,001 Nights (selected tales)</li> <li>• Because of Winn Dixie</li> <li>• What the Moon Saw</li> <li>• Scat</li> <li>• America Street</li> <li>• Leonardo’s Shadow</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• A Child’s Garden of Verses</li> <li>• This is Just to Say</li> <li>• Oxford Book of Children’s Verse in America</li> <li>• Creatures of the Earth, Sea and Sky</li> <li>• Amber was Brave, Essie was Smart</li> <li>• All the Small Poems and 14 More</li> <li>• Jack Prelutsky selections</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry For Young People</li> <li>• Love that Dog</li> <li>• A Light in the Attic</li> <li>• Oxford Anthology</li> <li>• Classic Poetry (Michael Rosen)</li> <li>• How to Eat a Poem</li> <li>• Hip Hop Speaks to Children</li> <li>• I am Phoenix: Poems for Two Voices</li> <li>• Neighborhood Odes</li> </ul>	<ul style="list-style-type: none"> <li>• Where the Sidewalk Ends</li> <li>• Oxford Anthology</li> <li>• Dream Keeper</li> <li>• This Same Sky</li> <li>• Seeing the Blue Between</li> <li>• I Never Saw Another Butterfly</li> <li>• I am the Darker Brother</li> </ul>
Non-Fiction	<ul style="list-style-type: none"> <li>• Molly’s Pilgrim</li> <li>• Travelling Man: The Journey of Ibn Battuta</li> <li>• The Beetle Book</li> <li>• The Bravest Dog Ever</li> <li>• Small Steps: The Year I Got Polio</li> <li>• A Gift from Childhood: Memories of An African Boyhood</li> <li>• The Land I lost</li> <li>• On a Beam of Light: A story of</li> </ul>	<ul style="list-style-type: none"> <li>• Good Masters! Sweet Ladies! Voices from a Medieval Village</li> <li>• A Black Hole is Not a Hole</li> <li>• Knots in My Yo-Yo String</li> <li>• The Trouble with May Amelia</li> <li>• Jean Fritz History Series</li> <li>• Water Buffalo Days</li> <li>• Island: A Story of the Galápagos</li> <li>• My Life in Dog Years</li> <li>• The Tree of Life: Charles Darwin</li> </ul>	<ul style="list-style-type: none"> <li>• Witches: The Absolutely True Tale of Disaster in Salem</li> <li>• My Brother Martin</li> <li>• Sadako and the Thousand Paper Cranes</li> <li>• Bomb: The Race to Build-and Steal – The World’s Most Dangerous Weapon</li> <li>• Shipwreck at the Bottom of the World The Extraordinary True Story of</li> </ul>

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	Third Grade	Fourth Grade	Fifth Grade
	Albert Einstein <ul style="list-style-type: none"> <li>• National Geographic Series</li> <li>• Frozen Man</li> <li>• Nelson Mandela (Kadir Nelson)</li> <li>• Scholastic, If you Lived series</li> </ul>	<ul style="list-style-type: none"> <li>• Leon’s Story</li> <li>• Voice that Challenged a Nation</li> <li>• Boy Named Beckoning</li> <li>• Sometimes</li> <li>• Red Scarf Girl</li> </ul>	Shackleton and the Endurance <ul style="list-style-type: none"> <li>• Tibet Through the Red Box</li> <li>• Woodsong</li> <li>• Alia’s Mission: Saving the Books of Iraq</li> <li>• Arctic Explorer: Story of Matthew Henson</li> <li>• Hitler in Paris</li> <li>• Migrant Mother</li> <li>• Tank Man</li> <li>• Voices from the Fields</li> </ul>

Consistent with the CCSS, across the literature selections or instruction will serve the core purpose of teaching students to *Read and comprehend complex literary and informational texts independently and proficiently*. Our 3-5<sup>th</sup> grade curriculum will help students with such CCSS standards as *determining what the text says explicitly and to make logical inferences from it and analyzing how and why individuals, events, or ideas develop and interact over the course of a text*. In their class discussions and written responses students will *assess how point of view or purpose shapes the content and style of a text, and determine the central ideas or themes of a text and analyze their development, including summarizing key supporting details and ideas*. Students will learn about important literary devices such as character development, theme and genre, and similarities and differences in writing.

This restatement of the CCSS for reading is intended to be illustrative, not comprehensive, of the skills that our curriculum will address.

Essential course-specific assessments that ICS will use include the standard-based writing assignments indicated above, external assessments on the MAP, and New York State’s 3<sup>rd</sup> through 5<sup>th</sup> grade state exams.

Students will receive approximately 150 minutes daily of literacy, reading and history instruction.

**WRITING**

Students will write at age-appropriate levels across the ICS curriculum. In this section we describe the approach to developing students writing skills in the early grades, which prepares them for the expectations and demands of the CCSS in 3<sup>rd</sup> grade and beyond. The goals of the early grades writing program are to build a solid foundation upon which the edifice of the student’s expressive abilities can be constructed. After 2<sup>nd</sup> grade we expect writing to be integrated as an element of instruction in all classes across the curriculum.

Central to this approach is breaking the skills down into discrete units, as presenting them with multiple challenges simultaneously will overwhelm them. Just as a piano teacher asks the student to practice scales long before expecting her to play a full piece or compose an original one, the ICS writing program proceeds in developmentally-appropriate steps. In essence the three stages are:

- Putting Words on Paper – Copy Work
- Putting Thoughts into Words - Dictation
- Originating Thoughts – Oral Thinking and summarizing

In **Kindergarten** children will learn basic letter formation and practice penmanship by copying short sentences printed on the board by their teacher. These are selected from literature the children have been

reading or listening to in read alouds. Children may also complete short weekend news stories, which may include illustrations.

Due to the naturally wide variation in developing fine motor skills writing for kindergarten and first grade students can be literally painful (Bauer, 2013). We are mindful that we do not want our young students to associate any physical pain in their hands with a dislike for writing itself.

In **1st Grade** children continue copy work with slightly longer sentences. (Teachers will differentiate instruction by providing two sentences allowing students who perform above grade level to copy both, while those who are at grade level complete just one.) Later in the year they begin listening to dictation and learning to translate spoken words into writing while reinforcing spelling and penmanship conventions.

In **2<sup>nd</sup> grade** writing exercises extend to a paragraph of summary work, retelling the plot of a story that has been used in read aloud, or capturing the main points of a science or history book that they have read. Initially the teacher is more directive, pointing students towards the most salient facts or characters in the text, but over the course of the year students will be given more independence.

Creative writing exercises such as journals, poetry, or memoirs will be used as another extension activity for students who are ready for (and want) more writing work. But they will not be required of students who have not yet shown mastery of the fundamentals or simply are uninterested in this form of expression.

Throughout the writing program teachers will give appropriate emphasis to grammar, including the definitions of key terms such as nouns and verbs. Short exercises embedded into the study of literature will help the students gain comfort with the use of standard grammar and punctuation.

## SOCIAL STUDIES

Consistent with the international mission of ICS, our **History** units will expose students to stories of major events and figures from prehistory to modern times, placing their history in context. The content builds year upon year to help children gain a greater understanding of the development of human civilizations, world cultures, the formation of the United States, and principles of American democracy. We divide time from 5,000 BC to the present into four broad periods, covering one period per year. In fifth grade we return to the first period (Ancients) and cover it in greater depth, exploring cause and effect and chronological relationships.

Period	Grades	Key Regions/Civilizations
5000 BC-400 AD	K,1,5	Egypt, Greece, Rome, Israel, China
400 AD-1600 AD	2	Byzantium, North Africa, Europe, Asia
1600-1850	3	North & South America, sub-Saharan Africa
1850-Present	4	US, Selected Non-US regions

In kindergarten through 4<sup>th</sup> grade we expect the teaching sequence will generally follow this pattern:

- The teacher will read relevant selections from reference texts such as *The Story of the World*, *The Usborne Illustrated History of the World* or the Core Knowledge History series. (Beginning in 2<sup>nd</sup> grade students will take turns reading parts of the book out loud.) ;
- Students will make a narration page, where they recount what they have just read/heard. In the early grades the teacher will provide a written summary for the children to illustrate; rotating through the class the teacher and the teaching assistant will help individual students to write their own narrations so that over time each child has several opportunities to prepare his or her own narration. By the end of second grade, we expect most students will be able to write their own

narrations. By the end of third grade these narrations should be one-or two paragraphs in length and contain more detail. By the end of fourth grade the students should be producing two to three paragraph compositions.

- The students illustrate what they have just read, preparing a short caption for the page;
- The students locate the geographical area under discussion on the globe and map, and color in an appropriate black-line map;
- The teacher leads a related follow-on activity to reinforce the topic, or (as they become more independent readers) the students read related books from the classroom library. A first grade example might be making crocodiles from egg cartons while talking about life along the Nile River in ancient Egypt, or staging a short play about the interaction between Spanish explorers and Native Americans in 3<sup>rd</sup> grade.

In 4<sup>th</sup> grade history the curriculum will also include a four-week unit on the history of New York State including colonial settlement and native Americans.

In 5<sup>th</sup> grade the approach shifts as students start to fit historical information into an overall framework and look for connections between events and individuals. We return to the Ancient period that they first explored in Kindergarten and 1<sup>st</sup> Grade but prepare students to see the Bill of Rights that they learned about in 4<sup>th</sup> grade as part of a chain that stretches back across time and the globe to the Code of Hammurabi in Babylon, the Magna Carta 1215 in England, and forward to the UN Universal Declaration of Rights in Paris in 1948. Students will engage in both synthesis and analysis of history.

We will use a base text, such as *The Usborne Encyclopedia of World History*, the Dorling Kindersley, *History of the World* or the National Geographic *Almanac of World History* depending on the student's reading level. The students will create a notebook divided into ten sections covering:

- Facts
- Significant Men and Women
- Wars, Conflicts and Politics
- Technology and Inventions
- Religion
- Daily Life
- Cities and Settlements
- Primary Sources
- The Arts and Great Books
- Outlines

For each history lesson the students will

- Read and outline a section from the appropriate text. One to four pages per week should be outlined.
- Mark dates of significant events on a time line to be displayed on the classroom wall; this allows them to see the connections between historical events and figures that occurred in different parts of the world (synthesis)
- Find the region under study on the globe, the wall map, or the atlas
- Do additional reading from primary sources in the classroom or public library
- Prepare summaries on at least two of topics 2-9 above
- Prepare a short summary of one primary source.

Essential course-specific assessments that ICS will use include the students written responses as contained in their notebooks. If there is a 4<sup>th</sup> grade social studies test offered, ICS will also use the results of that test in judging the quality and impact of our history course.

Students will receive approximately 150 minutes daily of literacy, reading and history instruction.

**CHARACTER STRENGTHS**

Intimately linked to our ELA curriculum is ICS’s socio-emotional learning (SEL) program that helps students to build character strengths. This is a principal element of the ICS philosophy, highlighted in our Key Design Elements, Response 2.

In his first address to Congress in 1790, George Washington told the legislators “Knowledge is, in every country, the surest basis of public happiness.” To ensure this condition, he went on, it is necessary to teach

the people themselves to know and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority; between burthens proceeding from a disregard to their convenience, and those resulting from the inevitable exigences of society; to discriminate the spirit of liberty from that of licentiousness—cherishing the first, avoiding the last; and uniting a speedy but temperate vigilance against encroachments, with an inviolable respect to the laws.

Our program, built on the 25 universal traits indicated below, follows directly from advice like Washington’s. Through read alouds, music and art discussions in the morning literacy block, we will teach these virtues. Each month begins with the teacher defining the virtue for the students, a discussion of the definition and then the reading stories or discussion of art that exemplifies that virtue.

In the first year we plan to use this cycle:

Month	Virtue	Definition
September	Respect and Responsibility	<ul style="list-style-type: none"> <li>• Kindergarten: Treating others politely and kindly.</li> <li>• 1<sup>st</sup> Grade: Treating others with high regard regardless of their race, their place, or the color of their face!</li> <li>• 2<sup>nd</sup> to 5<sup>th</sup> Grade: Treating others with high regard.</li> </ul>
October	Diligence	<ul style="list-style-type: none"> <li>• Kindergarten: Diligence is working your very hardest and staying with it.</li> <li>• 1<sup>st</sup> to 5<sup>th</sup> Grade: Steady, earnest, and energetic effort.</li> </ul>
November	Gratitude	Thankfulness for the gift of life and the gifts in life.
December	Generosity	<ul style="list-style-type: none"> <li>• Kindergarten to 2<sup>nd</sup> Grade: Giving without thought of getting.</li> <li>• 3<sup>rd</sup> to 5<sup>th</sup> Grade: Giving with an open hand and an open heart.</li> </ul>
January	Courage	Doing what is right in the face of fear
February	Loyalty	Being faithful and true to our duties, relations, and ideals.
March	Compassion	<ul style="list-style-type: none"> <li>• Kindergarten to 2<sup>nd</sup>: Feeling what others are feeling and trying to help with their troubles.</li> <li>• 3<sup>rd</sup> to 5<sup>th</sup> Grade: Feeling the pain of others, and acting to end their distress.</li> </ul>
April	Forgiveness	<ul style="list-style-type: none"> <li>• Kindergarten to 2<sup>nd</sup>: Having enough heart to let go of hurt.</li> <li>• 3<sup>rd</sup> Grade: Finding it in your heart to pardon or excuse.</li> <li>• 4<sup>th</sup> to 5<sup>th</sup> Grade: Freeing yourself from anger and the other from guilt.</li> </ul>
May	Hope	<ul style="list-style-type: none"> <li>• Finding the light in the darkness, and trusting in right endings.</li> </ul>
June	Heroism	Taking noble action for a good cause.

In the second year of the cycle the virtues are presented as follows:

Month	Virtue	Definition
September	Respect and Responsibility	<ul style="list-style-type: none"> <li>• Doing your part for the groups that make us whole.</li> </ul>
October	Self-Control and Self-Discipline	<ul style="list-style-type: none"> <li>• Stopping to think about my actions before I enact them!</li> <li>• Applying ourselves to our tasks. Self-discipline is giving our best, and saying “no” to our weaknesses.</li> </ul>
November	Wonder	<ul style="list-style-type: none"> <li>• Kindergarten to 2<sup>nd</sup> Grade: Stopping and saying “Wow!”</li> <li>• 3<sup>rd</sup> to 5<sup>th</sup> Grade: Marveling at mystery; standing in awe before the unexplained.</li> </ul>
December	Charity	<ul style="list-style-type: none"> <li>• Kindergarten to 1<sup>st</sup> Grade: caring, and working to be kind.</li> <li>• 3<sup>rd</sup> to 5<sup>th</sup> Grade: Love Selfless giving to those in need</li> </ul>
January	Courage	Finding the strength to venture and persevere
February	Love of Country	Being devoted to our nation—loving its ideals, honoring its heroes, respecting its past, and working hard for a just and noble future.
March	Faithfulness	Standing by those we love, those we serve, and what we believe.
April	Graciousness and Courtesy	<ul style="list-style-type: none"> <li>• Graciousness is acting kindly, courteously, and making another feel special.</li> <li>• Courtesy is showing respect through kindness, politeness, and consideration of the other.</li> </ul>
May	Joy	The fullness of spirit that blooms from the loving heart.
June	Lives to Learn From	Learn from those who act well, think well, forge new paths, and seek a better world.

In the third year of the cycle the virtues are presented as follows:

Month	Virtue	Definitions
September	Respect and Responsibility	Doing your part for the groups that make us whole.
October	Perseverance	<ul style="list-style-type: none"> <li>• Kindergarten to 3<sup>rd</sup> Grade: Sticking to it—even when you’d rather give up</li> <li>• 3<sup>rd</sup> to 5<sup>th</sup> Grade: Persisting despite difficult and hardship.</li> </ul>
November	Stewardship	Caring well for the gifts given us – our life, our world, our talents, and those entrusted to our care.
December	Service	Helping others with a cheerful heart.
January	Courage	Doing what is right in the face of fear
February	Honesty and Justice	<ol style="list-style-type: none"> <li>1. Honesty is truthfulness: loving the truth, telling the truth, and living truthfully in word and deed.</li> <li>2. Justice is making a space for the rights and needs of others.</li> </ol>
March	Mercy	Standing by those we love, those we serve, and what we believe.
April	Gentleness and Humility	<ul style="list-style-type: none"> <li>• Gentleness is treating others with kind words and mild manner.</li> <li>• Humility is knowing that we are definitely not perfect.</li> </ul>

Month	Virtue	Definitions
May	Wonder	Wonder is to delight in beauty and mystery and the first step on the path to knowledge.
June	Wisdom	Knowledge of the things that matter.

Sample texts and art/music that could be used include, but are not limited to,:

1. *A Little Princess* by Frances Burnett for compassion and courage
2. *Little Women* by Louisa May Alcott for faithfulness and generosity
3. *Hans Brinker or the Silver Skates* by Mary Dodge and *Black Beauty* by Anna Sewell for loyalty and perseverance
4. *A Christmas Carol* by Charles Dickens for generosity
5. *Johnny Tremain* by Esther Forbes for courage
6. *Stories for Children* by Isaac Bashevis Singer for respect, humility, joy, charity and wonder
7. *The Hunterman and the Crocodile* by Baba Wagué Diakité for stewardship
8. *Mrs. Piggle Wiggle's Farm* by Betty MacDonald for respect, honesty, graciousness and courtesy
9. *The Sneeches* by Dr. Seuss for self-control and self-discipline, compassion and gratitude
10. *Horton Hears a Who* by Dr. Seuss for perseverance and compassion
11. *Courage* by Bernard Waber for courage
12. *The Wind in the Willows* by Kenneth Grahame for loyalty, humility and courage
13. *The Ch'i Lin Purse: A collection of Ancient Chinese Stories* for generosity, loyalty, compassion and self-sacrifice.
14. *The Other Dog* by Madeleine L' Engle and *When Marian Sang* by Pam Munoz Ryan for respect.
15. *Starry Night* by Vincent van Gogh and Ansel Adams' landscapes for wonder
16. *Fanfare for a Common Man* by Aaron Copland and *1812 Overture* by Tchaikovsky for service and love of country
17. *William Tell* by Margaret Early for love of country
18. *Lincoln. A Photobiography* by Russell Freedman for justice

While the focus of this response is on the specific curricular aspects of SEL that we will integrate with literature instruction, it is important to note successful conflict resolution skills are another crucial aspect of SEL. They will be taught as part of the Responsive Classroom approach on alternate days in our morning meetings. This is described in greater detail in Response 09 – Culture, which is incorporated here by reference.

Students will receive approximately 90 minutes weekly of character-strength instruction as part of the literacy block, primarily through read-alouds of grade-appropriate texts from a range of cultures, illustrating the virtue of that month.

## SCIENCE

In **Science**, students learn about living things and their environments, the human body, cycles in nature, ecology, geology, meteorology, magnetism, simple machines, light and optics, sound, matter, electricity, chemistry, and physics. Biographies of individuals who have made important contributions in the field of science are also included at each grade level.

The ICS curriculum is aligned to New York State's science standards (1996), which *inter alia* ask students to "use mathematical analysis, scientific inquiry and engineering design to pose questions, seek answers and develop solutions." Our approach ensures that students will "understand and apply scientific

concepts, principals and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.”

Consistent with the intent of these standards, our primary goal is to foster a love of investigation and learning rather than to provide a comprehensive survey of these topics. The later will come in middle and high school, but will surely come easier to the students if they have a foundation upon which this deeper knowledge can stand. In the early grades we hope to build this foundation.

In **Kindergarten and 1<sup>st</sup> grade** students will study animals, the human body and plants, learning to examine and describe living things. During science lessons the teacher will read aloud to the students from a description in texts such as the Dorling Kindersley *First Animal Encyclopedia* and *The Kingfisher First Human Body Encyclopedia*. Students will then narrate back to the teacher based on prompts such as “Tell me two things that your learned about this animal?” or “What was the most interesting thing we read about this animal?” They will then be provided a narration page to illustrate with magazine cut outs or by coloring. As their writing ability develops the children will complete more of the narration themselves, answering a series of questions such as “does it have a backbone?” Does it have fur?” that suggest the classification systems developed by Aristotle and eventually Linnaeus.

As the weather permits we will use short field trips to observe and collect specimens such as worms, spiders or butterflies, and during our plant unit in the Spring..

The unit breakdown is as follows:

**Kindergarten**

Unit of Study	Time	Sub-units
Animal Kingdom	15-20 weeks	Octopi, snails , earthworms, frogs, lizards, eels, ducks, aardvarks, baboons, bison, hyenas, hippos, gorillas, elephants, zebras, whales, spiders, ants, grasshoppers, and crabs
Aristotle	2 weeks	Basic Background, selections from <i>History of Animals</i> (esp. fish and octopi)
The Human Body	8-10 weeks	Digestive, skeletal, muscular, cardiovascular, and immune systems
Avicenna	2 weeks	Basic Background, selections from <i>The Cannon of Medicine</i> (esp. contagious diseases, testing medicine)
Plants	5-6 weeks	Grow plants using projects in <i>Green Thumbs: A kid's Activity Guide to Indoor and Outdoor Gardening</i>
Darwin	2 weeks	Basic Background, selections from <i>Fertilization of Orchids</i> (relationship with insects – possible field trip to Botanical Garden)

**First Grade**

Unit of Study	Time	Sub-units
Animal Kingdom	15-20 weeks	Squids, slugs, starfish, jellyfish,, toads, turtles, trout, eagles, bats, beavers, lynx, orangutan, porcupine, dolphins, scorpions, butterflies, dragonflies, and shrimp
Aristotle	2 weeks	Review background, early classification system ( <i>ladder of nature</i> )
The Human Body	8-10 weeks	Endocrine, nervous, respiratory, urinary, and integumentary systems
Avicenna	2 weeks	Review his life, theory of humors

Plants	5-6 weeks	Grow plants using projects in <i>Green Thumbs: A kid's Activity Guide to Indoor and Outdoor Gardening</i>
Darwin	2 weeks	Review background, selections from <i>Fertilization of Orchids</i> (relationship with insects – possible field trip to Botanical Garden)

In **2<sup>nd</sup> grade** students will study Earth Science and Astronomy. The units will be split evenly across the year, with biographies of Eratosthenes, Zhang Heng, and Copernicus interspersed as in the kindergarten and 1<sup>st</sup> grade units.

The base texts will be *The Usborne Internet-Linked First Encyclopedia of our World* and *The Usborne Internet-Linked First Encyclopedia of Space*. As in the prior grades, the primary method of instruction will be teacher narration, followed by student recitation or dictation of key points learned in the unit. Where appropriate we will use experiments from *Digging in the Dirt: Earth Explorations* to compliment our narrated lessons.

Second Grade

Unit of Study	Time	Sub-units
Earth Science	15 weeks	Our Planet, Looking at Earth, Day and Night, The Seasons, Weather, Rocks and Fossils, Earthquakes, Volcanoes, Rivers, Mountains, Seashore. Under the Sea, Under the Ground, Grassy Plains
Eratosthenes	2 weeks	Basic biography, Library at Alexandria, measuring the earth
Astronomy	15 weeks	Sun, planets, stars, galaxies, Earth's moon, asteroids and meteorites,
Zhang Heng	2 weeks	Basic biography, geocentric models, eclipses, cartography
Copernicus	2 weeks	Basic biography, heliocentric models

In **3<sup>rd</sup> grade** students will study Chemistry. Consistent with the students' growing ability to understand more abstract concepts, our goal is to teach chemistry principals through experimentation. Our primary guide will be *Adventures with Atoms and Molecules* that contains 60 experiments of increasing difficulty that will be done at a rate of approximately two per week. Lessons will be broken into two parts, experiments and definitions. In the experiments section of their notebooks students respond to four essential questions:

1. What materials did we use?
2. What steps did we follow?
3. What was the result?
4. What did we learn?
5. Where do we see this kind of chemistry in our daily lives? How does knowing this help me?

In their experiments book, the students underline all the chemical terms. After completing the experiment the students will look up the definitions of the terms and record them in the definitions section of their notebook, along with a drawing or diagram making clear their understanding of the term. The primary reference texts will be the *Usborne Internet-Linked First Encyclopedia of Science* and *Usborne Internet-Linked Encyclopedia of Science*, the later being a more challenging text and suitable for students reading on an advanced level.

Two-week units on Marie Curie, Francis Bacon and Antoine Lavoisier along with their contributions to our understanding of chemistry are interspersed between the experiments as in the prior grade units.

In **4<sup>th</sup> grade** students will study Physics. Consistent with their understanding of more abstract concepts in general and from the prior year's study of chemistry, we will teach physics through

experimentation. Our primary guide will be *Physics Experiments for Children* that contains 113 experiments divided into seven chapters. (We will select about nine experiments from each chapter, and expect to complete about two per week.)

As with chemistry, lessons will be broken into two parts, experiments and Finding Out More. In the experiments section of their notebooks students respond to four essential questions:

1. What materials did we use?
2. What steps did we follow?
3. What was the result?
4. What did we learn?
5. Where do we see physics like this in our daily lives? How does knowing this help me?

After completing the experiment the students will read more about the concepts covered and write a 3 or 4 sentence summary, explaining one or two of the concepts covered, in their notebook, along with a drawing or diagram making clear their understanding. The primary reference texts will be the *Usborne Internet-Linked First Encyclopedia of Science* and *Usborne Internet-Linked Encyclopedia of Science*, the later being a more challenging text and suitable for students reading on an advanced level.

Two-week units on Marie Curie, Francis Bacon and Antoine Lavoisier along with their contributions to our understanding of chemistry are interspersed between the experiments as in the prior grade units.

**In 5<sup>th</sup> grade** we turn to teaching the students *how* to do science, focusing on biology. Using resources from a variety of books and kids students will spend about half of their science class doing experiments and then the remainder of their time recording and writing about their work.

In their notebooks students will record the results of their work following the scientific method of stating a question, forming a hypothesis, testing it and drawing conclusions. They will also sketch any models or diagrams necessary to explain the experiment, and write reports of two to three paragraphs in length.

As time and interests permit, the students will also take field trips and participate in science fairs organized by the school district.

Essential course-specific assessments that ICS will use include formative assessments built into the coursework by the publisher, external assessments on the MAP, and New York State's 4<sup>th</sup> grade state exams.

Students will receive approximately 50 minutes weekly of science instruction

## SPANISH

For Spanish ICS proposes to use the Foreign Language in the Elementary School (FLES) model. An approach to language learning that allows students to develop basic communicative skills in a language while reinforcing and enriching content in other disciplines, FLES has been implemented successfully in a number of schools in Fairfax County Virginia. Our language program will parallel thematic units from each grade level to reinforce content from other classes the children take. (e.g. studying animals in kindergarten and 1<sup>st</sup> grade or discussing Spanish explorers in 3<sup>rd</sup> grade). The FLES program is also aligned with the National Foreign Language Standards.<sup>10</sup>

The five skill goals of the Spanish curriculum are communication, culture, connection, comparison and communities.

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<sup>10</sup> Accessed at [http://www.actfl.org/sites/default/files/StandardsforFLLexecsumm\\_rev.pdf](http://www.actfl.org/sites/default/files/StandardsforFLLexecsumm_rev.pdf)

**Communication**, or communicating in Spanish may improve and/or maintain strong family relationships, develop language proficiency, and accelerate content and language learning. Through the study of Spanish, students gain knowledge and understanding of the similarities and differences between the student's own **culture** and those of Spain and its former colonies, realizing that multiple ways of viewing the world exist. Learning Spanish provides **connections** to content in other curricular areas and personal interests. Through **comparisons** of Spanish to English language, students develop greater insight into grammar and language structure. Together, these elements enable the students to participate in multilingual **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. These goals are all interrelated.

In Kindergarten our instruction will allow students to meet the following **communication** goals by the end of the year:

- understand short utterances drawn from familiar material and recognize basic greetings, farewells and expressions of courtesy and basic classroom commands
- recognize vowel sounds and associate with words and letters that do not occur in English
- pronounce basic sounds
- give basic greetings, farewells, expressions of courtesy
- produce simple phrases
- Form the basic shapes of letters

Our **cultural** goal is that through repeated exposure students will be able to sing familiar songs (e.g. El Gatito Hace Así, Nana Animalera). Our **connections** goal is that students recognize names that are similar in Spanish and English. Our alphabet instruction will enable students to **compare** and understand letters like ñ and ll that do not occur in English. By hearing their teacher speak and practice responding, the students will start to be able to participate in the **community** of Spanish speakers, recognizing and using basic greetings

In 1<sup>st</sup> grade our instruction will allow students to meet the following additional **communication** goals by the end of the year:

- Can differentiate sounds
- Discriminate questions and statements
- Read simple labels and phrases
- Make inferences using pictures clues
- Begin to participate in choral reading
- Begin to use sight vocabulary
- Ask/answer questions about weather using learned material
- Give autobiography information such as name, age, place of birth, and address
- Name and identify objects, people, and places
- Tell the time to the hour
- Count from 1-12
- Copy words and phrases from previously learned material

Our **cultural** goals for the end of first grade include the ability to name the cardinal points, demonstrate understanding of formal and informal forms of address, and recognizing basic songs, food and music associated with special holidays. A **connections** goal is that students will be able to count from one to twelve while our **comparisons** goal is for students to identify similarities and differences between the English and Spanish alphabets. Our community goal is that students use basic greetings to communicate outside the classroom.

In 2<sup>nd</sup> grade our instruction will allow students to meet the following additional **communication** goals by the end of the year:

- understand and produce greetings, farewells, expressions of courtesy, likes, dislikes, and requests
- react to more complex classroom commands
- read simple patterned text, previously learned simple sentences, group generated and self-composed stories, and simple poems.
- Interpret maps
- Tell the time to the half hour
- Describe ones self
- Give basic commands
- State seasons and weather
- Copy simple sentences and produce simple guided writing using basic structures and familiar vocabulary.

Our **cultural** goals for the end of second grade include demonstrating an awareness of a wider variety of Spanish music and dance, naming the 7 continents in Spanish, and an understanding of formal and informal forms in greetings, farewells and in addressing adults. Our **connections** goal is to be able to count to one hundred (math) and recite simple poems Spanish. Students will be able to **compare** Spanish and English by comparing punctuation and capitalization rules and identifying the difference in formal and informal ways of addressing adults. The community goal is for students to use basic vocabulary, phrases and simple sentences outside the classroom (e.g. with other teachers or staff who speak Spanish).

In 3<sup>rd</sup> grade our instruction will allow students to meet the following additional **communication** goals by the end of the year:

- Understand brief descriptions related to the topics being presented
- Understand more complex directions
- Begin to order events chronologically and recount events in sequence.
- Use context clues for word recognition
- Read simple sentences, and simple passages and associate them with pictures
- Produce brief descriptions and directions
- Tell time to the quarter hour
- Describe people and places
- Participate in patterned dialogue
- Create simple dialogue using familiar material
- Supply simple biographical information on forms
- Write 2 or 3 sentences on a familiar topic

Our **cultural** goals for the end of third grade include naming and locating Spanish-speaking areas in the Americas and Europe and introducing one's self, using an appropriate simple form. Students will be able to understand the use of personal titles and family names, and participate in celebrations of Spanish and other related cultures (e.g. Mexican, Chilean). They will recognize traditions associated with major holidays in key Spanish speaking countries. In making **connections**, we expect students to be able to perform a part of a character while reading a story (reader's theater), and understand ordinal numbers one to ten. Students will begin to **compare** basic parts of speech with their English counterparts. To build **communities** we expect students to use patterned language to present a play or skit in collaboration with their peers.

In 4<sup>th</sup> grade our instruction will allow students to meet the following additional **communication** goals by the end of the year:

- Respond to questions about self and family members and content area material
- Take dictation on learned and/or recombined material
- Produce (and differentiate among) statements, questions, and exclamations
- Read original writing aloud to others
- Demonstrate reading comprehension by answering questions
- Distinguish between 1<sup>st</sup> and 3<sup>rd</sup> person
- Produce statements, questions, exclamations
- Use some common idiomatic expressions
- Make simple rehearsed presentations (i.e. Skits, poems, interviews)
- Take dictation from learned material
- Write a short narrative about themselves and/or others and a paragraph on a topic using learned material, using correct punctuation and standard spelling

Our **cultural** goals for the end of fourth grade include locating and naming 10 Spanish-speaking countries on a map and briefly discussing their key geographic features, understanding a typical schedule of meals, and demonstrating an awareness of difference in the histories of Mexico and the United States. In **connecting** Spanish to their other studies, students will recognize a character in a short story and discuss his or her motives. They will be able to count to 1,000 and tell time to the quarter hour. **Comparing** Spanish to English they will begin to discriminate between the sound and writing system in English and Spanish, understand basic parts of speech and demonstrate understanding of the rules of capitalization and punctuation. By collaborating with their peers to create and perform skits related to a topic in Spanish culture, students will continue to build **community**.

Students will receive approximately 50 minutes weekly of Spanish instruction beginning in kindergarten. We expect to increase the frequency of Spanish instruction to two or three times weekly in 2<sup>nd</sup> grade through 5<sup>th</sup> grade. If there are sufficient native Spanish speakers who require advanced lessons to be challenged effectively, we may regroup students for instruction.

#### ART/MUSIC

In **Visual Arts**, students learn about the elements of art, sculpture, portraits, still lifes, landscapes, photography, architecture, expression and abstraction, art from ancient times, the Renaissance, and Impressionism, Post Impressionism, and 20th century sculpture. They will be exposed to Islamic art and architecture, African art, Chinese art, Japanese art, and American art (including early American art, nineteenth-century art, and modern American painting). They will create art in a variety of different media, and will work specifically in textiles as we develop our collaboration with the Textile Arts Center. Students will benefit from regular field studies at local museums such as the Brooklyn Museum, the Museum of Contemporary African Diasporan Art, as well as ones in Manhattan.

Through their exposure to art, ICS will develop young students' ability to be close and careful observers. The frequent study of art objects connected to our curriculum builds students' vocabulary of visual analysis, their understanding of iconography of particular periods and cultures and their ability to understand the power of art to influence thinking and beliefs. Recent research assessing the effect of a museum visit on students' ability to engage in critical thinking, a key tool of higher-level reasoning,

demonstrated that even short exposure to art improved students' "observations, interpretations, evaluations, associations, instances of problem finding, comparisons and instances of flexible thinking."<sup>11</sup>

In **Kindergarten** and **1<sup>st</sup> grade** the curriculum addresses six key concepts. We begin with (1) classroom rules and procedures, introducing the children to the safe and appropriate use of tools and media (paper, canvas, etc.). We then (2) examine the use of lines, shapes, colors and texture as central elements of art. In teaching (3) principles of design the children learn about patterns/repetition and contrast and in units on (4) processes, they create drawings, collages, weavings, paintings, prints, and mixed media. Units on (5) art history introduce students to architecture and art from the classical period, including cave drawings, pottery, sculpture, the Pyramids, Greek and Roman architecture, Mayan Stelae and sculptures, and the Xi'an Terra Cotta warriors. Throughout the year the teacher will discuss the (6) concept of critical response, providing students with vocabulary that helps them to express their reaction to the art they see and create.

The **2<sup>nd</sup> Grade** curriculum extends these same six concepts more deeply. To elements of arts (2) we introduce form and space; design principals (3) expand to include balance and emphasis. To art processes (4) we add sculpture and we introduce art categories such as landscapes, seascapes, portraits and still life. Art History (5) units focus on art of the medieval/pre-Renaissance period including Byzantine iconography and architecture (Hagia Sophia, Chartres Cathedral), Celtic art, Islamic art from the Abbasid, *Al-Andalus* and Egyptian dynasties.

In **3<sup>rd</sup> Grade** the curriculum further deepens the students' appreciation of the structures, concepts and vocabulary introduced in the prior years. To the principle of design (3) we add the ideas of movement and proportion. Art history units cover the Renaissance to pre-modern period, examining both religious and secular works in Europe, Persian architecture as exemplified by the Taj Mahal, the emergence of American art (esp. the Hudson River School), monumental stone architecture of Great Zimbabwe and sculpture, jewelry and cloth from various other African states.

The **4<sup>th</sup> Grade** arts curriculum is similarly sequential and reliant on the vocabulary and experiences the students have acquired in the prior three years. To our prior exploration of design principals (3) we add realism and (towards the end of the year) abstraction and surrealism. Art history units are focused on the modern era, looking particularly at impressionism and post-impressionism, contemporary American and New-York based artists such as Sargent, Cassatt, Wyeth, O'Keefe and Stigletz.

In **5<sup>th</sup> Grade** students complete capstone projects such as self-portraits, small sculptures, and prints) in a variety of media which allow them to demonstrate their mastery of the various forms and designs they have studied for the last five years. Collaborating with their English teacher, they complete a three to five paragraph essay analyzing and critiquing an artist or piece of art of their own choosing. Art history returns to the classical period as students examine Greek and Roman concepts of beauty and contrast them with modern representations of similar themes (e.g. Venus de Milo/Buddhist sculptures and Les Demoiselles D'Avignon/Henry Moore's King and Queen or the Aqueduct of Segovia and the Brooklyn Bridge.)

Further art instruction will take place in partnership with the **Textile Arts Center** ("TAC"). Our plan is to offer two hours per week of textile instruction on the afternoons when classroom teachers are engaged in professional development. TAC will work with ICS's staff to ensure the textile curriculum supports and is supported by classroom learning. TAC enrichment will naturally intersect with student's Math, Science, History, ELA, and Art lessons, while focusing on the intrinsic value of textiles. Projects will illustrate the journey fiber undergoes from plant and animal to cloth and increase students' awareness of historical and contemporary uses of the fiber arts. The children will explore their creative ingenuity through handcraft

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<sup>11</sup> Learning to Think Critically: A Visual Art Experiment. Daniel H. Bowen, et. al. *Educational Researcher*, 0013189X13512675, first published on November 12, 2013

processes, increasing the positive social impact of textile arts and nurture innovation and leadership in the field.

**In Kindergarten and First Grade** we will divide instruction into four main units:

- creation of fiber,
- construction of cloth,
- surface design, and
- fabric construction(sewing).

First we will transform fleece to fiber, focusing on fiber from the animal kingdom. Visiting instructors will give shearing and spinning demos, and students will spend time carding and felting wool. Students will dye the wool, and experiment with dyes from animals, such as cochineal (insect) and lac (insect excretion), and murex (snail).

Moving into construction of cloth, we will transition into explorations of weaving on and off the loom.

Focusing next on surface design, we move to working in garden planting and harvesting cellulose fiber and dye such as linen, cotton, flax, marigolds, indigo, weld, and more. We expect this work will proceed in conjunction with the study of plants in science classes. Extracting, measuring, and mixing dyes will be part of the process of giving color to cloth, whether it is immersion dyeing, painting with dye, or printing with dye.

Transitioning into fabric construction, children will use techniques learned throughout the year to work with fabric in the third dimension through soft sculpture, and basketry, using sewing as well as no-sew techniques.

Throughout the year Textile Arts Enrichment will discuss the concept of critical response, supporting their art classroom vocabulary to help them express their reaction to the art they see and create.

ICS's **music curriculum** emphasizes **performance**, **music appreciation**, and **cultural studies**; the curriculum also reflects ICS's commitment to international studies and diversity. Regarding **performance**, students participate in the performance of both Western and non-Western chants, songs, and dances, demonstrating musical skills at levels of increasing sophistication. ICS will base its **music appreciation** program on Leonard Bernstein's *Young People's Concerts* (YPC), throughout grades K- 5. Bernstein's series of narrated concerts employs a well-known orchestral repertoire to teach students how to listen and respond to musical works while establishing music as an essential element of the school conversation and community. Finally, the **cultural studies** component of the music curriculum will be carefully integrated with ICS's social studies curriculum; students will explore music and dance of the geographical areas and historical eras they study. Just as important, students will experience music of their neighborhood and city, through partnerships with local organizations including Brooklyn Academy of Music; the Mark Morris Dance Company; the Copland House; Jazz at Lincoln Center; Alvin Ailey; and New York Philharmonic.

In working with our partners **Mark Morris Dance Group** and **the Copland House**, ICS's music curriculum emphasizes three intersecting branches of musical development: **performance-composition**, **appreciation**, and **cultural studies**; the curriculum also reflects ICS's commitment to international studies and diversity through its close integration with the social studies curriculum and its exploration of diverse musics. Regarding **performance-composition**, students participate in the performance and composition of both Western and non-Western chants, songs, and dances, demonstrating musical skills at levels of increasing sophistication; a capstone dance/music project in fifth grade will allow students to apply what they have learned to a creation of their own. Regarding **music appreciation**, students will be introduced to and have opportunity to investigate a select number of master works in the Western art tradition as well as works from other geographical and cultural regions. In this way, students will learn how to listen and respond to musical works while establishing music as an essential element of the school conversation and community. Finally, the **cultural studies** component of the music curriculum will be carefully integrated with ICS's social studies curriculum; students will explore music and dance of the geographical areas and historical eras they study. Just as important, students will experience music of their neighborhood and city, through partnerships with local organizations including Brooklyn Academy of Music; the Mark Morris Dance Group; Copland House; and Jazz at Lincoln Center.

In **Kindergarten and First Grade**, students will be introduced to basic melodic and rhythmic components through the performance of dances and songs with a limited range and simple rhythmic patterns: songs from Egypt, Israel, and China will be highlighted. Through chant and song, students will also dramatize stories and poems connected to the social studies curriculum and will listen to chants, songs, and instruments of significance to geographical areas covered in the social studies curriculum. In their music appreciation studies, students will be introduced to the instruments of the orchestra through Benjamin Britten's *Young Person's Guide to the Orchestra*. Highlights will include an 11-week residency with The Mark Morris Dance Group; the Group's *L'Allegro* project will allow students to integrate dance, music, poetry, and the visual arts in both years.

In **Second Grade** students will perform and compose more sophisticated songs (including the hymn *Simple Gifts*), using melodies within the range of a sixth, melodic patterns that move upward and downward, and rhythms that combine eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, and whole rests; they will accompany songs with ostinati, using simple instruments. In collaboration with the social studies department, students will investigate music of the Medieval and Early Renaissance, especially Christian and Islamic chant; they will also explore early instruments from these eras. In music appreciation, students will be introduced to the composer Aaron Copland: they will explore highlights from Copland's ballet *Appalachian Spring* (including *Simple Gifts*); participate in an in-school workshop with the Copland House; and visit the composer's home in Westchester.

In **Third Grade** students will perform and compose songs and dances that emphasize melodies within the range of an octave and more sophisticated rhythmic components, and will begin to read traditional notation on the treble staff. In collaboration with the social studies department and BAM's DanceAfrica, students will investigate the role of music and instruments in sub-Saharan Africa and will learn to sing and perform several songs from this region. And in music appreciation, students will begin a study of *The Hard Nut* as story, music, and ballet through an 11-week residency with the Mark Morris Dance Group.

In **Fourth Grade**, students will perform a repertoire of American folk songs, with special focus on the American spiritual, and employing melodies and rhythmic patterns of increasing difficulty written in traditional notation on the treble staff. Students will also play music in two-part ensembles, using simple instruments. In music appreciation, and in conjunction with the social studies curriculum, students will also begin a study of jazz music. Highlights will include a visit from Jazz at Lincoln Center's *Jazz for Young*

*People on Tour* and an exploration of the music in churches and temples of Fort Greene, Brooklyn. Lou Harrison's *Rhymes with Silver* will be the focus of a ten-week residency with MMDG.

In **Fifth Grade**, and in partnership with the Mark Morris Dance Group and the Copland House, each student will complete a music/dance composition that demonstrates their familiarity with melody, rhythm and musical form, and their understanding of music's connection to culture; students take as a point of inspiration their own cultural backgrounds, researching their family and places of origin, as well as folk and classical compositions associated with those backgrounds. Students will perform their compositions at a year-end concert. In music appreciation and cultural studies, and in collaboration with the social studies department, students will focus on the music of Chinese composers. Highlights will include an in-school workshop centered on the Copland House's "Sounds of the Dragon" Chinese music program.

While there are no standardized course-specific assessments that ICS will use in connection with its visual arts and math program, we expect that the impact on students vocabulary and comprehension will be reflected in their performance on formative assessments built into the coursework by the publishers of our ELA assessment, external assessments on the MAP, and New York State's 3<sup>rd</sup> through 5<sup>th</sup> grade state exams.

The music and art teachers will assess students' progress by judging their performances and portfolios of their work.

Students will receive approximately 100 minutes weekly of art and music instruction.

(e) Promotion and Graduation Policy

Explain the school's policies and standards for promoting students from one grade to the next. Address when and how the school will inform students and parents about promotion and graduation policies and decisions. Include in the policy any provisions related to retention of students for a specified number of absences including any equating of tardies to absences.

ICS will examine a student's social-emotional readiness and academic performance making promotion decisions. Since students whose promotion is doubtful are necessarily struggling students, we incorporate by reference Response 07 (a) – Specific Populations in responding to the question of how ICS will inform parents and students.

Consistent with that response, our bias is to provide targeted instruction and intervention that will obviate the need to retain students. We nonetheless understand occasions will arise when a student may benefit from an additional year of instruction at the same grade before moving on.

Before ICS recommends holding a student back, he/she must demonstrate:

- Performance that is one grade level or more behind in both math and reading
- An equal delay in social-emotional development in grades K-3.

The results on assessments outlined in part B of our response, above will be used to evaluate a student's performance for retention decisions. Students failing to meet any of the grade level or school expectations as defined by these assessments will be noted as Promotion in Doubt ("PID") in December or January. The student's teacher will notify their family in writing of possible retention and ask to set up a meeting with the family and the social worker to discuss this concern and refine the intervention plan (Given

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our RtI approach described in Response 7, it is extremely unusual that a PID letter will be the first time ICS has formally engaged with a student's family with regard to their child's challenges).

If the student does not demonstrate improvement by the end of the school year, they are identified for retention for the following school year. The principal will make the final decision whether to retain or promote students who are not making adequate progress in consultation with the student's parents, classroom teachers, social worker, and special education coordinator, as applicable.

Response 06 - Calendar and Schedules

**(a) School Calendar**

ICS will have approximately 183 instructional days running from August to June. The school year will contain approximately seven professional development days, in addition to two weeks of initial training in August for all staff. Students will be dismissed between 12:30 p.m. and 2:00 p.m. one day per week to allow for further cross-grade collaboration. This plan is consistent with best practices identified at other successful charter schools in New York City such as a Democracy Prep, KIPP, Success Academy and Uncommon Schools.

ICS plans to use a semester calendar. While formal reports will be generated twice a year, parents will receive progress reports to stay abreast of student progress three or four times per year.

The proposed school calendar follows.

**2015**

Mon. August 3 - Fri. August 17: Professional development

Mon. August 24 - First day of school for Kindergarten (half-day)

Thu. August 27 –First day of school for 1<sup>st</sup> Grade

Mon. August 25 – Full day kindergarten begins

Mon. September 7: Labor Day holiday (no classes)

Mon. September 14 - Tues. September 15: Rosh Hashanah (no classes)

Fri. Oct. 9: Professional development day (no classes)

Mon. October 12: Columbus Day (no classes)

Fri. October 23: Professional development day (no classes)

Mon. November 16: Professional development day (no classes)

Thurs. November 26 - Fri. November 27: Thanksgiving recess (no classes)

Mon. December 21 - Fri. January 1: Winter recess (no classes)

**2016**

Fri. January 4: Professional development days (no classes)

Mon. January 18: Martin Luther King, Jr. holiday (no classes)

Fri. February 12 - Mon. February 15: Midwinter recess (President's Day)

Wed. February 16: Professional development day (no classes)

Fri. March 25: Professional development day (no classes)

Monday. April 21 - Fri. April 29: Spring recess

Mon. May 16 - Tues. May 17: Professional development days (no classes)

Mon. May 30: Memorial Day (no classes)

Fri. June 17: Last day of school session for students

**(b) Sample Student Schedule**

**Weekly Schedule**

ICS plans to operate with an extended school day.

The daily model for District-run elementary schools includes about five hours of academic instructional time and one and a half hours for lunch, recess, and other non-academic activities. Based on the school calendar and schedule referenced above, ICS students will receive the equivalent of 240 days, or about 30% more instructional time than in neighboring zoned elementary schools.<sup>1</sup>

The additional time (close to 60 extra days per school year) gives students the opportunity to engage in a rich and rigorous academic curriculum that includes a selection of art, dance, music, sports, and discovery-oriented science five days a week. This extra time will allow us to embed literacy across the curriculum, so that students gain background knowledge in music, science, art and math.

As with ICS's annual calendar, the weekly schedule is consistent with best practices identified at other successful charter schools in New York City such as a Democracy Prep, KIPP, Success Academy and Uncommon Schools.

*Kindergarten*

The school day will begin each morning at 8:00 a.m. and will end at 4:00 p.m. four days a week, and between 12:30 p.m. and 2:00 p.m. one day a week. Each week will have approximately 500 minutes devoted to reading and literacy, approximately 250 minutes devoted to mathematics, approximately 250 minutes devoted to social studies, and approximately 100 minutes devoted to each of science, art, music and gym. Please see the following sample schedules.

*1<sup>st</sup> – 5<sup>th</sup> grades*

The school day will begin each morning at 8:00 a.m. and will end at 4:00 p.m. four days a week, and between 12:30 p.m. and 2:00 p.m. one day a week. Each week will have approximately 650 minutes devoted to English language arts, approximately 250 minutes devoted to mathematics, approximately 250 minutes devoted to social studies, and approximately 100 minutes devoted to each of science, art, music and gym. Please see the following sample schedules.

If students are fully engaged by their classes, as ICS expects they will be, a longer school day is sustainable. In fact this longer day, featuring ample time for music, art and gym/yoga, is in many ways duplicative of the after-school programming that many parents arrange to enrich their children's experiences and provide childcare while they are at the office.

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<sup>1</sup> Examples include PS 8, PS 11 and PS 321 in CSD 15.

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ICS expects to work with the parent body to create an optional after school program that could include additional foreign languages, sports or music to provide coverage until 5:30 and on the afternoons of half days when teachers are engaged in professional development.

The first week of school for kindergarteners features a shortened schedule so that children are eased into the longer school day.

**Sample Kindergarten Schedule**

	8:00-8:50	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:40-1:30	1:35-2:25	2:30-3:20	3:25-4:00
<b>Monday</b>	Morning Meeting/ Read Aloud	Math	Intervention/ Enrichment	Literacy	Lunch/ recess	Art	Reading	Social Studies	Math
<b>Tuesday</b>	Morning Meeting/ Literacy	Reading	Intervention/ Enrichment	Science	Lunch/ recess	Gym	Professional Development Block - Early Dismissal		
<b>Weds.</b>	Morning Meeting/ Read Aloud	Social Studies	Intervention/ Enrichment	Literacy	Lunch/ recess	Music	Math	Reading	Centers
<b>Thursday</b>	Morning Meeting/ Literacy	Math	Intervention/ Enrichment	Reading	Recess/ lunch	Spanish	Social Studies	Science	Centers
<b>Friday</b>	Morning Meeting/ Read Aloud	Reading	Intervention/ Enrichment	Math	Lunch/ recess	Yoga	Social Studies	Music	Centers

Approximate Subject totals

Subject	Total mins.	Daily	Subject	Total mins.	Daily
Reading	340	68	Math	250	50
Literacy	160	32	Science	100	20
Social Studies	250	50			

- Intervention/Enrichment is small group work to allow pull out for ELLs and SPEDs receiving instruction; classroom teachers provide enrichment and/or support for others as student needs dictate.
- 12:40-1:30 allows for common planning block for teachers. Could be doubled depending on lunch coverage.
- Literacy is vocabulary, spelling and phonics work; Reading is read-alouds/independent reading
- Centers are creative play, block play, dress up, etc. In classroom
- Plan is to work with parents and outside partners like Mark Morris and Textile Arts Center to offer additional classes on the early dismissal days so that parents have coverage until 4 pm.

**Sample 1-4<sup>th</sup> grade Schedule**

	8:00-8:50	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:40-1:30	1:35-2:25	2:30-3:20	3:25-4:00
<b>Mon.</b>	Morning Meeting/ Read Aloud	Math	Literacy	Art	Intervention/ Enrichment	lunch/ recess	Reading	Social Studies	Gym
<b>Tues.</b>	Morning Meeting/ Literacy	Reading	Science	Math	Intervention/ Enrichment	lunch/ recess	Professional Development Block - Early Dismissal		
<b>Weds.</b>	Morning Meeting/ Read Aloud	Social Studies	Literacy	Music	Intervention/ Enrichment	lunch/ recess	Writing	Math	Reading

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<b>Thurs.</b>	Morning Meeting/ Literacy	Math	Writing	Spanish	Intervention/ Enrichment	Recess/ lunch	Social Studies	Social Studies	Science
<b>Fri.</b>	Morning Meeting/ Read Aloud	Reading	Math	Yoga	Intervention/ Enrichment	Lunch/ recess	Writing	Social Studies	Music

**Approximate Subject Totals:**

Subject	Total mins.	Daily	Subject	Total mins.	Daily
Reading	290	68	Social Studies	250	50
Literacy	160	32	Math	250	50
Writing	150	20	Science	100	20

- Intervention/Enrichment is small group work to allow pull out for ELLs and SPEDs receiving instruction; classroom teachers provide enrichment and/or support for others as student needs dictate.
- 11:40-12:30 allows for common planning block for teachers. Could be doubled depending on lunch coverage.
- Literacy is vocabulary, spelling and phonics work; Reading is read-alouds/independent reading; Writing is fiction and creative writing but students will also write as part of social studies, science, art and music classes.
- By 3rd grade literacy (minus phonics) and writing dominate the ELA instruction block and the reading block is used for independent fiction reading and book discussions.
- Plan is to work with parents and outside partners like Mark Morris and Textile Arts Center to offer additional classes on the early dismissal days so that parents have coverage until 4 pm.

(c) Sample Teacher Schedules

ICS will feature extended school days.

Teachers and staff may arrive between 7:15 a.m. and 7:45 a.m. to plan and set-up materials before students arrive.

The instructional day will begin each morning at 8:00 a.m. and will end at 4:00 p.m. four days a week, and between 12:30 p.m. and 2:00 p.m. one day a week.

Lead teachers will have two or three planning periods, during Lunch or Recess, and during Spanish Intervention/Enrichment, Art, Music and or Gym classes. From dismissal until 5:30 p.m., teachers generally lead instruction, review student work and plan. Several days per week, teachers will have parent meetings after the instructional day or may tutor struggling students. On one afternoon a week, teachers will participate in professional development from approximately 12:30 p.m. until 5:30 p.m.

**Sample Teacher Schedule**

	8:00-8:50	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:30	12:40-1:30	1:35-2:25	2:30-3:20	3:25-4:00
<b>Mon.</b>	Morning Meeting/ Read Aloud	Math	Literacy	Planning Block	Intervention/ Enrichment	lunch/ recess	Reading	Social Studies	Planning Block
<b>Tues.</b>	Morning Meeting/ Literacy	Reading	Science	Math	Intervention/ Enrichment	lunch/ recess	Weekly Professional Development Block		
<b>Weds.</b>	Morning	Social	Literacy	Planning	Intervention/ Enrichment	lunch/ recess	Writing	Math	Reading

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	Meeting/ Read Aloud	Studies		Block	Enrichment	recess			
<b>Thurs.</b>	Morning Meeting/ Literacy	Math	Writing	Planning Block	Intervention/ Enrichment	Recess/ lunch	Social Studies	Social Studies	Science
<b>Fri.</b>	Morning Meeting/ Read Aloud	Reading	Math	Planning Block	Intervention/ Enrichment	Lunch/ recess	Writing	Social Studies	Planning Block

Response 07 – Specific Populations

**(a) Struggling Students**

Discuss the proposed 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.

In a district where just 39% of students demonstrated proficiency on their State exams in English and Math in 2013, it can be argued that most children are struggling students. As noted in Response 1 (a), these data of course mask 40% differences in passing rates between black and Hispanic students and their white and counterparts. We believe this low achievement rate and the gap in rates are both unacceptable.

Following a Response to Intervention (RtI) approach, ICS will address the needs of struggling students with a multi-tiered set of interventions, beginning with a strong research-based curriculum that gives children the skills and knowledge they need to succeed. When implemented well, RtI drives identification of struggling students and modification of instruction back to the classroom teacher who should be best equipped to judge and intervene. Teachers and assistant teachers in our non-ICT classrooms will be trained in tier two interventions so that struggling students get prompt support, both during our intervention block and when the class divides for small group instruction.

In developing our approach we note that roughly 80% of students who are eventually identified with a specific learning disability (SLD) are described as reading disabled.<sup>1</sup> Our response to part b of this question, "Students with Disabilities" follows, but we note that before they are labeled SLD, students must be evaluated and thus the RTI approach can effectively serve students whose challenges do not rise to the level of a SLD. These data also suggest that in addressing the needs of struggling students, a focus on reading is essential.

**DETERMINE AND IDENTIFY**

As noted in Responses 02 and 05, which are incorporated here by reference, ICS students will be tested at least semi-annually using NWEA's Measures of Academic Progress (MAP) assessment. Given its nationally normed database and its alignment to New York's adoption of the Common Core State Standards, the MAP will allow us to identify students who are entering school at a relative disadvantage compared to national and New York State norms.

There is no accepted definition of a struggling student. A student's school performance is affected by a wide range of pressures including "lack of motivation, absenteeism, learning disabilities, difficulties

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<sup>1</sup>*Research initiatives in learning disabilities: Contributions from scientists supported by the National Institute of Child Health and Human Development.* Lyons, G.R., Journal of Child Neurology, 10 (suppl.1), S120-S12. 1995

learning English as a second language, stressful family life, poverty, low expectations from adults” and others. Further, one should be careful to not define a student as “struggling” on the basis of a single quantitative assessment: “By making test scores the most important measure, we fail to see that even if students are proficient test takers, they may be struggling as learners and as people.”<sup>2</sup>

Recognizing that we must nonetheless develop a workable definition to guide interventions, ICS will use University of Chicago’s Strategic Teaching and Evaluation of Progress (“STEP”) assessment to judge students’ reading progress from kindergarten through 3<sup>rd</sup> grade. Students performing below benchmark on STEP would be considered for intervention, based on specific areas of deep weakness on multiple measures (e.g. phonics, comprehension, fluency) or overall (low) score.

ICS will define a “struggling student” as one who scores below the 50<sup>th</sup> percentile on a nationally normed assessment (such as the MAP) for two consecutive periods (approximately 16 weeks) and whose grade team has expressed concerns that the child is not making progress that, in their professional opinion, other students are making.

#### STRATEGIES, PROGRAMS, AND RESOURCES

While RtI requires a systematic approach to screening, this is only the first step. As reading researcher Richard Allington notes:

the problem isn’t that teachers don’t know which students are in trouble and need help. I mean, you could try an experiment: Call 100 1st grade teachers around the country and ask them, “Do you have any kids who are in trouble in learning to read?” They’re not going to say, “Gosh, I don’t know. I haven’t DIBEL’d them yet.” ... They just don’t know what to do with a kid who’s in trouble. ... Educators need to be working with kids and teaching them rather than continuing to document that they can’t do something.<sup>3</sup>

When teachers “own” and feel accountable for these data and decisions, they are better able to provide students with the support needed to meet their academic goals. The school’s special education coordinator, lead teachers and the Principal will monitor the RTI process carefully to ensure the provision of extensive support and consistent tracking of student progress.

Apart from identifying students who struggle with decoding and comprehension skills, STEP is equally valuable as it guides teachers to specific supports for specific students. This will allow teachers to rapidly identify a student for re-teaching or tutoring, when her needs are potentially smaller and the gaps more easily addressed.

We envision a model similar to that of the Minneapolis Public Schools where the classroom teacher first defines a student’s problem, implements a classroom intervention of 6 to 8 weeks, and documents the results. As noted above, teachers and assistant teachers will be trained to implement these interventions, and will be supported by the Special Education Coordinator, Social Worker, and other school staff as needed.

If the student’s rate of progress does not improve in response to the intervention, he/she will be referred to a problem solving-team (e.g. classroom teacher, school psychologist, school social worker, special education teacher, building administrator). At this stage, the four steps of the process are again

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<sup>2</sup> Helping Struggling Students. Scherer, Marge Educational Leadership. February 2006, Volume 63, Number 5. P.7

<sup>3</sup> Responding to RTI. Anthony Rebor, Education Week. April 12, 2010.

followed, “with a movement towards more intensive interventions, goal setting, and more frequent data collection.”<sup>4</sup> If the student continues to struggle after receiving this more intense intervention after six to eight weeks, ICS may begin the formal evaluation process for referral through the Committee on Special Education (“CSE”) to determine if special education services are required to provide the students with the necessary supports.

Rtl emphasizes research-based curricula as the primary 'intervention' for helping struggling students.<sup>5</sup> ICS has selected the Core Knowledge and Jump Math curricula (See Response 05) because they are specifically designed to build students' background knowledge, strengthen their automatic recall, and therefore build fluency and critical thinking abilities. The curricula are research-based<sup>6</sup> and designed to provide rigorous instruction that meets the needs of at-risk students through targeted whole-class instruction and flexible small groups throughout the day.

Our instructional approach to phonics and writing is similarly explicit and sequenced, providing children (and their teachers) with the scaffolding they need to make progress, and identify when steps have been missed or poorly understood.

Beginning in or around January of Kindergarten, students will start receiving small group instruction. Students will be grouped by mastery level, grouped across classes and grades by reading ability level. Regrouping gives each teacher the opportunity to work intensively with students one reading level at a time. Cooperative learning embedded throughout the program focuses on individual students' accountability, common goals, and recognition of group success. Frequent regrouping, however, acknowledges student growth and will allow us to meet specific needs.

Our literacy and math programs will use internal progress checks such as quizzes and short responses on a regular basis for every child. Assessment data will be used to guide instruction, design appropriate interventions, and move students into higher reading levels ensuring that no child is left behind. Our professional development plan will address in-class differentiation, using writing samples, guided reading support, and individual student differentiation plans. Equally importantly, PD will cover child development so that the instructional staff become ever more confident in distinguishing appropriate behaviors and abilities from potential disabilities.

We anticipate using Wilson Reading and Just Words as our primary intervention programs for children who are identified as struggling with decoding or phonemic awareness. Teacher professional development will cover proper use of these programs, and assistant teachers will be asked to focus specifically on supporting struggling students with these programs. (Although as noted above, lead teachers will also receive training).

Working with local universities like LIU, Pratt and Brooklyn College and public high schools like Brooklyn Tech and Packer, we will offer after school mentoring and tutoring program that match struggling students with trained students to work on their development needs more intensively. In developing this program we are working with Match Charter School (Boston) and Great Oaks Charter School (Newark, New York) to learn from their experience with tutoring programs.

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<sup>4</sup> *Problem-solving model for decision-making with high-incidence disabilities: The Minneapolis experience*. Learning Disabilities Research & Practice, 18(3), 187-200.

<sup>5</sup> *Smart RTI: A Next-Generation Approach to Multilevel Prevention*, D. Fuchs, L. Fuchs, D. Marston, D., Muyskens, P., Lau, M. & Canter, A. (2003). 78, No. 3, pp. 263-279.

<sup>6</sup> See, for example [http://jumpmath.org/cms/jump\\_research](http://jumpmath.org/cms/jump_research) and for CK, <http://tinyurl.com/7wykjr8>

Apart from remedial instruction, ICS believes a strong and positive school culture will also support at-risk students. Through our Core Virtues literacy program and our Responsive Classroom PBIS, ICS will explicitly teach successful behavior and action, set expectations, and reward students. We will emphasize long term goals like good citizenship and self-confidence and how values and good character are a central part of daily instruction. Teachers and other school personnel will act as positive role models for students. Research by Angela Duckworth, who recently won a McArthur Genius grant, supports our belief that non-academic personality strengths can be as, if not more, influential than academic knowledge on school success.

Choice time, yoga, gym and recess are also important supports for struggling students. Research by Princeton professor Sam Wang over the last 25 years has demonstrated that children learn self-regulation through play. Wang's research also indicates that studying a second language "seems to strengthen bilingual children's ability to show cognitive flexibility according to context – an aspect of self-control."<sup>7</sup>

As appropriate, ICS will provide counseling to struggling students so they can recognize and modify behaviors that interfere with their learning. Counseling will be designed to improve students' social and emotional school functioning in the areas of appropriate school behavior and discipline, social skills, self-control, conflict resolution, problem solving skills, self-esteem and decision-making skills. Counseling may be provided in combination with the development of an individual behavior intervention plan or be recommended for students who have chronic social emotional difficulties that impede their learning significantly. These problems can include difficulty interacting appropriately with adults or peers, withdrawal or acting-out, low self-esteem, or poor coping skills. Counseling will be provided by our social worker; as we grow ICS may add a school psychologist to the staff as needed.

Working with our parent community, social worker, and other community based organizations we will seek to identify and obtain non-academic supports that may be required to further assist struggling students. Brooklyn has strong networks of social and medical support that recently elected Mayor Bill De Blasio has committed to strengthening further and ICS anticipates collaborating with institutions like Brooklyn Hospital Center at LIU to identify services that our children may need.

Through careful monitoring, remedial instruction as needed, explicit character education, and social supports, ICS will identify, assess, and support students at risk of academic failure. This program will ensure that these students receive the supports they need to succeed.

#### PROGRAM EFFECTIVENESS

The response of struggling students to our interventions, as measured by their progress in both qualitative teacher evaluations and quantitative assessments like the MAP and STEP, are the primary means by which ICS will judge the effectiveness of its program for meeting the needs of struggling students. Curriculum developers such as Wilson also have assessments that will prove an additional data point for evaluating the program. As with initial identification, ICS will also rely on the professional judgment of our teachers and their feedback on the program's effectiveness.

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<sup>7</sup> *Welcome to Your Child's Brain: How the Mind Grows from Conception to College*. Sam Wang and Sandra Aamodt, Bloomsbury (2011). Chapter 13-14.

Given the large and robust set of data on the MAP, ICS will be able to compare students' quarterly scores to national and state averages and thus assess struggling students' academic progress more frequently, modifying instruction, and intensifying or developing new interventions as needed.

The principal, working with the special education coordinator and the social worker, will be responsible for monitoring program effectiveness in the context of our larger accountability program as detailed in Response 05(b), which is incorporated here by reference.

**(b) Students with Disabilities**

**Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer Appendix D – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate by references the assurances found in this document. Include:**

- **The process for identifying students with disabilities (child find), especially within the context of the school's Rtl 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., 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;**
- **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 Rtl and behavioral intervention plans in the classroom.**

We will encourage special education students to apply to ICS, and ensure they achieve academic competency that allows them to progress as closely as possible with their peers. We will not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.

ICS will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's IEP prepared by the CSE and all applicable federal laws, including IDEA.

We are inspired in this expectation by noting the example of Finland, where learning difficulties are considered temporary not permanent disabilities. While proportionally more Finnish students receive academic supports than in the US, the SPED designation is not considered pejorative and just 2% of students repeat a grade.<sup>8</sup>

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<sup>8</sup> *The Smartest Kids in the World: And How They Got That Way*. Amanda Ripley. Simon and Schuster. 2013. Chapter 8

#### DETERMINE AND IDENTIFY

Some students who enroll at ICS will have been evaluated prior to starting school and thus may arrive with an IEP. Based on district-wide data and the experience of other school special education coordinators with whom we have spoken, we anticipate about 12 children with prior IEPs will enroll annually.

As with our process for determining and identifying struggling students described in response part a, above, the primary means for determining and identifying students with learning disabilities who have not been given an IEP already will be their performance on standardized assessments such as the STEP, the MAP and the students' responsiveness to classroom instruction (behavioral and academic). Identification is thus undertaken on the basis of quantitative and qualitative assessments by the grade team, the special education coordinator, and the child's parents/guardians.

Students will go through two intervention cycles before ICS requests a formal evaluation. We recognize that in some communities a specific learning disability may still carry a social stigma and thus families may resist our efforts to have a student evaluated. Based on conversations with Special Education coordinators at other charter schools we believe this will lead to identification of an additional 5 students annually.

That said, our approach will be conservative, as we know children with emotional and specific learning disabilities are the most subjective categories of student disabilities and categories widely recognized to be over-identified among low-performing students.

A parent, of course, can request an evaluation to determine if their child qualifies to receive special education services at any time. Parents will be informed of this right at orientation, and referred to the Special Education Coordinator to make such a request.

Whether parent or school-initiated, all referrals will be sent to the Committee on Special Education within 24 hours, via email or fax. The Special Education coordinator will be responsible for monitoring the process to ensure the social history and physiological evaluations are complete within the 60-day window required by law, and that, if recommended, an IEP is drafted at the Eligibility Meeting and provided thereafter to the student's teachers.

#### RESOURCES, PERSONNEL, SERVICES

ICS will have multiple overlapping plans for resources, personnel and services to support the achievement of children with specific learning disabilities. These include the hiring of assistant teachers, the use of an integrated collaborative teaching model in one class on each grade, the use of a rigorous curricular approach to reading and math, including explicit phonics instruction in grades k-2 (tier 1 intervention) and a special education coordinator who will oversee the provision of required services and the training of staff.

As noted in Response a, above, ICS will use a Rtl framework to ascertain early identification without over-identification of student special education needs, and to ensure that all teachers have complete ownership and a sense of accountability tied to data to provide the supports students need to meet our academic goals for them. Consistent with the precepts of Rtl, we will seek to keep children in their classroom when possible, rather than using the SLD as a means of making a child's unique needs into an excuse to turn him or her into someone else's 'problem'.

## International Charter School of New York Response to RFP

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The school's special education coordinator, lead teachers and the Principal will monitor the RtI process carefully to ensure the provision of extensive support and consistent tracking of student progress.

Special education programs and services will be provided in accordance with applicable laws and regulations and the student's IEP. The school will retain appropriately qualified special education staff members who may include, but are not limited to, special education teachers, a speech pathologist, an occupational therapist, and/or a mental health provider. We will hire a Special Education coordinator who is experienced in dealing with special education administrative responsibilities, including the bi-monthly billing process. This person will guide and assist the school, and work closely with the CSE to ensure appropriate and supportive special education services are in place for students with IEPs.

We have programed staffing for an Integrated Co-Teaching ("ICT") section on each grade. In this classroom a special education teacher co-teaches the class with a general education teacher; the student ratio is 40:60 with no more than 12 (rarely 13) students with IEPs. If our monitoring program (see below) indicates this model is not effective we may shift to self-contained classrooms, as appropriate and in coordination with our stakeholders and outside advisors like Dr. Fuchs (see Response 13)

Students with IEPs will receive services required by their IEPs, which may include, but are not limited to:

**Counseling:** ICS will support special education students with counseling to recognize and modify behaviors that interfere with their learning. Counseling will be designed to improve students' social and emotional school functioning in the areas of appropriate school behavior and discipline, social skills, self-control, conflict resolution, problem solving skills, self-esteem and decision-making skills. Counseling may be provided in combination with the development of an individual behavior intervention plan or be recommended for students who have chronic social emotional difficulties that impede their learning significantly. These problems can include difficulty interacting appropriately with adults or peers, withdrawal or acting-out, low self-esteem, or poor coping skills. Counseling will be provided by our social worker; as we grow ICS may add a school psychologist to the staff as needed.

**Occupational Therapy:** ICS will support special education students with occupational therapy to build independence in activities of daily living (e.g. dressing, feeding), skill acquisition (e.g. self-management skills, vocational skills) and school participation in various settings including the classroom, cafeteria, bathroom, and playground. Occupational Therapy may be recommended, based on a physician's referral, for students whose physical needs requires such services and/or impedes access to his/her educational program. These students may demonstrate skills that are below expectations commensurate with the student's total profile including cognitive development that adversely affects school performance. Occupational Therapy will be provided by state licensed Occupational Therapist under a Related Services Agreement, overseen by the Special Education Coordinator. As ICS grows the Special Education coordinator will consider and recommend whether ICS should hire its own OTs.

**Physical Therapy:** ICS will support special education students with physical therapy to build physical function and independence in various settings including the classroom, bathroom, gym, staircase, playground and transitions between settings. Physical Therapy may be recommended, based on a physician's referral, for a student whose physical needs require such services and/or impede access to their educational program. These students may demonstrate skills that are below expectations commensurate with the student's total profile including cognitive development that adversely affects school performance. Physical Therapy will be provided by state licensed Physical Therapist under a Related Services Agreement, overseen by the Special Education Coordinator. As ICS grows the Special Education coordinator will consider and recommend whether ICS should hire its own PTs.

**Speech/Language Therapy** ICS will support special education students with Speech and or Language Therapy to address deficits in a student's auditory processing, articulation/phonological skills, comprehension and use of semantics, syntax, pragmatics, voice production and fluency. Speech/Language Therapy may be recommended for a student with deficits in language comprehension and expressive language that adversely affect school performance. In addition, it may be recommended for students with speech production skills whose speech is unintelligible or not commensurate with the student's total profile, including cognitive development, which adversely affect his or her educational performance. Speech/Language Therapy will be provided by a speech language pathologist under an RSA, as determined by the Special Education Coordinator.

**Special Education Teacher Support Services (SETSS)** ICS will support special education students with SETSS to design and/or supplement instruction that supports the participation of the student with a disability in the general education classroom. SETSS can include consultation with the student's general education teacher and /or specially designed instruction delivered by a special education teacher through individual and/or small group instruction that provides the student with compensatory skill development and remediation activities. SETSS are provided to address educational needs directly related to the student's disability. SETSS are designed to be flexible, helping students to remain in the general education classroom and utilize the combined expertise of both the general and special education teacher. SETSS may be provided within the general education classroom or in a separate location.

**Integrated Co-Teaching (ICT):** ICS will support students whose IEP calls for ICT services by placing them in a classroom that includes both a general and special education teacher. ICT will ensure students with disabilities are educated with age appropriate peers in the general education classroom, providing them with the opportunity to be educated alongside their non-disabled peers with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. ICT ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs are being met including meeting alternative curriculum goals.

#### COORDINATION PROCESS

The school will hold regular RtI meetings aligned with the assessment cycles, during which faculty and leaders meet to analyze school-wide grade, class, and individual student data, and then create targeted intervention groups designed to most effectively address student needs. Through the RtI process, teachers develop group and individual student intervention plans that, along with students' Individualized Education Programs ("IEPs"), ensure that students are on track to achieve at or above grade level and to meet or exceed the school's rigorous accountability goals.

In accordance with students' IEPs, special education staff will ensure that classroom teachers are knowledgeable about the needs of students with disabilities, are informed of their responsibilities for particular students, receive the support they may require to implement a student's program, and implement any necessary modifications or accommodations in their classes. The school staff, including the special education personnel, will meet to collaborate on special education student progress. The special education personnel will coordinate their services with the relevant general education teachers through meetings, the school-wide RtI and data review professional development sessions and through informal communication. In addition, relevant school staff, including special education staff, will have professional development throughout the school year addressing the implementation of RtI and behavioral intervention plans ("BIPs"), how to collaborate to ensure student success, and specific special education supports for students with IEPs. This professional development will begin during the summer orientation during which school staff will familiarize itself with the IEPs and BIPs of incoming students.

#### SCHOOL DISTRICT OR THIRD PARTY SERVICES

If a student with an IEP is unable to receive the services in his/her IEP to the extent necessary, the school district of the student's residence or other appropriate school district may be requested to provide services. If necessary and feasible, ICS may also contract with appropriately certified or licensed individuals to provide the required services. Where needed, the Special Education coordinator will request a P4 letter from the CSE to offer SETSS that we may not have the capacity to deliver.

If our ICS special education coordinator determines that a child's IEP may no longer be appropriate to the child's needs and may not maximize the child's ability to receive a free and appropriate public education in the least restrictive environment, ICS may recommend that the CSE conduct a re-evaluation of the IEP.

#### ACHIEVEMENT MONITORING

ICS will use assessments detailed in Response 02 (d) – Accountability Plan and Response 05 (b) – Assessment Systems to track and gauge special education student growth and to evaluate the efficacy of the special education program. These include the STEP and the MAP and behavioral tracking.

The MAP is a particularly valuable tool for assessing progress by at risk students because student results are reported on a vertically linked scale<sup>9</sup>. Because changes in a vertically linked score are consistent over time, a ten-point improvement has the same significance whether in 5th grade or 7th grade and we are better able to judge progress even from low starting points.

Also important is that the MAP is adaptive: the question difficulty changes in response to the student's academic level as demonstrated on prior questions. When children with learning disabilities are assessed using fixed form proficiency tests such as the New York State ELA or Math exams, the standard error of measurement can obscure progress. Adaptive tests like the MAP have a smaller measurement error at the lower end of the performance scale, allowing ICS to better understand the students' growth over time.

#### **(c) English Language Learners**

**Discuss the proposed 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;**
- **The process that will be used to monitor the achievement and progress of ELLs, including exit criteria;**

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<sup>9</sup> see [http://www.ccsso.org/Documents/2007/Vertical\\_Scaling\\_in\\_standards\\_2007.pdf](http://www.ccsso.org/Documents/2007/Vertical_Scaling_in_standards_2007.pdf)

- **The process that will be used to evaluate the efficacy of the program 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 available to ELLs.**

#### PROCESS FOR IDENTIFYING

ICS will follow the State Education Department's process for identifying students who are English language learners as follows:

- All new students will complete the Home Language Questionnaire (HLQ).
- If the home language is other than English or the student's native language is other than English, school staff will conduct an informal interview in the student's native language, whenever possible, and in English.
- If the student speaks little or no English, the school will administer the New York State Identification Test for English Language Learners ("NYSITELL"). Based on the student's score ICS will determine their eligibility for ELL services. The NYSITELL shall be administered only once to each incoming student.

The district-wide ELL population is 6% (See Response 1) suggesting ICS would enroll between 7-10 ELL students annually. We hope that by offering Spanish as a second language we may attract a higher proportion of ELL students than the district average.

#### APPROACH, RESOURCES, PERSONNEL; COORDINATION PROCESS

ICS will implement a freestanding ESL program where academic content-area instruction will be provided in English using ESL methodology and instructional strategies and utilizing Native Language support when necessary to enrich content comprehension. Additional intensive English language instruction will be given by our ESL teacher following the model of a self-contained ESL class during the school's intervention/enrichment block each day. In addition, ICS's ELA curriculum is explicitly designed to build students' background knowledge and vocabulary, which is expected to have an outsized impact on students for whom English is not a home language.

Some of the strategies that ICS may use include, but are not limited to:

1. Consistent with Stephen Krashen's research, **providing comprehensible inputs for ELLs, recognizing that language is not "soaked up."** By hearing and understanding messages that are slightly above their current English language level, ELLs acquire language. By integrating newcomers ICS assures they spend most of their day in this environment. Nonetheless, it is especially critical for them to receive comprehensible input from their teachers and classmates by speaking more slowly and using gestures and body language to reinforce the meaning to ELLs.
2. **Using visual representations** of new vocabulary as well as graphs, maps, photographs, drawings and charts that introduce new vocabulary and concepts. Teachers will create semantic and story maps and use graphic organizers to teach students how to organize information, a benefit to native speakers as well as ELLs.
3. Teachers will consider the schema ELL students bring to the classroom and **link instruction to the students' personal, cultural, and world experiences.**
4. Clearly **define key language and content objects for each lesson and write them in student-friendly language and post it in the room.** Additionally, teachers will begin lessons by writing a

content objective on the board, and then ask students if the objective was met (at the end of the lesson). As with point 2, we expect this strategy will benefit non-ELLs equally.

5. **Modifying vocabulary instruction for ELLs.** Teachers will tie new vocabulary to prior learning and use visual cues to reinforce meaning. Content area teachers will teach new vocabulary words that occur in the text as well as those related to the subject matter. Word walls will be used at all grade levels.
6. **Using cooperative learning strategies** that balance lecture style teaching with which ELLs may struggle. Small group work can benefit ELLs, giving them authentic reasons to use academic vocabulary and real reasons to discuss key concepts. This also facilitates assessment of their learning.
7. **Modifying assessment/homework for ELLs.** Where needed, teachers will differentiate content area homework and assessments for ELLs. For beginners especially, teachers can use oral assessments, drawings, physical responses (e.g., act-it-out), and manipulatives to demonstrate understanding.

The school shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, "No Child Left Behind," and federal case law. ELL students will not be assigned to special education because of their lack of English proficiency.

Teachers will receive professional development training in literacy and math strategies to support ELLs within the curriculum. Strategies will focus on the language, instructional methodologies including ESL ("English as a Second Language") methods for teaching different subject areas, and support services appropriate for learners of a second language. ELL strategies will be incorporated into the school's RtI process. The ESL instructor possible ELL students and the provision of intervention supports as needed, in coordination with the classroom teachers.

The school will provide all necessary staff and specialized curricular materials to enable ELL students to achieve the school's ambitious student performance goals including materials in the native language when possible. The school will ensure collaboration between general education teachers and any staff providing ELL supports or instruction through staff meetings, professional development, and the RtI process.

#### ACHIEVEMENT MONITORING, EXITING

Students' progress in English language will be measured annually in the spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Results on this exam will guide our assessment to continue ELL services. The school will also evaluate each student's performance in academic content areas to measure the student's progress in core subjects. These assessments along with the ESL teacher's recommendations will determine whether or not to continue ESL services.

If an ELL student fails to show appropriate progress in these academic areas, modifications to the program may be made.

#### PROGRAM EVALUATION

ICS will use the above-described annual evaluation to ensure that ELL students are acquiring English language proficiency and making progress academically. To determine if any programmatic modifications are necessary, the school will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. The school will also, as appropriate, track students longitudinally throughout their enrollment in the school to determine if

there is a significant variation in the academic achievement of students who were once classified as ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The school will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur. The school will continue to use MAP, NYSESLAT and other benchmark assessments outlined in Response 5(b) to track and gauge academic progress by ELLs and evaluate the efficacy of the ESL program.

#### PARENT COMMUNICATION

The school will ensure that ELLs will not be excluded from after school and/or extra-curricular activities because of their English language needs. To signal this intention, the ICS website is already translated into multiple languages. Where machine translation is not appropriate, school staff will assist non-English speakers. Mr. Levey, for example, speaks Spanish, French and Romanian. Where possible and appropriate, the school will coordinate with the NYC Department of Education's Office of Translation Services to interpret at events such as parent-teacher conferences or all-school presentations.

Materials promoting after school and extra-curricular activities, as with all communications to parents, will be sent home in the students' native languages, where feasible.

#### (d) Gifted and Advanced Students

**Discuss the proposed 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 determine and identify advanced and/or gifted and talented students. The applicant should define the term "advanced student" as s/he deems appropriate;**
- **Strategies and/or programs the school will use to accelerate learning for advanced students and/or gifted (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving advanced students and/or gifted (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);**
- **Research or evidence that supports the appropriateness of this approach;**
- **Personnel that the school will devote to serving advanced and/or gifted students; and,**
- **Process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

#### DETERMINE AND IDENTIFY

As with our process for determining and identifying other specific populations described above, the primary means for determining and identifying advanced students will be their performance on standardized assessments such as the STEP, the MAP and the qualitative assessment of their grade team.

The school will hold regular RtI meetings, aligned with the assessment cycles, in which faculty and leaders meet to analyze school-wide, grade, class, and individual student data, and then create targeted intervention groups designed to most effectively address student needs. As part of this planning, the school staff will identify above-grade-level students based on formal and informal testing.

#### STRATEGIES, PROGRAMS, RESOURCES

ICS believes our curricular choices are well designed to allow for differentiation in the classroom. The needs of above-grade-level student will be met through targeted programs during our intervention block, lunchtime reading and math clubs, guided reading groups, and creative writing clubs.

Beginning in or around January of Kindergarten, students will start receiving small group instruction. Students will be grouped by mastery level, grouped across classes and grades by reading ability level. Regrouping gives each teacher the opportunity to work intensively with students one reading level at a time. Cooperative learning embedded throughout the program focuses on individual students' accountability, common goals, and recognition of group success. Frequent regrouping, however, acknowledges student growth and will allow us meet specific needs.

Classroom teachers will be the primary resource for meeting the needs of advanced students. Their efforts will be complimented by our after school tutors.

#### ACHIEVEMENT MONITORING

ICS will use assessments detailed in Response 02 (d) – Accountability Plan and Response 05 (b) – Assessment Systems to track and gauge gifted and advanced student growth and to evaluate the efficacy of the our program in meeting their needs.

The MAP is a particularly valuable tool for assessing progress by advanced students because student results are reported on a vertically linked scale<sup>10</sup>. Because changes in a vertically linked score are consistent over time, a ten-point improvement has the same significance whether in 5th grade or 7th grade and we are better able to judge progress even from high starting points.

Also important is that the MAP is adaptive: the question difficulty changes in response to the student's academic level as demonstrated on prior questions. When gifted or advanced students are assessed using fixed form proficiency tests such as the New York State ELA or Math exams, the standard error of measurement can obscure progress. Adaptive tests like the MAP have a smaller measurement error at the lower end of the performance scale, allowing ICS to better understand the students' growth over time

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<sup>10</sup> see [http://www.ccsso.org/Documents/2007/Vertical\\_Scaling\\_in\\_standards\\_2007.pdf](http://www.ccsso.org/Documents/2007/Vertical_Scaling_in_standards_2007.pdf)

## Response 08 - 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; and,
- How instructional leaders will monitor the effectiveness of the academic program.

### ROLES AND RESPONSIBILITIES OF INSTRUCTIONAL LEADERS

The principal of ICS will be the school's primary instructional leader. S/he will build and oversee an instructional leadership team. By the end of the charter term, this team will be comprised of an assistant principal, special education coordinator, social worker and guidance counselor.

The instructional leadership team is responsible for overseeing a process of continual growth where qualitative and quantitative assessment of student learning drives professional and curriculum development, which then drives instruction. At which point the process begins anew.

The roles of the above-mentioned instructional leadership team members are detailed in Response 11(b), Personnel and are incorporated here by reference.

### MONITORING OF THE ACADEMIC PROGRAM

The school leadership will use both metrics and systems to monitor the academic program, including data from formative and summative assessments, evaluations of teaching staff, and other indicators. We detail them below:

#### *Formative and Summative Assessments*

- **School-selected Assessments:** Since state-level assessments will not yield data for the first two to three years of ICS initial charter we will administer a series of publisher-developed and nationally normed assessments to judge the impact of our academic program. These assessments are detailed in Response 05 (b), which is incorporated here by reference. Following each major assessment (administered about three times annually), the school leadership will review the results and assess the effectiveness of the academic program.
- **State Assessment Results:** When results from the New York State Testing Program (NYSTP) become available, the school leadership will integrate these data with the data from school-selected assessments to refine our analysis of the effectiveness of the academic program. These data will form the core of our Accountability Plan, as outlined in Response 02, which is incorporated here by reference. The Accountability Plan will be submitted annually in the summer following the academic year. Accordingly, the principal will determine the success of the academic program against the identified goals on an annual basis.

#### *Teacher Development*

Once per semester, the school leadership will formally review teacher evaluations as a means to monitor the academic program. The evaluations will help the principal and the leadership team to identify individuals in need of additional coaching as well as those whose performance indicates the capacity to take on greater

responsibility such as a new grade or a lead teacher role. The structure of individual teacher evaluations is detailed in response 8(d), below.

*Additional Indicators*

- **Attendance:** On a monthly basis, the principal will review average daily attendance to ensure that low attendance is not negatively affecting teaching and learning.
- **Attrition:** The principal will monitor student attrition semi-annually. As described in Response 05, ICS has proposed an engaging academic program that will support student success and reenrollment, but as described in Response 07, we also know at risk students may need additional support to remain at ICS, due to factors both within and outside our control.
- **Promotion:** ICS will track student promotion and retention; students recommended for retention are performing at least one grade level behind in a minimum of two academic areas, thus it is critical that their academic program is appropriately supportive and tailored to their needs. (See Response 5(e) for a more detailed explanation of retention criteria.)
- **Behavior:** The principal and social workers will monitor behavior referrals to judge the effectiveness of the school's discipline policies and our core values curriculum.
- **Parent Surveys:** The principal will review data from an annual parent survey to monitor the academic program. Parents' satisfaction with or concerns about our curriculum and their child's progress will help the principal evaluate program effectiveness.

(b) Teacher Support and Supervision

Describe the school's approach to individual teacher supervision and support.

The school's leadership team, and especially the principal, will provide consistent supervision and teacher support so that high-quality and appropriate instruction occurs in all classrooms throughout the year. In addition to the formal evaluation process described below in Teacher Evaluation and Accountability below, supervision and support will take five forms:

1. **Teacher Evaluation:** Teachers will be evaluated twice a year, using an evaluation system that assesses the key professional practice domains. The principal will provide an assessment of and feedback regarding each teacher's practice in multiple domains, including student outcomes, curriculum design, classroom environment, instruction, and professional responsibilities (discussed more fully in d. Teacher Evaluation and Accountability below).
2. **Informal Observations Feedback and Coaching:** The principal (and eventually assistant principal) will conduct informal walkthroughs and more extensive observations regularly. The walkthroughs will provide glimpses of instruction over time while the more extensive observations will enable the principal to understand how full lessons unfold. As the school grows, we plan to add an assistant principal with whom the principal will partner in observing classrooms and providing feedback. The principal will work with his/her instructional leaders to determine when individual teachers would benefit from targeted instructional coaching.
3. **Data Analysis:** The principal will monitor student outcomes through both state standardized assessments and the school selected ones detailed in Response 6. Through the analysis of student performance data, the principal will determine the effectiveness of the instruction provided. These results will guide the monitoring and support that s/he provides to the teacher. The trends inform the lessons the principal selects to observe, the reflection questions asked, the focus of feedback provided, and the type of professional development support offered.
4. **Faculty Professional Development:** Each week the faculty will work together during regularly scheduled professional development sessions. The principal is primarily responsible for ensuring

the effectiveness of these sessions; (s)he may present, design the agenda and/or assign the facilitation to staff, as appropriate. This time will be used to plan future instruction, reflect on past instruction, and analyze student performance data. The analysis of student performance data will alert the principal to the teachers' success in ensuring student learning. Reflections on past instruction, in combination with the student performance data, will enable the principal to see the link between instruction provided and student learning. The insights gleaned will be used to provide direction regarding the design of future instruction.

5. **Lesson Plan Review:** Teachers will submit weekly lesson plans. They will be posted to the school's internal website so colleagues in addition to the principal can see them. This will facilitate co-planning and consistency of instruction across classrooms, as well connections between classroom and specialty instruction. Recent student performance data and classroom observations will inform the focus of the principal's will weekly review of lessons. Narrow feedback will be provided via email and, when warranted, more substantive feedback will be provided in one-on-one coaching sessions. Issues that emerge in the lesson plans of multiple teachers will also inform weekly professional development sessions.

In combination, teacher evaluation and observations, data analysis, whole child meetings, faculty professional development, and lesson plan review will provide the principal with a comprehensive understanding of the instruction occurring across the school. In addition to serving as the basis for individual teacher evaluation, the regular monitoring of the quality and appropriateness of instruction will enable the principal to determine trends in individual classrooms and across the school.

Awareness of these trends, both positive and negative, provides the impetus for future adjustments in the academic program

### (c) Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals, including:

- How and when professional development will be delivered;
- Who will be responsible for providing professional development;
- How professional development topics will be identified and the professional development priorities would be over the course of the first five years of operation;
- How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects; and
- The process for evaluating the efficacy of the professional development program.

Professional development is an integral part of the job of a teacher or leader at ICS. Just as we expect our children to be developing continually, so too do we expect our adults to build on their knowledge and practice to improve regularly. Effective professional development hones skills, enhances content area knowledge, and improves pedagogical techniques so that the school staff is better able to help each child achieve his or her greatest potential.

ICS teachers will receive about 400 hours of professional development each year consisting of approximately eight full days of professional development, approximately 38 weekday afternoon sessions, and several weeks in the summer before school starts. This includes initial orientation, weekly professional development, leadership observations, planning meetings, instructional coaching, school visits and external conferences.

### **Faculty Orientation**

Before the first day of school, all staff members will receive an extensive orientation with specialized training sessions targeted to the needs of the ICS student and a start-up school environment. Training will focus on:

- Foundations of the ICS Instructional Model.
- Classroom management,
- Professionalism,
- School Culture and Values, and

This new teacher training is followed by a multi-week orientation during which teachers will further explore ICS's academics, policies and culture. Teachers undergo training in specialized tracks tailored to their needs, which include, but are not limited to:

- Instructional Components of the RLA, History, Science, Math, and Character Strengths Literacy Programs,
- Effective Parent Communication and Involvement,
- Building School Culture,
- Technology, and
- Administrative Policies and Procedures.

### **Weekly Professional Development and Full Professional Development Days**

During the school year, teachers and school leaders have professional development activities one afternoon a week from about 1:30 until 5:30 p.m. Additionally, we have programmed seven professional development days each year, which allow teachers to spend full days in school, engaged in professional development activities and workshops.

Professional development session topics and trainings will be determined by the Principal, assisted by the Executive Director and other members of the leadership team as the school grows. Sessions will address a mix of content – supporting teacher knowledge of what we teach – and pedagogical skills – how we teach. School leaders, ICS Board members with relevant expertise and selected external professionals, will lead these sessions.

To ensure that the needs of novice, returning and veteran teachers are met (as we grow) professional development sessions will be differentiated into tracks for teachers based on their levels of proficiency. Teachers will be assigned to sessions based on school leader discretion or elected to participate in sessions tailored to their particular needs.

### **Leader Observations and Planning Meetings**

Teachers will be observed regularly by their school leaders and receive constructive feedback aimed at helping them further develop their skills. Less experienced teachers are likely to be observed more frequently and given more opportunities to seek out support from their leaders to ensure they are empowered to drive student achievement. The school leadership will be free to observe the classes at their discretion.

Teachers will attend weekly planning meetings with their grade teams and leaders to analyze student data and plan instruction using this analysis.

### **Instructional Coaches, Conferences, and School Visits**

ICS will complement our internally developed professional development, with professional development from external individuals and organizations. Teachers and leaders work will with skilled instructional consultants

and coaches from our primary curriculum publishers (Core Knowledge and Jump) and schools that have developed deeper expertise in common instructional and practice areas. Instructional consultants will spend several consecutive days with our leaders and teachers coaching, observing, modeling and leading planning meetings and training sessions.

Leaders and teachers also have the opportunity to attend external conferences intended to meet their individual pedagogical needs and target their areas of expertise. Teachers and leaders will attend conferences organized by a variety of organizations such as Uncommon Schools, Math for America, National Science Teachers Association, and National Art Education Association and selected vendors such as Responsive Classroom, JUMP Math and the Core Knowledge Foundation.

#### **Assessment of Professional Development Effectiveness and Teacher Needs**

The Executive Director, the Principal and ICS Board members with the appropriate expertise will assess the effectiveness of our professional development and modify our program as required. Professional development effectiveness will be assessed and analyzed in various ways, including, but not limited to:

- Surveys administered to teachers after weekday professional development sessions and analyzed by the leadership team,
- Observations to assess teacher proficiency with instruction and classroom management.
- Informal and formal conversations with grade team leaders.

#### (d) Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable, including:

- An explain of how expectations for teacher performance and student achievement will be established and communicated to and instilled in staff; and,
- A description of the school's process and criteria for evaluating teacher performance and how teachers will be held accountable for student achievement.

#### **Expectations for Teacher Performance and Student Achievement**

ICS believes that, provided the proper supports and a sequenced, rich curriculum that builds background knowledge, all children can succeed. We define student success as the ability to write clearly, think critically, pass state mandated exams and gain admission to selective middle schools with a track record of sending students on academically demanding high schools. These expectations will be communicated to our parents, students and staff at multiple meetings throughout the school year, as well as in our classroom discussions. A parent contract will re-enforce our expectations that student learning is supported not only at school, but also at home.

Teacher performance will be assessed against a rubric that ICS has drawn from the New York State Advance program, best practices at several other well-established charter schools and our Trustee's experience in the classroom (see page 7, below). Teachers' progress towards academic and school cultural goals, such as on-time attendance, professional dress, deportment and engagement, will also form part of our evaluation.

Student achievement on mid-year and year-end performance assessments will inform rehire and promotion decisions, as well as increases in compensation.

These expectations will be communicated to teachers during recruiting and their orientation in August. They will be discussed again as part of ICS's weekly professional development program, on PD days, and then again in the course of individual teacher performance discussions with the Principal. By embedding the ICS teacher performance expectations into daily discussion at ICS we are hopeful we can instill a common understanding of our shared goals for academic and professional excellence.

### **Process/Criteria For Evaluating Teacher Performance**

ICS plans for continuous evaluation of teachers. The Principal will observe and give regular feedback to teachers regarding both classroom leadership and out-of-classroom behaviors so that they can quickly receive the targeted support that they need to continue to grow.

In addition to multiple informal classroom observations, teachers will complete a mid-year self-evaluation to inform a conversation about their progress and development with the principal. This process is repeated at the end of the year.

Student achievement measured against end-of-year-goals will form the core of our evaluation of the curriculum ICS has selected and the efficacy of our instruction. The curriculum and its implementation will be judged effective when students consistently meet or exceed our planned goals.

If ICS does not see this outcome our leadership team will analyze student and faculty performance to identify the source of the problem. The principal and his/her leadership team will marry teacher input with achievement data to examine and refine classroom instruction, professional development, standards, skills, and sequencing, as appropriate.

Teachers and school leaders will discuss student achievement during their weekly PD sessions and at the eight full days of PD shown in the school schedule. The discussion will generally seek to address questions such as:

- How did the school (or class) perform overall?
- What skills were not mastered and need to be retaught? How do we know this?
- Which teachers had more success in teaching these lessons? What did they do that was distinctive?
- How can instruction be modified for students who did not meet our expectations?
- Is instruction challenging all our students appropriately?
- How did the curriculum support student learning? How should it be revised to address areas or content identified as problematic?

Teachers and leaders will also review and offer feedback on the curriculum scope and sequence as well as specific units, lessons, and materials during the course of and at the end of each school year, in what we expect will become a collaborative approach to monitoring effectiveness

Based on their classroom observations, interim measures of student achievement on assessments such as the MAP and STEP, and feedback from staff discussions of the curriculum the Principal and his/her designees will assess teacher performance and define ongoing professional development plans that address the specific needs of individual teachers.

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**Teacher Evaluation Rubric**

**Preparing for Lesson Delivery**

	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Lessons</b>	Does not study lesson effectively; does not have a solid plan for delivery prior to class	Studies lessons but does not complete enough work to ensure excellent delivery	Understands most of the main points of the lesson and delivers it so that most students comprehend it	Fully internalizes the primary themes and delivers the lesson in ways that ensure all students are engaged
<b>Materials</b>	Does not consider the need for materials; unprepared to use materials when they could be useful	Thinks about materials and uses them, but not as effectively as possible; they may not further student understanding	Considers material needs and has them ready for the lesson	Prepares effectively and uses materials to support learning
<b>Assessment design and planning</b>	Rarely plans assessments; rarely modifies lessons that are less effective.	Plans for some assessment occasionally; may modify some lessons	Thinks of a mix of planned and <i>ad hoc</i> assessment to measure student learning and refine lessons	Consistently plans for assessing student comprehension and engagement; refines lessons accordingly.

**Classroom Management**

	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Expectations</b>	Develops rules and consequences as events unfold during the year. Little evidence of planning.	Announces and posts classroom rules and consequences but does not enforce them consistently.	Clearly communicates and consistently enforces high standards for student behavior.	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.
<b>Routines</b>	Does not teach routines. Relies mostly on reactive consequences. Students are often off-task.	Tries to inculcate class routines but many are not maintained. Students are off-task sometimes.	Teaches routines well. Students maintain them all year. Most class time is on task.	Successfully inculcates class routines so that students maintain them throughout the year. Rarely off task.
<b>Range of Practices</b>	Possesses few tactics; constantly struggles to engage students.	Uses a limited supply of disciplinary tactics; students frequently do not attend to instruction.	Displays a range of discipline "moves" and can capture and maintain students' attention.	Uses a highly effective range of management tools; routinely captures and retains students' attention.
<b>Class Environment</b>	Furniture arrangement is ineffective, materials are hard-to-access materials; few wall displays.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Artfully uses room arrangement, materials, and displays to maximize student learning of all material.

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**Delivery of Instruction**

	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Rigorous Expectations</b>	Shows a belief that some students cannot succeed. Students rarely show agency.	Tells students the subject matter is important and they need to work hard. Mixed student response.	Shows students the lesson is important, that they can succeed, and convinces them to struggle.	Expects and is determined to see all students master the material. Convinces students they can.
<b>Goals</b>	Does not explain the goal of instruction before starting instruction.	Makes the main learning objectives of each lesson clear	Lays out the unit's essential questions and the lesson's goals, to set student expectations.	Models precise expectations by posting essential questions, goals, rubrics, and exemplars.
<b>Clarity</b>	Often presents material in a confusing way, using language that is ineffective.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often uses clear explanations, appropriate language, and good examples to present material.	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.
<b>Engagement</b>	Students often passive Relies heavily on reading textbooks or filling in worksheets.	Attempts to involve students actively but some are disengaged.	Students actively think about, discuss, and use the ideas and skills being taught.	Involves all students in focused work in which they are active learners and problem-solvers.

**Professionalism**

	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Deadlines</b>	Frequently skips assignments, is very late, makes errors, and often misses paperwork deadlines.	Occasionally skips assignments, is late, makes errors, and sometimes misses paperwork deadlines.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Carries out assignments conscientiously and punctually, keeps meticulous data and records, never misses a deadline.
<b>Department and Image</b>	Frequently acts and/or dresses unprofessionally. Often violates community standards	Occasionally acts and/or dresses in an unprofessional manner and violates community standards	Usually exhibits professional demeanor and often respects community standards	Presents as a exemplary professional; always observes community standards
<b>Professional Growth</b>	Is not open to ideas for improving teaching and learning. Shows a fixed mindset.	Integrates new ideas from materials and workshops to which he/she is sent. Reads materials provided by others.	Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet.	Frequently identifies best practices from fellow professionals, workshops, reading, study groups, the Internet, and other outside sources.

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	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Desire for Improvement</b>	Rarely listens. Frequently defensive about criticism. Resists changing classroom practice when needed.	Listens to feedback and suggestions, but is sometimes defensive.	Listens thoughtfully to other viewpoints. Responds constructively to suggestions and criticism.	Seeks out feedback and suggestions; uses them to improve performance.
<b>Collaboration</b>	Doesn't engage with the team. Rarely, if ever, contributes ideas for improve the school. Criticizes frequently.	Contributes when asked. Suggests an idea aimed at improving the school on occasion.	Is an active faculty member and pushes colleagues to succeed as well. Contributes ideas, expertise, and time to the school's overall mission	Looks for larger opportunities to help ICS advance in the community. Often contributes valuable ideas and expertise that further the ICS mission.

## Response 09 - Culture and Discipline

(a) 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;
- How the school will maintain a safe and orderly environment;
- The school's approach to behavior management and discipline; and,
- 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 them.

The increased focus on socio-emotional learning (SEL) in schools is reflected in the ICS Character Strengths curriculum, which lies at the core of our effort to build a positive, healthy school culture. In responding to this question we incorporate by reference, Response 05, and in particular page 28 and following. The rationale for SEL programs is that academic success is far more likely to occur in a strong school culture that supports students. Children suffering with high levels of stress have a much harder time learning, as their environment is not safe, orderly, consistent, and respectful.

While poverty and other indicia of lower socio-economic status are not the only determinates of low levels of SEL, veteran educator Larry Ferlazzo notes

Poverty [reduces] one's ability to execute SEL skills. People aren't poor because they don't have self-control or grit — poverty itself helps create a lack of those qualities. The cognitive "bandwidth" required to deal with financial problems, stress and constant "trade-offs" (a healthy meal for the family tonight or new school clothes) makes it more difficult to maintain the mental reserve needed for those SEL skills.<sup>1</sup>

But, Ferlazzo concludes, "None of these concerns, however, mean that we shouldn't help our students develop these SEL skills in ways that are healthy for them, for their families, for us and for our schools. "



Part of children's healthy growth is the development of self-regulation skills that promote learning.<sup>2</sup> While remaining faithful to our overall vision, we also know different members of the ICS community will have different perceptions of the school's disciplinary approach, and that we need to be sensitive to these views.<sup>3</sup>

ICS will make clear our very high expectations for student behavior to families, students and staff. Our approach is to build systems that help all our stakeholders to act in ways conducive to learning at all times. As indicated in the graphic to the left, our

<sup>1</sup> See <http://larryferlazzo.edublogs.org/2014/02/16/let-them-eat-character-2/>

<sup>2</sup> See, inter alia, *Adolescents' Perceptions of School Environment, Engagement, and Academic Achievement in Middle School*, *Am Educ Res J* September 2010 vol. 47 no. 3 633-662; McClelland, M. M. and Cameron, C. E. (2011), *Self-regulation and academic achievement in elementary school children*. *New Directions for Child and Adolescent Development*, 2011: 29–44. doi: 10.1002/cd.302; Ursache, A., Blair, C. and Raver, C. C. (2012), *The Promotion of Self-Regulation as a Means of Enhancing School Readiness and Early Achievement in Children at Risk for School Failure*. *Child Development Perspectives*, 6: 122–128. doi: 10.1111/j.1750-8606.2011.00209.x

<sup>3</sup> Fan, W., Williams, C. M. and Corkin, D. M. (2011), *A multilevel analysis of student perceptions of school climate: The effect of social and academic risk factors*. *Psychol. Schs.*, 48: 632–647. doi: 10.1002/pits.20579

approach will be primarily preventive, ensuring we create an environment that supports students' natural desire to behave properly in the first place.

Knowing that initially our youngest students will rely on adults to guide their behavior, we will follow the best practices of successful schools like KIPP by establishing a contract with families that sets expectations up front. The contract will outline our mutual and interlocking responsibilities towards each other (see example below).

To build a supportive environment, we propose to use the Responsive Classroom program, which has led to higher academic outcomes and improved classroom environments in a US Department of Education-funded study of 24 schools and 3,000 students over a three-year period.<sup>4</sup> There are ten elements of the Responsive Classroom approach.

1. **Morning Meeting** involves gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead, and encompasses the Core Values curriculum ICS will use (See Response 05(d)- Curriculum).
2. **Rule Creation**—helping students create classroom rules that allow all class members to meet their learning goals
3. **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
4. **Positive Teacher Language**—using words and tone to promote children's active learning and self-discipline
5. **Logical Consequences**—responding to misbehavior in a way that respects children, guides them to recognize the effects of their actions, and helps them develop internal controls
6. **Guided Discovery**—introducing materials using a format that encourages creativity and responsibility
7. **Academic Choice**—increasing student motivation and learning by allowing students teacher-structured choices in their work
8. **Classroom Organization**—setting up the physical room in ways that encourage independence, cooperation, and productivity
9. **Working With Families**—inviting families' insights and helping them understand the school's teaching approaches
10. **Collaborative Problem-Solving**—using conferencing, role-playing, and other strategies to resolve problems with students

We will compliment Responsive Classroom with an emotional learning program used in a number of public and charter schools in New York City, including Success Academy and the NYC DOE's District 75 schools, know as **RULER**. This Approach teaches 5 key emotional skills:

- **Recognizing** emotions in oneself and others
- **Understanding** the causes and consequences of emotions
- **Labeling** the full range of emotions using a rich vocabulary
- **Expressing** emotions appropriately in different contexts
- **Regulating** emotions effectively to foster healthy relationships and achieve goals

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<sup>4</sup>Rimm-Kaufman, S. E., Larsen, R., Curby, T., Baroody, A., Merritt, E., Abry, T., Ko, M. & Thomas, J. (2012, September). [Efficacy of the Responsive Classroom Approach: Results from a three year, longitudinal randomized controlled trial](#). Society for Research in Educational Effectiveness, Washington, D.C.

Research by the psychologists at Yale who developed RULER suggests that developing emotional literacy fosters a range of behaviors and attitudes essential to positive development and academic achievement. This research has proven that emotional skills are integral to learning, making sound judgments, forming healthy relationships, physical and mental health, and achieving both in and out of the classroom.<sup>5</sup> After one year of implementing this approach, students in RULER classrooms had higher end of year grades, better study skills, social skills, and fewer attention and learning problems than children in the comparator classrooms. RULER classrooms also were observed to be more positive learning environments.<sup>6</sup>

The following differences were found between RULER and comparison classrooms:

- **11%** difference in end of year grades (measured by report cards)
- **19%** difference in adaptability (greater study, social, and leadership skills)
- **17%** difference in school problems (fewer attention and learning problems)
- **12%** difference in observed positive emotional climate

Lastly we note, and incorporate by reference, that our yoga program and partnership with Bent on Learning, is designed to help students develop self-control and positive self-regulation. Harvard psychiatrist John Denninger notes that the relaxation response (RR) is the counterpart of the stress response, and can be taught through yoga and meditation.

Denninger said recently "The kinds of things that happen when you meditate do have effects throughout the body, not just in the brain."<sup>7</sup> In an academic paper accompanying his team's research, he noted "Our results ... indicate that RR elicitation, particularly after long-term practice, may evoke its downstream health benefits by improving mitochondrial energy production and utilization and thus promoting mitochondrial resiliency through upregulation of ATPase and insulin function."

ICS advisor Dan Willingham, a professor of Cognitive Psychology at the University of Virginia, says Denninger's research is one of several recent findings that increase his confidence in the benefits of yoga.

ICS Students will practice yoga at least once per week, and depending on demand and financial consideration, ICS may offer additional yoga classes for students who would benefit from the additional practice.

We believe that with clear expectations, family support, the use of positive discipline, and concrete skill building all students are capable of self-regulating behavior that facilitates respect and their best individual learning.

Consistent with these approaches, ICS believes that details matter; minor issues will be addressed before they become more significant. Over time our students should become self-disciplined and self-directed, respecting themselves their classmates, and the community around them.

We will make our high expectations for behavior clear to parents, students, and teachers, in multiple ways. During the summer faculty training session, teachers will receive professional training on

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<sup>5</sup> Brackett, M. A., Patti, J., Stern, R., Rivers, S.E., Elbertson, N., Chisholm, C., & Salovey, P. (2009). *A sustainable, skill-based model to building emotionally literate schools*. In R. Thompson, M. Hughes, & J. B. Terrell (Eds.), *Handbook of developing emotional and social intelligence: Best practices, case studies, and tools* (pp. 329-358). New York: John Wiley & Sons, Inc.

<sup>6</sup> See <http://therulerapproach.org/index.php/about/evidence/>

<sup>7</sup> <http://www.bloomberg.com/news/2013-11-22/harvard-yoga-scientists-find-proof-of-meditation-benefit.html>

effective discipline, good behaviors, and productive routines. During student orientation, students will learn effective discipline and good behaviors through clear, consistent, and well-established classroom routines. Teachers and staff will continuously model appropriate behaviors for students and use preventive and positive strategies including a rewards system noting attendance, homework completion, and expression of the school's values.

### **Proposed Contract**

#### Student's Commitment

As a member of The International Charter School ("ICS") community I agree to the following:

1. I will arrive at school everyday no later than 8:00am (Monday - Friday).
2. I will remain at school until 4:00 p.m. on Mondays through Friday.
3. I will come to school for extra help as required.
4. I will come to school every day prepared to learn (Examples: supplies ready, well-rested, positive attitude).
5. I will not take shortcuts. I will give 100% everyday.
6. I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my classmates and me to learn. Every day, I will be the best student and person I can be.
7. I will use technology appropriately.
8. I will be responsible for my own learning
9. I will complete all my homework every night. I will make sure my homework is of the best quality and that my parent/guardian signs my agenda.
10. I will ask my teachers for help when I need it both in class and outside of class.
11. If I make a mistake, I will reflect on it and try to make a better choice the next time.
12. I will always follow my teachers' directions and school rules, the first time I'm asked.
13. I will show love and respect the rights and interests of all members of the ICS community regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin.
14. I will strive to demonstrate the values of respect, courage, honesty, compassion and curiosity.
15. I will follow the ICS Dress Code.
16. I will uphold the high expectations of ICS at all school related events on and off campus.
17. I am responsible for my own behavior, and I will accept responsibility for my actions.

Failure to adhere to these commitments will cause me to lose various privileges.

#### Teachers' Commitment

As members of The International Charter School ("ICS") community we agree to the following:

1. We will arrive at school every day no later than 7:30am (Monday – Friday) and will remain until 4:15 p.m. Mondays, 5:10 p.m. Tuesday-Thursday, and 3:45 p.m. Fridays.
2. We will come to weekends as needed.
3. We will always teach in the best way we know how, and we will do whatever it takes for every single one of our students to learn.
4. We will plan and execute rigorous lessons to prepare our students for future success.
5. We will hold all of our students, parents, fellow staff members, and ourselves to ICS's high expectations.

6. We are committed to results.
7. We will collaborate and plan with colleagues on a regular basis.
8. We are committed to our own professional growth and constant learning. We will give each other feedback regularly and seek out professional development opportunities.
9. Where we find ICS practices falling short of our goals, we will offer professional dissent and encourage the ICS community to adhere to its aspirations more fully.
10. We will make ourselves available to address the questions, concerns, or suggestions of our parents through scheduled meetings and phone calls.
11. We will make ourselves available to students, parents, and fellow staff members via phone in the evenings until 7:30pm.
12. We will provide opportunities to parents/guardians to volunteer and participate in their child's classroom.
13. We will regularly provide parents with updates on their children's progress via notes home, progress reports, and report cards.
14. We will respect the rights and interests of all ICS community members regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin.
15. We will always act in a professional manner when speaking with fellow colleagues, parents, and students.
16. We will strive to be the best teachers we can be, modeling excellence and taking no shortcuts in preparing our students for success in high school, college and in life.
17. We will ensure the safety of all students under our supervision.
18. We will follow the faculty Dress Code and norms for professionalism.
19. We will embody the values of respect, courage, honesty, compassion and curiosity.
20. We are responsible for our own behavior, and will accept responsibility for our own actions.

Failure to adhere to these commitments can lead to our dismissal from ICS.

#### Parents'/Guardians' Commitment

As members of The International Charter School ("ICS") community we agree to the following:

1. We will make sure our child arrives at school everyday no later than 8:00 am. (Monday – Friday).
2. We will make arrangements so our child can remain at KIPP throughout extended day and be picked up promptly at 4 p.m. on Monday -Friday.
3. If our child must leave school early, I will sign him/her out and complete a release form.
4. We will make arrangements for our child to come to school for additional support as needed.
5. We give permission for our child to participate in supplemental instruction as needed.
6. We commit to volunteering at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, office/classroom support, etc.).
7. We will, to the extent possible, serve on parent committees.
8. If our child's teachers identify a need, I will attend meetings to design goals to support my child's success.
9. We will do all we can to support our child and the commitment he/she has made to attend ICS.
10. We will partner with the ICS teachers and staff to help our child excel in school, both academically and socially.
11. We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn.

12. We will review our child's homework every night, sign his/her agenda, and let him/her call a classmate or teacher (until 7:30pm) if there is a question and/or problem with the homework.
13. We will review and sign our any notes from our child's teacher and ensure they are returned to the school promptly.
14. We will read carefully and sign (if necessary) all the papers the school sends home to us. We will ask questions if we have them.
15. We will monitor our child's use of technology and ensure it is appropriate both in school and at home.
16. We will always make ourselves available to our children and the school and address any concerns they may have. We will meet regularly with teachers to discuss our child's progress.
17. If our child is going to miss school, we will call the school before 7:00am the morning of the absence. If our student is going to be tardy we will immediately contact the Office Manager.
18. We will allow our child to go on field trips.
19. We will make sure our child follows the dress code.
20. We understand that our child needs to respect ICS community members regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin.
21. We will always act in a professional manner when speaking with all people in our school community: ICS staff members, fellow parents, and students
22. We will help our child prepare for high school, college and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.
21. We will embody the values of respect, courage, honesty, compassion and curiosity..
23. We accept responsibility for our child's behavior, as well as our own.

Failure to adhere to these commitments can cause my child to lose various school privileges.

## Grievance Resolution Process

ICS has established grievance resolution procedure to facilitate a harmonious school environment and comply with certain requirements of state law. Parents who are unsatisfied with a disciplinary decision may avail themselves of this procedure.

The procedures described below may be revised or eliminated at any time, subject to any limitations provided by applicable law.

### *First Stage – Informal Efforts*

When misunderstandings or disputes arise in the school community, it is important that they be resolved before serious problems develop. Parents and guardians should first try to resolve their difficulties with their child's classroom teacher. If this is not fruitful, parents are encouraged to consult with the Social Worker or Principal. If a Parent or Guardian believes that an issue requires further attention, the following additional procedures are available.

### *Second Stage – Formal Complaint to Executive Director or Board Grievance Committee*

- 1) The Executive Director will seek to resolve any parent or guardian's complaint to that person's satisfaction promptly, courteously, and without the need for Board intervention. However, any individual may submit a written complaint for Board attention in person, by fax, or by mail to the main office. The staff will promptly forward that complaint to the Grievance Committee of the Board.
- 2) Complaints alleging a violation of the provisions of the New York charter law as well as those areas that are a direct province of the Board of Trustees (see "Board of Trustees Responsibilities") may be brought to the Principal, who will submit them to the Grievance Committee for consideration. The committee will then make non-binding recommendations to the Board concerning the disposition of a complaint. The Board will consider the committee's recommendation and render a decision. To file and process a grievance, the following procedure must be followed:
  - A written complaint is submitted to the Principal who will then forward the complaint to the Grievance Committee.
  - The Grievance Committee meets within seven business days after receiving the written complaint. A conference call may serve as a meeting, if a traditional meeting is not possible. During or within five business days after this meeting, all parties affected must have the opportunity to be heard by the committee.
  - The Grievance Committee writes up a recommendation and forwards it to the Board of Trustees at large.
  - At the next full meeting, the Board votes on the issue if necessary.

Any parent or guardian dissatisfied with the response of the Board of Trustees may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of ICS to the Board of Trustees of SUNY and thereafter, if dissatisfied with the response of the Board of Trustees of SUNY, to the Board of Regents.

*Third and Fourth Stages – Formal Complaints to Overseers*

The guidelines established by the SUNY Trustees for handling complaints to the SUNY Board of Trustees and the State Board of Regents are outlined on the following pages.

NY State Grievance Guidelines - Guidelines of the Board of Trustees of The State University of New York for Handling Complaints Received Pursuant to Education Law 2855(4).

*Introduction*

Subdivision 2855 (4) of the Education Law provides that any individual or group who believes a charter school has violated its charter, the New York Charter Schools Act of 1998, or any other law relating to the management or operation of the charter school, can bring a complaint to the charter school's Board of Trustees (the "School Board"). If the individual making the complaint, after presenting the complaint to the School Board, is unsatisfied with the School Board's response, then he or she has the right to present the complaint to the entity that authorized the charter school (the "Charter Entity").

The Charter Entity, upon being presented with a complaint, has the right to issue remedial orders when appropriate and necessary. If the complainant, after presenting a complaint to the Charter Entity, feels that the Charter Entity has not adequately addressed the complaint, he or she may bring the complaint to the Board of Regents, which also has the right to issue remedial orders. In a sense, this establishes a two-step appeals process for complaints and grievances.

Pursuant to a resolution of the Board of Trustees of the State University of New York (the "State University Trustees"), the Charter Schools Institute has been authorized to handle complaints directed to the State University Trustees in their capacity as a Charter Entity. As such, the Institute will both receive and review complaints on behalf of the State University Trustees, and make determinations and issue appropriate remedial orders.

The State University Trustees have granted increased authority to the Charter Schools Institute to handle and review complaints received by the Board of Trustees in their capacity as a charter entity.

The guidance that follows was provided by the Charter Schools Institute and explains how the Charter Schools Institute will handle and review complaints. It is in the form of answers to frequently asked questions. Please note that the words grievance and complaint are used interchangeably throughout. Also note that because complaints regarding charter schools authorized by the State University Trustees will be reviewed and acted upon by the Charter Schools Institute, the Institute (and not the State University Trustees), is referred to throughout the following discussion.

General Requirements

*When can a complaint be filed with the Charter Schools Institute?*

By law, the Charter Schools Institute cannot undertake the review of a complaint until the complainant has presented his or her complaint to a School Board of a State University authorized school and the complaint has alleged that the School Board has not adequately addressed the complaint. In general a group or individual should not file with the Charter Schools Institute until after a School Board has acted on the complaint and provided a written response to the complainant. Each charter school, as part of its charter,

has agreed to set up a process under which the School Board must review complaints. You have the right to be provided with a copy of that policy upon request of a charter school.

*What if I file a grievance and the School Board fails to act on my grievance?*

If a School Board fails to take any action on your grievance in a reasonable time, then you may bring your grievance to the Charter School Institute. What is considered reasonable depends on the circumstances. Some grievances may require prompt action by a School Board while others may properly be resolved in a longer time frame. Thus, in certain instances where urgent action is required, it may be appropriate for a School Board to call an emergency meeting. In general, however, it is appropriate for a School Board to take action on your grievance at its regularly scheduled meeting. As most School Boards meet monthly, you should not necessarily expect a School Board to act immediately. However, you can and should expect that, at a minimum, a School Board should take action on your grievance within the time frame set out in the School's grievance policy.

In most cases where the School Board has not acted, you should wait at least until the period provided for by the School's grievance policy has passed before filing your grievance with the Charter Schools Institute. As explained more fully below, the Charter Schools Institute, in reviewing and investigating your complaint, will give the School Board an opportunity to respond to your grievance. Accordingly, filing a grievance with the Charter Schools Institute, before you have given the School Board a reasonable time in which to act on your complaint, may simply delay the Charter Schools Institute from undertaking its own independent review and investigation.

*What does my grievance have to contain?*

The law does not require that your grievance be in a particular format. However, in order to ensure that your grievance is thoroughly and quickly reviewed, you should provide the following:

- A detailed statement of the nature of the complaint (including the law or provision of the charter that you allege has been violated), the names of the individuals involved, and the time, date, and place the incident(s) at issue occurred;
- What response, if any, you have received from the school board (a copy of any response should be attached) with any relevant dates;
- Copies of any correspondence between you and the school or School Board;
- What relief you are seeking; and
- Your name, address, and telephone number.

Please note that while the law does not require you to submit your complaint in any particular format, it must include at least one allegation that the School or School Board has violated a term of its charter or provision of applicable law. Where there is no such allegation (and fair reading of the complaint does not involve any violation), the Institute will not review or investigate but limit its response to a statement that no valid complaint has been presented to it. In this regard, please remember that the Charter Schools Institute does not have the power to review complaints (and issue remedial orders) for any and all complaints that you might have about a charter school. Its review powers are limited quite specifically to those complaints alleging a violation of the charter or a provision of law.

To assist you in fashioning your grievance, the Charter Schools Institute has created a Grievance Form on its website, which you can use when submitting a grievance to it. As stated above, use of this form is not mandatory and it is provided as a convenience to you.

*Where and to whom do I submit my grievance?*

Your grievance should be addressed to the Charter Schools Institute's Grievance Desk, 74 North Pearl Street, 4th Floor, Albany, New York 12207. As noted above, the Charter Schools Institute will conduct the investigation of your grievance and issue any remedial orders on behalf of the State University Trustees. As also noted, grievances submitted to the Charter Schools Institute must concern a school authorized by the State University Trustees. Complaints involving charter schools authorized by other entities, such as the Board of Regents and local districts, must be filed by those entities.

*After the School Board responds to my grievance, is there a time period in which I need to file my "appeal" to the Charter Schools Institute for it to be valid?*

The law does not provide a time limit in which you are required to file your grievance with the Charter Schools Institute. However, you should be aware that the Charter School Institute, in reviewing your grievance, may take into account any unusually lengthy delays in filing your grievance. Such delays, in appropriate cases, may affect the Institute's determination, including the terms and scope of any remedial order it issues. In general, the Charter Schools Institute would not consider any grievance to be delayed that was filed with it within sixty days of the School's Board response or the end of the time period in which the School Board, under its grievance policy, has to act (but in which time no action by the School Board has been taken).

#### Grievance Review and Action

How does the Charter Schools Institute process and investigate grievances that it receives?

Upon receipt of a grievance, Charter Schools Institute staff will review the grievance and all supporting materials delivered with the grievance to confirm its receipt and, if necessary, request that additional information be supplied. The Charter Schools Institute will also contact the School Board and in most cases, give the School Board thirty (30) days to respond. The Institute will forward to the School Board a copy of the grievance along with supporting materials. As noted above, if the Charter Schools Institute receives a grievance from an individual who has not given the School Board a reasonable time in which to act, the Charter Schools Institute may defer its investigation until that reasonable period has passed. In such cases, and where the School Board takes the opportunity to then act on the complaint, the Charter Schools Institute will consider the School Board's action in fashioning its determination, including the scope and terms of any remedial order it issues.

In the addition to the above steps, Charter Schools Institute staff will conduct whatever independent factual investigation the Institute deems necessary and appropriate. Such investigation may include, but is not limited to, requesting additional information from the grievant, the School Board or other persons, conducting interviews, inspecting relevant documents, or visiting the school.

Upon completion of its investigations, the Charter Schools Institute will reach a determination as to appropriate remedial orders, if any. The Institute will provide a copy of the determination, which will include the terms of any remedial order to the person making the grievance, the School Board and the Charter Schools Unit of the New York State Education Department.

*In presenting my grievance, may I be represented by a lawyer?*

You have the right, though you are not required, to retain an attorney to represent or otherwise assist you in presenting your grievance to the Charter Schools Institute and in any other phase of the review process.

*Instead of having the Charter Schools Institute formally act on my complaint, i.e., issue a written determination, can I ask the Charter Schools Institute to assist me in resolving the matter with the School and School Board?*

The Charter Schools Institute appreciates that oftentimes, your complaint can be resolved without the Institute having to take a formal action on it. The Charter Schools Institute stands ready to work with you to try to resolve your complaint in this way. Indeed, in many instances, the Institute may suggest that the dispute between the School and you be mediated. However, if you do not wish to try to resolve your complaint informally, you are not required to do so.

*What kinds of remedial orders can the Charter Schools Institute issue?*

The Charter Schools Act does not define, and generally does not limit, the remedial powers of a charter entity in regards to complaints. Accordingly, the Charter Schools Institute, acting for the State University Trustees, has wide discretion to determine the remedial order appropriate to a particular situation. There is, however, one clear limitation on the kind of remedial order the Charter Schools Institute can issue. The Institute may not place a charter school on probation or terminate a school's charter except under the specific grounds and pursuant to the procedures set forth at 2855 of the Education Law (The Charter Schools Act). Moreover, even if such grounds exist, remedial orders that involve placing a school on probation or terminating a school's charter, would require approval by the State University Trustees.

#### After the Charter Schools Institute Have Acted

*What if I am not satisfied with the State University Trustees' response to my complaint?*

If you are not satisfied with the Charter School's Institute's response to your claim, you have the right to "appeal" to the Board of Regents. Complaints made to the Board of Regents may be filed with the Charter Schools Unit, State Education Department in Albany, New York 12234. The State Education Department has its own guidelines and procedures for reviewing grievances. Accordingly, you should consult with the State Education Department staff in the Charter Schools Unit before filing your grievances.

As a preliminary step to bringing your complaint to the Board of Regents, you may also, but are not required to, request that the Charter Schools Institute review its determination. You may find this step appropriate if you believe that the Institute has overlooked evidence before it, or if you have any additional evidence that you believe should be considered. The Institute will inform all parties in writing of the results of its review, including any modifications it determines to make to its original determination. Please note that requesting a review is optional and not a prerequisite to a further "appeal". As noted above, you may at any time after an initial determination by the Charter Schools Institute bring your complaint directly to the Board of Regents without having first requested a review of its determination.

*If the Charter Schools Institute issues a remedial order but the School does not comply with that order, am I required to bring a complaint to the School Board or can I immediately complain to the Charter Schools Institute?*

If the Charter Schools Institute has issued a remedial order which in your view the School is not following, you need not file an additional complaint with the School Board but may directly apprise the Charter Schools

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Institute of your concern. However, if your complaint involves new facts or circumstances that were not part of your previous complaint, you must, by law, first make your complaint to the School Board. As always you may contact the Charter Schools Institute for assistance in determining whether your complaint is related to noncompliance with a remedial order or to a new grievance

## Response 09 - Culture and Discipline

### (b) Discipline Code

#### CODE OF CONDUCT AND STUDENT DISCIPLINARY CODE

##### Rationale

The International Charter School of New York (ICS) believes we collectively – students, staff, families, and community members – are responsible for creating a caring, safe, and effective learning community at ICS.

Together, our collective goal is to create and sustain a mutually respectful community that encourages the development of connected, capable, and courageous people who believe they really count. To do this, the ICS community will work together to develop behavior expectations, procedures, and policies that are consistent with Responsive Classroom, our behavior program, which uses kindness and firmness to build relationships that are simultaneously accountable and caring. To prepare students to be ethical members of their communities, we will incorporate core values such as respect, integrity, and honesty into the educational environment. Self-respect, respect for others, integrity, and kindness in all endeavors will be required of educators and students alike.

All adult members of the ICS community will be expected to model qualities of honesty, curiosity, respect, and integrity, as well as trust, perseverance, and striving for excellence, to further teach and encourage students to develop those qualities. Older members of the student body will model the same qualities to encourage younger students to incorporate them into their living and learning.

##### Code of Conduct

Because of these beliefs, the ICS community will adhere to the following expectations and guidelines for conduct for our community:

- We will respect ourselves
- We will respect others
- We will respect property
- We will respect learning

ICS acknowledges that members of the student body may not always reflect our values in their behavior. It is for those circumstances that ICS has adopted its Student Disciplinary Policy.

#### STUDENT DISCIPLINARY POLICY

##### Overview

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

The following list of actionable offenses is not exhaustive but provides examples of violations of the ICS Code of Conduct. The list may be modified or supplemented from time to time.

Staff will be trained during professional development, including summer pre-service training, on the implementation of this policy.

List of Certain Actionable Offenses

1) DISRUPTING THE SCHOOL ENVIRONMENT:

- a) Arriving Late to School or Class: Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class. (Note that while students may not be suspended out of school or expelled for tardiness, they may not be promoted to the next grade if they are late more than 10 times in a semester.)
- b) Cutting School, Class, Detention, or Mandatory School Events: Students are required to attend all classes, assigned detention, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. In addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion. (Note that with respect to cutting school or class, students may not be suspended out of school or expelled. However, they may not be promoted to the next grade if they are absent more than 10 times in a semester.)
- c) Misbehaving on School-provided Transportation: Students may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of school-provided transportation (in which case, students and parents are responsible for travel to and from school), suspension, expulsion, and/or other consequences. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other student inappropriately, being disrespectful of others, or failing to follow the bus driver's instructions.
- d) Blocking Access to any Part of the School Building: Students are not permitted to block access to any room or part of the school building. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- e) Violating the Dress Code: Parents must pick up children who are not properly dressed for school or bring the missing dress code items to the school, as students may be suspended or not be permitted to attend class. Violations of the dress code also may result in additional disciplinary consequences
- f) Gum, Food, and Beverages: Students may not chew gum or eat or drink at unauthorized times or places, in particular in the classroom.
- g) Disrupting Class and Preventing Teaching: ICS can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- h) Arriving to Class Unprepared: When class begins, students must be prepared and have all necessary materials (e.g., books, paper, pen, pencil, completed homework).
- i) Cheating, Plagiarism, and Copying Other's Work: Cheating or copying the work of others (or allowing other students to copy work) is unacceptable. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- j) Failing to Submit a Required Signature: When requested, students are required to secure the signature of a parent/guardian on homework assignments or school forms.
- k) Forgery: Students may not forge a signature.

- l) Lying to a Staff Member: Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth.
  - m) Failing to respect a Staff Member or Student: Respect for one another is at the core of our collective success, creating an environment where adults and students feel physically and emotionally safe and ready to learn. Students must show respect for the other members of the ICS community. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
  - n) Bringing inappropriate items to school: Students cannot bring iPods, cell-phones, electronic equipment, games, or printed materials that are vulgar, profane, or sexually explicit, or otherwise inappropriate for school. Such items will be confiscated. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
  - o) Gambling: Gambling or betting is not tolerated.
  - p) Misbehaving inside or outside of class: Misbehavior that violates this Student Disciplinary Policy inside or outside of class (at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity) is not permitted. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 2) ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS
- a) Causing Bodily Harm: Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person, including with a weapon or dangerous object.
  - b) Committing Assault or Assault and Battery: Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; **assault does not require physical contact**. Battery is any unlawful touching of another person.
  - c) Fighting or Unwanted Physical Contact: ICS students may not fight with other students– from ICS or any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.
  - d) Play Fighting and Threatening: Play fighting and/or the use of threats influence the safety of the community. Students may not play fight and/or threaten others.
  - e) Setting off a False Alarm or Making a Threat: Students may not intentionally set off a false alarm or make a destructive threat.
  - f) Engaging in Sexual Activity or Inappropriate Touching: A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.
- 3) POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS
- a) Using or Possessing a Weapon or Dangerous Object: Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or in his/her property.
  - b) Possession or Use of a Firearm: Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C. §7151, the school will expel from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the Executive Director of ICS may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.
  - c) Possession or Use of a Mock Firearm: Students may not possess or use a mock firearm.
  - d) Arson: Students may not set a fire.

- 4) POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND TOBACCO
- a) Using or Possessing Drugs or Alcohol: Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated ICS staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs.
  - b) Selling Or Transferring Drugs Or Alcohol: Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.)
  - c) Using or Possessing Tobacco Products: The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products.
  - d) Selling or Transferring Tobacco Products: Students may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing-tobacco, or other tobacco products.
- 5) HARASSMENT AND VIOLATIONS OF CIVIL RIGHTS
- a) Violating the Civil Rights of Others: Students may not violate the civil rights of others.
  - b) Harassment: Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, religion, age, sexual orientation, or disability is not permitted.
  - c) Abusive or Profane Language or Treatment: Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).
- 6) THEFT OR VANDALISM
- a) Theft, Loss, or Destruction of Personal or School Property: Students may not steal or damage someone else's property or school property. In addition to facing discipline code consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.
  - b) Mistreatment or Inappropriate Use of Technology or School Property: Students must treat computers, printers, and other technology with care. ICS does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property.
- 7) FAILURE TO COMPLY WITH SCHOOL-IMPOSED CONSEQUENCES: Students must comply with school-imposed consequences. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion.
- 8) REPEATED VIOLATIONS OF THE CODE OF CONDUCT: Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses. In addition to other disciplinary consequences, repeated violations of the code may result in long-term suspension and/or expulsion.

## Student Disciplinary Actions

DEFINITIONS: For purposes of this Code:

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

IN-SCHOOL DISCIPLINARY MEASURES: The principal or any teacher may impose in-school disciplinary actions; provided only the principal or the Board may impose in-school suspension or suspension of transportation. In the event of the imposition of in-school disciplinary action, the following shall apply.

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and assigns an appropriate consequence.
- If necessary, the student is removed from class.
- Students/parents are responsible for transportation home when they are assigned to detention or in-school suspension.
- The school will schedule a meeting with a parent or guardian to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- In-school disciplinary actions may include, but shall not be limited to, the following:
  - Behavioral Contract
  - Detention
  - Loss of School Privileges
  - Suspension from School Transportation

SHORT-TERM SUSPENSIONS: The principal or the Board may impose short-term suspensions. If a student commits an offense that calls for short-term suspension (10 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- The student is entitled to respond to the charges against him or her.
- ICS informs the parent/guardian of the imposition of short-term suspension in writing.
- ICS will provide written notice by personal delivery or express mail delivery to the parents or guardians' last known address(es). Where possible, ICS will also provide notification by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the principal. If ICS knows the parents or guardian do not speak English, the notice and informal conference shall be written/conducted in their dominant language.
- The school will schedule a meeting with a parent or guardian to discuss the infractions. ICS may reduce the penalty based upon mutual understanding resulting from the meeting.

The school shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975).

Under the ICS complaint policy, the parent or guardian may challenge the principal's decision to impose a short-term suspension using the with the charter school's complaint process, pursuant to Education Law §2855(4).

LONG-TERM SUSPENSION AND EXPLUSION: The principal or the Board may impose a long-term suspension.

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- 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 parent/guardian is notified in writing by ICS. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that 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) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school sets a hearing date. The student and/or his/her parent/guardian are notified in writing of the:
  - Charges and a statement of the evidence
  - Date, time and place of a hearing
  - Notice of the right at the hearing to:
    - Be represented by legal counsel (at the student's/parent's own expense)
    - Present evidence and question witnesses
- After the principal, the Board or a hearing officer designated by either of them hears the case, the principal or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

Federal law requires 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).

"Firearm," as used in this law means a firearm, as defined by 18 USC§921, and includes firearms and explosives. The principal shall refer a student under the age of 16 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 14 or 15 years of age who qualifies for juvenile offender status under Criminal Procedure Law §1.20(42). The principal shall refer any pupil 16 years of age or older or a student 14 or 15 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.

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

PROVISION OF SERVICES DURING REMOVAL

ICS will ensure that alternative educational services are provided to a child who has been suspended. For a student who has been suspended or expelled, alternative instruction will be provided to the extent required by law.

Except for the brief time it would take for a student to re-enter another public school, ICS does not have to, but may, provide alternative instruction for expelled students.

If ICS elects to provide alternative instruction to students who are suspended, it will provide such instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level.

## Response 09 - Culture and Discipline

### (c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (IDEA))

ICS will work closely with the Committee on Special Education for CSD 13 (the "CSE") to establish clear guidelines for communication and decision-making on disciplinary matters involving students with disabilities.

When a student's Individualized Education Program ("IEP") includes a Behavior Intervention Plan ("BIP"), the student 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 for consideration of a change in the BIP.

If a student identified as having a disability is suspended during the course of the school year for more than 10 school days, such student will immediately be referred to the CSE, as such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE 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 convenes within 10 school days of notification of any of the following:

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

The school shall 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 school 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 in determining educational services or the interim alternative educational setting that would ensure the provision of the requirements of a free and appropriate public education.

Those students removed for a period of 10 school days or less 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 shall also provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum. If the school location permits and behavior patterns indicate it would be useful, ICS will consider creating a 'save' room where students serving a suspension can attend school and complete assignments.

During a subsequent removal that, combined with previous removals, equals more than 10 school days during the school year, but does not constitute a change in placement, services will be provided to the extent determined necessary to enable the child to progress appropriately in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.530(g)], services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.530(g).

During any subsequent removal that constitutes 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 will make the service determination.

When the behavior of a student with a disability constitutes a pattern of behavior resulting in disciplinary removals, a Functional Behavioral Assessment ("FBA") will be conducted and a decision will be made regarding a Behavior Intervention Plan. These procedures are followed to ensure that behavior incidents do not result in a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability as determined by the CSE and other qualified individuals.

If discipline that would constitute a change in placement is contemplated for any student, the following steps shall be taken:

- Not later than the date on which the decision to take such action is made, the student's parents or guardians will be notified of the decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
- Immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE and other qualified personnel shall meet and review the relationship between the child's disability and 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 §300.530(c), 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 or guardian requests a hearing or an appeal to challenge the interim alternative education setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent/guardian and school agree otherwise.

## Response 09 - Culture and Discipline

### (d) Dress Code

ICS does not propose to follow a uniform policy. We may revisit this intention in discussions with our parent community.

ICS believes that school performance and future success are enhanced by appropriate dress and good grooming. An ICS student's attire and grooming promote a positive, safe, and healthy environment in the school.

Parents and guardians will be urged strongly to work closely with the school to insure student's adherence to these standards. Parents/Guardians will be encouraged to enforce moderate hairstyles and high standards of dress for their students.

Parents/Guardians will be serving the welfare of our students and helping us as educators by emphasizing standards of neatness, cleanliness, safety, and decency in dress and grooming.

The Dress Code will be in effect for students while attending school functions or school sponsored activities on or off school property. Exceptions to this policy for certain school-related events shall be determined and communicated by the Principal.

**ICS recognizes that there may be differences of opinion as to the appropriateness of dress, grooming, and/or determining whether or not a student's attire is disruptive or distracting to the educational environment of the school. Nonetheless, the final determination will be made by the principal.**

Any student who does not comply with the dress code will be removed from the regular school setting until the student complies with this code.

Kindergarten students will bring a complete change of clothes labeled with their name and a zip lock bag in case of accidents.

#### Minimum Standards:

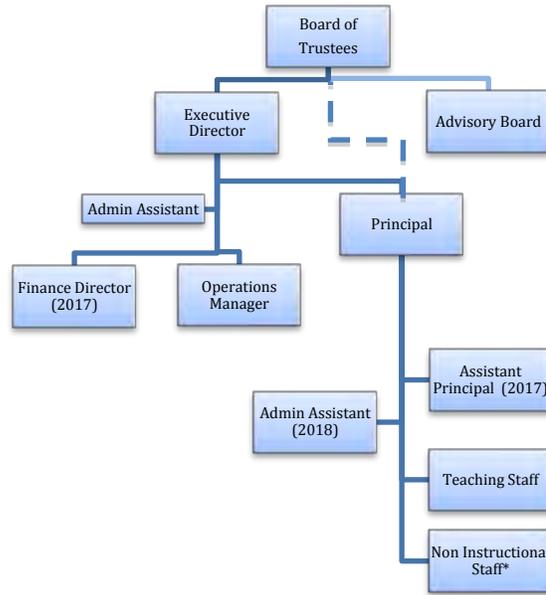
- Clothing or conspicuously displayed jewelry or accessories with inappropriate advertising or statements that are offensive or inflammatory is prohibited. This prohibition includes, but is not limited to, alcoholic beverages, profanity, sex, tobacco, drugs, gangs, guns and other weapons, excessively violent or gory imagery, and the promotion of violence. Certain colored items of clothing, conspicuously displayed jewelry or accessories, such as but not limited to, shirts, hair decorations, shoe laces, and the like may be prohibited at the discretion of the principal.
- Appropriate footwear is required. Footwear that has toes and/or soles reinforced with steel, hard plastic or similar materials is prohibited. Footwear with wheels is prohibited.
- Shorts will be permitted provided that the shorts are neatly hemmed, conservative and modest in appearance. Campus administration will determine appropriate length. Bicycle shorts, gym shorts, form fitting and skin-tight shorts or pants of spandex or other similar materials worn alone are prohibited.
- Pants shall be worn securely at the waist. Sagging is prohibited. Excessively worn, torn, frayed, oversized or long clothing is not permitted.

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- Dresses, skirts, skorts and split-skirts will be permitted provided that they are neatly hemmed, conservative, and modest in appearance. The Principal will determine appropriate length. Excessively high slits in skirts will not be permitted.
- Hair must be neat and clean. Unconventional hairstyles that are considered to be distracting and/or disruptive to the educational environment are prohibited. Students may wear natural hair colors only. The principal will provide further clarification on what is unconventional
- Halter tops, exposed midriffs, strapless and/or low cut tops, exposed backs, spaghetti straps, see-through clothing, and tanks with oversized armholes are not permitted. **Undergarments shall not be visible or exposed.**
- Body piercing ornaments and other similar ornaments will be worn on the ear only.
- Visible tattoos and similar body painting(s) that promote violence or reflect gang activity are prohibited. Visible tattoos and similar body painting(s) that are considered offensive, inflammatory or disruptive to the learning environment are prohibited.
- Hats, caps, or other head apparel are not permitted. Hoods on hooded sweatshirts, shirts, and jackets may not be worn during instructional, passing periods, or while in the building. An exception will be made for head coverings related to a students religious practice.
- Costumes of any type are prohibited.
- Any apparel or attire that is considered to be distracting and/or disruptive to the educational environment. (ex. pajamas, house shoes) or is considered a safety concern is prohibited.

Response 10 – Organizational Chart



\* Special Education, Guidance, SETTs

The Board of Trustees of ICS will support the mission and activities of ICS with stakeholders involved at all levels of school governance. Membership on the ICS Board of Trustees and operation of ICS will be in accordance its corporate bylaws that shall be maintained to align with the terms of the approved charter. ICS will be an independent not-for-profit corporation.

**LINES OF REPORTING AND ACCOUNTABILITY**

As presented in the above chart, the executive director will report to the Board of Trustees and will be responsible for the overall operations of the school, collaborating with the principal, who will be the instructional leader of the school. While the executive director is ultimately accountable for goals that include academic performance, the principal is the academic expert and leader. The executive director will be the chief operational director of the school. It will be the primary responsibility of the executive director to ensure the organization meets annual financial goals and generates an appropriate surplus without compromising the quality of the program, securing the school's long-term sustainability. The operations and finance directors will report to the executive director. Prior to 2017 the school will engage the services of an outside specialty consultant to provide fiscal management support.

The founding principal will be hired by the Board and the Founding ED, jointly, and report to the executive director. The instructional and non-instructional staff and any consultants will report to the principal. Instructional staff includes the assistant principal and instructional coaches that may be hired in the future.

The Principal and the Executive Director will determine specific responsibility for staff oversight and supervision on the basis of need and skill set.

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Response 11(a-d) – Personnel

(a) **Staffing Chart and Rationale**

	Number in Position					
	Year 1	Year 2	Year 3	Year 4	Year 5	
<b>Grades Served:</b>	<b>K-1</b>	<b>k-2</b>	<b>k-3</b>	<b>k-4</b>	<b>k-5</b>	
<b>Enrollment:</b>	155	249	349	449	549	
<b>Position</b>						<b>Notes</b>
Executive Director	1	1	1	1	1	
Principal	1	1	1	1	1	
Assistant Principal	0	0	1	1	1	
Director of Finance	0	0	0	1	1	
Director of Operations	1	1	1	1	1	
Admin Assistant	1	1	1	1.5	2	
Special Ed Coordinator	0.5	0.5	1.0	1.0	1.0	
Social Worker	0.5	1	1	1	1	
Guidance counselor	0	0	0	1.0	1.0	
Media Specialist	0.5	1	1	1	1	
Kindergarten	4	5	5	5	5	Assume 20:1 ratio plus 4 assistant teachers
1st Grade	4	4	5	5	5	Assume 20:1 ratio plus 2 assistant teachers
2nd Grade	0	4	4	5	5	Assume 25:1 ratio
3rd Grade	0	0	4	4	5	Assume 25:1 ratio
4th Grade	0	0	0	4	4	Assume 25:1 ratio
5th Grade	0	0	0	0	4	
ICT Section	2	3	4	5	5	One per grade, based on SPED enrollment plan
Spanish	1	1	1	2	2	Start with dual certified ESL/Spanish teacher
Gym/Yoga	1.0	1.0	1.0	1.0	1.5	
Art	1	1	1.0	1.0	1.0	
Music/Dance	1	1	1.0	1.0	1.0	
Science	0	0	0	1.0	1.0	Teach science in classroom until 3rd grade
SETTs k-2	1.0	1.0	1.0	1.0	1.0	
SETTS 3-5	0	0	1.0	1.0	1.0	
ESL	0	0	.5	.5	.5	See Spanish teacher, above
Assistant teachers	4	6	10	10	10	
<b>Total</b>	<b>24.5</b>	<b>33.5</b>	<b>46.5</b>	<b>57</b>	<b>63</b>	

ICS anticipates employing one lead teacher in each classroom. We will seek candidates who have at least three years of classroom experience, New York State teaching certification, and a Master's degree. Each

grade will have one ICT class, co-taught by a general education and a special education teacher. In addition to the above minimum qualifications, the special education teacher in the ICT class will have a special education certification.

ICS anticipates hiring assistant teachers who have less classroom experience to assist in grades k-2. (Our ability to fund this fully in the early years of our operations depends in large part on the cost of our lease. We will explore the use of AmeriCorps volunteers and specific fundraising to fill this need fully if we cannot fund it from our budget.)

As noted in Response 7, assistant teachers will receive training to lead small group instruction and individual tutoring as part of our Tier 2 and Tier 3 interventions.

We will also employ specialty teachers in such areas as science, art, music, Spanish, SETTS, and physical education.

We anticipate a rigorous application process for teaching candidates that includes: submission of resume and writing sample, phone interview, personal interview, video of a lesson, feedback from school leadership, and reference checks. The final hiring decision will rest with the school principal.

In 2017, ICS will hire an assistant principal. This employee will assist the principal while being trained and mentored by the Principal and Executive Director. Should ICS expand the assistant principal should be capable of leading his or her own school, or overseeing the k-5 program if ICS seeks to expand to 8<sup>th</sup> grade.

### **Job Descriptions and Qualification For Key Hires**

#### ***Executive Director***

The **Executive Director** ("ED") will serve as the school's chief operational officer. His/her primary responsibility is to ensure that the organization meets its academic and financial goals; educating children to high standards while operating in a fiscally prudent manner, securing the school's long-term sustainability and the potential for replication of the ICS model in other neighborhoods.

Reporting to the Board of Trustees, the ED will be responsible for the overall operations of the school, overseeing the work of the principal, who will be the day-to-day instructional leader of the school. The ED is equally accountable for academic performance goals but the principal (see description below) serves as the academic leader.

#### **Major Responsibilities**

##### *Academic Oversight*

- Safeguard and promote the school's mission and philosophy
- Ensure that the academic program is implemented and is aligned with the accountability plan goals
- In collaboration with the principal, ensure that the school's accountability plan goals are met
- Manage and develop the principal
- Ensure that curriculum development, implementation, and evaluation occurs on a regular basis

##### *Planning and Operations*

- Aid the Board in recruiting a principal. Collaborate with the principal to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
- Recruit, develop, and retain high performing individuals  
its mission

- Ensure that an effective performance management system is in place for all staff under his/her direct supervision
- Supervise creation of school computer systems, including classroom computers, data systems, and records management and reporting, telecommunications, etc.
- Assist principal with data analysis and oversee all reporting related to student performance
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Prepare and update, as appropriate, the employee handbook, health and safety handbook, and family handbook and ensure that all parties receive and acknowledge receipt of handbooks
- Establish and oversee compliance with the school's emergency and safety plans
- Oversee self ~~and all other school operations, including parent surveys~~
- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly-scheduled Board meeting
- Facilitate strategic planning with the Board of Directors
- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that appropriate strategies and practices are implemented to close these gaps

#### *Financial Oversight and Fundraising*

- Develop appropriate budget projections, in collaboration with outside support firm initially and CFO when that role is staffed.
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, and supervising the efforts of any outside firms hired to assist
- Ensure annual enrollment, retention and fundraising targets are met to ensure long-term financial sustainability
- In coordination with the Board, develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive charter school funding environment
- Work with the Board on fundraising, including (as appropriate) a capital campaign to secure and develop a permanent school site

#### *Facilities*

- Pursue appropriate temporary facilities for the school as needed
- Secure permanent site for school
- Oversee relevant planning, construction, and other activities to obtain permits for school site and occupancy
- Secure appropriate furnishing, materials, supplies, and equipment for school operations.

#### *Outreach and Collaboration*

- Develop and maintain effective relationships with the SUNY CSI, and oversee all aspects of charter renewal, review, and compliance
- Oversee the accreditation process and any related activities
- Represent the school as a leader in the New York charter school community in all advocacy efforts, as well as with community leaders to maintain support from the local community
- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Establish and maintain partnerships with community service organizations, businesses and local councils and resident
- Assist principal, as needed, in coordinating parent involvement and volunteering

#### *Communications*

- Maintain open lines of communication among parents, teachers, staff, community members, regulators, elected officials and other stakeholders. Resolve conflicts and disputes that may arise
- Oversee the school's website, email/list-serves, newsletter, and other means of communication with stakeholders
- Assist principal in coordinating parent education workshops, town hall meetings, and other fora to discuss the school's mission, vision, and operations with parents and other stakeholders

As indicated above, the executive director will engage the services of an outside firm to assist with budgeting and fiscal monitoring for the school during its first three years. At that point ICS will hire a Director of Finance who will take over those responsibilities, under the Executive Director's guidance. If the school is moving into its own building at that time, as is foreseen in some of the fiscal scenarios, the Director of Finance will assist the ED in monitoring that process and ensuring it is successful.

### Qualifications

The ideal candidate will have extensive experience (minimum of 15 years) in business management, fundraising, budgeting, government relations, communications, and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision maker and possess the ability to facilitate collaboration and teamwork. The ability to handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.

Experience with and knowledge of, educational policy are critical. The candidate must communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of ICS. Knowledge of New York education law, local and state government, and nonprofit funding environment are essential to success in this position.

The executive director must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative. A Master's degree in Business or Public Policy is preferred; bilingual candidates will be strongly encouraged to apply.

### ***Principal***

The principal will be the school's primary instructional leader. S/he will build and oversee an instructional leadership team that delivers extraordinary results. By the end of the charter term, this team will be comprised of an assistant principal, special education coordinator, social worker, guidance counselor, lead and specialty teachers.

### Major Responsibilities

- Staff Recruitment and Oversight: Recruits, hires, supports, and retains talented teaching staff and outside consultants to implement an educational program consistent with ICS's core philosophies, including developing children's background knowledge, embracing diversity and, building their character. Provide leadership and direction to all school staff members, ensuring the highest levels of teaching and learning occur consistently throughout the school.
- Instructional Leadership: Provides instructional leadership, coaching, and support to teachers who are working with a diverse student body, drawing on best practices and methods that ensure the proper amount of differentiation and support to ensure all students are performing at high levels and developing as critical thinkers. Provide guidance and support to teachers to improve

instruction. Via supervision of the Special Education and ELL Coordinators, monitoring and ensuring delivery of services to at-risk students. Mentoring and developing the assistant principal, when hired.

- Assessments and Data: Facilitates the use of a wide array of assessments that, together, judge the impact of ICS's instruction. Examines data from standardized measures such as nationally normed standardized exams, and New York State ELA, Math, and science exams. Uses multiple sources of data to refine instruction and improve student achievement by specific student groups, including gender, English language learner, and special education status. Links assessment data to professional development programs.
- Professional Development: Supervises and leads school-based teacher professional development (including a 2-3 week summer institute); Programs a complementary set of external professional development opportunities. Creates and supports ongoing professional development plans and opportunities for faculty.
- Student Academic Achievement: Takes responsibility for student academic achievement. Monitor and, where needed, improve the quality of all components of the curriculum including literacy, mathematics, history, science, social studies, and arts through targeted professional development.
- Management: Articulates a clear vision and goals; sets priorities and organize strategies, balancing detailed steps against the big picture to ensure successful project completion; Delegates decision-making and authority to increase his/her own effectiveness.
- Communication and Listening: Clearly articulates point of view, ideas and rationale , displays written and verbal skills to communicate clearly and concisely so she/he is understood by intended audiences; demonstrates poise, confidence and professionalism in diverse situations.
- Technology – collaborates with the Executive Director and Director of Operations to develop effective technology plans that support student learning, faculty management, and school culture
- Parent Engagement: Crafts a variety of programs and outreach efforts to educate parents and involve them in their children's schooling.
- Self-Awareness and Commitment to Ongoing Learning: Seeks feedback and takes action to develop personally and professionally; demonstrates humility and willingness to continually improve, Demonstrates awareness of impact on and perception by others; Commits to the growth and development of other adults

#### Qualifications

The successful candidate will be an experienced and innovative educator with exemplary academic and professional credential. With 10 or more years of progressive experience as an elementary teacher, coach and administrator, the candidate is intellectually aligned with ICS's beliefs about the importance of background knowledge and explicit phonics to children's emerging literacy.

He/she fundamentally believes that all students can learn and has a passion and relentless drive to ensure high academic achievement for every child regardless of background. To ensure this happens the successful candidate also possesses deep knowledge of teaching and learning, giving them the ability to distinguish outstanding teaching and provide credible guidance to improve instruction. Lastly he/she is strongly focused on goals and result, holding him or herself personally responsible for setting and achieving goals.

The candidate can point to multiple examples of their experience with effective practices for coaching and development for teachers. Their prior experiences also show their resourcefulness, flexibility, and entrepreneurial spirit, as well as their ability to build collaborative teams to achieve difficult goals. The candidate accurately identifies technical and interpersonal strengths and areas for development and reflects on his/her experiences to grow and develop.

- Exemplary oral and written communication skills

- Exemplary management and delegation skills
- A strong fit with and dedication to the ICS mission, goals, culture, and values,
- Strong interpersonal skills and the ability to thrive in a collaborative environment,
- Experience and comfort with sophisticated quantitative analysis,
- Commitment to understanding and using data to inform instruction,
- High standards for themselves, their staff, and their students,
- Great understanding of curriculum, lesson planning, and effective lesson delivery,
- Comfort with integrating technology into instruction,
- Ability to coach and move teacher practice,
- A combination of 8-10 years of elementary teaching and leadership experience, especially in an urban setting,

Key interview questions designed to the candidate's qualifications will include:

- Discuss/present/show evidence of your experience in raising student achievement.  
*Responses could include formative assessment data on a class, across a grade or a portfolio on 5-10 students tracking how they improved in a particular academic area as a result of an intervention or teaching method*
- Discuss the professional development session/series that had the greatest impact on your teaching/leadership and explain why. How did it ultimately change results for students in your purview?
- Which children's authors have you studied in depth? Which authors would you introduce to your students as your favorites? How will you work with your teachers so they understand the importance of having favorite titles, genres and authors?
- What are the most important mathematical concepts for K and Grade 1 students to master? To master by 5<sup>th</sup> grade? Why and how will these concepts lead to more complex mathematical understandings in upper grades/middle school? How will you help classroom teachers to understand and deliver against these expectations?
- Describe when collaborative leadership is needed and when authoritative leadership is needed. Why?
- Teachers present stories of difficult/disruptive students. Describe how you assess this situation and support both the teacher and the student.

### ***Special Education Coordinator***

#### Major Responsibilities

Provide instructional leadership and coordination for the special education program. S/he will assist in coordinating, developing, monitoring and evaluating the effectiveness of the Individualized Educational Plans (IEPs), including the management of outside providers working under RSAs and, as the school grows, any internally hired therapists or specialists. S/he will advise the principal regarding the special education program and will work to ensure that the needs of the school's special education students are met. Further, the special education coordinator will coordinate and deliver special education professional development for general education teachers, in addition to supporting all staff with curriculum modifications, instruction, and assessment for all students with special needs. Finally, the special education coordinator will act as a liaison between the school and CSD 13's Committee on Special Education.

#### Qualifications

The successful candidate will be a highly competent educator with special education certification who is committed to the education of children with special needs in an inclusive setting and is excited by the challenge of starting an innovative new school with a focus serving students from diverse backgrounds. The following qualifications are required:

- At least three years of special education teaching experience in an urban setting;
- Special education certification;
- Demonstrated leadership skills;
- An unwavering belief that given the right support and instruction all students, including students with special needs, can achieve at high levels;
- Commitment to continuous assessment of academic, social and behavioral progress in order to effectively plan and tailor instruction and other interventions to students' specific learning needs;
- Demonstrated ability to create a school culture of high expectations;
- Demonstrated ability to coach and work effectively with teachers to continuously improve their skills and build collaborative classroom environments.

### ***Social Worker***

#### Major Responsibilities

Assist students and their teachers in making academic progress by providing services that identify and address socio-emotional environmental issues that interfere with their education. Work with parents/guardians, teachers, and school leaders, and community-based resources to help children achieve a positive adjustment to school. The social worker conducts and analyzes psychosocial assessments to identify interventions, maintains appropriate records of students receiving services, provides professional development for classroom and special education teachers, and advises the leadership team regarding the needs of the school's at-risk students.

#### Qualifications

The successful candidate will be a highly competent social worker with certification who is committed to the education of children with higher needs in an inclusive setting and is excited by the challenge of starting an innovative new school with a focus on serving a diverse student population. The following qualifications are required:

- At least three years of experience as a social worker in an urban setting;
- MSW or equivalent academic qualifications;
- Demonstrated leadership skills;
- An unwavering belief that given the right support and instruction all students, including students with special needs, can achieve at high levels;
- Commitment to continuous assessment of academic, social and behavioral progress to effectively plan and tailor instruction and other interventions to students' specific socio-emotional needs;
- Demonstrated ability to create a school culture of high expectations
- Demonstrated ability to coach and work effectively with teachers to continuously improve their skills and build collaborative classroom environments.

### ***Assistant Principal***

#### Major Responsibilities

As our student population grows, the assistant principal will support the principal by assuming some of his/her responsibilities particularly for mentoring, observing, and professional development.

The responsibilities of the assistant principal will include, but not be limited to:

- Assists the principal in assessing instructional quality, mentoring staff and defining and delivering professional development in support of these goals.
- Assists in developing, planning, and implementing the school's curriculum in accordance with the school's Accountability Plan goals; recommends and administers policies and procedures; confers with staff on school related matters.
- Assists in developing the master schedule and adjusting the schedule to meet school, student, and staff needs; assists in planning, organizing, and administering pre-registration activities.
- Assists in maintaining a safe and orderly school environment; coordinates the safety of students participating in all extracurricular and after-school activities, including any scholastic and athletic field trips.
- Assists in the implementation of disciplinary policies and procedures related to student behavior and achievement; provide for student and parent due process in accordance with federal, state, and school system rules and regulations; ensure confidentiality of all student records.
- Facilitates the resolution of student, parent, and faculty concerns.

#### Qualifications

The successful candidate will be an ambitious educator with exemplary academic and professional credentials. With five or more years of progressive experience as an elementary teacher and coach, the candidate shares ICS's beliefs about the importance of background knowledge and explicit phonics to children's emerging literacy.

Like the principal candidate, he/she fundamentally believes that all students can learn and has a passion and relentless drive to ensure high academic achievement for every child regardless of background. The successful candidate's knowledge of teaching and learning is growing, increasingly giving them the capacity to distinguish outstanding teaching and provide credible guidance to improve instruction. Lastly he/she is strongly focused on goals and results, holding him or herself personally responsible for setting and achieving goals.

The candidate can point to multiple examples of their experience with effective practices for classroom instruction and professional development. Their prior experiences also show their resourcefulness, flexibility, and entrepreneurial spirit, as well as their ability to collaborate in achieving difficult goals. The candidate identifies many of his/her technical and interpersonal strengths and areas for development and can reflect on his/her experiences to grow and develop. He/she has a sense of humor.

#### ***Director of Operations***

##### Major Responsibilities

Under the direction of the Executive Director, the Director of Operations will oversee non-instructional operations and communications for the school. He/she will collaborate closely with school leadership and manage the administrative team within the school, as well as outside vendors. The responsibilities of the business operations manager will include, but not be limited to:

- Overseeing the work of the school's outside back office vendor. Working with the vendor to ensure financial stability, sound financial planning, effective asset management, and full compliance with government and charter audit requirements;

- Evaluating the vendor and reporting on performance to the ED; ensuring that the vendor performs all contractual obligations;
- Working with the vendor to develop the annual budget;
- Acting as human resources manager; maintaining HR files and records; refining and developing human resources policies for review by the ED;
- Establish employment files/database and ensure employment laws and regulations are followed.
- Ensure compliance with teacher certification regulations and staff and vendor criminal clearance.
- Revising staff manual as needed.
- Provide guidance to the Principal for staff disciplinary and termination actions.
- Perform staff exit interviews and recommend ways to use the feedback constructively.
- Preparing grant applications for foundation, state and federal grants and managing grant reporting; working with the ED to create and implement a long-term development plan; Working with outside contractors to manage day-to-day fiscal operation.
- Overseeing the school's facility; managing maintenance, renovation and construction;
- Overseeing technology needs and operations
- Recruiting, hiring, and training administrative & operations personnel—in coordination with the ED, including annual performance evaluation of administrative & operations personnel;
- Establishing effective data management systems (e.g. enrollment and admissions procedures and records; attendance procedures and records).
- Developing, modifying and implementing the school's student recruitment/outreach plan, in coordination with the ED and Principal;
- Coordinating with the DOE in such areas as required.
- Coordinating and supporting parent/family education and community events.
- Participating in the management of the school as a member of the Leadership Team
- Attending board meetings and working with trustees and committees to implement policies.
- Performing other tasks consistent with the goals and objectives of this position.

#### Qualifications

The successful candidate will be a highly organized, detail oriented, energetic operational leader who is committed to urban education and excited by the challenge of starting a new school. The following qualifications are required:

- At least a bachelors degree;
- At least four years of experience in financial and/or operations management preferably including experience in a non-profit organization;
- Strong interest in and commitment to education and academic achievement;
- Highly detail oriented;
- Strong organization skills, demonstrated ability to set and manage priorities while working in a fast-paced environment;
- Demonstrated ability to establish and maintain systems and procedures;
- Ability to work productively with others, including outside financial professionals, parents, community members and DOE employees,
- Sense of humor.

#### ***Director of Finance***

## International Charter School of New York Response to RFP

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Under the direction of the Executive Director, the Director of Finance will take over responsibility for financial operations from the Director of Operations and the outside support vendor. He/she will collaborate closely with school leadership and, as well as outside vendors.

Major Responsibilities will include, but are not be limited to:

- Maintain a General Ledger System and Chart of Accounts in accordance with Generally Accepted Accounting Principles.
- Ensure proper recording of all transactions in computerized accounting system.
- Prepare regular reports for the Executive Director and the Treasurer of the ICS Board of Trustees, including the preparation of monthly financial statements for presentation at the monthly board meetings.
- Manage the yearly closing process.
- Manage all financial audits and determine the need for an OMB Circular A-133 audit on a yearly basis.
- Coordinate tax filings with external accountants.
- Issue tax notices (1099's) to vendors and contractors yearly, as required.
- Implement accounting policies and internal control procedures.
- Prepare and monitor the annual budget.
- Process purchase order approvals and requests.
- Prepare reports for the NYS Education Department, the NYC Department of Education, and a range of governmental oversight agencies (compliance reports, annual reports, renewal application, program reports).
- Ensure proper documentation and implementation of government-funded grant programs (e.g. NCLB, e-rate).
- Establish minimum vendor requirements (e.g. insurance) and evaluate vendors and contractors to insure they meet the minimum requirements to work in the school.

### Legal/Compliance Matters

- Maintain contact between the school and legal counsel.
- Consult with legal counsel for employment and other compliance related matters.
- Work closely with the Executive Director to monitor and address compliance matters, including legal and governmental concerns.

### School-Wide Strategic Planning, Fundraising and Facilities Management Efforts

- Assist ED with fundraising efforts, including researching potential public/governmental funding sources.
- Develop programming and protocols as a member of the Leadership Team.
- Participate in Board of Trustees Finance and Facilities Committees.
- Manage the financial aspects of special grants and projects.
- Contribute financial and management perspective to school planning and operations.

### Qualifications

The successful candidate will be a highly organized, detail oriented, energetic operational leader who is committed to urban education and excited by the challenge of starting a new school. The following qualifications are required:

- Degree in Business and/or Management and at least five years of experience in a management/operations/finance role
- Experience in nonprofit setting preferred, experience in a school setting required.
- Expertise in accrual and cash accounting protocols
- At least three years of supervisory experience
- Demonstrated ability to implement policies and procedures
- Ability to work closely with diverse audiences including Board of Trustees, Funders, Instructional Leaders, Operations staff, vendors and other stakeholders.

***Lead Teacher***

Major Responsibilities will include, but are not be limited to:

- Maintaining and expanding their expertise in the subject area(s) they teach,
- Developing lesson plans aligned with the school's curriculum that ensure the attainment of state learning standards,
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis,
- Providing direct and indirect instruction,
- Attending, participating in, and assisting in the development of professional development programs,
- Creating long-term and short-term plans to address individual student needs,
- Preparing students for all required assessments,
- Evaluating student progress,
- Using data effectively to improve instruction and student learning,
- Creating an inviting, exciting, innovative learning environment,
- Engaging in effective and appropriate classroom management,
- Serving students with special education, English language learner ("ELL"), or gifted needs equally well, and
- Performing other appropriate duties, as deemed appropriate, by the principal.

Qualifications

The successful candidate will be a highly organized, detail oriented, energetic individual who is committed to urban education and excited by the challenge of starting a new school. The following qualifications are required:

- At least a bachelors degree;
- New York State certification (preferably)
- At least two years elementary school teaching experience, preferably in an urban school system;
- Demonstrated ability to engage students and deliver effective instruction,
- Commitment to understanding and using data to inform instruction,
- Strong belief in the ability of all children to succeed;
- Dedication to the ICS mission, culture, and values,
- Highly detail oriented;
- Strong organization skills, demonstrated ability to set and manage priorities while working in a fast-paced environment;
- Intellectual curiosity;
- Excellent oral and written communication skills,

- Belief in one's ability to grow professionally; desire to do so
- Sense of humor.

### ***Assistant Teacher***

#### Qualifications

The successful candidate will be a highly organized, detail oriented, energetic individual who is committed to urban education and excited by the challenge of starting a new school. The following qualifications are required:

- At least a bachelors degree;
- Prior teaching experience, preferably in an urban school system;
- Commitment to understanding and using data to inform instruction,
- Strong belief in the ability of all children to succeed;
- Dedication to the ICS mission, culture, and values,
- Highly detail oriented;
- Strong organization skills, demonstrated ability to set and manage priorities while working in a fast-paced environment;
- Intellectual curiosity;
- Excellent oral and written communication skills,
- Belief in one's ability to grow professionally; desire to do so
- Sense of humor.

Assistant teachers will provide assistance to lead teachers and individualized tutoring to meet students' needs. Associate teachers' responsibilities shall include, but not be limited to:

- Maintaining and enriching their expertise in the subject area(s) they teach,
- Assisting a lead teacher,
- Providing tutoring in both one-on-one and small group settings to meet individual student needs,
- Attending, participating in, and assisting in the development of professional development programs,
- Administering assessments to evaluate student progress,
- Checking student homework assignments,
- Monitoring student behavior in the cafeteria, play yard, and hallways,
- Performing general administrative duties for lead teachers,
- Serving as advisors to students, and
- Performing other duties, as deemed appropriate, by the principal.

### ***Specialty Teachers***

Specialty teachers will teach classes in science, the arts, chess, or physical education. Specialty teachers also include special education teachers. Their responsibilities shall include, but not be limited to:

- Maintaining and expanding their expertise in the subject area(s) they teach,
- Developing lesson plans aligned with the school's curriculum that ensure the attainment of state learning standards,
- Coordinating lesson plans with other teachers to reinforce student knowledge on an interdisciplinary basis,
- Providing direct and indirect instruction,
- Creating long-term and short-term plans to address individual student needs,
- Preparing students excellently for all required assessments,
- Evaluating student progress,
- Using data effectively to improve student instruction,

- Creating an inviting, exciting, innovative learning environment,
- Engaging in effective and appropriate classroom management,
- Serving as advisors to students,
- Addressing instruction outlined in a student's Individualized Education Program (if applicable), and
- Performing other duties, as deemed appropriate, by the principal.

**(b) School leadership and Management Structure**

Explain the management structure of the school, including;

- Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;
- If the education corporation would work with a management organization, an explanation of the relationship between employees of the education corporation and that organization; and,
- Evaluation procedures and processes for staff in management positions.

As noted above, the **Executive Director** ("ED") will serve as the ICS's school leader. His/her primary responsibility is to ensure that the organization meets its academic and financial goals; educating children to high standards while operating in a fiscally prudent manner, securing the school's long-term sustainability.

Reporting to the Board of Trustees, the ED will be responsible for the overall operations of the school, overseeing the work of the principal, who will be the day-to-day instructional leader of the school. The ED is equally accountable for academic performance goals but the principal serves as the academic leader.

The principal will be the school's primary instructional leader. S/he will build and oversee an instructional leadership team that delivers extraordinary results. In particular the Trustee will seek candidates with a well-developed sense of what good teaching looks like, so that in his/her role as instructional coach, the Principal can help teachers grow professionally.

The Board of Trustees has not hired either of these individuals. The positions are advertised on the ICS website already and the founding team has begun conversations with local universities to make them aware of our potential needs.

If our application is approved, the leadership recruitment plan is to first hire an Executive Director ("ED"). Among the ED's first priorities will be to hire a principal and coordinate this search with the Board Chair, Daria Rigney, and such other trustees as she may designate.

Qualified candidates for these two key positions will be sourced through various methods, including major and niche job board websites, educational career fairs, local universities and the Board's own personal networks. The best candidates will be contacted for an initial phone screening by Mrs. Rigney, Mr. Maya or Mr. Pondiscio.

Qualified candidates for the ED role will be interviewed by the Officers of the Board of Trustees, who will make a recommendation to the Trustees as a whole. Upon a majority vote of the Trustees, and receipt of an unqualified background check, an offer will be made to the successful candidate. Our goal is to hire this candidate by July 2014, dependent on CSI approval of our application.

Qualified candidates for the Principal's job will be interviewed by the Board's Accountability and Data committee and the Executive Director. The Board Chair and the ED will recommend a candidate to the Trustees as a whole for their approval. Upon a majority vote of the Trustees, and receipt of an unqualified background check, an offer will be made to the successful candidate. Our goal is to hire this candidate by September 2014, dependent on CSI approval of our application.

**Staff Participation in Priority Setting**

ICS aspires to create an inclusive process for setting management priorities.

Because New York State's General Municipal Law ICS prohibits teachers from serving as trustees of the school ICS will consider creating a principal's council to allow staff to provide advice and feedback to the principal around day-to-day activities of the school in a timely manner.

The principal's council would not be a decision-making body, but would offer the principal feedback from the school community that will be one of many data points used to inform his/her decisions.

Led by the principal, the principal's council would be comprised of two elected family council co-chairs and two elected teacher representatives (see below)

In addition, the principal may invite other stakeholders to participate in the principal's council (PC) at his/her discretion and with the intent of ensuring a diverse and engaged council. These additional members may include representatives from standing family council committees (fundraising, outreach/family support, communications, room parents), grade-level representatives and/or other stakeholders, as needed. The PC will meet quarterly, or at a frequency determined by the principal.

The ED will not participate in PC meetings or activities unless expressly asked to do so. The principal will be responsible for reporting on the activities of the PC to the Board of Directors. In the event that the principal is unable to report on the activities of the principal's council, a representative may be invited by the Board Chair to provide a report on the activities of the council.

The ED will have final authority in all matters related to the school's setting of priorities and organizational decisions. The ED and the principal will work collaboratively to make all decisions in the best interests of the students and the school as a whole.

Since the PC is not a governing body or committee of the school or Board, its meetings and activities are not covered by New York's Open Meetings Law. Nonetheless, the principal, or a designee of the principal, will share any substantive concerns, questions, or comments from the PC meetings with the Board during open session. To the extent feasible, the principal will ensure that the meetings are open to, and inclusive of, all segments of the school community.

**(c) Staff Recruitment and Retention**

Describe the qualifications required for the school leader, including:

- The process and criteria the school has, or will use, to select the school leader;
- Who has been, or will be involved in the selection process; and,
- The role of any CMO/EMO/ or partner organization (if any) in the selection process.

Describe how the school will recruit and retain all other staff, particularly high quality teachers, including:

- The process, policies and procedures to recruit and hire teachers and other staff; and,
- The strategies to retain high quality teachers.

The School Leader's qualifications are given in Response 11(a), above, and are incorporated here by reference. The process by which the school leader will be hired is described in Response 11(b), above, which is incorporated here by reference. No outside organizations will be involved in the selections process.

All Other Staff

Qualified candidates for these teaching and staff positions will be sourced through various methods, including major and niche job board websites, educational career fairs, local universities and the Board's own personal networks. The best candidates will undergo initial phone screening by either the ED or the Principal, depending on the role.

The principal will observe and critique teaching candidates as they teach a demonstration lesson and perform sample tasks such as teacher evaluations and lesson critiques.

The Principal, assisted by the ED or selected Trustees if needed, will review instructional data from successful candidates' current school, looking in particular for evidence of student learning growth. If possible, the Principal (and ED, if needed/requested) will visit their school to see first-hand what they have created. For successful candidates, references will be checked, and a background /license check conducted prior to extending an offer.

The principal will have final authority to hire and fire staff members. The Executive Director and the Board will assist the principal by attracting, screening, and recommending for hire the strongest candidates for teachers, school leaders, and other school personnel.

During the course of the application/interview process, ICS will seek the following qualifications and attributes:

- Relentless commitment to academic excellence,
- Dedication to the ICS mission, culture, and values,
- Great understanding of curriculum, lesson planning, and effective lesson delivery,
- Comfort with integrating technology into instruction,
- Ability to coach and move teacher practice,
- Relevant teaching experience, preferably in an urban setting,
- Demonstrated ability to engage students and deliver effective instruction,
- Commitment to data-driven instruction,
- High level of organization and resourcefulness,
- Prior success,
- Excellent oral and written communication skills,
- College degree, advanced degrees, certifications, and/or
- Recommendations from previous employers.

#### STRATEGIES TO RETAIN HIGH QUALITY TEACHERS

Our primary strategy for retaining high quality teachers is to maintain high standards and offer meaningful opportunities for professional development and growth.

To achieve this we will build a collaborative environment for growth and development. Through our selection of coherent, comprehensive and well-scaffolded curricula we expect we will empower teachers to focus on individualizing instruction to the needs of their students. ICS teachers will be active employees, engaged with and invested in the school and its students. They will participate in shared reflection, problem solving, and planning with the school leadership in weekly professional development meetings, professional development workshop days throughout the year, and in individual meetings between faculty members and school leaders.

Apart from a competitive salary, well-funded health insurance and annual raises, we will provide teachers with important indicators of their professional status like business cards, school-funded smart phone plans, and meal allowances.

If our budget allows, ICS hopes to create a long-term financial incentive plan to reward teachers who deliver consistent, high-quality instruction and encourage them to make their career at ICS. The ED and Principal would develop such a plan, involving cash bonuses that would vest over a period of years, and

present it to the Trustees for approval. Such a plan will be highly dependent on the percentage of our budget which has to be used for facility rent or purchase, and thus cannot be detailed at this time.

High performing teachers will also have opportunities for more responsible roles in growing the school, such as grade team lead, instructional coach, and assistant principal.

While the principal has the power and skill to make tough decisions and lead the team, teacher input and leadership is expected at all levels of decision making. Should a teacher's performance fall short of expectations, ICS will develop a performance improvement plan and give the teacher extra support and attention for the duration of the plan and after its conclusion.

Response 11(d) – Personnel Policies

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## Professional Environment

### School Background

The International Charter School of New York (“ICS”) is a nonsectarian public school of choice that operates with freedom from many of the regulations that often apply to district public schools. The ICS Mission is to prepare children from diverse socio-economic backgrounds for a lifetime of engaged citizenship in their city, their country and the world.

Our charter is a performance contract with The Charter School Institute of the State University of New York (“CSI”) that details the school's mission, program, goals, students served, methods of assessment, and the ways in which we will measure success. Following our initial five-year approval, CSI may renew the school's contract.

We are accountable to CSI for producing positive academic results and adhering to the charter contract. Our accountability plan, which is incorporated into our charter, requires that at least 75% of all students who are enrolled in at least their second year at ICS achieve scores of at least ‘proficient’ (at or above level 3) on the New York State exams given to 3<sup>rd</sup>-8<sup>th</sup> graders. ICS prepares a report of student assessment results and our progress towards meeting the accountability goals set forth in the school’s accountability plan every August. A copy of the Accountability Plan is included as Appendix A.

[note that Appendices referenced in this response will be developed as part of the school's pre-opening plan and are not included in this application]

### General Professional Expectations

At ICS, we regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance of each one of our employees. You should treat all students, teachers, staff, administrators, volunteers, and family members, with respect. All situations present opportunities to learn and grow and we expect you will embody this philosophy in your approach to your work at ICS.

Our students' families and the members of our community are important partners in the life of the school. Involved parents and engaged communities are leading indicators of a school (and of students ) who will succeed. We partner with our parents to support our students at home and in school. We will provide (and welcome your suggestions for) opportunities to engage ICS with our broader Brooklyn community.

At ICS we expect that teachers, parents, students and staff collaborate and learn from one another as they create an atmosphere of academic achievement and security that encourages innovation and experimentation. Intellectual risk-taking (and mistakes) are recognized as an element of the learning process.

This handbook contains policies covering many foreseeable situations. But ultimately you have been hired because of our confidence in your judgment and our expectation that you will use it wisely. When encountering a situation in which you are unable to check our written policies, or the ICS policies are unclear, we expect you to ask yourself, “Is my proposed action in the children’s best interest?” and act accordingly. The administration will excuse your reasonable actions under this policy, even if they are ultimately determined to be violation of ICS written policies. Obviously repeated instances of failure to learn and follow ICS policies, or bad judgment, can lead to termination of employment.

2014-2015 Academic Calendar

A copy of the current academic calendar is included as Appendix B.

Staff Directory and Organizational Chart

The Staff Directory and a school organizational chart are included as Appendix C.

Board of Trustees

ICS's legal governing body is our Board of Trustees. The Board hires the Executive Director and oversees his/her work in leading the life of the school, setting policies as appropriate. The Board also works in committees and undertakes special projects. Trustees are available to the Executive Director and other staff as needed, to support school success.

A copy of the Trustees By-Laws is included as Appendix D and the list of current Board members is included as Appendix E.

Board of Trustee meetings are governed by New York State's Open Meetings Law. This requires that the meetings be publicly posted and be open to the public. Minutes from the meetings are posted after they are approved and all meeting materials are public record. ICS also is subject to the New York State Freedom of Information Law. A copy of the school's policy for disclosing documents covered under the law is posted in the school office and can be found as Appendix F.

**General Terms of Employment**

Equal Opportunity Employer

The International Charter School of New York ("ICS") is an equal opportunity employer. It is ICS's policy to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, medical condition, marital, citizenship, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

ICS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual who is an applicant or an employee to comply with applicable laws, unless undue hardship would result.

Any applicant or employee who requires an accommodation to perform the essential functions of the job should contact the Principal or Executive Director and request such an accommodation. You should specify what accommodation is needed to perform the job. ICS will identify the barriers that interfere with your equal opportunity to perform the job. ICS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable, allows you to fulfill your assigned duties, and will not impose an undue hardship on the school's operations, ICS will make every effort to allow the accommodation.

At-Will Status Employment

ICS's general policy is that all employees are employed at-will for an indefinite period. Accordingly, either ICS or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

Nothing contained in the employee Handbook, employment applications, ICS memoranda or other materials provided to employees in connection with their employment shall require ICS to have "cause" to terminate an employee or otherwise restrict ICS' right to terminate an employee at any time for any reason. Statements of specific grounds for termination set forth in the employee Handbook or elsewhere are not all-inclusive and are not intended to restrict ICS' right to terminate at will.

No ICS representative is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with ICS that are not consistent with ICS' policy on "at will" employment, other than the ICS Board of Directors.

This policy shall not be modified by any statements contained in the employee Handbook or employee applications, ICS memoranda, or other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create neither an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

#### *Work for Hire*

All works an employee creates or conceives of, in connection with such employee's employment with ICS are, and are intended to be, "Works Made for Hire" for ICS within the meaning of the United States Copyright Act of 1976, as amended from time to time, and for all other purposes, and all rights therein, including, but not limited to, copyright, shall belong, and are intended to belong, exclusively to ICS. Employees shall execute a separate agreement that sets forth their obligations regarding intellectual property created by them in more detail if requested by ICS.

#### Staff Categories

##### *Teachers*

ICS will follow the guidelines established in the No Child Left Behind Act of 2001 as it pertains to the "highly-qualified" requirements of our staff. As required by law, teaching staff must be certified. However, teachers-in-training who are working toward certification and others with specialized and appropriate experience may also be retained if their skills and abilities will further the educational mission of ICS and if they are in the process of securing a credential.

##### *Teaching Assistants*

Teaching assistants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

##### *Other Staff and Consultants*

While they do not require New York teaching credentials, all other staff and consultants must demonstrate the abilities necessary to carry out their responsibilities effectively.

## Hiring, Compensation and Benefits

### Hiring Requirements for Faculty and Staff

All applicants must complete an application for employment even if they have a resume. A copy of the Employment Application is included as Appendix G.

Our hiring process includes the following additional mandatory components:

- Two references checked, credentials verified, qualifications confirmed
- Documentation of employment eligibility-proof of identity and legal authority to work in the United States
- A physical exam and a tuberculin test (included as Appendix H)
- Fingerprinting and a criminal background check and clearance (see details below)
- Candidates sign a letter confirming the offered position

Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S., will result in the individual not being hired or the job offer being rescinded.

### *Job Descriptions*

A list of job descriptions for staff is included as Appendix I.

### *Hiring Relatives*

Relatives of ICS employees who are interested in and qualified for available positions will be reviewed through the regular interview process. They cannot be considered for a position where there is a potential for conflict of interest (e.g. where there is a direct reporting relationship).

### *Fingerprinting and Criminal Background Check*

Passing a fingerprint and criminal background check is a condition of employment for all ICS faculty (including substitute teachers) and staff (including temporary staff).

Parents/Community Classroom Volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of ICS to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. This policy and practice is consistent with those required of public schools within the district. Instructional volunteers who may have both regular and unsupervised access to children at ICS must be fingerprinted and have a criminal check completed on their backgrounds.

There is no exception to this policy. Employment is conditional until clearance is received.

### *Employment Applications*

Any misstatement, falsity, or material omission contained within an employment application may be grounds for the immediate termination of employment or rescission of an offer of or consideration for employment.

#### *Orientation for New Staff*

While the orientation of a new staff member is the responsibility of the Principal or ED, every staff member should be welcoming and helpful.

The Director of Operations will arrange for the new faculty or staff member to have:

- a discussion of benefits and payroll and opportunity to fill our appropriate forms;
- a review of the Policy and Procedures Manual;
- a tour of the school and introduction to staff;
- an introduction to the telephone and e-mail system;
- an introduction to safety/emergency and fire procedures at the school.

A copy of the Safety Plan is contained in Appendix J.

#### *Employee Files*

The school maintains employee files that contain resumes, employment applications, copies of state certification(s), references, performance reviews, and benefits information.

It is the employee's responsibility to keep the Principal or his/her designee advised of changes that should be reflected in the employee's personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable ICS to contact the employee should the change affect one's other records.

The employee has the right to inspect certain documents in his/her personnel file, as provided by law, in the presence of an ICS representative, at a mutually convenient time. No copies of documents in the employee's file may be made with the exception of documents he/she has previously signed. The employee may add his/her comments to any disputed item in the file. ICS will restrict disclosure of all personnel files to authorized individuals on a strict need-to-know basis. ICS administrators will restrict access to individual personnel files and ensure that the files are maintained in a safe, secure and restricted area away from other files accessible by staff and administrators. In the case of teacher files, the Principal shall maintain the individual personnel files in the office of the Principal, for non-teaching staff, the files shall be maintained by the ED or Principal, in their respective office, depending on to whom the individual staff member reports. A request for information contained in a personnel file must be directed to the ED or Principal. Only the ED and COO are authorized to release information about current or former employees.

ICS will not make employee files available to a third party except as required by law (e.g., a subpoena or order from a court, government agency or similar authority). If permissible ICS will inform employees of such requests from third parties.

#### Faculty and Staff Compensation

The Executive Director will propose a salary schedule in accordance with the terms of the Charter and the ICS annual budget, and present them annually for approval to the ICS Board of Directors.

### *Employment Status*

Each ICS employee will be classified as either "Staff" or "Hourly."

In general, Staff employees are exempt from overtime pay, and Hourly employees are not. Whether an employee is exempt or not will be determined on a case-by-case basis and will be indicated in the employee's job description. Staff Employees are compensated on a flat salary basis, and their compensation is not affected by the number of hours they work. Employees classified as Hourly are eligible for overtime pay according to applicable state and federal guidelines.

Employees are also categorized as either "full-time" or "part-time." Policies and benefits described herein may vary depending on whether the employee is full-time or part-time. Those categorizations are defined as follows:

**Full-time employees** are those employees who are regularly scheduled to work 40 or more hours per week (either throughout the calendar year, or during the academic year only). Generally, they are eligible for the employment benefit and leave programs provided by ICS, subject to the terms, conditions, and limitations of each benefit program, as described later in these policies.

**Part-time employees** are those employees who are regularly scheduled to work fewer than 40 hours per week. Part-time Employees may be assigned a work schedule in advance or may work on an as-needed basis. As described later in this handbook, part-time employees receive legally mandated benefits and leaves, but they generally are not eligible for all of ICS's other employment benefit and leave programs. The Executive Director or his/her designee must approve changes from part-time to full-time status.

### *Schedule*

ICS's hours of school operation are 7:30 a.m. to 4:00 p.m. Monday through Friday. All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Employees will be assigned a work schedule during the hours of school operation. To accommodate the needs of the school, it may be necessary to change individual work schedules on either a short-term or long-term basis.

To modify one's schedule, the employee should request the change with the ED or Principal. They or their designee must approve all schedule changes or modifications.

### *Meal and Rest Breaks*

ICS provides all employees with meal and rest breaks according to applicable laws. Currently, Hourly employees working a shift of between 5 and 10 hours on any given workday must take a 30-minute meal break. Hourly employees may not "work through lunch" to arrive late or leave early or to work extra time. An Hourly employee working a shift of 6 hours or less may waive this meal period if both ICS and the employee consent to the waiver in writing in advance.

An Hourly employee working a shift of 4 hours or more also is given a 10-minute paid rest break per every 4 hours worked. In practical terms, this means that an Hourly employee who works over up to 8 hours in one day is given two 10-minute rest breaks, while one who works 8 hours or less is given one 10-minute rest

break. Employees should make every effort to take their rest breaks. Rest break time is not to be combined with meal break time. Employees who work less than 4 hours in a day are not entitled to a rest break.

#### *Timekeeping Procedures*

All Hourly employees must record their actual time worked on an ICS timesheet for payroll and benefit purposes. Hourly employees must record the time work begins and ends, as well as the beginning and ending time of each meal period on a daily basis. Hourly employees must also record any departure from work for any non-work-related reason.

It is each employee's responsibility to sign time records to certify the accuracy of all time recorded. Any errors on timecards should be reported immediately to the ED or his designee, who will attempt to correct legitimate errors. Altering, falsifying, and tampering with time records, or recording time on another employee's time record is prohibited and subject to disciplinary action, up to and including termination of employment.

#### *Overtime*

Both Staff and Hourly employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. ICS will attempt to accommodate individual schedules. The ED or Principal must authorize all overtime work for which additional compensation is to be paid in advance. ICS provides compensation for all overtime hours worked by hourly employees in accordance with state and federal law as follows: For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. The workday begins at 12:01 a.m. and ends at midnight twenty-four (24) hours later. Workweeks begin each Sunday at 12:01 a.m. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Payment for overtime is computed based on actual time worked. Only those hours that are actually worked are added together to determine an employee's overtime pay.

If you are uncertain about your status or the amount of premium pay, if any, you are eligible to receive for overtime work, please contact the Director of Operations.

#### *Paydays*

Paydays are scheduled on the fifteenth and last day of each month. Any errors in checks should be reported immediately. Teachers are paid on a ten-month schedule of August through May; all other salaried staff will be paid on a twelve-month schedule. Hourly employees will be paid on the fifteenth and last day of the month during any months that they work.

#### *Withholding*

ICS is required by law to withhold Federal Income Tax, New York State and City Income Tax, Social Security (FICA), and State Disability Insurance from each employee's paycheck as follows:

1. Federal Income Tax Withholding: The amount is statutory and varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The amount is statutory and varies with the number of exemptions the employee claims and the gross pay amount.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by ICS. This does not apply when eligible employees participate in STRS.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability. The amount deducted is statutory.
5. New York City Income Tax Withholding: The amount is statutory and varies with the number of exemptions the employee claims and the gross pay amount.

The employee may change the number of withholding allowances he/she wished to claim for Federal Income Tax purposes before any pay period by filling out a new W-4 form and submitting it to the ED or his/her designee.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the COO and to fill out a new W-4 form.

At the end of the calendar year, a withholding statement (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

#### *Wage Attachment and Garnishment*

Under normal circumstances, ICS will not assist creditors in the collection of personal debts from its employees. However, if required by law, ICS will withhold part of an employee's earnings.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If ICS is presented with a garnishment request either the ED or the Principal, as appropriate, will discuss the situation with the employee.

#### Benefits

ICS will provide a comprehensive medical, dental and vision insurance plan for eligible employees and their eligible dependents based on an annual allowance to be used to cover a company sponsored-plan, participation in a spouse's/domestic partner's plan or purchase of individual coverage.

An "eligible employee" is one who has a normal work schedule of at least 40 hours per week and is not employed on a temporary, substitute, or 1099 basis.

An "eligible dependent" has one of the following relationships with an eligible employee: lawful spouse; domestic partner; unmarried child under age 19 (natural or legally adopted) of the employee or the employee's enrolled spouse; or unmarried child (between 19 and 24) who is a full-time student and qualifies as a dependent for Federal Income Tax purposes.

For employees who choose coverage other than a company-sponsored plan, the allowance used to cover those premiums will be considered as taxable income to the employee and will be reported as such on the employee's W2. The amount of the annual allowance will be set each year as part of the annual budget approved by the ICS Board of Directors.

*Medical Insurance*

Medical coverage is provided to eligible staff through a leading health insurance company that offers a in-network and out-of-network plan. ICS pays for a percentage of the premium for individual employees and their dependents. If you decide not to take health insurance coverage, you will be required to sign a waiver to that effect.

Medical coverage begins on the first day of the month following your date of hire.

A summary description of your benefits is included as Appendix K. For a detailed explanation of medical coverage, see your member handbook issued to you by the insurance company.

*Dental Insurance*

A dental plan is provided by the school. ICS pays a percentage of the premium for individual employees and their dependents.

*Short-Term Disability Insurance*

Employee may be eligible for short-term disability insurance, as required by law.

This insurance is designed to provide income for you when you are absent from work for more than seven (7) calendar days due to non-occupational illness, injury or pregnancy-related disability.

The benefits are calculated as a percentage of salary, currently to a maximum of \$170 each week, for up to 26 weeks of disability.

If you should become disabled, please provide the Principal or the Director of Operations with a written notice from your doctor, stating the nature of the disability and your expected date of return to work.

ICS will continue to provide medical insurance coverage for employees on authorized disability leave for the first six months of disability. During the time that you are disabled we require that you stay in touch with the Principal to keep him/her informed of your condition and to make plans to return to work. After the first six months have passed, we will evaluate your prognosis, and with you and your doctor determine a course of action.

You must inform the Principal or ED when you are able to return to work. Upon return, a doctor's certificate stating that you are physically able to return to your normal duties is required. We reserve the right to require a physical examination by a physician of the School's choice prior to your return to work.

*Long-Term Disability Insurance*

Long-term disability insurance is intended to provide eligible employees with a continuing source of income after three consecutive months of total disability. Full-time employees are eligible for coverage after one month of employment. The benefit is calculated at 60% of your salary up to a maximum of \$3,500/month.

#### *Workers' Compensation*

On-the-job injuries may be covered by our Workers' Compensation Insurance Policy. If you are injured on the job, no matter how slightly, report the incident immediately to the Director of Operations, who will file a report. We ask for your assistance in alerting the Administrative Assistant or the Director to any condition in the building that could lead or contribute to an accident.

#### *Life Insurance, Accidental Death & Dismemberment Insurance*

Full-time, regular employees qualify for life insurance coverage paid for by the school.

Life insurance coverage equals two times your salary, up to \$150,000 maximum. Accidental Death and Dismemberment Insurance coverage is in an amount equal to the life insurance coverage.

Coverage begins the first of the month after start date.

Additional information concerning life insurance coverage may be obtained from the Director of Operations.

#### *Retirement Plan (401k)*

ICS has established a 401(K) Plan for the exclusive benefit of all eligible employees and their beneficiaries. Summary details of the plan are included as Appendix L.

#### *TransitCheks/Metro Cards*

TransitChek vouchers are available to all employees on a semi-monthly basis and allow individuals to deduct their costs from their paychecks on a pre-tax basis.

The vouchers are offered under the following guidelines:

- A pre-tax payroll deduction for the purchase of TransitChek Vouchers will be taken from each paycheck.
- Vouchers are distributed with each paycheck.

You are required to sign for your Voucher each month. Should your voucher be lost, misplaced or stolen we are not able to provide you with another one. Please see the Director of Operations for more details or to enroll in this benefit.

Metro Cards are available to all employees on a monthly basis. The cards will be distributed to each employee with their first paycheck of the month and will be placed in the employee's mailbox. Should your voucher be lost, misplaced or stolen we are not able to provide you with another one. Please see the Director of Operations for more details or to enroll in this benefit.

*Making Changes to Personal Information*

Changes in personal information, beneficiaries, address, etc. should be given in writing to the school's Office Manager for inclusion in your personnel file.

*Holidays*

Full-time employees will receive time off with pay at their normal base rate if they are scheduled to work on any of the ICS-observed holidays listed below. If the holiday falls on a weekend, ICS will designate either the Friday or the Monday adjacent to the weekend as a paid day off.

- New Year's Day
- Martin Luther King, Jr.'s Birthday
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve Day
- Christmas Day
- New Year's Eve Day

*(Note that employees who work only during the academic calendar, such as teachers, are not scheduled to work during many of the above-listed holidays, and therefore are not eligible for Holiday pay if worked)*

*Vacation*

*Accrual*

Full-time employees other than teachers are eligible to accrue and take paid vacation. Eligible employees accrue 10 days of paid vacation per year during the first five years of employment, 15 days per year during the sixth through tenth years of employment, and 20 days of vacation per year thereafter. Vacation is accrued on a pay period basis (i.e., a full-time employee accrues .416 vacation day per pay period during the first five years of employment, .625 days per pay period during the six through tenth year of employment and .8333 days per pay period thereafter). Vacation days will not accrue during any unpaid leave of absence.

Teachers' vacations are the same as school vacations, and include the Christmas Break, Spring Break, and Summer Break. Part-time and temporary employees do not qualify for paid vacation time.

*Vacation Accrual Cap*

Eligible employees may accumulate a maximum of 1.5 times the number of days they are eligible to accrue during the year of employment. If the employee reaches this vacation cap, the employee shall not accrue additional vacation time until he or she uses vacation time such as to reduce the amount of accrued unused vacation time below the cap. At this point, the employee will resume earning vacation time, prospectively, until he or she again reaches the vacation cap. For example, an employee in their third year of employment

may accumulate up to 15 vacation days. Once they have accumulated 15 days, they will no longer accrue additional days until they use the existing vacation days that have been accumulated.

*Compensation for Vacation*

Vacation days can be taken in full-day increments only. Employees will receive pay at their normal base rate for vacation days taken. Full-time, hourly employees will be paid for vacation based on an 8-hour workday. An eligible full-time employee who has accrued vacation days may not receive pay in lieu of vacation except upon termination of his/her employment, at which point any accrued but unused vacation time will be paid.

*Vacation Approval and Scheduling*

Requests for vacation must be approved in advance. In the event that two (2) or more employees have requested vacations covering the same period and may not be absent simultaneously, preference shall ordinarily be given to the employee with the greater length of service. Employees should make every attempt to schedule vacations during school holidays.

*Sick Leave and Personal Days*

ICS provides paid sick leave and personal days to full-time employees for periods of temporary absences.

Full-time employees are allowed ten sick days and five personal days per year. For teachers, a year is defined as September 1 – June 30. For non-teachers, the year is defined as July 1 – June 30. For any staff hired after the start of their respective year, the number of sick and personal days available for that year will be prorated to reflect the portion of the year that they are working (i.e. a teacher hired on Feb 1<sup>st</sup> would receive 5 sick days and 2.5 personal days for the period Feb 1 – June 30). Sick days will carry over from one academic year to the next, personal days will not carry over. Sick leave will not accrue during any unpaid leave of absence.

*Compensation for Sick Leave/Personal Days*

Eligible employees may take sick leave in half-day or full-day increments. Employees will receive pay at their normal base rate for any sick leave taken. For example, a full-time, Hourly employee will be paid sick leave based on an 8-hour workday for a full-day leave, and four-hours pay at his or her hourly rate for a half-day leave. No employee may receive pay in lieu of sick leave, and employees will not receive pay for unused sick leave and/or personal days that have expired at the end of the academic year (per the accrual policy above) or upon termination of their employment.

*Use of Sick Leave*

Sick leave may be used for personal illness, injury, or disability. It is not intended as a substitute for vacation or other personal days off. Eligible employees are permitted to use their accrued sick leave to care for an ill child (including a biological, foster, or adopted child, a stepchild, or legal ward of the employee), parent (including a biological, foster, or adoptive parent, stepparent or legal guardian), spouse, or domestic partner.

Time off for medical and dental appointments will be treated as sick leave. Employees may not use sick time until it is accrued.

ICS retains the right to request verification from a licensed health care practitioner for any absence due to illness, injury, or disability. Sick pay may be withheld if a satisfactory verification is not timely received.

#### *Requesting Sick Leave*

Eligible employees should call in to either the ED or Principal, as appropriate, as soon as they are aware that they are unable to report to work. ICS requests that employees attempt to provide at least 2 hours notice except in extraordinary circumstances.

#### *Coordination of Sick Leave Benefits with Other Benefits*

When employees exhaust sick leave, additional time off for illness or injury will be charged to personal days and then accrued vacation. Time off in excess of sick leave, personal days, and vacation will be without pay. ICS will pay accrued sick leave benefits on behalf of an eligible employee during the normal waiting period, if applicable, before the employee is paid workers' compensation benefits pursuant to the applicable state and federal law governing industrial injury or illness. Similarly, ICS will pay sick leave benefits during the normal waiting period, if applicable, before the eligible employee is paid benefits from either state unemployment disability or other insured unemployment disability plan. It is the employee's responsibility to apply for any disability benefits for which he or she may be eligible as a result of illness or disability, including New York State Disability Insurance, workers' compensation insurance, and/or any short-term disability insurance benefits for which the employee qualifies.

#### *Replacement*

Because ICS is a small organization and every employee is a vital link in the school's operations, serious illness or other leaves of absence may necessitate replacement, at least on a temporary basis, of the missing employee.

#### *Use of Personal Days*

Personal days are to be used for personal business that cannot be transacted after working hours for certain compelling circumstances. Employees must obtain prior approval of their supervisor before taking a personal day. In the event of an emergency the school office should be notified as soon as possible so that arrangements for coverage can be made.

In addition to vacation, sick leave, personal days and holidays, ICS makes available to eligible full-time employees the leaves of absence described below. All employees may be entitled to take certain other leaves as required by law, some of which also are described below.

#### **Family or Personal Illness Leave**

While is not legally required at present to extend job-protected leave to our employees (because we have a staff of fewer than 50 people), we provide a family and medical leave program similar to those of larger organizations, as follows:

If you have been employed at ICS for at least one year and have worked at least 1,250 hours during the prior twelve months, you are entitled to take up to twelve weeks of unpaid leave in a twelve month period for

the following reasons: family obligations relating to the birth, adoption or foster care placement of a child, the serious illness of a child, dependent, domestic partner, parent or your own serious health condition. The 12-month period in which leave may be taken will be calculated by measuring forward from the date the employee's first family/medical leave begins (for example, an employee who takes a leave beginning on February 1, 2015 will be entitled to a total of 12 weeks of leave in the period from February 1, 2015 to January 31, 2016). The right to take a leave for a child's birth or an adoption ends 12 months after the birth or adoption.

Eligible employees with a spouse, child or parent on active duty or call to active duty status in the Armed Forces, including the National Guard or Reserves, deployed to or in support of a contingency operation in a foreign country may use their 12 weeks of leave to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions and attending post-deployment reintegration briefings.

Our family and medical leave policy also includes a special leave that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces (or a veteran who was a member of the Armed Forces at any time during the five (5) years preceding the date on which the veteran undergoes medical treatment, recuperation or therapy for a serious illness or injury), including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of active duty (or existed before the beginning of the service member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces), that may render the service member medically unfit to perform his or her duties of the service member's office, grade, rank or rating and for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

During a leave, employees are required to concurrently use half of their accrued and available paid sick leave, personal and vacation days, as applicable. The employee may elect to apply any remaining paid leave time to the family/medical leave period or take the remainder of such leave on an unpaid basis.

For purposes of this policy, a "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves:

- any period of incapacity or treatment in connection with or consequent to inpatient care (i.e. an overnight stay) in a hospital, hospice, or residential medical care facility;
- any period of incapacity requiring absence from work, school, or other regular daily activities of more than three calendar days that also involves continuing treatment by a health-care provider;
- continuing treatment by a health-care provider for a chronic serious health condition that requires periodic visits for treatment by a health-care provider, continues over an extended period of time, and may cause incapacity;
- any period of incapacity due to pregnancy or prenatal care; or
- any period of permanent long-term incapacity due to a condition for which treatment may not be effective requiring the continuing supervision of a health-care provider.

*Advance Notice*

An employee requesting a leave pursuant to this policy must submit a written leave request to the Principal at least 30 days before the date the leave is expected to begin. ICS recognizes that unexpected

emergencies can arise where it is not possible to provide 30-days' notice of the intended leave. In such situations, employees are expected to provide as much advance notice as possible.

#### *Certification*

In cases where an employee is requesting a medical leave because of his or her own serious health condition or that of a spouse, child, or parent, we reserves the right to require you to submit written medical certification, verifying the need for the leave. We, at our own expense, may require you to obtain a second opinion from a health-care provider designated and approved by ICS. If this opinion conflicts with the first opinion, ICS, again at its own expense, may request a third opinion from a health-care provider mutually agreed upon by both of us. The third opinion will be binding on both parties.

We also reserves the right to require certification from a covered military member's healthcare provider if you are requesting military caregiver leave and certification in connection with military exigency leave. Thus, for example, employees may also be required to provide proof of the circumstances supporting the need for military family leave.

#### *Intermittent and Reduced-Schedule Leave*

Leave time may be taken intermittently (or on a reduced-schedule basis) whenever the leave is medically necessary to care for a seriously ill family member, or because the employee is seriously ill and unable to work. Intermittent leave can be granted for the birth or adoption of a child if the employee and employer agree it upon. Leave due to qualifying exigencies may also be taken on an intermittent basis. If the need for intermittent leave is based on planned medical treatment, the employee is responsible for scheduling the treatment in a manner that does not unduly disrupt school operations.

When an employee requests intermittent leave or reduced-schedule leave, we reserve the right to transfer the employee temporarily to an alternative position that better accommodates recurring periods of absence. The position to which the employee is transferred will be equivalent in pay and benefits to the one that the employee held prior to the transfer.

#### *Reporting While on Leave*

Employees on leave under this policy must make periodic reports to ICS concerning their status and intent to return to work. Such reports must be made whenever there is a change in status or, in any event, every two weeks.

#### *Return-to-Work Certification*

All employees taking medical leave to care for their own serious health condition will be required to submit a fitness-for-duty certification signed by their health-care provider before returning to work, stating that the employee is able to resume his or her position.

#### *Restoration of Position and Benefits*

While on leave, medical and dental and life insurance coverage will continue as long as the employee pays his/her portion of the employee premium. (Arrangements for these payments should be made prior to going on leave) Failure to report to work after such leave will result in the employee's obligation to reimburse ICS for all medical insurance premium expenses we incur during such leave, unless the employee is unable to

return to work a result of his or her health condition or other circumstance beyond his or her control. No contributions can be made to the 401K Plan. An employee on family or medical leave is not entitled to the accrual of seniority or sick days, vacation, or holidays during the period of leave except expressly stated herein, or as otherwise provided by law.

At the conclusion of an employee's medical or family leave, the employee will be returned to the position that he/she held prior to taking the leave, subject to the terms, limitations and exceptions provided by law. If the position is not available, the employee will be placed in a position that is equivalent in pay, conditions, and other terms of employment to the employee's prior position, subject to the terms, limitations and exceptions provided by law.

#### *Special Rules for Instructional Employees*

Under the FLMA special rules are applicable to "instructional employees" employed in primary and secondary schools. This term is defined to include only those employees whose principal function is to teach and instruct students, thereby excluding auxiliary personnel such as counselors, administrators, and curriculum specialists who do not have teaching responsibilities, and clerical, custodial, and cafeteria employees. An instructional employee who seeks a leave based on planned medical treatment, may be required to make an election, if the employee would be on intermittent leave for more than 20 percent of the total number of working days in the period over which the leave would extend. The employee may be required to choose between: (1) a leave for a period of time not to exceed the duration of the planned medical treatment, or (2) a temporary transfer to an available alternative position.

An instructional employee who begins a leave of at least three (3) weeks duration more than five (5) weeks before the end of a term may be required to extend the leave through the end of the academic term, if his/her return would otherwise be within a three-week period before the end of such term. If an instructional employee takes a leave of at least two (2) weeks duration that commences during the five (5) weeks before the end of the term, and that is for a reason other than his or her own serious health condition, and if the employee would otherwise return to work during the last two (2) weeks of the term, the employee may be required to continue the leave through the end of the term.

If an instructional employee takes a leave of at least five (5) working days duration that begins during the last three (3) weeks of the term, for a reason other than his or her own serious health condition, the employee may be required to extend the leave until the end of the term.

If an instructional employee is required to extend his or her leave to the end of the school term after the employee is ready and able to return to work, the additional leave will not count toward the employee's twelve-week FMLA allowance.

#### *Personal Leave of Absence (Non-Family/Medical Leave)*

Absences and leaves are disruptive to the education process. Therefore requests for personal leaves of absence should be significant enough to justify disruption of that process. Requests for leaves will be reviewed on a case-by-case basis and the decision to approve or deny a request will depend upon the operational needs of the school at the time of the request.

Personal leaves are unpaid and depending on the nature of the request, the duration of the leave, etc. a determination will be made as to whether or not the same or equivalent position can be held. Requests for

leaves must be made in writing to the Principal, at least 30 days in advance of the date of the leave, stating the reason for the leave, the proposed duration of the leave and the documentation to back up the request.

The ED, in consultation Board of Trustees, will consider the request.

#### *Military Leave*

Employees whose participation in the armed forces services or other military duty is mandatory will be granted time off without pay. Employees may elect to substitute accrued vacation days (pursuant to ICS's Vacation policy) during any unpaid leave due to military duty.

Employees should inform their supervisor of any military obligations as soon as they know the required dates of service. If requested, employees must furnish a copy of any official orders or instructions.

Upon return from an excused military leave, the employee will be reinstated to his or her former position, or another position, to the extent required by applicable law.

#### *New York State Military Leave*

An employee who leaves a non-temporary position at ICS to perform military service will be restored to that position or to a position of like seniority, status and pay, unless our circumstances have so changed as to make it impossible or unreasonable to do so. Restoration depends upon the satisfactory completion of the following requirements: (1) the employee is still qualified to perform the duties of the position; (2) a certificate of completion of military service is presented; and (3) application for reemployment is made within 90 days after being relieved from service.

Job protection is also afforded to persons on temporary military duty (annual training). These employees must apply for reemployment within 10 days of completing the temporary duty. Reemployment rights are also available to any person who leaves employment to perform initial full-time training duty or initial active duty in the U.S. forces, except that application for reemployment must be made within 60 days. Similar job protections are afforded to members of the reserves or organized militia who are discharged or suspended by ICS because of membership and apply for reemployment within 10 days after discharge or suspension.

Those restored to positions are considered as having been on a leave of absence during the period of military service, they will be restored without loss of seniority, and they are entitled to participate in insurance or other benefits to the same extent others on leave are.

Nothing contained in or omitted from this Manual shall be deemed a limitation upon or waiver of any of our rights under USERRA or applicable state laws regarding military leave, all of which are expressly reserved.

Additional information regarding military leaves may be obtained from the Director of Operations.

#### *Breastfeeding Breaks*

ICS provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's nursing child for up to three years following the birth of the child. We will make a reasonable effort to provide the employee with the use of a private location in close proximity to the employee's work area for such break time. Discrimination, harassment and retaliation against an employee who chooses to express breast milk in the work place is strictly prohibited.

*Bereavement Leave*

Employees who regularly work 20 or more hours per week may be granted up to three (3) days of paid bereavement leave if they suffer the loss of an immediate family member. This time may also be used for handling death-related personal affairs. The employee may also be granted up to one full day of paid leave to attend the funeral of a relative who is not in the employee's immediate family.

Employees who work less than 20 hours per week are entitled to unpaid leave to attend the funeral of an immediate family member or other relative.

Any employee who requires more than three (3) days of bereavement leave must submit receive written approval from the ED or Principal prior to the taking of any leave.

*Jury or Witness Duty*

Regular full-time and part-time Hourly employees will be excused from work for required duty as a juror or witness, but this time shall be unpaid.

All employees should notify their supervisor immediately when they receive notice to report for jury or witness duty. Employees must show proof of jury or witness service.

*Assistance For Victims Of Domestic Violence*

An employee who is the victim of domestic violence will be given a reasonable amount of time off without pay to obtain court relief and obtain other assistance to help ensure the health, safety, or welfare of the employee or the employee's children. The employee may elect to substitute personal days or accrued vacation time (pursuant to ICS's policies) for such leave.

Employees must provide ICS with as much notice as reasonably possible for such time off. Employees also must provide satisfactory documentation of the need for such leave, as may be required by ICS.

**Standards of Conduct**

**Equal Employment Opportunity Policy**

As an Equal Opportunity Employer, our policy and practice is to employ, retain, promote, terminate and otherwise treat all employees and job applicants on the basis of merit, qualifications and competence. We apply this policy and provide equal employment opportunity to all qualified persons without regard to an individual's race, color, creed, religion, gender, gender identity, age, marital status, sexual orientation, national origin, veteran status, citizenship status, genetic predisposition, actual or perceived disability, or any other characteristic protected by federal, state or local law. In compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641, 34 C.F.R. § 106.9) ICS will not discriminate on the basis of gender.

We ensure that all Human Resources policies, programs and practices, including but not limited to: recruitment, hiring, compensation, training, promotion, demotion, transfer, lay-off, and termination, are administered without regard to the above-named characteristics.

*Americans with Disabilities Act*

As part of our Equal Employment Opportunity policy and to comply with the Americans with Disabilities Act (and all other federal, state and local laws protecting the rights of individuals with disabilities), we do not discriminate against qualified, disabled individuals based upon their disability. Consistent with this policy, ICS is committed to:

- Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual's right to privacy and confidentiality to the extent possible; and
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

It is generally an employee's responsibility to inform ICS of his or her need for a reasonable accommodation.

It is against ICS policy to retaliate against an individual who reports a possible violation of this policy and/or participates in the investigation into an alleged violation of this policy. Appropriate disciplinary action up to and including termination of employment will be taken against any individual found to have violated this policy. (see process below)

#### *Policy on Harassment*

ICS is committed to creating a workplace and school environment in which all individuals are treated with respect and dignity. ICS expects that all relationships among persons in the workplace and in the classroom will be free of bias, prejudice, and harassment. ICS specifically prohibits harassment of any kind, whether verbal, physical or visual, that is based on an individual's race, color, religion, national origin, ancestry, age, physical or mental disability, marital status, medical condition, sex, pregnancy, childbirth, or related medical condition, sexual orientation, veteran status or any other category protected by state or federal law.

This policy applies to all staff, and, pursuant to the policy, ICS will not tolerate harassment, discrimination, or retaliation, whether engaged in by or directed at supervisors, co-workers, contractors, students, parents or visitors.

Employees are expected to show respect for one another in the workplace (defined as any place in which ICS business is conducted, including the school site itself) and not make statements or engage in behaviors that can be reasonably construed as offensive to any individual or groups. This policy also prohibits harassment in the workplace based on any of the above-listed characteristics. Impermissible harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of any of the above-listed characteristics and/or that:

- has the purpose or effect of creating an intimidating, hostile, or offensive work environment;
- has the purpose or effect of unreasonably interfering with an individual's work performance; or
- otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts, including acts purported to be "jokes" or "pranks"; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of his or her membership in one of the above-referenced groups. It is also against our policy to discriminate against or

harass an individual because of his or her association with someone who is a member of one of those groups.

Any employee who believes that a violation of this policy may be occurring or may have occurred is urged to report the relevant facts immediately to the Executive Director. If the complaint concerns the conduct of the ED (or the individual is otherwise uncomfortable taking such complaint to the Principal), the relevant facts should be reported immediately to the Board of Trustees, who will take the matter up with the Grievance Committee of the Board. All such reports will be investigated promptly, with an effort made to keep the source as confidential as practicable. (see Grievance Process, page 42. Alleged violations of civil rights can be disputed using the process outlined on page 21,)

### *Prohibited Conduct*

Prohibited conduct includes unwelcome verbal, physical, and/or visual conduct that creates an intimidating, offensive, or hostile working/classroom environment or that interferes with work/class performance. Harassing conduct can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures, or cartoons regarding the victim's sex, race, color, national origin, religion, age, physical or mental disability, ancestry, marital status or any other category protected by applicable federal or state law.

Sexually harassing conduct in particular may include all of these prohibited actions, as well as other unwelcome conduct, such as requests for sexual favors, conversation containing sexual comments, and unwelcome sexual advances. Sexual harassment can be by a person of either the same or the opposite sex. Conduct constitutes sexual harassment when (1) submission to the conduct is made either an explicit or implicit condition of employment; (2) submission to or rejection of the conduct is used as the basis for an employment decision; or (3) the harassment interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

All such harassment, regardless of form, violates ICS's policies, which may subject the harasser to disciplinary action up to and including termination. The harassment also may violate state and federal laws, which may subject the harasser to personal liability for such conduct. Harassing behavior is unacceptable in the workplace itself, in the classroom, in other work-related settings such as professional conferences, school-related social events, and other ICS-related circumstances.

### Complaint Procedure

Any incidents of harassment, including work-related harassment by any ICS personnel or any other person, should be immediately reported to the ED or Principal. Anyone who receives a complaint or who observes harassing conduct should immediately inform the ED. Prompt reporting of any harassing conduct enables ICS to respond rapidly and take appropriate action, and helps ICS maintain an environment free of harassment for all employees.

Every reported complaint of harassment will be investigated by ICS thoroughly, promptly, and objectively. During the investigation, ICS will maintain employees' confidentiality to the extent reasonably possible. If the investigation confirms a violation of this policy, ICS will take appropriate disciplinary action up to and including termination.

If you believe your complaint is handled inappropriately you may contact ICS Trustee's Grievance Committee at (insert email address). ICS Trustee Emma Lindsay is the only person with access to this email account. Ms. Lindsay will ensure the Grievance Committee considers the complaint.

You may also file a discrimination complaint with the Office for Civil Rights/U.S. DHHS/26 Federal Plaza, Ste 3313/New York, NY 10278. The telephone number is (212) 264-3313 or (212) 264-2355 (TDD); the fax number is (212) 264-3039. To file a complaint of discrimination concerning funded food programs, write to USDA, Director/Office of Civil Rights/1400 Independence Avenue S.W./Washington D.C. 20250-9410. You can also call (866) 632-9992 (voice) or (800) 877-8339 (TDD).

### *Retaliation*

ICS will not tolerate retaliation against any employee for making a good faith complaint about harassment, or for cooperating in an investigation, proceeding, or hearing on a complaint.

Retaliation is itself a violation of this policy and should be reported immediately to the Principal or ED. Anyone who receives a complaint of retaliation or who observes retaliation is required to report it to the Principal or ED. ICS will promptly investigate any such complaint. Any person who engages in retaliatory conduct towards any employee who cooperated in an investigation or made a good faith complaint will be subject to discipline, up to and including suspension without pay and/or termination.

#### Workplace Violence

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect ICS or that occur on ICS property or in the conduct of ICS business off ICS property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in ICS operations, including, but not limited to, ICS students, parents, personnel, contract workers, temporary employees, and anyone else on ICS property or conducting ICS business off ICS property. Violations of this policy, by any individual, will lead to disciplinary and/or legal action as appropriate.

Workplace violence includes threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation, or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of ICS property; defacing ICS property or causing physical damage to the facilities; and, with the exception of security personnel, bringing weapons or firearms of any kind on ICS premises or while conducting ICS business. No workplace violence of any kind will be tolerated by ICS.

#### *Enforcement/Complaint Procedure*

Any person who engages in a threat or violent action on ICS property may be removed from the premises as quickly as can be done safely or as required, at ICS's discretion, to remain off ICS premises pending the outcome of an investigation of the incident.

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, student, parent, visitor, or anyone else, he or she must immediately notify the ED or the Principal. Further, employees should notify their supervisor of any restraining order in effect, or if a potentially violent nonwork-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be investigated promptly and thoroughly. In appropriate circumstances, ICS will inform the reporting individual of the results of the investigation. To the extent feasible, ICS will maintain the confidentiality of the reporting employee. However, ICS may need to disclose information in appropriate circumstances (for example, to protect individual safety). ICS will not tolerate retaliation against any employee who reports workplace violence.

If ICS determines that workplace violence has occurred, ICS will take appropriate corrective action and may impose discipline on offending employees, up to and including suspension without pay and/or termination.

#### Punctuality and Attendance

ICS expects all employees to report to work on a reliable and punctual basis. Absenteeism, early departures from work, and late arrivals burden fellow employees, students, and ICS. If an employee cannot avoid being late to work or is unable to work as scheduled, her/she must call the school office as soon as possible.

Employees are expected to report to work as scheduled, on time and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for meal periods or when required to leave on authorized school business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and should be avoided. Excessive absenteeism may lead to disciplinary action, and if uncorrected, to termination of employment.

**Personal Appearance and Conduct**

Employees are expected to wear appropriate, professional clothing for the nature of the school and the type of work performed. Employees are expected to report to work properly groomed, maintain good personal hygiene, and a professional appearance that sets a good example for ICS students.

Examples of inappropriate clothing include, but are not limited to, jeans, tee shirts, crop, tank, or halter tops, shorts, flip flops, low-riding pants or skirts that expose the employee's underwear, sweatpants, pajamas, fishnet stockings, short skirts and low-cut blouses. Exceptions to this policy for events such as field trips or dress-down days will be communicated to employees.

*Smoking*

All ICS buildings are smoke-free facilities.

**Drug-Free Environment**

To further its interest in avoiding accidents, to promote and maintain safe and efficient working conditions for its employees, to protect the school, school grounds, equipment, and operations, and in compliance with government requirements, ICS has established this policy concerning the use of drugs. As a condition of continued employment with ICS, each employee must abide by this policy.

This policy applies whenever the interests of ICS may be adversely affected, including when an employee is on ICS premises and/or conducting or performing activities on behalf of ICS (regardless of location).

Employees who suspect they may have alcohol or drug problems, even in the early stages, are encouraged to voluntarily seek diagnosis and follow through with any treatment as prescribed by qualified professionals. Employees who wish to voluntarily enter and participate in an approved alcohol or drug rehabilitation program are encouraged to contact the ED or Principal, who will determine whether ICS can accommodate the employee by providing unpaid leave for the time necessary to complete participation in the program. Participation in a rehabilitation program will not necessarily shield employees from disciplinary action for violations of this policy.

*Illegal Drugs*

An "illegal drug" is any drug or substance that is not legally obtainable, is legally obtainable but has not been legally obtained, or has been legally obtained but is being sold or distributed unlawfully. Any employee who uses, possesses, purchases, sells, manufactures, distributes, transports, or dispenses any illegal drug will be subject to discipline up to and including suspension without pay and/or termination. "Possesses" means that the employee has the substance on his or her person or otherwise under his or her control. Any employee who is under the influence of any illegal drug will be subject to discipline up to and including suspension without pay and/or termination.

### *Legal Drugs*

A "legal drug" is any drug, including any prescription drug or over-the-counter drug, that has been legally obtained and that is not unlawfully sold or distributed. Any employee who abuses a legal drug will be subject to discipline up to and including suspension without pay and/or termination. "Abuse of a legal drug" means the use of any legal drug for any purpose other than the purpose for which it was prescribed or manufactured, or in a quantity, frequency, or manner that is contrary to the instructions or recommendations of the prescribing physician or manufacturer. Any employee who purchases, sells, manufactures, distributes, transports, or dispenses any legal prescription drug in a manner inconsistent with law will be subject to discipline up to and including suspension without pay and/or termination. Any employee who works while impaired by the use of a legal drug will be subject to discipline up to and including termination suspension without pay and/or whenever such impairment might (1) endanger or threaten the safety of the employee, students or some other person; (2) pose a risk of significant damage to ICS property or equipment; or (3) substantially interfere with the employee's job performance or the efficient operation of the school or ICS equipment.

ICS recognizes that employees may be prescribed legal drugs that, when taken as prescribed or according to the manufacturer's instructions, may result in their impairment. Employees may not work while impaired by the use of legal drugs if the impairment might endanger the employee, students or someone else, pose a risk of significant damage to ICS property, or substantially interfere with the employee's job performance. If an employee is so impaired by the appropriate use of legal drugs, he or she may not report to work.

Nothing in this policy is intended to prohibit the customary and ordinary purchase, sale, use, possession, or dispensation of over-the-counter drugs, so long as that activity does not violate any law or result in an employee being impaired by the use of such drugs in violation of this policy. Furthermore, nothing in this policy is intended to diminish ICS's commitment to employ and reasonably accommodate qualified disabled individuals. ICS will reasonably accommodate qualified disabled employees who must take legal drugs because of their disability.

### *Disciplinary Action*

A first violation of the Drug-Free Environment policy will result in immediate termination whenever the prohibited conduct causes injury to the employee, a student, or any other person, or endangered the safety of the employee, student, or any other person.

In circumstances other than those described in the above paragraph, ICS may choose not to terminate an employee for a first violation of this policy. In addition to termination, disciplinary action for a violation of this policy can include, but is not limited to, suspension with or without pay and/or counseling.

### *Criminal Convictions*

Employees must notify ICS of any conviction under a criminal drug statute within five (5) days after any such conviction. As required by federal law, ICS will notify any federal agency with which it has a contract of any employee who has been convicted under a criminal drug statute for a violation occurring in the workplace.

### *Confidentiality of Drug Use Disclosures*

Disclosures made by employees to the ED or Principal concerning their use of legal drugs will be treated with due regard to confidentiality and will ordinarily not be revealed to others unless there is a work or

school-related reason for doing so. Disclosures made by employees concerning their participation in any drug or alcohol rehabilitation program will be treated confidentially to the extent legally permitted.

### Confidentiality

Information about ICS, its employees, students, families, suppliers, and vendors is to be kept confidential and divulged only to individuals within ICS with both a need to receive and authorization to receive the information. If in doubt as to whether information should be divulged, err in favor of not divulging information and discuss the situation with the ED or Principal.

Confidential information includes, but is not limited to: financial records; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other information on students, vendors, and suppliers; programs, trade secrets, and any other documents or information regarding ICS's operations. Confidential information may not be removed from ICS premises without express authorization.

Employees are required to preserve the confidentiality of social security numbers of school personnel and only disclose them for legitimate or necessary business purposes. The school has safeguards necessary and appropriate to preclude unauthorized access to this information in its operations manual. All staff with access to the social security numbers of school personnel must follow the school's disclosure prevention procedures contained in the school operations manual.

Confidential information obtained during or through employment with ICS may not be used or disclosed by an employee, except as required by their job. Employees must also maintain the confidentiality of confidential information following termination of employment. ICS reserves the right to seek all legal or equitable remedies to prevent impermissible use of confidential information or to recover damages suffered due to the impermissible use of confidential information.

As noted below employees must enter into written agreements confirming their understanding of ICS's confidentiality policies. Failure to adhere to the school's confidentiality policies can lead to immediate termination.

#### Confidentiality Policy for Student Records

As ICS serves a diverse socio-economic population, special care needs to be given to safeguarding the economic or education status of students we serve. Every precaution should be taken to ensure that information identifying a student as eligible for the Federal Free & Reduced Lunch program is kept confidential at all times. Only those staff members with a legitimate need to know should be provided with this information.

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. "Personally identifiable information" means information that includes: (a) the name of the child, parent or other family member; (b) the address of the child; (c) a personal identifier number (such as the child's social security number or student number); or (d) a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they

have been given clearance by the Principal and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times.

FERPA and IDEA contain important procedures to ensure the confidentiality of student records. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. Requests for access to student files from parents/guardians, their representatives or others must be made in writing and handled by the Principal and Administrative Assistant pursuant to the school's FERPA policy.

If in doubt about either the confidentiality of any record, or the legality of disclosing information (including to other personnel within the school), employees should consult with their supervisor (who in turn may consult with the school's counsel) before disclosing any student or employee information.

A copy of our Confidentiality Policy is found in Appendix M. As an employee, you are required to sign this document before gaining access to any student records.

#### *Family Educational Rights and Privacy Act (FERPA)*

FERPA is a federal law that establishes measures to appropriately protect the accuracy and security of student education records. At the beginning of each school year, ICS will send a letter home with each student informing his/her parents/guardians of their rights under the statute. These rights are the right to inspect and review their child's education records; request the amendment of any education records that they believe are inaccurate or misleading; consent to disclosures of personally identifiable information contained in the student's education records; and file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

Parents/guardians who wish to review their child's educational records should submit a written request to the Director that identifies the record(s) they wish to inspect. The Principal will make arrangements for access within 45 days and notify the parent/guardian of the time and place where the records may be inspected.

Parents/guardians who wish to request that a record be changed should write the Principal, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the Principal decides not to amend the record as requested, the Principal will notify the parents/guardians of the decision and advise them of their right to a hearing regarding the request for amendment. The Principal will provide the parents/guardians with additional information regarding the hearing procedures.

#### **Records of Access to Student Records**

The Office Manager maintains student records in a secured central location in the school office. S/he also maintains Records of Access of each student that list all individuals and organizations that have requested and/or obtained access to a student's education records and indicates the legitimate interest each had in obtaining access to the records. These records do not reflect those ICS faculty members who have a legitimate interest in obtaining such access because they instruct, or provide services to the student. These records also do not reflect parents requesting records of their children or any party seeking access pursuant to a secret order/subpoena of a grand jury or other law enforcement subpoena.

Staff may keep student education records in their classrooms as long as they are secured (protected by lock).

*The Individuals with Disabilities in Education Act (IDEA)*

The IDEA requires a free and appropriate public education for disabled students and also requires additional safeguards for records relating to students with disabilities. Many of the safeguards overlap with those contained in FERPA, however, it is important to note that parents/legal guardians of disabled children have an explicit right to have a representative inspect and review their child's school records. In addition, parents/legal guardians of disabled children have the right to obtain explanations and interpretations of their children's education records so long as such requests are reasonable. When a parent/legal guardian requests such records, it must be provided no later than 45 days from the date of the request. If the request is connected to a meeting of a committee on special education (CSE) or to an IDEA related due process hearing, the school must provide the requested record prior to such meeting or hearing, or within 45 days, whichever period is shorter.

Extraordinary care must also be taken to ensure the confidentiality of all information related to the assessment for, or provision of, special education services. Access to Individual Educational Plans (IEPs) is on a strict need-to-know basis and any staff accessing a student's IEP must sign the IEP folder in and out and ensure its confidentiality while in his/her possession. Parents, volunteers, Board Members and staff that do not have a need to know this information are prohibited from accessing this information under any circumstances.

Lastly, student records are not to be shared with/accessed by anyone other than authorized school staff members or the student's parents/legal guardians. Parent volunteers working in the school office are not allowed to access individual student records for any reason.

Exceptions

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is an ICS employee such as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); an ICS Trustee; a person or company contracted to ICS to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, ICS can disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

**Student Assessment**

ICS uses assessment data to modify and adapt our educational program and instruction to meet the needs of all out students, regardless of their ability levels, and to challenge students according to their skill level. ICS staff will have access to a variety of assessment tools to measure students' mastery of subjects and the effectiveness of the curriculum and our teaching. Class and individual student progress is analyzed and documented for the staff, school leadership and Board. Teachers identify and work closely with those children who are struggling as well as those who are excelling in specific areas. Assessment data also is analyzed to inform the school about specific curricular areas that may need further development and identify professional development needs.

### ***Formative Assessment***

Standardized interim assessments in math and reading administered during the school year provide teaching staff and administrators with formative and timely feedback about student achievement and the effectiveness of the scope and sequencing of the curriculum. Teaching staff will administer formative assessments as directed by the principal, their grade team lead teacher, or other staff. Among the formative assessments We expect to use NWEA's Measures of Academic Progress (MAP) and the Strategic Teaching and Evaluation of Progress (STEP) program from the Urban Education Institute (UEI) at the University of Chicago to help teachers better monitor early reading progress of students.

### ***NYS Assessments***

New York State requires a number of assessments at various grade levels and for specific populations of students, including tests of English Language Arts, Math, Science and New York State Identification Test for English Language Learners (NYSITELL) and New York State English as a Second Language Achievement Test (NYSESLAT).

Data from these assessments can help us to group students by abilities and identify areas of strengths and weaknesses. Our Board of Trustees, the Charter School Institute, and external stakeholders will use these data to inform their judgment of our success in meeting the terms of our charter agreement. These data will also inform the Principal's assessment of individual teacher and staff performance. (see Performance Evaluation, below)

### ***Informal Teacher Assessments***

Teachers will use a variety of other formative assessments to assess learning such as unit tests, teacher-designed tests and quizzes, rubrics, anecdotal notes and checklists. Teachers use the results from these assessments to plan future lessons. These results are analyzed at weekly grade level meetings and used to differentiate instruction. Information discerned from these materials also is communicated to parents/guardians during conferences or at scheduled meetings.

### ***Special Needs Assessments***

Special education teachers document academic improvements made by students who have Individualized Education Plans (IEPs). Teachers who provide special support services to these students document their progress four times a year on the page six of the IEP. The special education teachers meet with classroom teachers twice monthly to discuss progress of students with IEPs. As required, a conference is held each year to conduct an Annual Review with parents and a member of the CSE of students' IEPs where goals, progress, test modifications and promotional criteria are updated. In addition, the school reports the results in its Adequate Yearly Progress report.

### ***Communicating Student Achievement***

ICS will share student progress with parents and guardians during a fall and winter conference and via the end-of-year report cards. Report cards will include a narrative section that communicates anecdotal data beyond those assessed using a numerical scale. In addition to report cards, families of students with IEPs receive progress reports on a quarterly basis.

Our Promotion in Doubt ("PID") process provides parents and guardians and students with early warning that a child may be at risk for failure and enable the school and family to work together to prevent academic failure and retention. While informal discussions happen as part of our Response to Intervention process, the formal process begins after reports cards are distributed in January. Families are notified in writing and they meet with the Principal and appropriate staff members. The purpose of the meeting is to discuss the concerns related to the student's performance and involve parents/guardians in planning interventions for the student who is in jeopardy of being retained. A PID conference form is completed and submitted to the Principal. In May, a teacher will reschedule a meeting with the parents/guardians if there is still a concern about a student's ability to meet the grade level goals by the end of the school year.

#### Special Education and ELL Support Services

The Special Education Coordinator manages and coordinates the Special Needs Program to assure the success of at-risk students and students with specific learning disabilities (SLDs). Whether you teach children with SLD's or not, it is important that you understand that roughly 80% of students who are eventually identified with a specific learning disability (SLD) are described as reading disabled. Thus the efficacy of our early grades literacy instruction is at the core of meeting our children's needs.

The Special Education Coordinator and the Social Worker maintain a close relationship with all classroom teachers who have students with IEPs and maintain a complete history/record of interventions and services related to their SLDs. Families are a very important to all students' success and even more so for children with SLDs. They should be encouraged to raise concerns and ask questions as well as provide feedback if our intervention strategies do not appear to be supporting the child.

#### ***Students with Existing IEPs***

The Office Manager checks the NYC Student Identification number (formerly referred to as OSIS) of all new students through ATS to ascertain whether they have an IEP. The Special Education Coordinator, who oversees the implementation of the services for students with IEPs. At the beginning of the school year, the Special Education Coordinator holds one or more training sessions to inform new and returning staff of our processes, including the referral and support processes. At individual planning meetings, new students and the progress of returning students are discussed before services are scheduled. The Special Education Coordinator schedules services based on need and consistency of service.

At the first staff meeting of the school year, the Special Education Coordinator informs all teachers of students with IEPs of their mandated services by providing them with a copy of a "Student Summary Overview" which indicates the students' mandated services for the new school year. The Special Education Coordinator also provides staff with the students' IEPs and requires them to sign a "Confirmation Sheet" indicating they received the document and understand its meaning. The Special Education Coordinator makes arrangements to meet with all teachers and explain the process regarding the special education student(s) in his/her classroom.

As per the school's confidentiality policy, all staff with access to IEPs, keep the information contained in them strictly confidential. Pursuant to the IDEA, copies of all IEPs are kept in secure (i.e., locked) files. Copies of IEPs for Specials Teachers and Leadership Team member's reference are located in the IEP filing cabinet in the Special Education Coordinator's office. Teachers of students with IEPs are responsible for knowing the contents of the documents, meeting the mandates and working toward the goals set forth in the documents. The Special Education Coordinator is responsible for ensuring that mandated services are coordinated and provided and that all teaching and testing modifications are followed by the school staff.

The Principal confers with the Special Education Coordinator before disciplining any student to ascertain whether the child has an IEP and a Behavior Intervention Plan included in the IEP.

***Related Services***

The Special Education Coordinator arranges with the CSE for all related services (such as speech, occupational therapy and psychological services) that are provided by the CSE in an appropriate manner. If a provider cannot be secured, a "related service authorization letter" is sent by the CSE to the parent. The Special Education Coordinator maintains a file of all correspondence and records relating to related services. Service providers (such as the speech/language specialist, social worker, occupational therapist and hearing teacher) meet with classroom teachers on a monthly basis to discuss students' progress. In addition, the Special Education Coordinator meets with the service providers on a weekly basis to review their work.

***Disciplining IEP Students***

Students with SLDs may sometimes behave inappropriately. Our Responsive Classroom and RULER programs are designed to create positive classroom environments but will not meet the needs of all children all the time. If a student with an IEP is struggling with behavioral expectations it is important that her/his teachers work with the student and family to ensure that class time is not missed by excessive time outs or removal to a buddy classroom.

A student with an IEP may have a Behavior Intervention Plan (BIP) that will set forth how the student may be disciplined. If there are any questions or concerns about application of any BIP, please consult with the Special Education Coordinator.

***Documenting Student Progress***

The Special Education Coordinator is responsible for monitoring and supervising the special education services as mandated by the IEP of every student. It is his/her responsibility to review and discuss how teachers are assessing their students' progress and how to involve the parents/guardians in their children's success and continued need for improvement. Teachers use interim assessments, running records, STEP and MAP results, curriculum based assessments and informal teacher screening to help monitor the progress of each student with an IEP.

To manage this process systematically, the Special Education Coordinator maintains an electronic compliance log. This log contains relevant information regarding special education students, their status with CSE and the services mandated by their IEPs. The Special Education Coordinator uses the log to ensure that mandated services are provided, recorded and administered by either an outside agency or the school. Each document in this log affords the Special Education Coordinator the ability to update, review and establish the services required. It also enables the coordinator to arrange the participation of the appropriate individuals for Annual Reviews, Triennials and Requested Reviews. The Special Education Coordinator supports the CSE by ensuring that all the individuals required are present for these meetings

***Annual/Triennial and Requested Review Meetings***

The Special Education Coordinator works closely with the CSE to ensure that Annual Meetings, Requested Review Meetings, and Triennial Meetings occur within the required time frame. Dean of Students is in

constant communication with the CSE's school based support team to assist with the completion of any initial referrals, annual reviews, and requested reviews within the compliance period.

It is the Special Education Coordinator's ultimate responsibility to ensure that parents/guardians, teachers, and providers are present for all meetings concerning IEP students. Transportation is provided, if necessary, or conference calls arranged when the appropriate personnel cannot be present at the CSE meeting. The Special Education Coordinator also arranges for the appropriate personnel to share with the CSE their goals and objectives to assist the CSE with the completion of the student's IEP. The Special Education Coordinator ensures that there is a proposed IEP prepared for the CSE meeting.

### ***Communications with Families***

The Special Education Coordinator is responsible for making sure that parents/guardians of all students with IEPs are informed of their child's IEP goals progress four times a year. The service provider is responsible for completing the section labeled Progress on page 6 of the IEP after every reporting period and after consulting with the regular teacher about the student's progress. Parents/guardians are sent a copy of the goal page (page 6 of the IEP) indicating their child's progress. A note is sent explaining the notations made on the page. Parents/guardians are encouraged to contact the Special Education Coordinator with questions.

Parents/guardians are also encouraged to communicate any concerns to the Special Education Coordinator.

### ***English Language Learners***

At registration families complete a Home Language Identification Survey (HLIS) with the school Office Manager. If English is not the home language appropriate staff conduct an interview to ascertain whether a student's family representatives understand and can communicate in English. After reviewing the Home Language Identification Survey the Office Manager confers with the Principal to determine whether a student should take the NYSITELL. NYSITELL results determine whether students should receive additional support through the school's English Language Learners (ELL) program.

The ELL instructor analyzes the results from the HLIS to determine whether a student should take the NYSITELL. Students who score below proficient receive supports and take the NYS English as a Second Language Achievement Test (NYSESLAT) every spring until they achieve proficiency as measured on that test.

The ESL teacher is responsible for monitoring the progress of all students in the ELL program and will review applicable NYSESLAT results with the school leadership and teachers. As set forth in our charter, ICS primary intervention approach is to immerse ELLs in a language rich classroom environment, and provide supports during the intervention block to ensure their acquisition of English. In certain instances, students could be "pulled out" for separate English sessions in which instruction might focus on specific issues, such as reading, vocabulary, conversation skills and reinforcing classroom lessons.

### ***Child Find Requirements***

ICS will document any highly mobile students with disabilities (such as migrant and homeless children) and any students who are suspected of having a disability under section 300.7 of IDEA and in need of special education services even though they are advancing from grade to grade.

At the beginning of each school year, parents complete a Student Residency Questionnaire asking whether the family's current address is a temporary living arrangement, and if so, whether it is due to a loss of housing or economic hardship. Any child in temporary housing identified through the questionnaire responses, during the admissions process, or subsequently by a classroom teacher or staff member, will be referred to the social worker. The Social Worker is responsible for investigating potential support services for a highly mobile student's family. The Social Worker will present the student's case to the Special Education Coordinator and/or Principal to determine whether he/she should receive special education and related services. See discussion above under obtaining an IEP.

## Performance Evaluations

### Professional Development Plans

At the start of the school year, the Principal shall work with each ICS teacher to establish individual professional development goals and define the ways in which progress will be supported, monitored, and documented. Professional development goals may be shared with educational colleagues. Progress towards meeting goals may be monitored, supported, and documented by the Teacher, Principal, and educational colleague through but not limited to informal observations, formal observations, coaching meetings, and the teacher's reflections. Documentation of the professional development plan will be added to the Teacher's personnel file at the end of each school year.

Non-teaching staff will develop professional development goals with their supervisor at the beginning of each school year, and the supervisor will work with his/her staff members to develop, monitor and support the employee in reaching his/her stated goals throughout the year. Documentation of the professional development plan will be added to the employee's personnel file at the end of each school year.

### *Teachers*

At the start of each academic year, each teacher will meet with the Principal to establish performance objectives for that school year. The teacher will put these objectives to writing in accordance with an ICS-provided template.

The Principal or his/her designee will formally evaluate all teachers' performance at least once annually. The evaluation will be based on multiple factors including the accomplishment of the performance objectives, student academic and personal achievement and growth, and ICS standards for teaching performance.

Performance objectives and evaluations provide both the teacher and ICS with the opportunity to discuss the teacher's job, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving the teacher's performance. The performance evaluations are intended to make the teacher aware of his/her progress, areas for improvement, and objectives or goals for future performance. Favorable performance evaluations do not guarantee promotions, continued employment, or renewal of one's employment contract.

ICS encourages all teachers to consider and solicit feedback on their job performance on an ongoing basis as part of our professional development program in addition to these more formal performance evaluations

### *Administrative and non-teaching staff*

Performance evaluations generally are conducted annually to provide both the employee and ICS the opportunity to discuss the employee's job, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving his/her performance. The performance evaluations are intended to make the employee aware of his/her progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increase in salary or promotions, or even continued employment. Salary increases and promotions are solely within the discretion of ICS and depend upon many factors in addition to performance.

**Performance Standards and Evaluation of Teachers and Staff**

Using both formal and informal observations, the Principal (and or his/her designees) will observe all teachers on an ongoing basis. Informal observations may occur during any instructional time and may include a post-observation communication. Formal observations may include a pre-observation conference as well as a post-observation conference. Pre-observation may be in person. Post-observation conferences will be in person and will occur soon after the observation. Results of formal and informal observations, consisting of the employee's and the administrator's observations and recommendations, will be put in writing and included within the employee's own Professional Development Plan and the school's personnel file. Nothing in this section limits the ICS administrators from conducting other observations of an informal or unannounced nature.

**Response to Observation and Review Findings**

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

*Faculty and Staff Complaints and Grievances*

In the event of a dispute involving employment or the implementation of the personnel policies, and after a good faith effort with the ED or Principal to thoroughly resolve the dispute, all employees may submit their complaint following the procedures outlined in the charter.

The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.

If a conflict arises between an employee and a parent, or a parent expresses a concern about ICS or any of its employees, inform the Principal immediately. It is important that we be aware of concern and prepared to intervene for the protection of all parties if necessary.

Unresolved problems may be brought to the ED or Principal for resolution through the Board of Directors and its relevant subcommittees.

**Termination of Employment**

*Dismissal, Discipline, Suspension and Termination of Employment*

ICS reserves the right to terminate any employee at any time, with or without cause or notice. Generally, when the employee is believed, in the opinion of the Executive Director or Principal, to have a job performance problem or to be engaging in behavior that is unacceptable or counterproductive, the employee

will be given an opportunity to improve his/her performance or behavior to an acceptable level by means of performance reviews, discussions, verbal or written warnings, and/or a formal disciplinary action process.

The following list, while not complete, indicates behavior that may result in immediate termination:

- Breaching confidentiality.
- Fighting, violence, or using abusive language or conduct that is hostile or disrespectful to a student, co-worker, supervisor, board member, volunteer, or any other persons associated or served by the school, including parents.
- Falsifying or altering school records
- Violating the school's equal opportunity or harassment policies.
- Unauthorized use of school property.
- Unsatisfactory performance, where that the employee has been given written notice of the deficiency and an opportunity to cure the deficiency;
- Unfit for service, including the inability to appropriately instruct or associate with students;
- Insubordination;
- Falsifying or concealing information on employment records, employment information, an employment application, time record, or other ICS record;
- Willfully or maliciously making false statements regarding any co-worker or ICS, making threats or using abusive language toward fellow employees, supervisors, students, parents, or visitors, or otherwise violating ICS's Policy Concerning Violence on School Property;
- Theft or the deliberate or careless damage or destruction of ICS property, or the property of ICS's employees, students or anyone on ICS property;
- Possessing weapons on ICS's property at any time or while acting on behalf of ICS;
- Refusal to comply with any federal or state regulation or law, or refusal to comply with any ICS policy or procedure;
- Possession of or being under the influence of illegal drugs or alcohol while performing any professional duties or when publicly representing ICS, such as at a professional conference, or otherwise violating ICS's Drug-Free Workplace Policy;
- Engaging in criminal conduct whether or not related to job performance
- Gross negligence leading to the endangerment or harm of a child or children;
- Excessive absenteeism;
- Violating any safety, health, security, or school policy, rule, or procedure;
- Reduction in force or school closure.

If an employee finds it necessary to resign during the school year, the employee shall give written notice to the school administrators as soon as possible and at least 15 calendar days before the effective date of resignation.

When you leave, for whatever reason, you must return all school property, including without limitation: all originals and copies of business materials, records and documents generated by you or coming into your possession during the course of your employment (e.g., keys, credit cards, software, computer hardware and any other ICS equipment which may be in your possession). In addition ALL materials purchased with teacher discretionary money must be left in the classroom for which the materials were purchased. This property must be returned prior to the last day of employment or immediately upon request by the Director of Operations.

*COBRA Health Care Continuation Policy*

Employees and/or their dependents may be eligible to elect to continue their group health insurance coverage, for a specified period of time, provided they and/or their dependents are currently covered for health insurance at the time health insurance coverage would otherwise terminate as a result of a "qualifying event," such as those described below. The employee and/or dependent will be required to pay the rate in effect to continue health coverage, plus a small administrative fee. Cobra benefits will generally be offered in connection with the following qualifying events:

- If an employee or a qualified dependent has group health care coverage which ends due to termination of employment (except for gross misconduct) or a reduction of work hours; or
- A qualified dependent spouse of an employee has group health care coverage which ends due to death of the employee, divorce or legal separation; or
- A qualified dependent child of an employee has group health care coverage which ends because they cease to be considered a qualified dependent child according to the plan's rules.

#### *Exit Interviews*

Regardless of the circumstances all departing employees will be given an exit interview. The interview will include a discussion of:

- reason for leaving;
- insurance and medical coverage continuation (COBRA);
- the status of your 401K plan if appropriate;
- future mailing address; and
- any other issues you may want to discuss.

The interview not only gives you a forum in which to discuss your employment at ICS but also allows us to obtain information that may help improve our policies, procedures, and working conditions.

#### *Unemployment Insurance*

Applicable state law may provide unemployment insurance benefits to protect certain workers from economic hardship due to a loss of employment. Eligibility for unemployment insurance benefits is determined according to state requirements. Generally, however, unemployment insurance benefits are available to those individuals who (1) lose their jobs through no fault of their own, (2) are ready, willing and able to work and (3) are actively seeking employment. If an employee abandons his or her job, otherwise resigns or is terminated for violating a policy, rule or procedure, such as a prohibition on absenteeism or insubordination, such employee will generally not be eligible to receive unemployment insurance benefits, in accordance with applicable state law.

## Health and Safety

### **First-Aid and CPR Training**

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, administrators) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students. ICS will provide First Aid and CPR training as part of the annual Summer Institute for teachers, assistants and staff. Any employee hired after the beginning of the school year will be required to provide proof of completion of both First Aid and CPR training prior to the first day of work.

**Compliance with Child Abuse Reporting Law**

All employees of ICS will comply with New York State requirements regarding reporting of, or reasonable suspicion of, child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 24 hours of receiving the information concerning the incident. (New York Code Article 23-B: Child Abuse In An Educational Setting - Section 1126)

When an employee notifies the Principal of an actual or potential case of child abuse, the Principal shall provide assistance to that employee in his/her fulfillment of legal responsibilities. ICS shall respect and maintain the confidentiality of all information on child abuse, which an employee reports to the appropriate authorities.

*Reporting Responsibilities*

As school personnel we are MANDATED to report child abuse or neglect. You need not be certain that a child is being abused; a reasonable suspicion of abuse or neglect is a basis for reporting.

The following examples of Red Flags should be reported to the social worker immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark, or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the social worker to do the questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or sexual knowledge that is not age-appropriate.
- A child who expresses fear or concern about going home, or about someone in his/her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the social worker or Principal in person. Be prepared to provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse, a copy of which is located in Appendix N. Our reasonable suspicions must be reported to the Administration for Children's Services (ACS). The Principal or the Social Worker will advise you, but if you suspect a student may be a victim of abuse they should not leave school before talking to the social worker or Principal.

In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Principal. An educational setting is the building and grounds of any school; vehicles used to transport students to and from school; field trips and extracurricular activities; as well as the sites where those activities take place. The Principal should be notified of any such concerns and you should complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting, a copy of which also is contained in Appendix N.

*Legal Definitions of Child Abuse and Neglect*

New York State's legal definitions of Child Abuse and Neglect are summarized below

*Physical Abuse*

An abused child is one who is under eighteen years of age whose parent or other person legally responsible for his/her care inflicts or allows to be inflicted upon the child physical injury by other than accidental means, or creates or allows to be created a substantial risk of physical injury by other than accidental means, which would be likely to cause death or serious or protracted disfigurement, or protracted impairment of physical or emotional health or protracted loss or impairment of the function of any bodily organs.

*Sexual Abuse*

A sexually abused child is a child less than eighteen years of age whose parent or other person legally responsible for his/her care commits or allows to be committed a sex offence against such child, as defined in the Penal Law: commits incest; allows, permits, or encourages such child to engage in acts or conduct which constitute prostitution or sexual performance. Sexual exploitation of a child by a parent, relative, caretaker, or other person, may range from non-touching offenses such as exhibitionism to fondling, intercourse, or use of the child in the production of pornographic materials.

*Neglect*

A neglected child is a child less than eighteen years of age whose physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of the failure of the parent or other person legally responsible for his/her care to exercise a minimum degree of care:

- In supplying the child with food, clothing, shelter or education, or medical, dental, optometric, or surgical care, though financially able to do so or offered financial or other reasonable means to do so; or
- In providing the child with proper supervision or guardianship, by unreasonably inflicting or allowing to be inflicted harm, or a substantial risk thereof, including the use of excessive corporal punishment; or
- By misusing drugs or alcohol to the extent that he or she loses self-control of his/her actions; or
- By any other acts of similarly serious nature requiring the aid of a court; or
- By abandoning the child's care.

*Physical Neglect*

Physical Neglect is the withholding of, or failure to provide a child, adequate food, shelter, clothing, education, hygiene, medical care and/or supervision needed for normal growth and development.

*Emotional Neglect*

Emotional Neglect consists of "acts or omissions that cause or could cause serious conduct, cognitive, affective or other mental disorders as a result of such parent or caretaker behavior as torture or close confinement or the constant use of verbally abusive language to harshly criticize and degenerate a child; generally a result of the child's inability to meet unrealistic demands made by parents." It also includes "the withholding of physical and emotional contact to the detriment of the child's normal emotional development, and in extreme case, physical development."

"Impairment of emotional health" and "impairment of mental or emotional condition" include a state of substantially diminished psychology or intellectual functioning in relation to, but not limited to, such factors as failure to thrive, control of aggressive or self-destructive impulses, ability to think and reason, or acting out and misbehavior, including incorrigibility, un-governability or habitual truancy; provided, however, that such impairment must be clearly attributable to the unwillingness or inability of the parent or other person legally responsible for the child to exercise a minimum degree of care toward the child.

## Safety

### *Security Protocols*

The security of the ICS building is directly related to the health and safety of our students and our colleagues. ICS has developed the following guidelines to maintain a secure school site:

- (1) Be aware of unknown persons loitering in walkways, entrances, and exits of the school.
- (2) Report any suspicious persons or activities to office staff.
- (3) Secure classrooms/offices at the end of each day.
- (4) When called away from one's work area or classroom for an extended length of time, do not leave students, valuable or personal articles unattended.
- (5) Notify a school administrator immediately when school facilities keys are missing or if security access or codes have been breached.

### *Emergency Plans*

Appropriate fire preparedness drills will be administered at least twelve times per year. Other drills such as lockdowns or shelter in place will be scheduled as appropriate.

In the case of an emergency, teachers are responsible for staying at the school site (or evacuation staging area) until they are released by a school administrator. During an emergency, teachers must always have a roster of students under their direct supervision. Please use your best judgment when following these procedures.

The complete school safety plan is detailed in Appendix S.

### *Accident/Incident Reporting*

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during school activities or on the ICS premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### *Reporting Fires and Emergencies*

Every employee must report fires and other emergencies quickly and accurately to office staff or school administrators. In addition, all employees should know the local emergency numbers.

### *Calling 911*

If anyone in your class needs immediate medical attention, use the school phone to call the main office and request that whomever answers contact 911 immediately. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. An announcement will be made over the public address system that there is a "Code Blue" followed by the room number. Be aware that the first responder may not necessarily be an ICS employee. Be prepared to provide the following information:

- Your class room number and name;
- Child/person's name and age; and
- The child/person's condition and what, if anything, happened to cause the condition

**Do not allow the person/student to be left unattended by an adult.**

The person who answers the Main Office phone should contact 911, the Nurse, Principal, Director of Operations and Safety Officer. The staff member also will designate a staff person to wait outside the school building for the ambulance and emergency officials to arrive and escort them to the classroom. The Office Manager will stay in the office in case EMS needs to contact the school.

The Office Manager will make sure a copy of the Emergency Contact Form is given to the appropriate medical emergency staff and the attending faculty member. The Office Manager also will notify the student's family as soon as possible. Their contact information can also be found on the Emergency Contact Form.

If circumstances require the evacuation of the rest of your class from a classroom, designate a student in your class as the leader. Have the class line up and go to the neighboring classroom. Remind students to follow fire drill procedures set forth in the Staff Handbook (there should be no talking, etc.).

*Psychological/Emotional Emergency*

In the case of a psychological/emotional crisis, faculty should notify the Principal immediately. If appropriate and necessary, the Principal will notify the social worker. Examples of situations that might require immediate response are:

- The student seems unusually depressed or has expressed suicidal intentions.
- The student admits to abusing drugs.
- The student has engaged in a tantrum and is unable to regain control.
- The student discloses that he/she is being sexually or physically abused (please see the Suspected Child Abuse Reporting Policy above).

*Guests and Visitors*

All guests and visitors must report to the main office to sign in and receive a guest pass to enter ICS.

**ICS Property**

All ICS property - including desks, storage areas, work areas, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines, and vehicles - must be used properly and maintained in good working order. They must be kept clean and are to be used only for work-related purposes.

ICS reserves the right to inspect desks/workstations, as well as any contents, effects or articles that are in desks. Such inspection can occur at any time, with or without advance notice or consent.

Terminated employees should remove any personal items at the time they leave the School. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

*Use of ICS Technology and other Property*

ICS's technical resources, such as its computer system, voice mail system, and e-mail, are provided for exclusive use in your performance of ICS business. They are to be reviewed, monitored, and used only for business purposes, except as provided in this policy.

Employee computer data, voice mail messages, and e-mail transmissions may be reviewed by ICS. Employees are otherwise permitted to use ICS's equipment for occasional, non-work purposes. Nevertheless, employees should understand that they have no right of privacy as to any information or file maintained in or on ICS's property or transmitted or stored through ICS's computer systems, voice mail, e-mail, or other technical resources. Since employees' personal messages may be accessed and monitored by the school without prior notice, you should not use email or SMS to transmit any personal messages that you do not want read by a third party.

Employees should be especially careful that mail is sent to the appropriate person; messages that do not need to be kept on file should be deleted within a reasonable period of time.

Email communications may be treated identically to hard copy documents. Any email sent via our network, could, in certain legal or investigatory contexts involving the government or other third parties, be considered company records subject to compelled production and disclosure.

All bills and other documentation related to the use of ICS equipment or property are the property of ICS and may be reviewed and used for purposes that ICS considers appropriate.

#### *Social Media, Intellectual Property*

Employees should not use ICS computers to access social media sites such as Instagram, Pinterest, Snapchat or Facebook that are not relevant to their work at ICS.

Under copyright laws, downloading materials from the Internet can be considered making a copy of them, and could represent copyright infringement. Please exercise caution and consult with the Director of Operations if you have any doubts.

Messages stored and/or transmitted by voice mail or e-mail must not contain content that may reasonably be considered offensive or disruptive to any employee. Offensive content would include, but not be limited to, sexual comments or images, racial slurs, gender-specific comments or any comments or images that would offend someone on the basis of his or her age, sexual orientation, religious or political beliefs, national origin, or disability. (See non-harassment policy, above)

#### Information and Communication

##### *Confidentiality of Internet and Electronic Mail*

ICS may inspect the contents of voice mail and e-mail or information stored on computers in the course of an investigation into improper or unlawful behavior or as necessary to locate substantive information that is not readily available by some other means. Employees have no presumption of privacy in respect of messages prepared, stored, transmitted or received on ICS systems, including but not limited to voice and electronic mail messages.

##### *Computer Equipment*

Employees may not install or download any software onto ICS computers without first receiving express written permission to do so from the Director of Operations. Disabling or modifying ICS virus-detection software is a violation of ICS policy and can lead to disciplinary action.

Passwords for phone and computer access are confidential and should be treated accordingly.

School-owned computer equipment such as laptops and tablet computers may be loaned to an employee temporarily. Although the device may be off school premises, the employee is still responsible for following the security and usage guidelines set in this policy and will be fully responsible for loss or damage, however caused, for ICS computer equipment in his/her possession and shall be responsible for reimbursing ICS for replacement/repair of any lost/damaged equipment.

#### *Media Relations*

All calls from newspapers, magazines, blogs or reporters should be immediately referred to the Executive Director. Employees are not authorized to speak publicly on behalf of ICS without the express approval of the Executive Director or his/her designee.

#### Grievance Resolution Process

ICS has established grievance resolution procedure to facilitate a harmonious school environment and to comply with certain requirements of state law.

However, nothing contained within this "Issue Resolution Procedures" policy shall alter ICS's policy of at-will employment, and ICS reserves the right to terminate or modify an employee's employment at any time without regard to the procedures set forth below. Thus, the issue resolution procedures below do not constitute a promise or agreement of any kind and may be revised or eliminated at any time, subject to any limitations provided by applicable law.

#### *First Stage – Informal Efforts*

When misunderstandings or disputes arise in the school community, it is important that they be resolved before serious problems develop. Faculty, staff, and other members of the school community should always try to resolve their difficulties among themselves first. Informal consultation with the Principal is encouraged, if efforts among parties involved are not fruitful. If a member of the ICS community believes that an issue requires further attention, the following additional procedures may be available.

#### *Second Stage – Formal Complaint to Executive Director or Board Grievance Committee*

- 1) The Executive Director will seek to resolve any individual's complaint to that person's satisfaction promptly, courteously, and without the need for Board intervention. However, any individual may submit a written complaint for Board attention in person, by fax, or by mail to the main office. The staff will promptly forward that complaint to the Grievance Committee of the Board.
- 2) Complaints alleging a violation of the provisions of the New York charter law as well as those areas that are a direct province of the Board of Trustees (see "Board of Trustees Responsibilities") may be brought to the Principal, who will submit them to the Grievance Committee for consideration. The committee will then make non-binding recommendations to the Board concerning the disposition of a complaint. The Board will consider the committee's recommendation and render a decision. To file and process a grievance, the following procedure must be followed:
  - A written complaint is submitted to the Principal who will then forward the complaint to the Grievance Committee.
  - The Grievance Committee meets within seven business days after receiving the written complaint. A conference call may serve as a meeting, if a traditional meeting is not possible.

During or within five business days after this meeting, all parties affected must have the opportunity to be heard by the committee.

- The Grievance Committee writes up a recommendation and forwards it to the Board of Trustees at large.
- At the next full meeting, the Board votes on the issue if necessary.

Any individual dissatisfied with the response of the Board of Trustees may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of ICS to the Board of Trustees of SUNY and thereafter, if dissatisfied with the response of the Board of Trustees of SUNY, to the Board of Regents.

#### *Third and Fourth Stages – Formal Complaints to Overseers*

The guidelines established by the SUNY Trustees for handling complaints to the SUNY Board of Trustee and the State Board of Regents are outlined on the following pages.

NY State Grievance Guidelines - Guidelines of the Board of Trustees of The State University of New York for Handling Complaints Received Pursuant to Education Law 2855(4).

#### *Introduction*

Subdivision 2855 (4) of the Education Law provides that any individual or group who believes a charter school has violated its charter, the New York Charter Schools Act of 1998, or any other law relating to the management or operation of the charter school, can bring a complaint to the charter school's Board of Trustees (the "School Board"). If the individual making the complaint, after presenting the complaint to the School Board, is unsatisfied with the School Board's response, then he or she has the right to present the complaint to the entity that authorized the charter school (the "Charter Entity").

The Charter Entity, upon being presented with a complaint, has the right to issue remedial orders when appropriate and necessary. If the complainant, after presenting a complaint to the Charter Entity, feels that the Charter Entity has not adequately addressed the complaint, he or she may bring the complaint to the Board of Regents, which also has the right to issue remedial orders. In a sense, this establishes a two-step appeals process for complaints and grievances.

Pursuant to a resolution of the Board of Trustees of the State University of New York (the "State University Trustees"), the Charter School Institute has been authorized to handle complaints directed to the State University Trustees in their capacity as a Charter Entity. As such, the Institute will both receive and review complaints on behalf of the State University Trustees, and make determinations and issue appropriate remedial orders.

The State University Trustees have granted increased authority to the Charter Schools Institute to handle and review complaints received by the Board of Trustees in their capacity as a charter entity.

The guidance that follows was provided by the Charter Schools Institute and explains how the Charter Schools Institute will handle and review complaints. It is in the form of answers to frequently asked questions. Please note that the words grievance and complaint are used interchangeably throughout. Also note that because complaints regarding charter schools authorized by the State University Trustees will be

reviewed and acted upon by the Charter Schools Institute, the Institute (and not the State University Trustees), is referred to throughout the following discussion.

### General Requirements

#### *When can a complaint be filed with the Charter Schools Institute?*

By law, the Charter Schools Institute cannot undertake the review of a complaint until the complainant has presented his or her complaint to a School Board of a State University authorized school and the complaint has alleged that the School Board has not adequately addressed the complaint. In general a group or individual should not file with the Charter Schools Institute until after a School Board has acted on the complaint and provided a written response to the complainant. Each charter school, as part of its charter, has agreed to set up a process under which the School Board must review complaints. You have the right to be provided with a copy of that policy upon request of a charter school.

#### *What if I file a grievance and the School Board fails to act on my grievance?*

If a School Board fails to take any action on your grievance in a reasonable time, then you may bring your grievance to the Charter School Institute. What is considered reasonable depends on the circumstances. Some grievances may require prompt action by a School Board while others may properly be resolved in a longer time frame. Thus, in certain instances where urgent action is required, it may be appropriate for a School Board to call an emergency meeting. In general, however, it is appropriate for a School Board to take action on your grievance at its regularly scheduled meeting. As most School Boards meet monthly, you should not necessarily expect a School Board to act immediately. However, you can and should expect that, at a minimum, a School Board should take action on your grievance within the time frame set out in the School's grievance policy.

In most cases where the School Board has not acted, you should wait at least until the period provided for by the School's grievance policy has passed before filing your grievance with the Charter Schools Institute. As explained more fully below, the Charter Schools Institute, in reviewing and investigating your complaint, will give the School Board an opportunity to respond to your grievance. Accordingly, filing a grievance with the Charter Schools Institute, before you have given the School Board a reasonable time in which to act on your complaint, may simply delay the Charter Schools Institute from undertaking its own independent review and investigation.

#### *What does my grievance have to contain?*

The law does not require that your grievance be in a particular format. However, in order to ensure that your grievance is thoroughly and quickly reviewed, you should provide the following:

- A detailed statement of the nature of the complaint (including the law or provision of the charter that you allege has been violated), the names of the individuals involved, and the time, date, and place the incident(s) at issue occurred;
- What response, if any, you have received from the school board (a copy of any response should be attached) with any relevant dates;
- Copies of any correspondence between you and the school or School Board;
- What relief you are seeking; and
- Your name, address, and telephone number.

Please note that while the law does not require you to submit your complaint in any particular format, it must include at least one allegation that the School or School Board has violated a term of its charter or provision of applicable law. Where there is no such allegation (and fair reading of the complaint does not involve any violation), the Institute will not review or investigate but limit its response to a statement that no valid complaint has been presented to it. In this regard, please remember that the Charter Schools Institute does not have the power to review complaints (and issue remedial orders) for any and all complaints that you might have about a charter school. Its review powers are limited quite specifically to those complaints alleging a violation of the charter or a provision of law.

To assist you in fashioning your grievance, the Charter Schools Institute has created a Grievance Form on its website, which you can use when submitting a grievance to it. As stated above, use of this form is not mandatory and it is provided as a convenience to you.

*Where and to whom do I submit my grievance?*

Your grievance should be addressed to the Charter Schools Institute's Grievance Desk, 74 North Pearl Street, 4th Floor, Albany, New York 12207. As noted above, the Charter Schools Institute will conduct the investigation of your grievance and issue any remedial orders on behalf of the State University Trustees. As also noted, grievances submitted to the Charter Schools Institute must concern a school authorized by the State University Trustees. Complaints involving charter schools authorized by other entities, such as the Board of Regents and local districts, must be filed by those entities.

*After the School Board responds to my grievance, is there a time period in which I need to file my "appeal" to the Charter Schools Institute for it to be valid?*

The law does not provide a time limit in which you are required to file your grievance with the Charter Schools Institute. However, you should be aware that the Charter School Institute, in reviewing your grievance, may take into account any unusually lengthy delays in filing your grievance. Such delays, in appropriate cases, may affect the Institute's determination, including the terms and scope of any remedial order it issues. In general, the Charter Schools Institute would not consider any grievance to be delayed that was filed with it within sixty days of the School's Board response or the end of the time period in which the School Board, under its grievance policy, has to act (but in which time no action by the School Board has been taken).

#### Grievance Review and Action

How does the Charter Schools Institute process and investigate grievances that it receives?

Upon receipt of a grievance, Charter Schools Institute staff will review the grievance and all supporting materials delivered with the grievance to confirm its receipt and, if necessary, request that additional information be supplied. The Charter Schools Institute will also contact the School Board and in most cases, give the School Board thirty (30) days to respond. The Institute will forward to the School Board a copy of the grievance along with supporting materials. As noted above, if the Charter Schools Institute receives a grievance from an individual who has not given the School Board a reasonable time in which to act, the Charter Schools Institute may defer its investigation until that reasonable period has passed. In such cases, and where the School Board takes the opportunity to then act on the complaint, the Charter Schools Institute will consider the School Board's action in fashioning its determination, including the scope and terms of any remedial order it issues.

In the addition to the above steps, Charter Schools Institute staff will conduct whatever independent factual investigation the Institute deems necessary and appropriate. Such investigation may include, but is not limited to, requesting additional information from the grievant, the School Board or other persons, conducting interviews, inspecting relevant documents, or visiting the school.

Upon completion of its investigations, the Charter Schools Institute will reach a determination as to appropriate remedial orders, if any. The Institute will provide a copy of the determination, which will include the terms of any remedial order to the person making the grievance, the School Board and the Charter Schools Unit of the New York State Education Department.

*In presenting my grievance, may I be represented by a lawyer?*

You have the right, though you are not required, to retain an attorney to represent or otherwise assist you in presenting your grievance to the Charter Schools Institute and in any other phase of the review process.

*Instead of having the Charter Schools Institute formally act on my complaint, i.e., issue a written determination, can I ask the Charter Schools Institute to assist me in resolving the matter with the School and School Board?*

The Charter Schools Institute appreciates that oftentimes, your complaint can be resolved without the Institute having to take a formal action on it. The Charter Schools Institute stands ready to work with you to try to resolve your complaint in this way. Indeed, in many instances, the Institute may suggest that the dispute between the School and you be mediated. However, if you do not wish to try to resolve your complaint informally, you are not required to do so.

*What kinds of remedial orders can the Charter Schools Institute issue?*

The Charter Schools Act does not define, and generally does not limit, the remedial powers of a charter entity in regards to complaints. Accordingly, the Charter Schools Institute, acting for the State University Trustees, has wide discretion to determine the remedial order appropriate to a particular situation. There is, however, one clear limitation on the kind of remedial order the Charter Schools Institute can issue. The Institute may not place a charter school on probation or terminate a school's charter except under the specific grounds and pursuant to the procedures set forth at 2855 of the Education Law (The Charter Schools Act). Moreover, even if such grounds exist, remedial orders that involve placing a school on probation or terminating a school's charter, would require approval by the State University Trustees.

After the Charter Schools Institute Have Acted

*What if I am not satisfied with the State University Trustees' response to my complaint?*

If you are not satisfied with the Charter School's Institute's response to your claim, you have the right to "appeal" to the Board of Regents. Complaints made to the Board of Regents may be filed with the Charter Schools Unit, State Education Department in Albany, New York 12234. The State Education Department has its own guidelines and procedures for reviewing grievances. Accordingly, you should consult with the State Education Department staff in the Charter Schools Unit before filing your grievances.

As a preliminary step to bringing your complaint to the Board of Regents, you may also, but are not required to, request that the Charter Schools Institute review its determination. You may find this step appropriate if you believe that the Institute has overlooked evidence before it, or if you have any additional evidence that

you believe should be considered. The Institute will inform all parties in writing of the results of its review, including any modifications it determines to make to its original determination. Please note that requesting a review is optional and not a prerequisite to a further "appeal". As noted above, you may at any time after an initial determination by the Charter Schools Institute bring your complaint directly to the Board of Regents without having first requested a review of its determination.

*If the Charter Schools Institute issues a remedial order but the School does not comply with that order, am I required to bring a complaint to the School Board or can I immediately complain to the Charter Schools Institute?*

If the Charter Schools Institute has issued a remedial order which in your view the School is not following, you need not file an additional complaint with the School Board but may directly apprise the Charter Schools Institute of your concern. However, if your complaint involves new facts or circumstances that were not part of your previous complaint, you must, by law, first make your complaint to the School Board. As always you may contact the Charter Schools Institute for assistance in determining whether your complaint is related to noncompliance with a remedial order or to a new grievance.

Response 12(a) – Partner Organizations

(a) **Partner Description**

Not applicable

Response 12(b) – Partner Commitment

**(b) Partner Commitment**

Not applicable

Response 13( a-d) – Governance

(a) **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; and,**
- **Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school’s mission and goals.**

The Board of Trustees will have ultimate authority on school issues including, but not limited to, fiscal and academic decisions. The Board will follow all applicable laws governing frequency of meetings. During these meetings, the Board will review student performance data including assessment results, homework completion rates, and student attendance rates, as well as financial statements, including budget projections, balance sheets, and cash flow statements. The examination of these documents will allow the Board to make informed decisions regarding the academic and fiscal soundness of each school.

The International Charter School of New York (“ICS”) will search for a principal and submit him/her to the Board of Trustees for approval. If approved, the Board will then delegate authority for the day-to-day operations of the school to the Executive Director and to the Principal as outlined in Response 12(a-c) – Personnel. The principal will oversee all principal and instructional operations of the school and report directly to the Executive Director of ICS and the Board. The Board believes that delegating this authority to the principal is the best way to hold him or her accountable for school performance. The Executive Director will oversee all non-instructional operations of the school and report to the Board.

The Executive Director and/or the Principal will attend regularly scheduled Board meetings throughout the year to discuss school performance and the quality of teaching and learning at his or her school. Board members will also be given the student assessment data, student attendance and discipline data, budget data, and parent satisfaction data. This direct reporting to the Board and presentation of data and reports related to school performance will allow the Board to evaluate the Executive Director and the principal and hold them accountable for the school’s performance. The Board will also be involved in creating and reviewing bi-annual surveys of school performance and employee satisfaction to aid the Board in assessing the health of the school.

The Board will also have separate annual meetings with teachers, school leaders, school operations staff and parents. These meetings will provide an opportunity for the Board to hear directly from the school employees and broader community regarding the state of the school, and it will allow participants an opportunity to express to the Board their thoughts and concerns about the school.

The Board will review review student achievement and culture data relative to other schools at least quarterly and more frequently if merited. The Board will also discuss the performance of the school with the Executive Director at regular meetings and with the school faculty at annual teacher meetings. It will also review financial data at each meeting including contracted management services compared to the cost of the services provided. (ICS plans to contract with a firm such as CSBM to provide financial back office support in years 1-3 of operations.)

As the school grows in size the Board will require detailed reporting from school staff to monitor the school. In addition to reviewing information about the academic and fiscal health of the school at each

meeting, of which there will be a minimum of four per year, the Board will drill down into subjects including, but not limited to, budget analysis, school culture, recruitment and employee satisfaction, disciplinary actions, and issues related to special education, English language learners and at-risk students. The Board will use comparative analysis to ensure best practices and lessons learned are shared, and that ICS is being managed effectively and efficiently.

**(b) School Board Design**

**Describe and provide the rationale for the proposed design of the education corporation's board of trustees. This response should address:**

- **Number of trustees;**
- **Qualifications to be a trustee;**
- **Trustee recruitment and selection process and criteria;**
- **New trustee orientation process;**
- **Officer positions;**
- **Standing committees (if any);**
- **Ex-officio members (voting and non-voting);**
- **Frequency of board and committee meetings;**
- **Information to be received from the CMO, school leadership, staff or contractors as applicable. If such information would be different in the case of adding an additional school to an existing education corporation please explain how and why the school board believes it will be provided sufficient information.**
- **Delegation of authority to any committees, officers, employees or contractors;**
- **Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes in accordance with the NY Open Meetings Law;**
- **Procedures for handling complaints, including from staff and parents; and,**
- **Board training and development.**

ICS will be governed by the Board of Trustees of The International Charter School of New York. The Board will consist of at least five members.

The Board members for this application have been drawn from individuals with deep knowledge of education, finance, law, and not-for profit management. The Board, through its Nominating Committee, will be responsible for selecting any new members, other than such *ex officio* members selected by parents.

New Board members will be provided with documents required by authorizer and other relevant materials to orient them with the school management and operation. These documents will include, but not be limited to, the: bylaws, budget summaries, school culture and assessment data, Financial Policies and Procedures Manual, and a formal Complaint Policy.

Having met three times prior to the filing of this application, the Trustees have developed working relationships. At their February meeting, they decided among themselves that if this application is approved, Daria Rigney will serve as Chairperson, David Maya will serve as Vice Chairperson, and Kenneth Mbonu will serve as Treasurer. The Trustees will select a secretary at a later date. The Trustees will create one (or more) ex-officio, seat(s) on the Board for parents of child matriculating at ICS.

Qualifications for Board members include, but are not limited to, experience in education, law, finance, operations, or another relevant field and a commitment to educating children. Each proposed Board member meets these qualifications. The nominating committee, (see below) will seek additional interested and qualified individuals to serve as Trustees as needed. The Board is autonomous and selects and nominates its own members.

International Charter School of New York  
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The Board will meet, at minimum, twelve times per year. Additionally, the Board will gather as necessary at meetings with teachers, principals, business operations managers and other school staff. The Board meetings will be publicized in accordance with Open Meeting Laws, and a Board member will be selected to record the minutes of each meeting in accordance with § 106 of the Open Meetings Law.

Once constituted the Trustees anticipate creating standing committees as indicated in the table below.

<b>Committee</b>	<b>Membership (Chair in bold)</b>
Accountability & Data	<b>Jennifer Stillman</b> , Robert Pondiscio, Andy Sternleib, <i>ex officio</i> parent
Finance and Audit	<b>Kenneth Mbonu</b> , Emma Lindsay, David Maya, Monir Hoque , Joseph Lewis,
Nominations	<b>Joseph Lewis</b> , Robert Pondiscio, Emma Lindsay, Ashley Garrett
Facilities	<b>Andy Sternlieb</b> , Monir Hoque, Kenneth Mbonu, <i>ex-officio</i> parent

Committee chairs will determine the frequency with which they need to meet. As ICS grows the Trustees may conclude that separate committees for finance and audit are needed, but our present goal is to insure appropriate oversight while maximizing the efficient use of the Trustees' time. The parents selected as *ex officio* Trustees may have skills that suit them better for other roles but this alignment represents our expectation of the areas where they could best contribute. As required the Trustees can create *ad hoc* to address issues that may require specialized focus or expertise.

The Board will receive information, including, but not limited to, reports on: financial and budgetary matters, school testing and culture data, hiring data including employee applicant and attrition numbers, student data on attendance, application to lottery and attrition, and teacher/principal satisfaction and job performance. As indicated by the committee structure above, we expect the committee chairs will work closely with the school leadership team to gather the data needed for their respective oversight roles. As discussed above, the Board will delegate authority for the day-to-day operations of the school to the ED and will have authority to delegate other responsibilities to the principal or others as the Board deems it necessary or appropriate.

The Board will have ultimate authority on school issues including, but not limited to, fiscal and academic decisions.

Via a Grievance Committee, the Board will hear and address formal complaints brought by parents in accordance with applicable law. The ICS procedure for complaints by parents or staff, along with the Charter School Institute's complaints procedures, will be available at the school, as well as on the school's website.

(c) Stakeholder Participation

**Explain how parents and school staff, including teachers, will provide input and participate in the governance of the school.**

Apart from the Principals Council referenced in Response 11, page 8, the Board will hold annual meetings with teachers, school leaders, and school operations staff to allow the Board to hear directly from the school employees regarding the state of the school, as noted in (a), above. This will provide school employees an opportunity to express to the Board directly their thoughts and concerns about the school. Also as noted in (a) above, The Board will create and review bi-annual surveys of school performance and employee satisfaction to aid the Board in assessing the health of the school.

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The Grievance Committee will provide parents and school employees with a means to make direct contact with the Board on issues of concern to them.

(d) Proposed Founding Board of Trustees

**Explain the capacity of the founding board to govern the proposed school and ensure that its mission is met including the relevant skill sets and experiences of the proposed board members.**

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Daria Rigney	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Chair	3 years
David Maya	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Vice-Chair	3 years
Kenneth Mbonu	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Treasurer	3 years
Ashley Garrett	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See Above	3 years
Monirul Hoque	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See Above	3 years
Joseph Lewis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See Above	3 years
Emma Lindsay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See Above	3 years
Robert Pondiscio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See Above	3 years
Jennifer Stillman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See Above	3 years
Andrew Sternleib	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See Above	3 years
Parent Trustee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See Above	3 years
Parent Trustee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	See Above	3 years

These members have diverse professional experience in operational, financial and educational fields. As noted above two seat(s) on the Board will be reserved for the parent of a child matriculating at the school. Given that the parent body will grow significantly over the charter term, the Trustees may elect to fill these seats over a period of several years.

Please refer to Response 13(g) – Board Member Information for more information relating to each Board member’s qualifications. These members have diverse qualifications and backgrounds in both education and business that enable them to oversee a high performing school.

Advisory Board

ICS is committed to engaging a range of stakeholders to guides its development. The school’s non-fiduciary Advisory Board will augment the Board by providing subject matter expertise or field experience in matters such as pedagogy, management, operations, fundraising, real estate, community relations, and special needs programs. Initial Advisory Board members and their relevant experiences and expertise are listed below.

Senior Advisor **Daniel Willingham, Ph.D.** is a Professor of Psychology at the University of Virginia, where he has taught since 1992. Dan’s initial research focused on the brain basis of learning and memory, but in the last decade he has sought to apply cognitive psychology to K-16 education. He writes the “Ask the Cognitive Scientist” column for the *American Educator* magazine, and is an Associate Editor of *Mind, Brain, and Education*. His books include *Why Don’t Students Like School?* and *When Can You Trust the*

*Experts?* He is writing book about teaching reading. Married to a teacher, and the father of three school-aged children, Dan earned his B.A. from Duke University and his Ph.D. in Cognitive Psychology from Harvard.

Senior Advisor **Jonathan Gyurko, Ph.D.** is a co-founder of Leeds Global Partners where he helps to improve schools and bring new opportunities to children in The United States, the Middle East, southern Africa, and Haiti. Prior to Leeds, Jonathan was Director of Charter Schools for the New York City Department of Education, leading efforts to expand and improve the city's charter sector. Following this role he served as senior advisor to the President of the United Federation of Teachers, where he co-founded the Green Dot Charter School in the South Bronx. Jonathan was a Morehead Scholar at the University of North Carolina at Chapel Hill. He earned his Ph.D. in Politics and Education at Teachers College, Columbia University. He started his career as a teacher at Tiger Kloof School.

Senior Advisor **Douglas Fuchs, Ph.D.** is among the leading researchers in the nation regarding the instruction of students at risk for school failure because of disability or poverty.

He holds the Nicholas Hobbs Endowed Chair in Special Education and Human Development at Peabody College of Vanderbilt University, where he is also co-director of the Vanderbilt Kennedy Center Reading Clinic. Doug has led over 50 federally-sponsored research Douglas Fuchsgrants including the National Research Center on Learning Disabilities and the Accelerating Academic Achievement Research Center. His work is focused on the development of pre-referral interventions, peer-assisted learning strategies in reading and math, curriculum-based measurement procedures, and methods of reintegrating students with high-incidence disabilities into mainstream settings.

During his career Doug has taught first graders with serious emotional problems in a special school in Baltimore; taught in a fourth-grade classroom in Pennsylvania; and was staff psychologist for the Minneapolis public schools' special education preschool program. He has also been a consultant to the New York City Department of Education.

Among the most highly cited social scientists in America in the last decade, Doug was named Joe B. Wyatt Distinguished University Professor in 2001. Doug received his Ph.D. from the University of Minnesota in educational psychology with an emphasis in special education and school psychology.

Senior Advisor **Hung-Hsi Wu, Ph. D.** is Professor Emeritus of Mathematics at the University of California at Berkeley where he taught from 1965 to 2009.

Wu was drawn into mathematics education in 1992 after noting problems in school mathematics curriculum, textbooks, assessment, and professional development. He worked with the State of California from 1997 to 2005 to improve mathematics education.

Since 2000, Wu has led annual summer professional development institutes for teachers in elementary and middle schools within the U.S. and abroad. He was on NAEP's Mathematics Steering Committee, 2000-2001, that contributed to the revision of the NAEP Framework, the National Research Council Mathematics Study Panel that wrote the volume Adding It Up, the National Mathematics Advisory Panel in 2006-2008, the writing team of the Common Core Mathematics Standards, and the TIMSS 2011 Science and Mathematics Item Review Committee.

Wu is the author of the volume *Understanding Numbers in Elementary School Mathematics* (2011), and is completing several textbooks for teachers in middle and high schools to help with the implementation of the Common Core Standards.

Response 13 (e) – By Laws

**INTERNATIONAL CHARTER SCHOOL OF NEW YORK  
BYLAWS**

**ARTICLE I: NAME**

The name of the Corporation is International Charter School of New York (hereinafter the “Corporation”).

**ARTICLE II: MEMBERSHIP**

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

**ARTICLE III: BOARD OF TRUSTEES**

- A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the applicable provisions of the New York Education Law, as amended (the “Education Law”), the New York Not-for-Profit Corporation Law, as amended (the “Not-for-Profit Corporation Law”), the charter agreement between the Corporation and the Board of Trustees of the State University of New York (the “Charter Entity”), as the same may be amended from time to time (the “Charter Agreement”), the Corporation’s Provisional Charter, as may be amended from time to time (together with the Charter Agreement, the “Charters”), and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements that are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating charter schools and apply any surplus that results

- from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
  7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
  8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
  9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
  10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the Corporation shall be no fewer than five (5) and shall not exceed twenty-five (25). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these Bylaws.

C. **Election of Trustees.**

1. **Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.
2. **Eligibility.** The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, subject to any eligibility requirements set forth in New York State law or the School's charter.
3. **Organizational Affiliation.** Not more than 40 percent of the persons serving on the Board may be a trustee or employee of a single organization with the exception of another charter school education corporation. No more than two (2) school trustees may be affiliated with not-for-profit charter management organizations and one (1) such trustee's affiliation is limited to serving as director (e.g. not an employee) of such entity.
4. **Ex-Officio Members.** There may be one or more seats on the Board reserved for a parent of a child matriculating in such charter school.
5. **Term of Office.**
  - a. The Trustees shall be elected to terms of three (3) years, except the term of any Trustee who is a parent of a child enrolled in a charter school operated by the Corporation or the designated representative of any partner organization shall be one (1) year.
  - b. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

- c. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to any Charter or these Bylaws or any Board action.
  - d. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of any Charter or these Bylaws or other Board action.
- 6. Time of Elections.** The Board shall elect Trustees whose terms begin on October 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
- D. Removal of Trustees.** The Board may remove a Trustee, with or without cause, in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law. The Board may also remove a Trustee for failing to attend at least six (6) of the twelve (12) Board meetings scheduled during the school year. In addition, any Trustee who is absent from three (3) consecutive meetings, without excuse accepted as satisfactory by the Board, shall be deemed to have resigned.
- E. Resignation by Trustee.** A Trustee may resign by giving written notice to the Board Chairperson or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chairperson or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
- F. Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
- G. Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

#### **ARTICLE IV: PRINCIPAL OFFICE**

The Corporation's principal office shall be at building where the school is located; or at such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in office on the copy of these Bylaws maintained by the Secretary.

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

- A. Place of Meetings.** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.
- B. Annual Meetings.** An Annual Meeting shall be held in the month of September of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

- C. Regular Meetings.** Regular Meetings shall be held each year on dates determined by the Board. At a minimum, Board meetings shall be held twelve (12) times per year.
- D. Special Meetings.** A Special Meeting shall be held at any time called by the Chairperson, or by any Trustee upon written demand of not less than one-half (1/2) of the entire Board. A Special Meeting shall also be held at any time called by the Chairperson, or in his or her absence, by the Senior Trustee, on written request of three (3) Trustees. Seniority shall be determined according to the order in which the Trustees are named in the Provisional Charter or subsequently elected.
- E. Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. Notices.** Notices to Trustees of Board Meetings shall be given as follows:
1. Notice of the time and place of every Board Meeting shall be mailed not less than five (5) days nor more than ten (10) days before the meeting to the usual address of each Trustee, or as otherwise permitted by law.
  2. Public notices of Board Meetings shall be made in accordance with Article 7 of the New York Public Officers Law, as amended (the "Public Officers Law").
- G. Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

#### **ARTICLE VI: ACTION BY THE BOARD**

- A. Quorum.** Unless the law requires a greater proportion, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.
- B. Action by the Board.**
1. **Actions Taken at Board Meetings.** Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
  2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Corporation at which a vote is taken. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. If Trustees are participating by means of video-conferencing, members of the public may attend at such site and will be notified of all such sites where they may attend, listen, or observe. Once a quorum is present, additional Trustees may participate in a Board Meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-

conferencing shall not vote nor be counted towards the establishment of quorum.

**C. Committees.**

1. **Appointment of Committees.** The Board may create committees for any purpose, and the Chairperson of the Board shall appoint members to and designate the chairpersons of such committees, for any committee except for a Standing Committee or an Executive Committee. A Board Standing Committee will consist of not fewer than three (3) Trustees, designated by a majority of the Trustees of the whole Board, except that any executive committee of the Board shall comprise not fewer than five (5) Trustees. An Executive Committee's members shall be appointed by the Chairperson of the Board, subject to the approval of a majority vote of the entire Board. The entire Board may vote, at any time, to disband the Executive Committee.
2. **Standing Committee.** The Board may have a standing Finance Committee, chaired by the Treasurer so long as the Treasurer is elected by a majority of the entire Board. Additional members of the Finance Committee will be appointed as set forth above.
3. **Authority of Board Committees.** The Board may delegate to a Board Committee any of the authority of the Board, except with respect to:
  - a. The election of Trustees;
  - b. Filling vacancies on the Board or any committee which has the authority of the Board;
  - c. The fixing of Trustee compensation for serving on the Board or on any committee;
  - d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
  - e. The appointment of other committees of the Board, or the members of the committees; and
  - f. The amendment or repeal of any resolution of the Board, which by its terms shall not be so amendable or repealable.
4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and Article 7 of the Public Officers Law with respect to the calling of meetings.

**D. Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - a. One or more Officers or employees of the Corporation, or such Officer's or employee's agents or designees, whom the Trustee believes to be reliable and competent in the matters presented;
  - b. Legal counsel, public accountants, consultants, advisory groups, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of any Charter or these Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with

that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.
- E. Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
- F. Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.
- G. Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

#### **ARTICLE VII: OFFICERS**

- A. Officers.** The Officers of the Corporation consist of a Chairperson, Vice Chairperson, a Secretary and a Treasurer. The Corporation may also have such other officers as the Board deems advisable.
1. **Chairperson.** Subject to Board control, the Chairperson has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairperson shall preside at Board meetings.
  2. **Vice Chairperson.** If the Chairperson is absent or disabled, the Vice Chairperson shall perform all of the Chairperson's duties and, when so acting, shall have all of the Chairperson's powers and be subject to the same restrictions. The Vice Chairperson shall have such other powers and perform such other duties as the Board may prescribe.
  3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Charters and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by these Bylaws; and (d) have such other powers and

perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies, and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairperson and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee, if such committee has been formed; and (h) have such other powers and perform such other duties as the Board may prescribe.

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

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairperson.
3. **Term of Office.** Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

- C. Delegation.** Subject to Article XI, paragraphs B and C and except as otherwise provided in these Bylaws or as prohibited by law, an Officer of the Corporation may delegate to the Corporation's employees and/or any agent or agents thereof the responsibilities of operating the business of the Corporation, provided that such delegation is exercised within the ultimate direction of the Board.

- D. Removal and Resignation.** The Board may remove any Officer, with cause, in the same manner as it may remove a Trustee in accordance with applicable law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

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

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

**ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS**

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

**ARTICLE X: SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as permitted by the New York General Municipal Law and/or approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

**ARTICLE XI: OTHER PROVISIONS**

- A. Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.
- B. Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.
- C. Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairperson of the Board, the Executive Director of a charter school operated by the Corporation, the Treasurer, or a duly authorized agent thereof. In addition, the Board may appoint additional employees or duly authorized agents of the Corporation as its designees to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness, within the limits of specific financial policies and procedures to be approved by the Board of Trustees.
- D. Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.
- E. Conflict of Interest.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all

relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

**F. Trustee Affiliation With A Not-For-Profit Educational Service Provider**

1. If a Trustee is affiliated with a not-for-profit educational service provider that provides management services to the Corporation (hereinafter a "Provider") pursuant to a contract between the Corporation and the Provider, termination of the contract with the Provider shall constitute cause for removal of any such affiliated Trustee from the Board, and upon such termination of the contract, such affiliated Trustee may be removed from the Board by a vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting.
2. Any Trustee affiliated with a Provider shall not hold the offices of Board Chairperson or Treasurer of the Board.
3. When the Board has proper grounds to go into Executive Session pursuant to the New York Open Meetings Law for the purpose of discussing or voting upon an issue related to the Provider or the personnel of such Provider, the Board may, after the Trustee affiliated with the Provider has had an opportunity to fully address the Board, continue such Executive Session outside of the presence of such affiliated Board Member.
4. The number of Trustees on the Board shall not be less than seven (7) where two (2) trustees are affiliated with a Provider and not less than six (6) where one (1) Trustee is affiliated with a Provider.

**G. Interpretation of Charter and Law.** Whenever any provision of these Bylaws is in conflict with the provisions of any Charter, the provisions of such Charter shall control. Whenever any provision of these Bylaws is in conflict with provisions of applicable law, the provisions of applicable law shall govern and control, including Article 7 of the Public Officers Law.

**ARTICLE XII: AMENDMENT**

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

**CERTIFICATE OF THE SECRETARY**

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

\_\_\_\_\_, Secretary

Dated: \_\_\_\_\_

## Response 13( f) – Code of Ethics

Trustees, officers and employees of the International Charter School are expected to maintain exemplary standards of professional conduct, putting the interests of ICS students and families before their personal interests at all times. Your reputation is priceless, and once damaged, is difficult to repair. Questions raised about the propriety of your behavior can put ICS and its mission at risk.

The Foundation for Critical Thinking defines ethics as "a set of concepts and principles that guide us in determining what behavior helps or harms sentient creatures." The term comes from the Greek word *ethos*, which means "character." Having qualified as an employee or Trustee you are presumably in possession of good character.

But as James Madison wrote in Federalist No. 51, "If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary." To guide you through potential difficult decisions, ICS has developed this Code of Ethics.

All Trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment or association with the school. When in doubt, err on the side of caution; discuss the issue with your supervisor, or in the case of Trustees, with the Chair or Vice Chair of the Board.

### *Highest Standards of Behavior*

Trustees, officers, and employees of the school should exhibit exemplary behavior and conduct at all times. Unacceptable conduct includes, but is not limited to:

- Theft or inappropriate removal or possession of property,
- Falsification of documents,
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty,
- Use of tobacco or tobacco products on school grounds,
- Insubordination or other disrespectful conduct,
- Violation of safety or health rules,
- Sexual or other unlawful or unwelcome harassment, and
- Excessive absenteeism or any absence without notice.

No trustee, officer or employee shall:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars (\$75) 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 her or him, or could reasonably be expected to influence her or him, in the performance of her or his official duties or was intended as a reward for any official action on her or his part;
- Disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interests including student, personnel or payroll records or financial information,
- 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 s/he is an officer, member or employee or of any education corporation committee or agency

over which s/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 or her 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.

#### *Participation*

Every Trustee has the right to participate in the discussion and, in the case of voting Trustees, vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction": (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

#### *Conflicts of Interest*

An actual or potential conflict of interest occurs when a Trustee, officer, or employee can influence a decision that may result in a personal gain for said Trustee, officer, or employee or in a gain for a relative of a person with whom said Trustee, officer, or employee has a close personal relationship as a result of a business dealing with the school. In the case of an employee, any such conflict of interest must be immediately reported to the school Principal or Executive Director. If the party with the potential conflict of interest is the Principal or Executive Director, s/he shall report it to the Chairman of the Board of Trustees. In the case of an officer or Trustee, the potential conflict of interest must be reported immediately to the Chairman of the Board. If the party with the potential conflict of interest is the Chairman, s/he shall report it to the Vice Chairman.

Any Trustee, officer, or employee having an interest in a contract, other transaction or program to be discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure to the Board of his or her interest must be made prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if s/he is the party (or one of the parties) contracting or dealing with the school, or is a Principal, Trustee, or Officer of, or has a significant financial or influential interest in, the entity contracting or dealing with the school.

Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

#### *Self-Dealing*

A "Self-dealing transaction" is a transaction to which the school is a party and in which a trustee, administrator or employee has a material financial interest. Neither trustees, officers nor employees of the school shall engage in any "self-dealing transactions," except as approved by the Board.

Notwithstanding this definition, a transaction that is part of a public or charitable program of the school, and is (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program is not a self-dealing transaction, and is subject to the Board's general standard of care.

Trustees, officers, or employees representing any not-for-profit corporation proposing to do business with the school shall disclose the nature and extent of such business.

No Trustee, officer, or employee of a **for-profit** corporation having a business relationship with the school shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

- Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys.
- Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school.
- Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.

#### *Political Campaigns*

School Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or contribute money to any political campaign. This is not intended to limit the right of any member of the school community to participate in a political campaign.

Response 13( g) – Board Member Information

**Proposed Trustees of the International Charter School**

**Ashley Garrett** is the Director of the All Souls Soup Kitchen, a privately funded program that serves over 19,000 meals a year. A trustee of the New York City Center for Autism Charter School, Ashley also serves as the vocational training coordinator for a District 75 high school in Harlem. Previously she served as a Trustee of Prep for Prep (an organization that provides talented children in underserved communities with academic and leadership training) and was chair of the George School Resources Committee (providing guidance and raising funds for this 9-12 independent Quaker boarding and day school). Ashley began her career in credit card marketing, working for Chemical Bank and then MasterCard. She earned her BA at Smith College and an MBA from Harvard University. Ashley and her husband have two daughters, one in college and one in 8<sup>th</sup> grade.

**Monir Hoque** is a private equity investor focused on turnaround and distressed businesses both in New York and overseas. Currently Monir is revitalizing two Washington County mines that produce critical transportation materials and are providing much-needed local employment upstate. He has nearly two decades of finance experience, having worked for Bank of America in New York, GE Capital in Paris and Thailand and Al Rayan Investments in Qatar. Raised in London, Monir earned his B.S. and M.S (with honors) at Columbia University. Monir and his wife, a research immunologist, are raising three children who attend public schools in New York.

**Emma Lindsay** is a Senior Associate at Simpson Thacher & Bartlett LLP and an Adjunct Professor of Public International Law at The New School University. Her practice is focused primarily on international arbitration and dispute resolution, especially in the Americas, Asia and Europe. From 2004 to 2005, she clerked on the International Court of Justice at The Hague. In addition to The Netherlands, she has lived in Australia, Fiji, Hong Kong, Ireland, and Switzerland. An honors graduate of Oxford University, Emma holds an LL.M. in International Law from New York University. Emma, who is British, and her South African husband are raising twins in Brooklyn's Fort Greene neighborhood. When the twins reach school age, she hopes they will attend a public school like ICS.

**Joseph Lewis** is an executive with JCRA Financial, an independent risk management consultancy. His career spans over a decade, having worked in interest rate derivatives at Citigroup, Barclays Capital, and Lehman Brothers. Joe serves on the boards of several education organizations, including Teaching Matters, NYCAN, Opportunity Agenda, and is a former board member at Leadership Prep Charter School in Brooklyn. Joe attended P.S. 269 and I.S. 246 Walt Whitman in Brooklyn, before going to St. Marks. He received his bachelor 's degree in economics and public policy from Duke University and a master's degree in economics from New York University. Joe lives in Bedford-Stuyvesant with his wife and young son.

**David Maya** is a partner with Oliver, Wyman, a global management consulting firm. He has built high-powered teams that manage change effectively, delivering results through business judgment combined with a fact-based and pragmatic approach. David previously worked as the head of strategy for JP Morgan Chase, and as Global Head of Business Development & Strategy for Citigroup. He began his professional career at McKinsey & Company. A Turkish native, David earned his BA at the University of Massachusetts, Amherst. He was selected for a Fulbright scholarship under which he attended Oxford University earning an M Sc. in Economics. David and his wife have two children who attend public schools in Manhattan.

**Kenneth Mbonu** is the Director for Economic Development at the Bridge Street Development Corporation, a Brooklyn-based non-profit. His work focuses on community level development priorities including real

estate, physical infrastructure, and business support. He worked previously as commercial banker for the Israeli Discount Bank and Bank of America, and purchased, operated and sold a specialty chemical business in northern New Jersey. A native of Nigeria, Kenneth earned his BA at CUNY's York College and an MBA at Pace University. He is a member of the Economic Development Committee of Community Board 3 and chairs the Business Vitality Group of the Coalition for the Improvement of Bedford Stuyvesant. Kenneth and his wife have two children who attend public schools in Brooklyn.

**Robert Pondiscio** is the Executive Director of Citizenship First, a foundation focused building children's civic knowledge and participation in political discourse through more effective k-12 education. He left a career in journalism at BusinessWeek magazine in 2002 to teach fifth grade in a struggling South Bronx elementary school. Following five years in the classroom, he worked as an independent consultant offering strategic communications counsel and advocating on behalf of education nonprofits. Robert served as Vice President for Communications at the Core Knowledge Foundation until December 2012. Robert's daughter attends an independent school in Brooklyn.

**Daria Rigney** is a former teacher, staff developer, middle school principal and district superintendent. She is a literacy expert with more than two decades of experience across New York City Schools. Her efforts have ranged from teaching in some of our most challenging schools to leading District 2, long acknowledged as one of New York City's most successful districts. Retired from the Department of Education, she currently serves as a senior advisor at the Leadership Academy, training and mentoring the next generation of principals and leading school assessments. A long-time Brooklyn resident, Daria began her teaching career at PS 321, an elementary school in Park Slope, following a decade as an art advisor to corporations and individuals. Her two adult children attended Brooklyn public schools.

**Andrew Sternlieb** is the President of Salem Realty Capital, and chairman of several not-for-profit organizations. Following three decades in real estate private equity Andy enrolled in the Public Policy program at Teachers College. His recent real estate experience comprises equity and debt financing commitments in excess of \$2.1 billion across more than 125 separate transactions and involving over 220 office, hotel, multi-family, industrial and retail properties. Prior to founding Salem, Andy was a Senior Vice President at Donaldson, Lufkin & Jenrette, a Vice President at Solomon Brothers and a Limited Partner at Bear Sterns. In 2005 he helped to found, and became the Chairman of Hillel at Baruch College. Since 2006 he has been a member of the Fiscal Advisory Committee of the North Salem Central School District. Andy earned his JD at Emory University and expects to obtain his M.Ed. from Teachers College in 2014.

**Jennifer Stillman**, Ph.D is the Director of Assessment and Evaluation for New Classrooms Innovation Partners, a non-profit focused on personalized, blended middle school math programs. She previously worked as research analyst for the New York City Department of Education's Office of Innovation. Jennifer taught government and politics to high school students in Brooklyn, the Bronx, and Fairfax County, Virginia for six years, and served as a legislative assistant to U.S. Senator Harry Reid before earning her doctorate in Politics and Education at Teachers College, Columbia University. Jennifer's book, *Gentrification and Schools*, explores the process of school integration in gentrifying neighborhoods. She lives in Harlem with her husband and two children.

## **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. International Charter School of New York
2. Full name: Ashley Garrett  
Home Address: [REDACTED]  
Business Name and Address: n/a  
Home telephone No.: [REDACTED]  
Work telephone No.: n/a  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume): I am Director of the All Souls Soup Kitchen, a privately funded program that serves over 19,000 meals a year. I am a trustee of the New York City Center for Autism Charter School, I also serve as the vocational training coordinator for a District 75 high school in Harlem. Previously I served as a Trustee of Prep for Prep (an organization that provides talented children in underserved communities with academic and leadership training) and was chair of the George School Resources Committee (providing guidance and raising funds for this 9-12 independent Quaker boarding and day school). I began my career in credit card marketing, working for Chemical Bank and then MasterCard. I earned my BA at Smith College and an MBA from Harvard University. My husband and I have two daughters, one in college and one in 8<sup>th</sup> grade.  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, Friends with Robert Pondiscio.

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, met Matthew Levey twice previously .
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

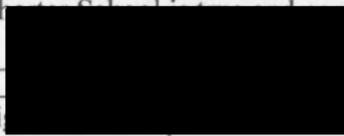
is not usually a sufficient answer. Bring it to the attention of the Board Chair, ask that the facts of the situation be ascertained independently, by trustees not implicated, and that the Board take a decision as to the validity of the allegations and the appropriate response. As needed I would require that outside lawyers or other consultants be engaged to assist the independent trustees in making their evaluation.

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, Ashley Garrett, 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 International Charter School of New York Charter School is true and correct in every respect.

Signature: 

Date: 1.24.14

**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](mailto:charters@suny.edu)

## **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. ICS
2. Full name: David Maya  
Home Address: [REDACTED]  
Business Name and Address:  
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 bio  
 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, President of Condo Board.
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, Matthew Levey, Exec Dir, met him a month ago through a common friend.
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 it to the attention of the entire board, investigate and fully discover all the facts (hire unbiased and competent third-party if necessary/warranted), and take appropriate action based on the results of the 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, DAVID MAYA, 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 Internechan Charter School Charter School is true and correct in every respect.

 2/10/14  
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](mailto:charters@suny.edu)

## **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. International Charter School of New York
2. Full name: Daria M. Rigney  
Home Address: [REDACTED]  
Business Name a [REDACTED] Court Square, 2nd Floor  
[REDACTED] Long Island City, NY 11101  
Home telephone No.: [REDACTED]  
Work telephone No: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume) I am a former teacher, staff developer, middle school principal and district superintendent. I am a literacy expert with more than two decades of experience across New York City Schools. My work has ranged from some of our most challenging schools to leading District 2, long acknowledged as one of New York City's most successful districts. I retired from the Department of Education in 2011, and worked as a consultant advising school on instruction and leadership. Since 2012 I have served as a senior advisor at New York City's Leadership Academy, training and mentoring the next generation of principals and leading school assessments. I am a life-long Brooklyn resident and began my teaching career at PS 321, an elementary school in Park Slope, following a decade as an art advisor to corporations and individuals. My two adult children attended Brooklyn public schools.  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, have met Robert Pondiscio once previously
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, worked on the CEC with Matthew Levey from about 2007 to about 2009.
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,

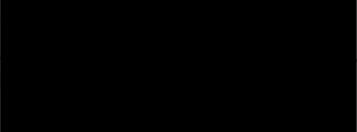
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts 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 it to the attention of the Board Chair, ask that the facts of the situation be ascertained independently, by trustees not implicated, and that the Board take a decision as to the validity of the allegations and the appropriate response. As needed I would require that outside lawyers or other consultants be engaged to assist the independent trustees in making their evaluation.

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, Daria Rigney, 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 International Charter School is true and correct in every respect.

S 

Feb. 22, 2014  
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](mailto:charters@suny.edu)

## 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. International Charter School of New York
2. Full name: Joseph Lewis  
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, formerly Panel for Education Policy (New York City), formerly Leadership Prep Charter schools, Currently Teaching Matters, Currently Opportunity Agenda
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, Have attended several meetings with Matthew Levey and other proposed Trustees of the 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, .
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 confront Trustee and report the matter to the board of directors immediately. Also, I would speak with our legal counsel to get additional information.

#### Other

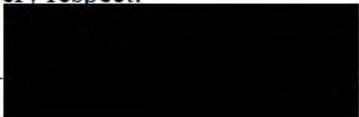
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Joseph Lewis 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 International Charter School of New York is true and correct in every respect.

\_\_\_\_\_  
Sign



24 February, 2014 \_\_\_\_\_  
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](mailto:charters@suny.edu)

## **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. **International Charter School of New York**
2. Full name: **Jennifer Burns Stillman**  
Home Address: [REDACTED]  
Business Name and Address: **New Classrooms, 1250 Broadway, 30<sup>th</sup> Fl. New York, NY 10001**  
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.
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, Matthew Levey, have met three times professionally
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 move to have that person or people removed from the board, and use my power as a board member to reverse, if possible, the benefits that were accrued to that person or persons. All of these actions would be taken with the students' best interest in mind.

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, Jennifer Stillman, 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 International Charter School is true and correct in every respect.

  
Signature

2/10/14  
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](mailto:charters@suny.edu)

## 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: International Charter School of New York
2. Full name: Kenneth Mbonu  
Home Address: [REDACTED]  
Business Name and Address: Bridge Street Development Corporation, 460 Nostrand Ave, Brooklyn NY 11216  
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, My children's teachers.
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. Make a formal complaint/ report to the Board of Trustees

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, KENNETH MBONU, 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 INTERNATIONAL CHARTER SCHOOL Charter School is true and correct in every respect. OF NEW YORK.

Signature



Date

1/7/2014

**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](mailto:charters@suny.edu)

## 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. International Charter School of New York
2. Full name: Emma L. Lindsay  
Home Address: [REDACTED]  
Business Name and Address: Simpson Thacher & Bartlett LLP, 425 Lexington Avenue,  
New York, NY 10017  
  
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 resume  
X 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. X 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). X 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. X 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.  
X 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. X 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.  
X 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. In the first instance, I would confront the involved trustee(s) to attempt to ascertain more information about the suspected self-dealing. If concerns remained after discussion with the individual trustee(s), I would raise the matter with the board. If the board were unable to take appropriate action (e.g. because a majority of the board was involved in the suspected self-dealing), I would share my concerns with the executive director and, if necessary, bring the matter to the attention of the relevant authorities.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Emma Lindsay, 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 International Charter School of New York is true and correct in every respect.

Signature



Date

1/13/2014

**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](mailto:charters@suny.edu)

## **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. International Charter School of New York
2. Full name: Monirul Hoque  
Home Address: [REDACTED]  
Business Name a [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, Hoque Foundation, Dhaka, Bangladesh.
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 attended several meetings with Matthew Levey and other proposed Trustees of the school. One of my children attended school with Mr. Levey's children for several years so we know each other socially as well.
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 talk with the specific trustee to understand their view of the facts and then raise my concerns with the Chair or Vice-Chair of the Board. If they are conflicted, I would discuss it with other non-conflicted trustees. If the Board did not resolve the matter to my satisfaction, I would contact CSI for advice.

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, Monirul Hoque, 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 \_International Charter School of New York is true and correct in eve

Signature \_\_\_\_\_

27<sup>th</sup> February, 2014 \_\_\_\_\_  
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](mailto:charters@suny.edu)

## **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. International Charter School of New York
2. Full name: Robert Pondiscio  
Home Address:  
Business Name and Address:  
Home telephone No.: [REDACTED]  
Work telephone No.: [REDACTED]  
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume) I am Executive Director of CitizenshipFirst, a foundation focused building children's civic knowledge and participation in political discourse though more effective k-12 education. I left a career in journalism at [REDACTED] an elementary school in the South Bronx. After that I worked as an independent consultant offering strategic communications counsel and advocating on behalf of education nonprofits. Robert served as [REDACTED]  
[REDACTED] My daughter attends an independent school in Brooklyn. I graduated of SUNY – Empire State with a MS in English and have a MS in Education from Mercy College.  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. Friends Ashley Garrett
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, Matthew Levey, friend since 2006.
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 it to the attention of the Board Chair, ask that the facts of the situation be ascertained independently, by trustees not implicated, and that the Board take a decision as to the validity of the allegations and the appropriate response. As needed I would require that outside lawyers or other consultants be engaged to assist the independent trustees in making their evaluation.

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, ROBERT PONDISCIO, 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 INTERNATIONAL Charter School is true and correct in every respect.

Signature

Date

FEBRUARY 10, 2014

**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](mailto:charters@suny.edu)

## 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. **International Charter School of New York**
2. Full name: **Andrew M. Sternlieb**  
Home Address: [REDACTED]  
Business Name and Address: **Salem Realty Capital LLC, POB 298, North Salem, NY 10560**  
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.
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.
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.

### 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.
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.
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.

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.
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 contract with a management company or charter management organization.
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.
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.
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.
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.
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. **First, bring it to the attention of the rest of the Board. Second, Board should take appropriate actions including removal and legal action if necessary. Third, if warranted, contact appropriate legal authorities. Fourth, if Board unwilling to act appropriately, contact authorities/charter authorizer, and resign from Board.**

Other

17. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics).  I affirm.
18. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. **See attached Resume**

## Certification

I, Andrew M. Sternlieb, 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 International Charter School of New York is true and correct in every respect.



---

Signature

Date: January 7, 2014

**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](mailto:charters@suny.edu)

## Response 14 – Community Relations

### (a) District Relations

Describe any provide supporting evidence of any explicit support for the proposed school from the school district in which the school intends to be located. Also include:

- Strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges; and,
- 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.

In New York City school authority was transferred from local Community School Districts (“CSD”) to the Mayor in 2002. Thus critical decisions regarding education policy and the local school district are taken centrally, rather than by a specific CSD.

Mayor Bill de Blasio is still developing specific policies that his administration will follow regarding new charter schools seeking to collocate with traditional district schools. ICS has long-standing relationships with many employees of the NYC Department of Education, and has sent regular email updates to them about our plans. On February 22, proposed ICS Chair Daria Rigney spoke with Schools Chancellor Carmen Fariña briefly to tell her about ICS. ICS Founder Matthew Levey followed up with an email to Saskia Levy-Thompson, Mrs. Fariña’s Chief of Staff. We have also spoken with representatives from the Office of Portfolio Planning, although again, it is unclear what role, if any, that office will play in setting policies under Mayor De Blasio.

Although they lack formal power, Community Education Councils replicate the geographic boundaries of New York City’s pre-2002 CSDs. As detailed in Response 03 and below, ICS has met with David Goldsmith, the CEC President of CSD 13 to share the details of our application on multiple occasions, including CEC meetings, District Science Fairs and meetings of the CEC’s Task Force on School Improvement. Following those meetings, and as part of our ongoing strategy to establish and maintain a relationship with the district, ICS presented its application formally at the January 28, 2014 meeting of the CEC.

As such, ICS believes its relationship with the District is professional and positive. As noted, ICS has followed up with the members of the CEC, inviting them to attend parent meetings organized in the neighborhood.

ICS will continue to engage with the local school district over the course of the application and planning period to ensure that if a charter is granted we are successful in our efforts to integrate with other schools in the area.

As noted in Response 01 – Community Need, the majority of elementary schools in CSD 13 struggle to teach their students to read or do math at grade level, as seen on the New York State exams in ELA and Math. The primary way that ICS can partner with those schools to help is by demonstrating the efficacy of its curricular approach. This will likely involve changing adult opinions about the centrality of curriculum to a school’s success, but since the curricula ICS has chosen are freely available, district schools that might chose to follow our example would not incur significant costs to obtain the same teaching materials as ICS will use.

As we grow and our schedule permits we hope ICS will become a school that others in the district will want to visit and that we can share our program freely with neighboring schools through such initiatives as the NYC Collaborates program administered by the New York City Charter School Center.

**(b) Community Relations**

Describe any explicit support for this proposal from community stakeholders or others, including:

- Known opposition to this proposal including the individuals or organizations and their rationale for opposing the school;
- Efforts the founding team has made to address or respond to their concerns; and,
- How the founding team and school intend to overcome challenges associated with opposition to the school.

As noted in Response 03 – Proposal History, the applicants have held (and plan to continue to hold) extensive meetings with local parents, elected officials and community-based organizations to solicit feedback about the ICS proposal. In general the response among parents and other stakeholders has been positive.

**EXPLICIT SUPPORT**

Over 1,200 community members have signed petitions indicating support for the ICS application. In our canvassing efforts, distributing flyers to inform community members of meetings and solicit their signatures on our petitions, the ICS team has repeatedly heard that parents and community members welcome the additional choice our school will offer to neighborhood children.

Included as an attachment to this application are formal expressions of support from a wide range of community members. They include

- PS 183 principal Tara Napoleoni, Brooklyn resident and parent
- Community Board 3 member Michael McCasland, co-founder of the Kings County Youth Tennis Association
- Oma Holloway, Vice-Chair, Community Board 3, CSD 13 resident and parent
- Community Board 2 member Stephen Pierson, founder of Canteen Arts, a New York City-based nonprofit that runs educational programs for at-risk youth
- Ingersoll Residents Association President Dominique Bryant
- MakerBot CEO Pre Pettis, CSD 13 resident and parent
- Mark Morris, choreographer and founder of the Mark Morris Dance Group
- Michael Boriskin, Executive Director of Copland House
- Aaron Pallas, Arthur I. Gates Professor of Sociology and Education at Teachers College
- Stuyvesant High School Teacher Lisa Greenwald
- Textile Arts Center Youth Programs Director, Kelly Valletta
- Carlos Savedra, Kumon franchise owner and public school parent in CSD 13
- Kaoru Kashima, Neighborhood Parent

Many parents responded in writing after attending an ICS presentation. Responding to one ICS presentation, a parent wrote:

I'm really excited about the prospect of your charter school. I've spent some time looking into options for my daughter ( [REDACTED] ) and have been dismayed with the choices available in our area. ICS sounds like it fits my own educational philosophy better than the other schools I've looked into. I've already signed your online petition and have convinced a few others to do so as well.

International Charter School of New York  
Response to RFP

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Please let me know if you think 30 minutes at the discussion tonight will be worth my while. If not, maybe we can meet at a later date to discuss your school and the other educational opportunities available in Fort Greene/Clinton Hill/Bed-Stuy. I'm willing to help out in whatever way I can to make ICS a reality in our area.

Another parent wrote to say:

you seem to be my education kindred spirit. I just read through your [blog] posts and it was uncanny the extent to which we see eye to eye on the issues.

My attention was grabbed by the fact that you are using the core knowledge curriculum in your new school - I just sent an email to my son's school leadership team alerting them to the fact that CK was chosen as an exemplar curriculum. Needless to say no one acknowledged my email! wish I could send my kids to your school but they're both too old.

I started my younger child at the xxx school in xxxx this year because of my despair over the lack of content at the zoned school. but even the xxx school- while much, much better in terms of content - doesn't come close to CK.

A third parent responded after attending two different meetings:

Just like last time, you showed your a 't' crosser and 'i' dotter. I appreciate that stuff. I also like a think on his feet kind of guy. Your school sounds great in theory, though I'm no fan of forced diversity. I like organic. However, I do appreciate a ***diversity in ways of thinking*** and it sounds like there will be lots of that at ICS. Very important stuff. I'm also jazzed by the idea of creating cooperative/constructivist learning environments that teach kids how to think.

I plan on doing some reading and revisiting some ideas with you in the future. Consider me a real supporter. I hope to see you succeed.

A fourth parent responded:

I enjoyed your presentation and ideas. I also loved the Clifford Levy's NY Times article and the video, the kids were very inspiring. My husband is Moroccan and we have lived both here and abroad together. Although our daughter is only [REDACTED], we always talk about what kind of education we would like her to have. It really warmed my heart to hear you say "inchallah" at some point during the meeting, I was like "oh yeah, this guy is cool"

Looking forward to the next meeting!

A fifth parent responded:

My husband has told me a lot about you and your mission to build an international charter school in Brooklyn. After numerous hours studying and touring different programs for my own son I whole heartedly agree that ICS will fill a void that currently exist in our school system.

I have spent the last 10 years of my career with Scholastic and Apple computers prior to that. I offer you my expertise in technology with a focus on education to help develop the school and technology within its curriculum.

Let me know when you have a moment to sit down and discuss further. Maybe we can meet for coffee.

In late November, a sixth parent sent an email saying:

I'm very excited to read more about your proposed new school in our district. You have a wonderful mission, and the partnerships are terrific. I've cc'd my husband, as I'd like to discuss this with him and other friends of ours in District 13 with prospective kindergarteners. What exactly are you seeking at this stage? Is it just a matter of waiting for the state to respond?

On January 15<sup>th</sup>, Dynishal Gross, legislative Director to Councilmember Robert Cornegy Jr. wrote after her meeting with us to say "It was a pleasure to meet you all. You have my best wishes for success in this ambitious, labor-intensive process."

#### KNOWN OPPOSITION

Brooke Parker, a parent in CSD 14, posted a response to an ICS meeting announcement. Parker wrote on the Stuyvesant Heights Parent Association Listserv to tell parents to be wary of attending ICS information session as, she claimed, ICS would cite their attendance at such a meeting as proof of support.

We followed up with multiple emails to Parker inviting her to meet and discuss her concerns but received no reply. Parker was also invited to attend any of the publicly advertised information sessions ICS hosted prior to submitting this application. So far as ICS is aware, she did not.

Parker's response was not specific to ICS and encompassed claims such as plans to 'privatize education', 'segregate schools', or that "area neighborhood schools could ill afford to have public dollars syphoned out of their budgets." Since she did not comment on the ICS application itself and made untrue statements, ICS could only redirect her to our application and seek her feedback on our specific plans.

Courtney, a parent of a child at PS 11, responded to an ICS announcement on Parents Around the Hill by writing: "I ask that you please carefully consider if district 13 truly needs a new elementary school. Every charter and choice school that opens only serves to undermine our neighborhood schools – some of which are quite wonderful - and further segregate our community. "

As with Parker, this respondent's comment does not incorporate specific feedback about ICS and its proposal, which in fact seeks to serve a more diverse student population than the average elementary school in CSD 13.

#### PLANS TO OVERCOME CHALLENGES

We anticipate that whether fact-based or otherwise, there will be interest groups in the community who will not welcome ICS and will view our school as a threat to their definition of the community's health.

The primary way ICS will address this challenge is to continue to maintain open lines of communication to all members of the community. Through transparency and clarity of purpose, ICS believes we can address any specific concerns that arise.

Response 14(c) - Evidence of Support

Parent emails in response to Proposal



Georgia [REDACTED]

to Matthew [REDACTED]

Mar 16



Hi Matthew - you seem to be my education kindred spirit. I just read through your posts and it was uncanny the extent to which we see eye to eye on the issues.

My attention was grabbed by the fact that you are using the core knowledge curriculum in your new school - i am obsessed with E.D. Hirsch's work and actually just sent an email to my son's school leadership team alerting them to the fact that CK was chosen as an exemplar curriculum. Needless to say no one acknowledged my email! wish I could send my kids to your school but they're both too old.

I started my younger child at the [REDACTED] school in [REDACTED] this year because of my despair over the lack of content at the zoned school. but even the [REDACTED] school- while much much better in terms of content - doesn't come close to CK.

Anyway - I do education policy communications at a research center at Teachers College. would love to be able to help you in some way with your exciting project.

best, Georgia [REDACTED]



Ginny S [REDACTED]

to Matthew [REDACTED]

Mar 21



Hi Matthew,

I'd really like to attend the meeting in Bed-Stuy tonight (I had planned to go this weekend, but was too sick to make it), but I can only stay for a half hour. Do you think that will be enough time for me to get an idea of the educational experience at ICS?

I'm really excited about the prospect of your charter school. I've spent some time looking into options for my daughter (who's currently 15 months) and have been dismayed with the choices available in our area. ICS sounds like it fits my own educational philosophy better than the other schools I've looked into. I've already signed your online petition and have convinced a few others to do so as well.

Please let me know if you think 30 minutes at the discussion tonight will be worth my while. If not, maybe we can meet at a later date to discuss your school and the other educational opportunities available in Fort Greene/Clinton Hill/Bed-Stuy. I'm willing to help out in whatever way I can to make ICS a reality in our area.

Best,  
Virginia

 **chris** [redacted] Mar 22  
to Matthew [v]  
Hi Matthew,  
Just like last time, you showed your a 't' crosser and 't' dotter. I appreciate that stuff. I also like a think on his feet kind of guy. Your school sounds great in theory, though I'm no fan of forced diversity. I like organic. However, I do appreciate a ***diversity in ways of thinking*** and it sounds like there will be lots of that at ICS. Very important stuff. I'm also jazzed by the idea of creating cooperative/constructivist learning environments that teach kids how to think.  
I plan on doing some reading and revisiting some ideas with you in the future. Consider me a real supporter. I hope to see you succeed best  
chris

 **stacebli** Mar 27 (9 days ago)  
to Matthew, Carlos [v]  
Hello Matthew,  
My husband, carLOS, has told me a lot about you and your mission to build an international charter school in brooklyn. After numerous hours studying and touring different programs for my own son I whole heartedly agree that ICS will fill a void that currently exist in our school system.  
I have spend the last 10 years of my career with Scholastic and Apple computers prior to that. I offer you my expertise in technology with a focus on education to help develop the school and technology within its curriculum.  
Let me know when you have a moment to sit down and discuss further. Maybe we can meet for coffee.  
Thanks!  
-stacEy :)

 **Alphonse** Apr 3 (2 days ago)  
to me [v]  
Hello Matthew I'm very happy that the school will be up and running soon. My daughter is [redacted] this Sunday and I want her to be part of the International Charter School. I remember reading I believe it's starts at pre k or 1st grade. Please advise, my daughter is not o age yet but I really want to stay close to the growth of School and get her in. What do I need to do? I have attended meetings at Chris's house my next door neighbor and you and the teachers their displayed such passion for the education of children. That's who I want my daughter around. Please continue the good work and please if anything is needed email me for any assistance.  
Sent from my iPhone



Eliza E <[redacted]>  
to Matthew [redacted]

Feb 11 [redacted]

Hi Matthew,  
Thursday the 21st sounds great. I enjoyed your presentation and ideas. I also loved the Clifford Levy's NY Times article and the video, the kids were very inspiring. My husband is Moroccan and we have lived both here and abroad together. Although our daughter is only [redacted], we always talk about what kind of education we would like her to have. It really warmed my heart to hear you say "inchallah" at some point during the meeting, I was like "oh yeah, this guy is cool"

Looking forward to the next meeting!

Thanks,  
Elizabeth

### Email from parent to CEC President

----- Forwarded message -----

From: Alli Shaloum Brydon [redacted]  
Date: Sat, Mar 2, 2013 at 7:41 PM  
Subject: International Charter School  
To: [redacted]

Dear Mr. Goldsmith,

Matthew Levey, creator of International Charter School, has informed me that you are meeting with him next week to discuss ICS opening its doors in District 13. I wanted to send you a quick note to express how important I feel a school like ICS would be to our community. I have heard Mr. Levey speak with passion about his ideas about his school, including his theories and practices in pedagogy, and I am thrilled about the prospect of having ICS in the Fort Greene/Clinton Hill area where my family lives. My son, [redacted] is not yet of school age. But I look forward to having more, quality choices of elementary schools in our district when he does attend Kindergarten in a few years.

I sincerely hope that you and the Community Education Council for District 13 decide to support schools like ICS opening in our neighborhood.

Sincerely,

Alli Brydon, mother to [redacted]

Response from Placida Rodriguez, Make the Road New York Education Organizer

**Placida Rodriguez** Mar 15  
to Education, me

Spanish > English Translate message Turn off for: Spanish x

Buenos dia Senior Matthew Levis fue un placer hablar con usted ayer; le informo que yo he mandado la informacion a las personas correspondiente del equipo de educacion de MRNY, espero que alguien revise toda la informacion y asi podemos seguir el dialogo acerca de su escuela.

Quiero darle la gracia por venir ayer y compartir conmigo sus inquietudes y sus metas acerca de su vision en educacion, le deseo toda la suerte del mundo.

pr

2013/3/14 Matthew Levey [REDACTED]

Email from a parent in response to a discussion

**Erika Tt** Mar 4 (2 days ago)  
to me

Hi Matthew,

It was great catching up with you as well. I never cease to be amazed by the incredible diversity at NEST – racial, cultural, social, economic, parental backgrounds/interests . . . and the list goes on. It really is a model of what NYC schools can and should look like.

Best of luck with the new school! I'm very impressed that you already recognize and appreciate how navigating among the egos of Black community figures can be as important for your task at hand as navigating through the DOE bureaucracy.....

Definitely send me the 'Brooklyn friends' email when you have a chance. Also, I'd love to put you in touch with a friend of mine from college who lives in Bed-Stuy with his family – his daughter is my daughter age, so she may not be a candidate for ICS. But he works for the City in different programs that focus on neighborhood development and empowering lower-income black fathers – I think he might be a good resource for you down the road (and vice versa). He's also Brooklyn born and bred, and attended UNIS – so I'm sure he'll be interested to learn more about your progress.

Best,  
Erika

Email from Williamsburg Parent in response to a Meeting announcement

Re: CP: Elementary School Meetings in MARCH



Inbox x



liddlemiddles

Mar 3 (3 days ago)



to me

I'm a mom of a first grader who is at Citizens Of The World Williamsburg, & I just want to send you a message of solidarity in hopes that you are approved! I believe that the more options we're given for great schools the better! Good luck & fingers crossed for you!  
Congratulations & Mazel Tov!

Warm Regards,  
Amanda Fruit



October 9<sup>th</sup>, 2013

Chancellor Merryl H. Tisch  
New York State Board of Regents  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch,

I am writing to inform you of my professional and personal support for the International Charter School of New York (ICS).

I am the founder and CEO of MakerBot, a Brooklyn-based manufacturer of 3-D printers. We are based in the heart of community school district 13, where ICS hopes to locate. We employ hundreds of local engineers, designers, developers, and other professionals. In building my company I have developed a strong sense of the skills and knowledge that job seekers need in today's economy. I am excited that ICS's approach will put its students firmly on the path to college and career readiness.

To further ensure ICS is successful, MakerBot will partner with them to offer age-appropriate curriculum modules, professional development programs for teachers, and equipment and materials. This will allow ICS to integrate digital design into the arts, math and science curricula. MakerBot is already a strong supporter of education— through the MakerBot Foundation, and our Back to School Challenge at Thingiverse. We look forward to further deepening our commitment to the success of public education with our partnership at ICS, and to sharing these programs with other public schools in Brooklyn and beyond.

On a personal level, I write as the father of a school-aged child living in the Brooklyn district where ICS plans to locate, if they receive a charter. I also write as a teacher, having begun my professional career as an arts instructor in the Seattle Public Schools, where I taught Kindergarten to 8<sup>th</sup> grade for seven years.

I spoke to ICS founder Matthew Levey and reviewed the ICS proposal. His understanding of children's developmental needs is profound, correct and unique. The ICS commitment to building a socio-economically diverse student body is compelling.

At a time when many are attacking the Common Core State Standards (CCSS), or claiming their instruction already exceeds their requirements, Levey and his Board have proposed a rich, coherent, sequenced curriculum that builds background knowledge from the earliest grades. ICS would give all their students the same opportunity for success that I would want for my own child.

If I can be of further assistance to you or your staff in understanding my views on ICS or our commitment to this partnership, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads 'Bre Pettis'.

Bre Pettis  
Chief Executive Officer

Response 14(c) - 6

*Aaron Copland*  
COPLAND HOUSE

November 11, 2013

Chancellor Merryl H. Tisch  
New York State Board of Regents  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch,

I am very pleased to inform you of Copland House's support for the application of the International Charter School of New York ("ICS") in Community School District 13 (Brooklyn, NY).

The iconic composer Aaron Copland was a Brooklyn native and proud product of the borough's public schools. Born to non-English speaking first-generation immigrants, he went on from Boys High School (in CSD 13) to become one of the most profoundly influential and revered musical figures in U. S. history, who created a uniquely American musical idiom that has inspired generations of musicians around the world.

Copland House is an award-winning creative center for American music based at Copland's National Historic Landmark residence in Westchester County, and is the only composer's home in the U.S. devoted to nurturing our nation's rich musical heritage through a broad range of activities. These include an array of programs for elementary school children that stimulate creativity, enhance the lives and academic experiences of young people, and are a tangible investment in America's future. Our programs foster imaginative thinking, acute listening, deductive reasoning, and collaborative work habits. We bring our charismatic, internationally-acclaimed Teaching Artists to schools in age- and content-appropriate programs built around American music.

Copland House looks forward to partnering with ICS to develop curriculum modules and teacher professional development programs that will integrate history, music, and creativity into the curriculum there, further deepening our commitment to the success of public education. We also hope our partnership at ICS can generate materials and programs to be shared with other public schools throughout Brooklyn and beyond.

If you have any questions regarding our commitment to this innovative partnership, or if I can be of further assistance, please do not hesitate to contact me directly at [boriskin@coplandhouse.org](mailto:boriskin@coplandhouse.org).

Sincerely



Michael Boriskin  
Artistic and Executive Director

cc: Matthew Levey



Department of Education Policy and Social Analysis  
Teachers College, Columbia University

January 3, 2014

Chancellor Merryl H. Tisch  
New York State Board of Regents  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch:

I am pleased to offer my support for the application of the International Charter School of New York (“ICS”) in Community School District 13 (Brooklyn, NY). ICS has prepared a thorough, research-based application that makes good use of contemporary knowledge about curriculum, teaching, learning, and professional development. I believe that the school has the capacity to be an outstanding model for elementary and beginning secondary education in New York City and elsewhere.

ICS Founder Matthew Levey has assembled a team of partners who are committed, passionate and knowledgeable about what it takes to prepare children and youth to be global citizens. I hope to contribute to this team in lending expertise in the evaluation of education policies and programs. I have been teaching graduate-level courses on program evaluation at Michigan State University and Teachers College, Columbia University for the past 25 years, and served as a consultant to many well-known federal and private evaluations, including the national evaluation of the 21<sup>st</sup> Century Community Learning Centers, Upward Bound, and the School Dropout Demonstration Project.

I am looking forward to engaging my graduate students and selected colleagues at Teachers College in the analysis of data on the learning of ICS students. Our goal is to provide useful information to a variety of ICS stakeholders about the status and direction of the school, so that they can assess whether the school is meeting its goals. This is an exciting opportunity, one which promises to advance the mission of the school and provide high-quality evidence on students’ academic performance.

Sincerely,

Aaron M. Pallas  
Arthur I. Gates Professor of Sociology and Education

Response 14(c) - 8

January 8, 2014

From:  
Stephen Pierson  
Director, Canteen Arts  
Member, Community Board 2 (Brooklyn)  
96 Pierrepont St. #4  
Brooklyn, NY 11201

To:  
Chancellor Merryl H. Tisch  
New York State Board of Regents  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch,

I am writing to you to indicate my support for International Charter School of New York ("ICS").

I am the Director of Canteen Arts, a New York City-based nonprofit that runs educational programs for at-risk youth. I am also a member of Community Board 2, and the father of two young daughters (who I hope might attend ICS some day).

I have heard ICS's presentation to Community Board 2 twice now. I am deeply impressed with the thoughtful and sequenced approach to education that Matthew Levey and the ICS trustees have taken. Their commitment to building a socio-economically diverse student body is compelling, and the support they have garnered from Brooklyn institutions like MakerBot and The Mark Morris Dance group speaks to their engagement with the community.

Schools like ICS, which are committed to building students' background knowledge and cultural literacy from the earliest years are central to addressing the issues of social justice and income inequality. Furthermore, the way that ICS has embraced the demands of the Common Core State Standards should, I believe, serve as a model to other schools throughout New York City.

If I can be helpful to your or your staff as you consider their application, please do not hesitate to contact me at [REDACTED]

Sincerely



Stephen Pierson



Tara Napoleoni  
Principal

Jennifer Leventhal  
Assistant Principal

January 7, 2014

Chancellor Merryl H. Tisch  
New York State Board of Regents  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch,

I am writing to you to recommend Matthew Levey, the founder of the International Charter School of New York ("ICS").

I am a resident of Williamsburg, Brooklyn and the mother of a [REDACTED]. I am also the principal of PS 183, the elementary school where Mr. Levey's children attended school. Thus my interest in ICS is both personal and professional.

As parents, my husband and I know that our communities are strengthened when we can choose between multiple public schools that offer strong curricula support for our children's social and emotional development. I know Matthew, also a parent, understands this directly from his own children's experience.

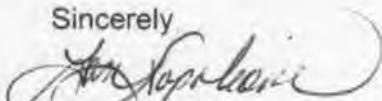
As a school leader, I saw Matthew's concern for education first hand. He was an active member of our community, as the president of the CEC and a participant in several of our hiring committees. He frequently read and shared articles and research that could help us to increase our instructional effectiveness. He was also a strong advocate for children, and did not hesitate to speak up when he saw areas for improvement.

I think it's also important that you know we did not always agree. But even when our views differed, I found Matthew to be considerate, thoughtful and professional. I particularly recall a discussion we had over his essay on Common Core implementation. Although I disagreed with some of his views, Matthew made the point to come to my office, and acknowledge that we shared a common goal, and that he had an equal responsibility to maintain a professional dialogue.

It is far too early to say where our child will attend school. But I would be delighted to find that schools led by parents as committed as Matthew were available for our consideration.

If you or your staff would like to further understand my views on ICS, please do not hesitate to contact me at [REDACTED]

Sincerely



Tara Napoleoni

Michael McCasland  
President, Kings County Tennis League  
Member, Community Board 3 – Brooklyn  
50 Greene Avenue # 4F  
Brooklyn, NY 10038

February 3, 2014

Chancellor Merryl H. Tisch  
New York State Board of Regents  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch,

I am writing to express my sincere support for International Charter School of New York (ICS). I am the President and Founder of Kings County Tennis League, a non-profit that mentors children living in four public housing communities in Bedford Stuyvesant. I am also a member of Community Board 3, serving on the Education and Youth Services Committee. As someone who works with youth and parents in the community, I see ICS as a unique opportunity to inspire and educate children in central Brooklyn.

I first learned about ICS's vision from Matthew Levey at our CB3 committee meetings. I am both excited and impressed with ICS's approach: teach background knowledge to get children "thinking", focus on character to cultivate responsible citizens, and promote diversity to enrich learning. Specifically, the children I mentor would absolutely benefit from culturally and economically diverse classes; I find it spikes their curiosity for knowledge and inspires them try new approaches.

Just as impressive are the collaborations ICS has made with Maker Bot and Mark Morris Dance Group. They not only exemplify ICS's ability to connect academics with real-world applications, but the broad support ICS has received from the Brooklyn community. For these reasons, I believe ICS has the leadership, vision, and support necessary to bring new, enriching opportunities to children in Bedford Stuyvesant.

If you have any questions, or if I can be of any further assistance, please do not hesitate to email me at

Sincerely,



Michael McCasland

February 9, 2014

Chancellor Merryl H. Tisch  
New York State Board of Regents  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch,

I am writing to you to support the application of the International Charter School of New York ("ICS"). Let me tell you why.

I'm a dad. My oldest is a kindergartener and my youngest is in pre-pre-k. One would think that, at this stage, there isn't a lot that a parent needs to fret about. However, I already spend hours and days fretting over the type of education my children are getting. As with most every child, my two are completely different people. So I ask myself how it is that a central curriculum can mold such divergent learners with specific and rigid benchmarks.

My son, the [REDACTED] is a very practical thinker. He likes and relates to cause and effect relationships. He likes science for the answers it provides and not the questions it makes you ask. He understands music because of its organization, not because of the emotion.

My almost-[REDACTED], on the other hand, is already demonstrating a more abstract mind-frame. She dances when no music is playing. When asked what colors she sees in a picture, she'll answer, "happy ones!" Instead of letting me read her the stories in her books as they're written, she always insists on *telling* me the stories as she sees them in the pictures.

I only get one chance to decide the academic fate of my children. Unfortunately, I don't have the luxury of poverty that my mother had when she first came to this country. That luxury allowed her to be content with sending me to the only option she had, public school. She didn't have to worry about whether she was sending me to a school that would be able to discern my individual strengths and weaknesses and work to develop each as needed. Enrichment was not part of her lexicon as she was limited by the vocabulary of those who do not have the means to think about anything but a basic education. Fortunately for me, she did understand the language of hard work, and her instilling that in me pushed me to succeed in school.

The reality today is that we are a much more globalized populace. We are now raising our kids to become an integral part of a global puzzle...one that is much more complex than ever before. With that understanding alone, it is shocking that all public schools have not diversified their portfolio of pedagogy to meet that demand. Schools like ICS offer parents like me a new hope.

I see today more public options for schooling that can meet the demands of preparing our kids to thrive as part of a more global citizenry, and that option comes by way of charter schools. ICS will demand

Response 14(c) - 12

more accountability of its educators, but at the same time, provide them the freedom to be more effective. Within this model, parents can decide what educational culture they want their children to be a part of. Within this model, families are not restricted economically from having a world-class education. We have a truly democratic model of education, yet this option is limited.

As the owner of an after-school learning center, I hear first-hand the frustrations of parents about how the traditional model of public schooling is not working to meet the individual needs of their child. Their frustration is compounded by the fact that they cannot afford private schools, erroneously thinking that they would be provided a better educational option if it was paid for. Those that do apply for the limited charter school programs are then frustrated by the complexity of the process only to have to sit and wait to see if they've *won the charter school lottery*.

I recently asked a school administrator, "if charter schools are providing effective options for a more individualized education, why aren't all public schools employing the same strategies in autonomous curriculum development based on the needs of their own localities?" Unfortunately, the response had nothing to do with the academic careers of our students and everything to do with the political careers of those who the educational system no longer affects.

No one knows the type of student their child is better than a parent. They see the child day and night, every day of every year...not just five days a week for nine months. It's my opinion that the choice of education should be made at the family level and not at the government level. It should not be limited by any demographic, especially not one related to income.

I've met ICS founder Matthew Levey several times and spoken to him at length about his vision. I am confident that approving the application of ICS you will provide more educational freedom to parents like me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carlos Saavedra', written in a cursive style.

Carlos Saavedra

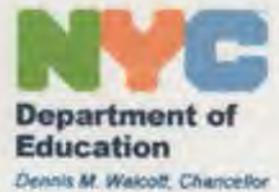


Department of Education of the City of New York

## Stuyvesant High School

345 Chambers Street  
New York, NY 10282

*Jie Zhang*  
Principal



Susan Miller Barker  
Executive Director  
Charter School Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

3 January 2014

Dear Ms. Barker,

I am writing to you to recommend Matthew Levey, the founder of the International Charter School of New York ("ICS") whose application for charter is under consideration at the Board of Regents.

I teach in the history department at Stuyvesant High School in Manhattan; I am also the mother of two high school students who have attended public schools since kindergarten. I first met Matthew as a fellow parent (three of our children attended two of the same schools) but have come to know him professionally though his work in the field of education and in preparing the ICS application.

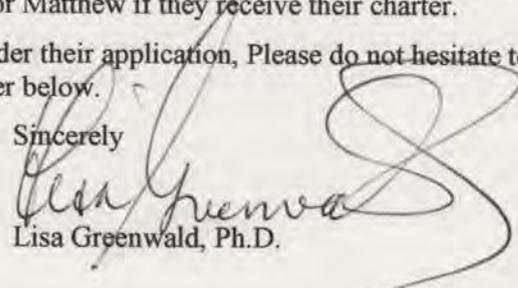
At Stuyvesant I teach children from an incredible range of different nationalities and experiences, many students are immigrants and first generation Americans. We are fortunate that most of these children come from families who hold education in the highest regard. Many of them also have parents who expose them to a range of knowledge in literature, history, science and language that enables us at Stuyvesant to teach them with a level of intellectual sophistication often lacking at other schools. Other students, however, have been through years of cram schools to achieve admission and they lack these common cultural threads. They have a much harder time meeting our standards. And, sadly, there is a glaring dearth of African-American students who have neither had the privilege of cram schools nor of family literacy

Schools like ICS, which are committed to building children's background knowledge and cultural literacy from the earliest years, and who are committed to the inclusion of often neglected populations, are critical to our efforts to achieve greater diversity at selective schools like Stuyvesant. As you know well from your work in support of the Common Core State Standards, background knowledge drives comprehension and any school that makes this and writing competency a priority must be supported.

Apart from his commitment to an academic approach that is surely to yield better outcomes, I can also speak to Matthew as a person and a leader. I have seen the thoughtful ways in which he frames and discusses the issues that arose on the School Leadership Team of one of our shared schools. And I have seen the matter-of-fact way in which he addresses the concerns of a wide range of parents who have different perspectives and at times different perceived goals. He brings both intellectual horsepower but also—and crucially—a sense of empathy for others that is critical to achieving positive outcomes for students as well as buy-in from teachers and parents. Although I am not licensed in elementary education I can think of no greater endorsement than to say I would be delighted to have the chance to work at ICS and for Matthew if they receive their charter.

If I can be helpful to your or your staff as you consider their application, Please do not hesitate to contact me at [REDACTED] or at the phone number below.

Sincerely

  
Lisa Greenwald, Ph.D.

[REDACTED] • Fax: (212) 587-3874

Response 14(c) - 14

From:  
Sharese Bullock-Bailey  
Parent, Educator, Strategic Consultant

To:  
Susan Miller Barker  
Executive Director  
Charter School Institute  
41 State Street, Suite 700

March 3, 2014

Dear Susan Miller Barker,

I am writing to you to indicate my support for International Charter School of New York ("ICS").

I am a parent, educator and strategic consultant to many local nonprofit and educational programs in the Brooklyn community. I am the mother of a [REDACTED] currently attending public school in District 13.

I have heard ICS's presentation for a new school in our district and have also had the opportunity to speak with Matthew Levey firsthand regarding his proposed school curriculum and design. I am impressed with his vision and continuous efforts to create a quality school option here in District 13. I find the ICS vision for a diverse student body a particularly compelling focus as a reflection of our diverse community and global reality.

As an educator, I am impressed with the use of cross-curricular frameworks proposed at the earliest stages of learning. It is imperative to focus on social justice and cultural literacy as dimensions of continuous learning. The depth of community engagement, rigorous curricular development and investment with school and community families leads me to support ICS in proposed school option.

If I can be helpful to you and your team in any way, please let me do not hesitate to call me at [REDACTED].

Best regards,  
Sharese Bullock-Bailey

*Sharese Bullock-Bailey*



## YOGA in New York City Public Schools

154 Grand Street • New York, NY 10013 • 917.952.1120 • [jennifer@bentonlearning.org](mailto:jennifer@bentonlearning.org)

March 1, 2014

Susan Miller Barker  
Executive Director, Charter School Institute  
41 State Street, Suite 700  
Albany, New York 12207

Dear Ms. Miller Barker,

I am writing to inform you of our support for the application of the International Charter School of New York ("ICS") in Community School District 13 (Brooklyn, NY). Bent on Learning plans to partner with ICS to offer yoga classes to their students.

Yoga of course helps children to develop gross motor skills and strengthen their muscles. But it is also important to note that academic and social development can be stressful at times. By partnering with Bent on Learning, ICS will equip children with tools to manage stress effectively.

The relaxation response (RR) is the counterpart of the stress response, and can be taught through yoga and meditation. In a recent paper Harvard psychiatrist John Denninger noted "RR elicitation, particularly after long-term practice, may evoke its downstream health benefits by improving mitochondrial energy production and utilization and thus promoting mitochondrial resiliency through upregulation of ATPase and insulin function."

Since 2001, Bent On Learning has taught yoga to approximately 12,000 students. Currently we deliver 136 classes a week in 16 schools throughout Brooklyn, Manhattan, Washington Heights, Harlem, and the Bronx, serving 3,300 students weekly. Many have been practicing with our program for years and enjoying the benefits yoga brings to their classroom experience and their daily lives. Additionally, as many teachers participate along with their students, they benefit personally while also learning how to integrate basic yogic techniques into their daily classes—further helping our kids to find focus and balance.

Apart from my professional experience with yoga in public schools, I should also note that ICS founder Matthew Levey has been a friend for more than two decades. From our earliest experiences together in college until the present I have been impressed by his intellectual range and his drive to make the world better. As a parent and former NYC public school teacher, I can think of few people in whom I would have greater confidence to build an outstanding and compassionate school than Matthew.

If I can be of further assistance to you or your staff in understanding my views on ICS or our commitment to this partnership, please do not hesitate to contact me.

Sincerely,

Jennifer Ford  
Co-Founder, Director



# The Louis Calder Foundation

125 ELM STREET  
NEW CANAAN, CT 06840

## TRUSTEES

PETER D. CALDER  
FRANK E. SHANLEY  
JPMORGAN CHASE BANK, N.A.

March 10, 2014

Susan Miller Barker  
Executive Director  
Charter School Institute  
41 State Street, Suite 700  
Albany, New York 12207

Dear Ms. Miller Barker,

I am writing to inform you of our support for the application of the International Charter School of New York ("ICS") in Community School District 13 (Brooklyn, NY).

The Louis Calder Foundation has been committed to the development of high quality charter schools in New York, as well as the Core Knowledge program for ELA instruction, since 2006. The Foundation has provided support to successful charter schools such as Uncommon, Ascend Learning, and Brilla College Prep to open founding schools and expand grade levels.

I have met with ICS founder Matthew Levey and a member of the proposed Board of Trustees. I am encouraged by their commitment to crafting a comprehensive, coherent pedagogical approach, centered in the Core Knowledge curriculum developed for NYSED that will build children's background knowledge. Their tenacity and persistence bodes well for the children of Brooklyn and the charter school movement more broadly.

ICS has applied to The Louis Calder Foundation for support in the period prior to their opening. The Foundation will not make a decision about this request until ICS is granted a charter.

If I can be of further assistance to you or your staff in understanding my views on ICS please do not hesitate to contact me.

Sincerely,



Holly Nuechterlein  
Grant Program Director

March 11, 2014

Susan Miller Barker  
Executive Director  
Charter School Institute  
41 State Street, Suite 700  
Albany, New York 12207

ORIGINAL MAILED DIRECTLY TO CSI

Dear Ms. Miller Barker,

I wanted to tell you about my support for the International Charter School of New York ("ICS").

I am the vice-chair of the Youth and Education subcommittee of Community Board 3, and the parent of a child in a charter school in Brooklyn.

I first met ICS founder Matthew Levey in 2013, when he came to Community Board 3 to brief us about his plans for a socio-economically diverse school that he hopes to start in CSD 13.

As Mathew described his goals for ICS, I found myself thinking this could be another powerful school for parents in our community. As you know, there is far more demand for the existing charter schools in Brooklyn than seats available.

I have also seen how Matthew has engaged with the community to inform parents and community leaders of the ICS plans. One of the proposed ICS Trustees, Kenneth Mbonu, has been a tireless advocate for affordable housing in my community. Joseph Lewis, another proposed ICS Trustee is an education reform advocate in Brooklyn.

I invited Matthew to speak at Youth and Education subcommittee meeting in October. Matthew made a positive impression on the attendees and addressed concerns and criticisms openly and honestly. I look forward to having ICS return to make additional presentations to the community, including Wednesday March 13 at our community education forum.

If you or your staff would like to further understand my views on ICS, please do not hesitate to contact me at [osholloway@gmail.com](mailto:osholloway@gmail.com)

Sincerely

Oma Holloway



505 CARROLL ST  
BKLYN (PARK SLOPE), NY 11215  
TEL: (718) 369-0222

26 W 8TH ST  
NEW YORK, NY 10011  
TEL: (646) 225-6554

Susan Miller Barker  
Executive Director  
Charter School Institute  
41 State Street, Suite 700  
Albany, New York 12207

Dear Ms. Miller Barker,

I am writing in support of the International Charter School (ICS) of New York in Brooklyn's Community School District 13. Founder Matthew Levey offers a thoughtful and exciting vision for education and a strong commitment to the potential children of ICS.

At Textile Arts Center we strive to empower children through knowledge, and create a collaborative and inspiring experience. This philosophy is at the heart of our Youth Education programs. Here, we appreciate the unique values of textile arts and want to expand opportunities for new practitioners to engage with the medium. Experiential learning is the foundation of our model and enables students of all ages, backgrounds, and skill levels to make meaningful contributions to a growing community of fiber artists and professionals.

ICS's core beliefs in diversity, strength of character, and a rigorous, coherent curriculum are values that the Textile Arts Center stands behind, and would be proud to support. Harvesting Fiber and Dye, Dyeing, Spinning, Felting, Weaving, Designing, and Printing, each pose unlimited learning opportunities in Science, Math, and History, while giving students the chance to explore their creative ingenuity through handcraft processes.

Partnering with ICS is an ideal way to bring our successful programming to a larger and more diverse audience in a meaningful way. Through developing an integrated curriculum, we hope to create a model that we will be able to share with other schools, and establish a place for textiles in public education.

Sincerely,

Kelly Valletta  
Youth Programs Director

Response 15 – Student Demand, Recruitment and Retention

(a) General Student Population

Describe the student demand for the school that would allow the school to meet the intended enrollment figures.

There are multiple indicators of student demand for a school like ICS in the District.

The first indicator of demand is the nearly 1,300 community residents who signed the petition asking CSI to approve our application, including parents and guardians **representing 366 children between the ages of 4 and 6**. When combined with the proposed recruiting plan outlined below, this gives us confidence in our ability to meet our enrollment targets.

Another demand indicator is that **28% of the public school students residing in CSD 13 attend public schools in other CSDs**. This is an increase from 27% in the prior year, and indicates that a significant number of **district parents are consistently comfortable in choosing a non-zoned elementary school for their child**.

A third indicator of demand is the **1,580 elementary school students on waiting lists for charter schools in CSD 13**. The table below is based on data gathered by the New York City Charter School Center in their Spring survey.<sup>1</sup>

	2012	2013	Change
Applicants	2,16 0	2,44 4	284
Available seats	<u>550</u>	<u>864</u>	<u>314</u>
Wait List	1,61 0	1,58 0	(30)

More specifically, there were 800 students on their waiting list for the Community Roots Charter School, located in the Fort Greene neighborhood of CSD13 as of the Spring of 2012, the last date for which figures were available.<sup>2</sup> Brooklyn Prospect, which opened a kindergarten in CSD 13 in September 2013, has **500 applicants for its 50 kindergarten spots for 2014 already**, and their deadline is not until April 1, 2014. In the CSD14 portion of Bedford-

Stuyvesant the 2011-2012 waitlist for Brooklyn Success Academy totaled 1,407 applicants.<sup>3</sup>

A fourth indicator of demand is that **288 parents have asked to be put on the ICS email list**.

(b) Target Populations

Explain how the proposed 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 address:

- 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);
- Any at-risk admissions factors or “preferences” the school would offer that would increase the likelihood of enrolling targeted students; and,
- A brief explanation of the efforts, resources, structures or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.

<sup>1</sup> Email correspondence with Erik Joerss, Director of Government Relations, NYCCC, 2/26/13; 2/12/14

<sup>2</sup> Email correspondence with Sahba Rohanni, Director of Community Development, Community Roots Charter School, 3/6/13; Email correspondence with Dan Rubenstein, Brooklyn Prospect Charter School, 2/13/14

<sup>3</sup> Success Academy application, 2012, Response 17 (a-b)

Clearly delineate how the school would address each individual sub-group.

### **Recruitment Strategies**

ICS will employ multiple recruitment strategies to attract a diverse student body. They will include, but not be limited to contacting the approximately 2,000 individuals who have already either signed our petition or registered on our website, hosting additional information sessions in CSD 13, partnerships with local day care centers, churches and CBOs, flyering in local businesses, and promotion of our multi-lingual website in local media outlets.

Through its general recruitment strategies ICS will seek to create a diverse student body. As detailed below the school will reach out to parents of children who may be categorized as ELLs, students with disabilities, or FRPL-eligible through the use of a variety of methods

These general recruitment strategies, combined with the outlined lottery preferences and the schools' strong special education, ELL, and general academic programs, seek to ensure that over its charter term the school enrolls students from diverse socio-economic backgrounds.

As seen in the graph on page 18 of Response 03(h), which is incorporated here by reference, an average of 220 unique individuals visit the ICS website monthly. 2,245 unique visitors have seen the site since its launch in April 2013.

### *Students with disabilities*

ICS is as committed to serving children with disabilities as any other population and believes that there is a tremendous need for excellent education for children with special needs. We will emphasize this commitment in our discussion with pre-K directors, local elected officials and CBOs.

As described in Response 07(b) – Specific Populations, ICS has detailed plans for serving and retaining students with special education needs once they are enrolled. We will open with ICT classes and a Special Education Coordinator on staff to serve this population and will serve children with disabilities at a high level. Through our parent outreach we are communicating this message clearly so that parents of children with disabilities will not mistakenly believe they cannot apply to ICS, or have their child enroll. It is important to keep in mind that as ICS is opening for kindergarten and first grade only, the parents of children with more mild disabilities may not have yet identified their children as needing services, thus complicating our recruitment goals.

### *ELL Students*

ICS is committed to serving ELL students. We will emphasize this commitment in our discussion with pre-K directors, local elected officials and CBOs; our website is freely translated into multiple languages including Spanish, Bengali, Arabic and Mandarin.

We hope that through these types of efforts we will organically achieve sufficient interest by parents of ELLs to enroll a comparable or larger population. In the event this is not successful, which we will assess based on our application database during the enrollment period from Jan. to April 2015. After we have ceased using CSP grant funding, we will consider setting aside seats in our admissions lottery (if needed) for ELL applicants, as detailed in Response 15(d) – Admissions Policy. Such an ELL admissions preference, if used, will be publicized in printed bilingual student recruitment brochures and other student recruitment materials.

*Students in poverty*

ICS is planning an equally robust outreach process to enroll students who qualify for the federal Free and Reduced Price Lunch program ("FRPL"). Outreach to families of FRPL-eligible children will include flyers and applications delivered to public housing apartment complexes, information sessions in community centers, and other strategies indicated above. We hope that through these types of efforts we will organically achieve sufficient interest by parents of children eligible for FRPL. ICS will monitor our application database during the enrollment period from Jan. to April 2015 and increase our outreach efforts if we do not see sufficient applications from families that appear likely to qualify for FRPL.

**At-risk admissions factors or "preferences"**

To remain eligible for CSP grant funding, ICS does not plan to offer any preferences for at-risk populations in our first two years of operations. If NYSD modifies its guidance regarding CSP funds we will consider preferences.

As ICS begins to receive applications in January 2015 will classify them by address and other observable indicators into various risk categories. For example, when an applicant family indicates an address in a NYCHA apartment complex or temporary housing, ICS will consider it highly likely that such a child would qualify for free or reduced price lunch (FRPL).

These preliminary classifications will be for the sole purpose of assessing the extent to which our recruiting efforts are meeting our diversity expectations. The classifications will not be used to discriminate in any way against any applicant, nor to offer any preferences.

**Retention efforts**

Family mobility is an exogenous factor that affects all schools equally. A study by New York University's Steinhart School of Education found that 36% of the Kindergarten class of 1995 had left New York City Public Schools by 6<sup>th</sup> grade.<sup>4</sup> Of the 31,744 students who left at some point, just 7% had been held back at any point, suggesting that out-of-school factors explain most of the observed attrition.

A more recent study by Marcus Winters of the University of Colorado looked at attrition among special education students in New York City Charter Schools and concluded they were no more likely to depart than their traditional district school counterparts. Further more, his analysis shows that "Charter schooling significantly decreases the likelihood that a student is classified as having an SLD or an emotional disability. However, it does not influence the likelihood that the student is classified as having a speech or language impairment or another health impairment."<sup>5</sup>

The primary tool ICS will use to prevent students from leaving ICS is the three-part, interlocking strength of our rich sequenced curriculum, our commitment to building students character strength, and the benefits of being part of a diverse learning community. We further expect our Response to Intervention

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<sup>4</sup> IESP POLICY BRIEF: From One to Eight: A Longitudinal Portrait of the First Grade Class of 1995-1996 , NYU, 2003

<sup>5</sup> Marcus A. Winters, *Why the Gap? Special Education and New York City Charter Schools* (Seattle, WA: Center on Reinventing Public Education, September 2013).

International Charter School of New York  
Response to RFP

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program, described in Response 7, will allow us to identify and support at-risk students so that they achieve academic success, avoid grade retention, and have greater incentives to remain at ICS.

By hiring a Special Education coordinator and a Social Worker in our initial year of operations we further expect we will be position to support our struggling children more successfully, preventing challenges from escalating to the point where a family believes its only option is to withdraw their child from ICS.

Lastly we believe our parent contract, while not legally enforceable, will serve as an important framework for making explicit to families the kinds of supports needed to ensure their student's success at ICS, including such things as limiting electronics, regular bedtimes, parent read alouds, and finding a quiet, well-lit place for their student to work. Our social worker and teaching staff will be trained and work closely to support families in meeting these expectations.

ICS will monitor retention as part of its overall accountability and data management program and will track attrition by various student categories, including ELLs, SPEDs and children in poverty. The Trustees will review retention data at least semi-annually, and more frequently if needed.

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
1	Mary	Donnelly	Mosman	Nsw			If fees were charged the waiting list might reduce.	2013-01-23
2	Pamela	Stubbart	New York	NY				2013-01-23
3	Rudi	Papiri	New York	NY				2013-01-23
4	Robert	Pondiscio	New York	NY			I have known Matthew Levey, the founder of the International Charter School, for	2013-01-23
5	Jessica	Lahey	Lyme Center	NH				2013-01-23
6	Darren	Beck	Eagle Mount	UT				2013-01-23
7	Pam	Boland	Grovetown	GA				2013-01-24
8	Matthew	Tabor	Cooperstown	NY				2013-01-24
9	Ana	Passos	Porto					2013-01-24
10	Carla	Antunes	Almada					2013-01-24
11	frances	richardson	Derriford					2013-01-24
12	Laura	Saxon	Morrison	FL				2013-01-24
13	Nimue	Pendragon	Melbourne	AUS				2013-01-24
14	Kristina	Osmolovska	Tokyo	Japan				2013-01-24
15	Ela	Gotkowska	Lodz	Pol				2013-01-24
16	James	Wilson	Summit	NJ				2013-01-24
17	EDWARD	G MRKVICKA	Arvada	CO				2013-01-24
18	Gysele	van Santen	Washington	DC				2013-01-25
19	Benny	Rees	Bristol	UK				2013-01-26
20	Marina	Cowal	Brooklyn	NY				2013-03-17
21	Gina	Taylor	Brooklyn	NY				2013-03-17
22	Kate	Cortesi	Brooklyn	NY				2013-03-18
23	Virginia	Shannon	Brooklyn	NY				2013-03-19
24	justin	dorset	brooklyn	NY				2013-03-19
25	Lucy	Jeong-Adler	Brooklyn	NY				2013-03-19
26	Benjamin	Spalink	New York	NY				2013-03-19
27	Jeanel	Burgess-Belfon	Brooklyn	NY				2013-03-22

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
28	Amy	Hew Wing	Brooklyn	NY			If the schools aren't drastically improved in the downtown Brooklyn area within the	2013-04-05
29	Naoko	Mohan	Brooklyn	NY			Looking forward to establishment, and success!	2013-04-08
30	Elizabeth	Azzi	Brooklyn	NY				2013-04-08
31	kara	alfonso	brooklyn	NY				2013-04-08
32	Sara	Elwell	Brooklyn	NY				2013-04-08
33	Andrea	Orlando	Brooklyn	NY			We are in District 17 and would love to have the school in our area. My daughter will be	2013-04-08
34	Tami	Shaloum	Brooklyn	NY				2013-04-08
35	Therese	Durfee	Brooklyn	NY				2013-04-08
36	Marcella	Hall	Brooklyn	NY				2013-04-08
37	Nadia	Georgiou	Brooklyn	NY				2013-04-08
38	Steven	Urbatsch	Brooklyn	NY				2013-04-08
39	Doreen	Bucher	Brooklyn	NY				2013-04-08
40	Medi	Ford	Brooklyn	NY				2013-04-08
41	Donna	Lehmann	Brooklyn	NY				2013-04-08
42	Jennifer	Carlson	Brooklyn	NY				2013-04-08
43	Ubah	Yusuf	Brooklyn	NY				2013-04-08
44	Mirjana	Mihajlovic	Brooklyn	NY				2013-04-08
45	Sadia	Corey	Brooklyn	NY				2013-04-08
46	Satoko	linuma	Brooklyn	NY				2013-04-08
47	Jenna	Sternbach	Brooklyn	NY				2013-04-08
48	Andrew	Benkard	Princeton Jct	NJ				2013-04-08
49	Alan	Corey	Brooklyn	NY				2013-04-08
50	magdalena	russo	brooklllyn	NY				2013-04-08
51	Esther	Bak	Brooklyn	NY				2013-04-08

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
52	Katie	Pitcher	Brooklyn	NY				2013-04-08
53	Elodie	Mailliet Storm	Brooklyn	NY				2013-04-08
54	Ray	Ojserkis	Brooklyn	NY				2013-04-08
55	Cecilia	Reboursin	Brooklyn	NY				2013-04-08
56	Walter	Negro	Brooklyn	NY			I support the approval and opening of the International Charter School of New York in	2013-04-08
57	Billie	Hall	Brooklyn	NY				2013-04-08
58	Aya	Ogawa	Brooklyn	NY				2013-04-08
59	MERIDETH	FINN-BEERS	BROOKLYN	NY				2013-04-08
60	Carmen	Maldonado	Brooklyn	NY				2013-04-09
61	Leslie	Park	Brooklyn	NY				2013-04-09
62	Alexandra	Feris	Brooklyn	NY				2013-04-09
63	Heather	Gumbley	Brooklyn	NY			My oldest daughter will be [REDACTED]	2013-04-09
64	Steve	Larosiliere	Brooklyn	NY				2013-04-09
65	Lulu	Hall	Brooklyn	NY				2013-04-09
66	Gigi	Russo	Brooklyn	NY			Brooklyn friends, take a look!	2013-04-09
67	Fred	Jelks	Brooklyn	NY			I have a [REDACTED] know that I was given a chance for success because I	2013-04-09
68	Joyce	Jelks	Brooklyn	NY				2013-04-09
69	Karen	Perreault	Brooklyn	NY				2013-04-09
70	paola	mendoza	brooklyn	NY				2013-04-09
71	Ed	Park	Brooklyn	NY				2013-04-09
72	Stephanie	Taylor	Brooklyn	NY				2013-04-09
73	Caroline	McNeill	Brooklyn	NY				2013-04-09
74	Helen	Lee	Brooklyn	NY				2013-04-09
75	Nasozi	Kakembo	Brooklyn	NY			Mother to a son who will turn [REDACTED]	2013-04-09
76	Lindsay	Freylack	Brooklyn	NY				2013-04-09
77	Ashley	Cross	Brooklyn	NY				2013-04-09

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
78	Meghan	Graham	Brooklyn	NY			I'm pregnant now and would prefer to stay in Brooklyn as my child enters the public	2013-04-09
79	suzanne	kiggins	Brooklyn	NY				2013-04-09
80	Jennifer	Benesch	Brooklyn	New York				2013-04-09
81	valerie	strait	san francisco	CA				2013-04-09
82	Danielle	Stapen	Brooklyn	NY				2013-04-09
83	Kimberly	Call	Brooklyn	NY			We need better school options in Downtown Brooklyn.	2013-04-09
84	Samuel	Hollenshead	Brooklyn	NY				2013-04-09
85	Abigail	Adams	Brooklyn	NY				2013-04-09
86	Paolo	Boccali	Dogana	NY				2013-04-09
87	Sarah	Margolies	Brooklyn	NY				2013-04-09
88	Courtney	Chilov	Brooklyn	NY				2013-04-09
89	Marisel	Hilair	oakland gard	NY				2013-04-09
90	Melanie	Butters	Brooklyn	NY				2013-04-09
91	Christine	Nollen	Brooklyn	NY			██ and I so desperately want to send him	2013-04-09
92	Po	Kutchins	Bk	NY				2013-04-10
93	Kin	Datta	Brooklyn	NY				2013-04-10
94	Christina	Short	Brooklyn	NY				2013-04-10
95	Jane	Rudko	Brooklyn	NY				2013-04-10
96	Jeanne	Rondeau	Brooklyn	NY				2013-04-10
97	cynthia	carson	brooklyn	NY				2013-04-10
98	Nell	Breyer	Brooklyn	NY				2013-04-10
99	Leela	Le Noury	Brooklyn	NY				2013-04-10
100	Stefano	Serpico	Rimini	NY				2013-04-10
101	Alexia	Billiard	Brooklyn	NY				2013-04-10
102	christopher	antista	brooklyn	NY			I wholeheartedly support ICS and Matthew Levey.	2013-04-10
103	Marci	Leiseth	Brooklyn	NY				2013-04-10
104	Allison	Saltzman	Brooklyn	NY				2013-04-10

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
105	Philip	Cooper	Brooklyn	NY				2013-04-10
106	Maria	Pereira	Brooklyn	NY				2013-04-10
107	Young	Hah	Brooklyn	NY				2013-04-10
108	Patricia	Thomas	brooklyn	NY				2013-04-10
109	Candida	Cruz	Brooklyn	NY			We need more GREAT schools! Totally support this opportunity.	2013-04-10
110	maria	madueno	brooklyn	NY				2013-04-10
111	Cliff	Ward	Brooklyn	NY				2013-04-10
112	Carlos	Saavedra	Brooklyn	NY				2013-04-10
113	Stefanie	Grupp-Clasby	NY	NY			District 13 is overcrowded and needs more K-5 seats starting in 14-15.	2013-04-10
114	Tonia	Hucey	brooklyn	NY				2013-04-10
115	Tawnya	Switzer	Brooklyn	NY				2013-04-10
116	Sigourney	Toll	Brooklyn	NY				2013-04-10
117	Laurence	LE MEUR	Suresnes	FRA				2013-04-10
118	Rachel	Germany	Brooklyn	NY				2013-04-10
119	Andrea	Loefke	Brooklyn	NY				2013-04-10
120	Catherine	Amirfar	Brooklyn	NY				2013-04-10
121	Hiil	Tsarfati	brooklyn	NY				2013-04-10
122	Renee	Ross	Brooklyn	NY				2013-04-11
123	Cassandre	Stump	Brooklyn	NY				2013-04-11
124	Jonathan	Man	Brooklyn	NY				2013-04-11
125	Liana	Vitale	Brooklyn	NY				2013-04-11
126	rebecca	antista	brooklyn	NY				2013-04-11
127	Irwin	Chen	Brooklyn	NY				2013-04-11
128	Gary	Ford	Brooklyn	NY				2013-04-11
129	Richard	Kalling	Brooklyn	NY				2013-04-11

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
130	Peregrine	Duignan	brooklyn	NY				2013-04-11
131	Barbara	Weinstein	N.Y.	NY				2013-04-11
132	Jennifer	Sylvester	Brooklyn	NY				2013-04-11
133	Tobias	Frere-Jones	Brooklyn	NY				2013-04-11
134	Jennifer	Cimmino	Brooklyn	NY			Downtown Brooklyn is in desperate need to better educational solutions.	2013-04-11
135	Shareen	Anderson	Brooklyn	NY			[REDACTED]	2013-04-11
136	C	Atre	Brooklyn	NY				2013-04-11
137	Talya	Boston	Brooklyn	NY			[REDACTED] and am searching for the best school option for him.	2013-04-11
138	Rima	Marcel	Brooklyn	NY				2013-04-11
139	Dongjo	Park	Brooklyn	NY				2013-04-11
140	Maureen	Milasi	Brooklyn	NY				2013-04-12
141	Maura	Duignan	Sligo	NY				2013-04-12
142	carol	binkowski	new York	NY			what a great idea!	2013-04-12
143	Kris	Sylvester	Brooklyn	NY			We need more good schools.	2013-04-12
144	Jon	Yasgur	Brooklyn	NY				2013-04-12
145	jennifer	macfarlane	brooklyn	NY				2013-04-12
146	Crystal	Bobb-Semple	Brooklyn	NY				2013-04-13
147	Laura	Congleton	Brooklyn	NY				2013-04-13
148	Motoko	Mitarai	Brooklyn	NY				2013-04-13
149	Emily	Fraser Voigt	Brooklyn	NY				2013-04-13
150	christine	chin	brooklyn	NY				2013-04-13
151	Dominique	Rambert	Brooklyn	NY				2013-04-13
152	Margie	Stokley-Bronz	Brooklyn	NY				2013-04-13
153	Peter	Erickson	Brooklyn	NY				2013-04-13
154	Abbey	Klaassen	Brooklyn	NY				2013-04-13
155	Gerard	Honig	Port Washing	NY				2013-04-13

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
156	Alphonse	Janvier	Brooklyn	NY				2013-04-13
157	zhen	liu	nyc	NY				2013-04-13
158	Alja	Robinson	Brooklyn	NY				2013-04-17
159	karen	young	Brooklyn	NY				2013-04-17
160	Mary Ellen	Obias	Brooklyn	NY				2013-04-17
161	John	Son	Brooklyn	NY				2013-04-17
162	Tanya	Faude-Koivisto	Brooklyn	NY				2013-04-17
163	Matthew	Israel	Brooklyn	NY				2013-04-17
164	Maj-Britt	Jungjohann	Brooklyn	NY				2013-04-17
165	Sonja	Einoedter	Brooklyn	NY				2013-04-17
166	Ralph	Manigat	Brooklyn	NY				2013-04-17
167	Ralf	Hirt	NYC	NY				2013-04-18
168	Jean	Hao-Hirt	Brooklyn	NY				2013-04-18
169	Kiersten	Feil	Bklyn	NY			We have a child [REDACTED] and another daughter on the way!	2013-04-18
170	Lawrence	Lupkin	Brooklyn	NY				2013-04-23
171	Julian	Porta	Brooklyn	NY				2013-04-23
172	Olesya	Alferenko	Brooklyn	NY			Would love for this program to include dual language/immersion Mandarin instruction. There is significant interest in this language in the Clinton Hill neighborhood.	2013-04-25
173	Lisa	Lloyd	Brooklyn	NY				2013-04-27
174	Olivia	Tecosky	Brooklyn	NY				2013-05-01
175	Kathleen	Bennett	Brooklyn	NY				2013-05-04
176	Kamiya	Tate	Newark	NJ				2013-05-09
177	Yuriko	Gray	Nyc	NY				2013-05-12
178	Yael	Ronen	Brooklyn	NY			We need more good schools in District 13!	2013-05-15
179	Eden	Daly	Brooklyn	NY			I am interested in bi-lingual spanish programs (pre-k/kindergarden) and am hoping you	2013-05-21
180	Karolina	Karr	Brooklyn	NY			[REDACTED] and she is bilingual (German, English). An	2013-06-04
181	Karina	Pierre Louis	brooklyn	NY				2013-06-16

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
182	mj	cooley	w. New York	NJ			we are failing as leaders to our youth	2013-06-17
183	roger	levey	new york	NY			open this school! - we need a better option for our young students	2013-07-18
184	Isabelle	Napoleon	Brooklyn	NY				2013-09-03
185	David	Bradley	Brooklyn	NY				2013-09-13
186	Dawn	Field	Brooklyn	NY				2013-09-16
187	Kayt	Pereira	Brooklyn	NY				2013-09-25
188	Eric	Mulkowsky	New York	NY	10016	1	Best of luck and very excited to bring another great school choice to NYC parents!	2013-12-06 1
189	Donna	Kwong	Brooklyn	NY	11201	0		2013-12-06 1
190	Bethany	Kapadia	Brooklyn	NY	11217	1		2013-12-06 1
191	Cristina	Crisostomo	Brooklyn	Ny	11205	1		2013-12-06 1
192	Dan	Willingham	Keswick	VA	22947	0		2013-12-06 1
193	Richard	Liebgold	Brooklyn	Ny	11206	0		2013-12-06 1
194	Allison	Brydon	Brooklyn	NY	11238	0	[REDACTED]	2013-12-06 1
195	Edward	Brydon	Brooklyn	NY	11238	0	[REDACTED]	2013-12-06 1
196	Soyoung	Kang	Brooklyn	NY	11201	0		2013-12-06 1
197	Gisela	Abrams	Brooklyn	NY	11205	1		2013-12-06 1
198	Crystal	Davenport	Brooklyn	Ny	11238	1		2013-12-06 1
199	Jessica	Lynn	Brooklyn	Ny	11238	1		2013-12-06 1
200	Steven	Chang	Brooklyn	NY	11217	1		2013-12-06 1
201	Tamara	Jachimowicz	Brooklyn	Ny	11201	1		2013-12-06 1
202	Georgia	WEst	Brooklyn	NY	11231	2		2013-12-06 1
203	Jane	Clark	Phoenix	AZ	85016	0	As a teacher and former New Yorker, I love to see what ICS is planning to do in	2013-12-06 1
204	Mandy	Lyons	Brooklyn	Ny	11201	1	I truley hope you can open your school we will try to support you as much as we can	2013-12-06 1
205	Mimi	Maxwell	Toronto	ON	M6J3K1	2		2013-12-06 1
206	Vin	Sharma	Brooklyn	NY		1		2013-12-06 1
207	Caroline	Whalen	Astoria	NY	11103	0		2013-12-06 1
208	emily	reardon	brooklyn	ny	11205	1		2013-12-06 1

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
209	Sandie	Trombert	Brooklyn	NY	11205	1		2013-12-06 1
210	Liza	Vadnai	Brooklyn	ny	11238	1	We need this to happen!	2013-12-06 2
211	Tonya	Lester	Brooklyn	NY	11238	2		2013-12-06 2
212	melanie	loebig	brooklyn	ny	11238	1		2013-12-06 2
213	Sharese	Bullock-Bailey	Brooklyn	NY	11238	1		2013-12-07 C
214	Jacqueline	Chu	Brooklyn	NY	11205	0		2013-12-07 C
215	Kathy	Kermian-Leicht	Brooklyn	NY	11201	3		2013-12-07 1
216	Wendy	Fuller	Wellesley	Ma	02481	0	Very excited to hear about this!	2013-12-07 2
217	Peter	Rider	Brooklyn	NY	11205	0		2013-12-08 C
218	Chris	Kairalla	Brooklyn	NY	11205	0	[REDACTED] d this is exactly the type of school I want him to go to in 4	2013-12-08 1
219	Gigi	Freeman	Brooklyn	Ny	11201	1		2013-12-08 1
220	PUTRI	TRISULO	BROOKLYN	NY	11238	2		2013-12-08 1
221	Mareike	Grover	Brooklyn	NY	11218	1		2013-12-08 2
222	kiran	nahar		nj	07013	0		2013-12-09 1
223	Kenneth	Mbonu	Brooklyn	NY	11233	0		2013-12-09 1
224	Tom	Donohue	Brooklyn	NY	11238	1	School choice is critical - please keep ICS open!	2013-12-09 1
225	Randi	Lockemann	Brooklyn	NY	11217	1		2013-12-09 1
226	stephen	pierson	brooklyn	ny	11201	0		2013-12-09 1
227	minal	kale	brooklyn	ny	11201	0		2013-12-09 1
228	david	katz	Brooklyn	NY	11201	2		2013-12-09 1
229	Eóin	Cunningham	Brooklyn	NY	11238	0		2013-12-09 1
230	Rob	Molchjon	Brooklyn	NY	11205	1		2013-12-09 1

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
231	Evren	UZER VON BUSCH	Brooklyn	NY	11205	1		2013-12-10 C
232	Anne	Schaeffer	Brooklyn	NY	11201	1		2013-12-10 C
233	Jessica	Haim	brooklyn	ny	11201	1		2013-12-10 1
234	Christopher	McCavitt	Brooklyn	NY	11215	2	I sign this petition to express the strongest possible support for ICS and for Matthew	2013-12-10 2
235	Benjamin	Tortolani	Brooklyn	Ny	11233	5		2013-12-10 2
236	Chrystel	Garipuy	Brooklyn	NY	11233	1	[REDACTED] I hope the school will be able to open with	2013-12-11 C
237	sarit	unreich	brooklyn	ny	11238	1		2013-12-11 C
238	Jeannie	Jackson	brooklyn	ny	11231	1	charter schools are public schools!	2013-12-11 1
239	Glenn	Hill	Brooklyn	NY	11205	2	I fully support this.	2013-12-11 1
240	Carol	Clouse	Brooklyn	NY	11205	1		2013-12-11 1
241	Ramu	Dhara	Brooklyn	NY	11233	7		2013-12-11 1
242	lindsey	turner	brooklyn	ny	11201	0	[REDACTED], but I'd love for there to be another option for school	2013-12-11 1
243	Scot	Spratford	Brooklyn	NY	11205	1		2013-12-11 1
244	Patricia	Hulse	Brooklyn	NY	11205	1		2013-12-11 1
245	Kaja	Perina	Brooklyn	NY	11201	1		2013-12-11 1
246	Rob	Parker	San francisco	CA	94123	0		2013-12-11 1
247	Christian	Verwanger	Brooklyn	NY	11217	1		2013-12-11 1
248	julie	Lemberger	Brooklyn	NY	11205	2	[REDACTED]	2013-12-11 1
249	Janice	Behrens	Brooklyn	NY	11201	1		2013-12-11 2
250	Elizabeth	Lesnick			10021	1		2013-12-12 C
251	Richard	Coughlin	Brooklyn	NY	11211	0		2013-12-12 1
252	Garance	Wilkens	Brooklyn	Ny	11201	0		2013-12-12 1
253	Jonathan	Davis	Brooklyn	NY	11215	2		2013-12-13 1
254	Anne	Daniel	New York	NY	10003	2		2013-12-13 2
255	Howard	Rappaport	Brooklyn	NY	11204	1		2013-12-13 2
256	eric	loi	atlanta	GA	30308	1		2013-12-14 1
257	Sanda	Balaban	brooklyn	NY	11215	0		2013-12-14 2
258	Katharina	Goetz	Brooklyn	NY	11201	1		2013-12-15 1
259	Marta	Roig	New York	NY	10023	2		2013-12-16 C

ICS Electronic Petition Signatures

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260	Flora	Wu	Brooklyn	NY	11215	1		2013-12-17 C
261	Monir	Hoque	New York	NY	10021	0	It is important that this method of learning be allowed to teach children in a setting	2013-12-18 C
262	Don	Mathis	New York	NY	10021	2		2013-12-21 1
263	Maria	Grant	New York	NY	10003	0		2013-12-21 1
264	Deborah	McCavitt	Brooklyn	NY	11215	2	Go Matthew!	2013-12-21 2
265	Lauren	Waine	Brooklyn	NY	11215	2		2013-12-22 1
266	Tyler	Maroney				0		2013-12-22 1
267	Ben	Swire	Brooklyn	NY	11238	2		2013-12-22 2
268	Rachel	Barany	New York	NY	10065	0		2013-12-23 C
269	Doug	Fuchs	Nashville	TN	37220	0		2013-12-23 C
270	Clare	Hussain	Brooklyn	NY	11221	1	Fingers crossed - !!	2013-12-23 1
271	Phyllis	Garfinkel				1		2013-12-23 2
272	Farrah	Hussain	Brooklyn	NY	11201	0		2013-12-24 C
273	Kenneth	Mbonu	Brooklyn	NY	11233	2		2013-12-24 1
274	Allison	Shillingford	Brooklyn	NY	11216	0		2013-12-27 2
275	La-Shawn	Collymore	Brooklyn	NY				2013-12-28
276	Stacey	Blissett	Brooklyn	NY	11238	1		2013-12-29 1
277	Tiphonie	Yanique	Brooklyn	NY	11238	1		2014-01-01 1
278	joseph	adewumi	brooklyn	ny	11238	2		2014-01-02 C
279	Oniqa	Moonsammy	Brooklyn	NY	11203	0		2014-01-02 C
280	kanika	Harris	Washington	DC	20001	0		2014-01-02 C
281	Avery	Phillips	Brooklyn	NY	11226	0		2014-01-02 1
282	CHARLES	WILLIAMS	STATEN ISLA	NY	10310	2	THEY WOULD BE A BUTTER WORLD FOR THEM.	2014-01-02 1
283	charlene	jones	kansas city	ks	66104	0		2014-01-02 1
284	Lisa	Greenwald	New York	NY	10025	0	We need more schools like this one!	2014-01-02 2
285	Doug	Lavin	New York	NY	10025	0		2014-01-02 2
286	Nadya	Djurstrom	Brooklyn	NY				2014-01-04
287	Tomas	Djurstrom	Brooklyn	NY				2014-01-04

ICS Electronic Petition Signatures

Entry Id	First Name	Last	City	State	Zip	Children under 5?	Comments	Date Created
288	Monica	Yepes	New York	NY	10025	0	I want to express my support to you. I'm a parent of a Middle School student and I think	2014-01-05 1
289	Kareen	Sookoo	Woodhaven	NY	11421	0		2014-01-06 C
290	Emma	Lindsay	Brooklyn	NY	11217	0		2014-01-09 C
291	Christopher	Nattrass	Brooklyn	NY	11201	0		2014-01-09 1
292	Shaun	Gatter	Brooklyn	NY	11217	2		2014-01-09 1
293	Leo	Fransella	Brooklyn	NY	11217	0	Our son would turn <span style="background-color: black; color: black;">[REDACTED]</span>	2014-01-09 1
294	Alan	Maginn	Brooklyn	NY	11201	0		2014-01-09 1
295	Zach	Geller	Brooklyn	NY	11238	0		2014-01-09 2
296	Kiwa	Iyobe	Brooklyn	NY	11217	0		2014-01-10 C
297	Maria	Arellano	Apt. 5B	NY	10024	0		2014-01-10 C
298	Randy	Kleinman	Montclair	NJ	07042	3		2014-01-10 C
299	Pamela	Tanjuatco	New York	NY	10017	0		2014-01-10 C
300	Peter	Rosen	brooklyn	ny	11201	1		2014-01-11 C
301	dalia	jurgensen	brooklyn	ny	11238	1		2014-01-13 1
302	Brian	Breger	New York	NY	10009	2		2014-01-13 1
303	Shanna	Orbach	Brooklyn	Ny	11225	2		2014-01-13 2
304	Lisa	Greenwald	New York	NY	10025	2		2014-01-13 2
305	Mark	Fratto	New York	NY	10016	0		2014-01-15 1
306	Olivia	Arellano	Las Vegas	Nv	89128	0		2014-01-15 1
307	Rina	Heavner	Coraopolis	Pa.	15108	2		2014-01-15 1
308	Ian	Arellano	New York	NY	10022	0		2014-01-16 C
309	Liz	Brodsky	Brooklyn	Ny	11238	1		2014-01-16 1
310	PETER	GLUSKER	Brooklyn	NY	11201	3		2014-01-16 1
311	Heather	Shaughnessy	Poughkeepsie	NY	12603	0		2014-01-17 2
312	Julie	Kim	New York	NY	10022	0		2014-01-17 2
313	jillian	rouse	LIC	NY	11109	0		2014-01-18 C
314	Stephen	Darcy	LIC	NY	11109	0		2014-01-21 C
315	Anna	Kao	Brooklyn	NY	11201	2		2014-01-23 2

ICS Electronic Petition Signatures

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316	Zach	Wollard	Brooklyn	NY	11238	1	I am very excited about the prospect of ICS coming to Brooklyn in school district 17. The	2014-01-24 C
317	Marilyn	Robinson	Brooklyn	NY	11238	1	It would be a great opportunity for children in District 13.	2014-01-25 1
318	Christine	Bateup	Brooklyn	NY	11201	0		2014-01-28 2
319	shanna	orbach	Brooklyn	NY	11223	2		2014-01-29 1
320	Donna	Kwong	Brooklyn	NY	11201	1		2014-01-31 2
321	Heather	Port	Brooklyn	NY	11209	0		2014-02-03 1
322	Annemarie	Uliasz	Brooklyn	NY	11205	0	I am the parent of a child who was born [REDACTED] and we are eagerly interested in good	2014-02-07 1
323	Sara	Wicks	Brooklyn	New Yc	11238	1		2014-02-11 1
324	Kimberly	Mackey	Briarwood	NY	11435	0		2014-02-13 1
325	Wendy	Lader	Brooklyn	NY	11217	0		2014-02-20 C
326	Jill	Vachhani	Edison	NJ	08817	0		2014-02-21 C
327	Sanda	Balaban	Brooklyn	NY	11215	0		2014-02-27 2
328	Ginelle	Cayaso	Brooklyn	NY	11216	0		2014-02-28 C
329	Malvina	Baker	Brooklyn	NY	11205	1		2014-02-28 C
330	Amanda	Fruitt	Brooklyn	ny	11221	0		2014-03-03 1
331	Suyin	So	Brooklyn	NY	11201	0		2014-03-04 2



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	SENAR ORTIZ			
2.	Amy Galinder			
3.	Russ Barimah			
4.	Alexis Bond			
5.	Barbara Campbell			
6.	Ray Pyale			
7.	Alfred Patton			
8.	Deborah Lewis			
9.	Dorothy Ballance			
10.	Edgar Ballance			
11.	MURKINACK			
12.	JERMAINE MEYERS			
13.	PABLO SANTANA			
14.	Mrs Linda Hopkins			

Ayana Bowen Dec 29th 2013 Whitman Houses



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Mary Little Mary Little	[Redacted]	[Redacted]	
2.	Judith Black	[Redacted]	[Redacted]	1
3.	Eversten Cooper	[Redacted]	[Redacted]	
4.	Tamel Sanford	[Redacted]	[Redacted]	
5.	Lucretia Jacob	[Redacted]	[Redacted]	
6.	David Stacey	[Redacted]	[Redacted]	
7.	Tamal Koe	[Redacted]	[Redacted]	
8.	Louis Barr	[Redacted]	[Redacted]	
9.	William Colon	[Redacted]	[Redacted]	
10.	Wynne R	[Redacted]	[Redacted]	
11.	Dorothy Robinson	[Redacted]	[Redacted]	
12.	Brauno Valentin	[Redacted]	[Redacted]	
13.	Jean Franc	[Redacted]	[Redacted]	
14.	[Redacted]	[Redacted]	[Redacted]	



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Romada Hill	[REDACTED]	[REDACTED]	
2.	Felix Ochoa			
3.	Stacy Corbett			
4.	Esmeralda De Jesus			
5.	Wao Juan Chen			
6.	Angel L. Torres			
7.	Jennifer Lombardo			
8.				
9.				
10.				
11.				
12.				
13.				
14.				

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	<del>Nikia Jones</del> Nikia Jones			
2.	Xionelly Deleon			
3.	Xiomara Deleon			
4.	Felicita Perez			
5.	Brittany Shelton			
6.	Doreen Richmond			
7.	Jewel Baeken			
8.	Jay V. Torres			
9.	Brian Cohen			
10.	La-hiem Sheld			
11.	M. Granger			
12.	William [unclear]			
13.	Louis [unclear]			
14.	Mary M. Primus			



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	<i>[Handwritten Signature]</i>			<input checked="" type="checkbox"/>
2.	<i>Ramon Centurion</i>			
3.	<i>Dylan Henry</i>			
4.	<i>Lorena Tellez</i>			
5.	<i>Merisone Rios</i>			
6.	<i>E. Quintero</i>			
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Fort Greene



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	CESAR PASCUALO			
2.	Angela			
3.	Tom Reynolds			
4.	Allen James			
5.	Venessa K. Lubrin			
6.	SANDIE MARTY			
7.	Serena Talley			
8.	LISA Johnson			
9.	Alicia Jackson			
10.	Reinita Roberts			
11.	Wynneel Marshall			
12.	Jonathan Ruiz			
13.	Aletsis Baez			
14.	JEORMAINA Simmons			



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	<i>Michelle Winters</i>			
2.	<i>HENRY CROW JOR</i>			
3.	<i>Barbara Nelson</i>			
4.	<i>Carol Straman</i>			
5.				
6.				
7.				
8.				
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marc fitzgerald



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Jamilia carner			
2.	Sonata Mallory			
3.	<del>Imelda Hunt</del>			
4.	<del>Smiley</del>			
5.	<del>Antoni</del>			
6.	Sundhe Moses			<input checked="" type="checkbox"/>
7.	carlos Perez			<input checked="" type="checkbox"/>
8.	Michelle Yee			
9.	VINCENT FONSECA			
10.	Elton Williams			
11.	Damon James			<input checked="" type="checkbox"/>
12.	JAMES Dudley			<input checked="" type="checkbox"/>
13.	Britney Bullock			<input checked="" type="checkbox"/>
14.	Gary Alexander			

Mara Fitzgerald

12/30/13



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[Redacted Signature]

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Angelique Dash	[Redacted]		
2.	Shirley Knight	[Redacted]		
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4.				
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	Name <i>Please Print</i>	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	<del>Chere Mackay</del>	<del>[REDACTED]</del>	<del>[REDACTED]</del>	<del>[REDACTED]</del>
2.	Sharon Williams	[REDACTED]	[REDACTED]	
3.				
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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	LAI CHEI CHAI	[Redacted]	[Redacted]	NO
2.	JAMUEL RIVERA	[Redacted]	[Redacted]	NO ✓
3.	Natalie Mauting	[Redacted]	[Redacted]	NO ✓
4.	Jamal Scott	[Redacted]	[Redacted]	YES ✓
5.	Natasha German	[Redacted]	[Redacted]	NO ✓
6.	Eashia Siskank	[Redacted]	[Redacted]	YES
7.	JAYLOR JAMES	[Redacted]	[Redacted]	NO
8.	Xiomara Torres	[Redacted]	[Redacted]	NO na
9.	<del>Wesley Toledo</del>	[Redacted]	[Redacted]	
10.	Mavis Mengsh	[Redacted]	[Redacted]	YES na
11.				
12.				

J. Campbell





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Ingrisoll



	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	DANA BROWN			
2.	Shirley Johnson			
3.	ROBERTA WASHINGTON			
4.	Ebony Green			
5.	Tanya Bowre			
6.	Shatisha Stevens			
7.	Lorraine Frequenton			
8.	Philly Crea			
9.	Graham Pfoza			
10.	MARY WALLER			
11.	Kalimat Coombs			
12.	Maria George			
13.	Lsias KITT			
14.	Johnny Carmina			

J. Campbell





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[Redacted signature]

[Redacted address]

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	DELONIS HARRIS	[Redacted]	[Redacted]	NO
2.	ROSA DIAZ	[Redacted]	[Redacted]	YES
3.	Darivanna peraz	[Redacted]	[Redacted]	yes
4.	Jessica Henderson	[Redacted]	[Redacted]	NO
5.	ESSIE SUMPTER	[Redacted]	[Redacted]	NO
6.	Juliadelgado	[Redacted]	[Redacted]	NO
7.	Carun Garcia	[Redacted]	[Redacted]	NO
8.	Maisha Henry	[Redacted]	[Redacted]	yes
9.	Maria Rodriguez	[Redacted]	[Redacted]	yes
10.	Maxine Jones	[Redacted]	[Redacted]	NO
11.	Deborah Green	[Redacted]	[Redacted]	yes
12.	Sierra Warrmaker	[Redacted]	[Redacted]	NO
13.	Crystal Patterson	[Redacted]	[Redacted]	yes
14.	LYNN DOMERCAH	[Redacted]	[Redacted]	yes

LaNell Campbell

[Redacted signature]



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	<del>Forlay Franklin</del>			
2.	Forlay Franklin			NO
3.	Doreen Franklin			YES
4.	Barbara Bishop			Yes
5.	Tesh Celestin			NO
6.	<del>Yvonne</del> Yvonne Ford			NO
7.	Joyce Davis			NO
8.	DARNELL FRANKLIN			NO
9.	Shanette Crump			YES
10.	Bless Jackson			YES
11.	Theresa Arrington			NO
12.	Craig Arrington			NO
13.	Derrick Spence			YES
14.	Melvina Spencer Junison			YES

L Campbell





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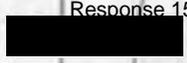
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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Kim Lewis	[Redacted]	[Redacted]	[Redacted]
2.	ISABEL GREEN	[Redacted]	[Redacted]	NO
3.	MARSH OBAMA	[Redacted]	[Redacted]	NO
4.	MARY GOSLIN	[Redacted]	[Redacted]	YES
5.	HMYCAL WAZ	[Redacted]	[Redacted]	YES
6.	DEBRA HEMMING	[Redacted]	[Redacted]	NO
7.	MARIA RODRIGUEZ	[Redacted]	[Redacted]	YES
8.	Charles Singl	[Redacted]	[Redacted]	YES
9.	C. Bleckins	[Redacted]	[Redacted]	NO
10.	S. WATSON	[Redacted]	[Redacted]	YES
11.	Solangu Tavaréz	[Redacted]	[Redacted]	YES
12.	Johnay ROBINSON	[Redacted]	[Redacted]	YES
13.	Patrina Sumpter	[Redacted]	[Redacted]	NO
14.	Zuleida R Costa Hilda LA COSTA	[Redacted]	[Redacted]	NO

LA

J Campbell





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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Sally Blakeney	[Redacted]	[Redacted]	yes
2.	Shirley Blakeney	[Redacted]	[Redacted]	NO
3.	Niyell Summers	[Redacted]	[Redacted]	yes
4.	Tarua Ahmed	[Redacted]	[Redacted]	yes
5.	Estivesta Salis	[Redacted]	[Redacted]	yes
6.	Lancee Pitts	[Redacted]	[Redacted]	yes
7.	Dorell Johnson	[Redacted]	[Redacted]	yes
8.	Jaris Smith	[Redacted]	[Redacted]	NO
9.	Kamon, Sanchez	[Redacted]	[Redacted]	NO
10.	ABIMAE L RIVERA	[Redacted]	[Redacted]	NO
11.	STEVEN CHERRY	[Redacted]	[Redacted]	NO
12.	COMPRENSIVE VOLUNTARIAN	[Redacted]	[Redacted]	NO
13.	Ruby Lopez	[Redacted]	[Redacted]	NO
14.	Melous Williams	[Redacted]	[Redacted]	NO

J Campbell

12/27/13



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Tony Curcio			on
2.	Shelby Hapel			✓
3.	Shirley Thomas			N/A
4.	Israel Agosto			N/A
5.	manuel			n/a
6.	Medita Dumaray			NO
7.	Kathy A. Goodwin			NO
8.	Shungwa Smith			None
9.	Beverly Williams			yes
10.	JAMES H. HUGHES			NO
11.	Doris Hunter			NO
12.	Wesley Odem			NO
13.	ROBIN SMITH			NO
14.	Alfred Blaney			NO

J Campbell



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Tonie Nickle			✓ YES
2.	JERRADINE ODOM <sup>ODOM</sup>			NO
3.	MICHAEL HUNT			YES
4.	Patricia Rivera			<del>NO</del>
5.	Kassandra Trinidad			NO
6.	Frederick Johnson			NO
7.	Keith Brown			YES!!
8.	Denise Robinson			YES
9.	Christopher Hough			YES
10.	KARIM CAMPBELL			YES
11.	Juan R. Melendez			YES
12.	Althea Michel			NO
13.	Shaheem Gordon			NO
14.	Ronald Washington			YES

Larell Campbell

Ishamel B. Haynes



Build, my self



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Annette Lopez	[Redacted]	[Redacted]	
2.	Lisette Basilio	[Redacted]	[Redacted]	1
3.	Amanda Torres	[Redacted]	[Redacted]	
4.	David Massey	[Redacted]	[Redacted]	
5.	Jason Smith	[Redacted]	[Redacted]	
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Sheryl E. Horgron

14

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226  
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2/25/15  
11:00 AM

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Bowser David	[REDACTED]	[REDACTED]	
2.	Tyson Quinn	[REDACTED]	[REDACTED]	
3.	Kemp Benzoni	[REDACTED]	[REDACTED]	
4.	Tim Murphy	[REDACTED]	[REDACTED]	
5.	James Picudowre	[REDACTED]	[REDACTED]	
6.	Patricia Davis	[REDACTED]	[REDACTED]	
7.	Johnny Santora	[REDACTED]	[REDACTED]	
8.	Teresa Medina	[REDACTED]	[REDACTED]	
9.	Hannie <del>W</del> Hook	[REDACTED]	[REDACTED]	
10.	Beatriz Morales	[REDACTED]	[REDACTED]	
11.	Carmen Pica	[REDACTED]	[REDACTED]	
12.	HELEN BIVERA	[REDACTED]	[REDACTED]	
13.	Anthony Ciano	[REDACTED]	[REDACTED]	
14.	Wilma Seales	[REDACTED]	[REDACTED]	



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Jose L. Lina			
2.	Kelly Reilly			
3.	Alfonso			
4.	Anastasia Knotts			
5.	Harry Williams			
6.	Amanda Nick			
7.	Kenyawarren			
8.	Millie Jorge			
9.	<del>Amia</del> Jorge			
10.	Jonathan Sweeney			
11.	Brandi Angel			
12.	T. Gasby			
13.	Roberta Johnson			
14.	Rashon UPSON			

Ishmel E. Mangrove  
12/28/13



Response 15(c) - 35  
INTERNATIONAL  
CHARTER SCHOOL  
of NEW YORK

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Amanda Anderson			
2.	Jacob Hayek			
3.	Kendra Coulter			
4.	Nweh Justice			
5.	Jennifer Baker			
6.	Andrea Jones			
7.	Tacey Bugaman			
8.	Lena Bugaman			
9.	William <sup>118</sup>			
10.	Joyce Ballard			
11.	Olivia Adams			
12.	Erica Jones			
13.	Errol Mo. Millan			
14.	Lermelle Cooper			

Ishmael E. Harwood



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Eddie Zbarsky			
2.	Wayne Truitt			<input checked="" type="checkbox"/>
3.	Keshon Thompson			<input checked="" type="checkbox"/>
4.	Mary Perez			
5.	Barbara Hines			
6.	John Figueroa			
7.	Al Campbell			N/A
8.	Grace Joo			
9.	Edith Foyok			
10.	Elias Esaulin			
11.	Alta Bunn			
12.	Starffe Moore			
13.	Kevin Martins			<input checked="" type="checkbox"/>
14.	Edith Lise			

So  
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with





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	Name	Children under 6 (check if applicable)
1.	NARGA ORTIZ	
2.	Shante Murphy	
3.	Catherine Boon	N/A
4.	Dorcaseline Almante	
5.	Dad Blake	
6.	Juan Vargas	
7.	Miguel Vargas	
8.	Sheniqua Joseph	N/A
9.	Erica Patrizio	
10.	Rachel Ross	
11.	Evelyn Fier	
12.	Casha Conrod	N/A
13.	Kara Arley	N/A
14.	D. Alvarez	

Ishamel E. Hargrave  
12/27/13

LS  
Petition



Response 15(c) - 38  
INTERNATIONAL  
CHARTER SCHOOL  
of NEW YORK

14

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Starasia Johnson			
2.	Ju. Zell Thomas			
3.	Nicolas Wegrorn			✓
4.	Gabriel Martinez			✓
5.	Steve Deakas			
6.	Donald Edwards			
7.	GARY GLOVER			
8.	Tamika Riley			
9.	Tony Brown			
10.	Beverly Archer			1
11.	Dwayne Miles			
12.	Brenda Hannah			✓
13.	Fm. N Hannah			✓
14.	Alfredo White			✓

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Michael J Brown			
2.	Michael Brown			
3.	Jerry Johnson			
4.	a Paula Rowe			
5.	Shamecca Davis			
6.	Lolita Williams			
7.	Carmen E. Stephanie Rodriguez			
8.	Stephanie Rodriguez			
9.	William Broomer			
10.	Shaquana Boykin			0
11.	Eliabeth Cistron			
12.	Alexander Vega			0
13.	Edward Woods			
14.	Jason Tsai			
15.	Johnny Miller			0

Sybil E. Hargrone  
12/27/13



Response 15(c) - 40  
INTERNATIONAL  
CHARTER SCHOOL  
of NEW YORK

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Taria Alexis			
2.	Jennifer Abson			
3.	Sandra Belen			
4.	Angela Lyla			
5.	Sheehal Washington			
6.	Juanita Malgory			
7.	Maggie G. Greene			
8.	Cleveland Haynes			
9.	M. Moore			
10.	M. Wilson			
11.	Tanesha Washington			
12.	Evelyn Beauchamp			
13.	Chloe + Bailey			
14.	Lady S Turbi			

Ishmel E. Hargrove  
12/27/13



14/  
Response 15(c) - 41  
INTERNATIONAL  
CHARTER SCHOOL  
of NEW YORK

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Detrick Henderson			
2.	Delana Rose			
3.	Alfonso Boston			
4.	Dawn Henderson			
5.	André Bell			
6.	Robert Jenkins			
7.	Brooklyn Green			
8.	Shirley Santiago			
9.	J. Jenkins			
10.	H. Hoyte			
11.	Jamar Jany			
12.	Amil Spencer			
13.	Carlyne McDonald			
14.	Chadwick Cventer			

Ismael E. Hargrove  
12/29/15



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	FABIAN HERNANDEZ			
2.	Fabian Hernandez Jr			1
3.	Jacqueline Falke			
4.	Tyburn Jones			1
5.	Harold Wilson -			
6.	Yenisse Hernandez			
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

ALBERTA MURRELOP

INTERNATIONAL  
CHARTER SCHOOL  
NEW YORK

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Flor Rosario			Yes ✓
2.	Pedro Santana			No
3.	Carlita Burren			No
4.	Monique Munford			Yes
5.	Rebecca IRVING			No ✓
6.	Carlos J Cabrera			Yes
7.	Georgina Downing			Yes
8.	Juan Manuel			Yes
9.	Rosalind Cobbe			Yes
10.	Jackie Alexander			No
11.	David Ibay			No ✓
12.	Reggie Mukoro			Yes
13.	Shirley Wiggins			No
14.	ALBERTA MURRELOP			Yes

ALBERTA MURRELOP

ALVERTIA MURRELL

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Jade Morton			<input checked="" type="checkbox"/>
2.	TAMISHA PETE			<input checked="" type="checkbox"/>
3.	Shannell Lane			<input checked="" type="checkbox"/>
4.	Shatisma Williford			<input checked="" type="checkbox"/>
5.	Deborah Loung			<input checked="" type="checkbox"/>
6.	<del>Shirley Pettigrew</del>			<input type="checkbox"/>
7.	Shirley Pettigrew			<input type="checkbox"/>
8.	Shamira Clayborn			<input checked="" type="checkbox"/>
9.	Laure Mims			<input checked="" type="checkbox"/>
10.	ShannonE Conway			<input checked="" type="checkbox"/>
11.	Amauris Martinez			<input checked="" type="checkbox"/>
12.	Esora H			<input type="checkbox"/>
13.	Richard Williams			<input checked="" type="checkbox"/>
14.	Denise Roberts			<input checked="" type="checkbox"/>

ALBERTA MURPHY



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Shancton Thompson			<input checked="" type="checkbox"/>
2.	Mary Thompson			<input checked="" type="checkbox"/>
3.	Lalaine Edwards			<input checked="" type="checkbox"/>
4.	Crystal Turcillo			<input checked="" type="checkbox"/>
5.	Princess Jones			<input checked="" type="checkbox"/>
6.	Vida Munford			<input type="checkbox"/>
7.	Waltera Bruce			<input checked="" type="checkbox"/>
8.	Kayla White			<input checked="" type="checkbox"/>
9.	Pety Green			<input type="checkbox"/>
10.	Juniata Russ			<input type="checkbox"/>
11.	Pauline Shaw-Smith			<input type="checkbox"/>
12.	Marnie Lovett			<input checked="" type="checkbox"/>
13.	Joyce Lovett			<input type="checkbox"/>
14.	Joyce Bowen			<input type="checkbox"/>



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Robin Brennan	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
2.	Massill Polanco	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
3.	JOSEFA SANTANA	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
4.	Eddie Thompson	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
5.	Dexter Williams	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
6.	Patricia Jackson	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
7.	Yesse Fontanes	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
8.	Emilio Soto	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
9.	Anna Tirado	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
10.	Roberta Sanchez	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
11.	Katolant Hoss	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
12.	Nasha Petion	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
13.	Dashawn Buggelley	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
14.	IRIN Smith	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>

Marc Fitzgerald 12/27/13

[REDACTED]

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	Please Print Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Eufemia Young	[REDACTED]	[REDACTED]	
2.	BETTY STONE	[REDACTED]	[REDACTED]	
3.	MARIO CASTILLO	[REDACTED]	[REDACTED]	
4.	Sandra Conn	[REDACTED]	[REDACTED]	
5.	LaQuana Downey	[REDACTED]	[REDACTED]	yes
6.	<del>Olivia Gaspar</del> ✓	[REDACTED]	[REDACTED]	yes
7.	<del>Erwin Furtick</del>	[REDACTED]	[REDACTED]	1
8.	Sharell Burnett	[REDACTED]	[REDACTED]	No
9.	Darlene Ubong	[REDACTED]	[REDACTED]	yes
10.	A Brown	[REDACTED]	[REDACTED]	
11.	<del>Maria</del>	[REDACTED]	[REDACTED]	
12.	<del>Wendy Lopez</del>	[REDACTED]	[REDACTED]	
13.	Supriya Roscio	[REDACTED]	[REDACTED]	✓
14.	Cynthia Wood	[REDACTED]	[REDACTED]	



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Amillio Greene	[REDACTED]	[REDACTED]	
2.				
3.				
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6.				
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12.				
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marc fitzgerald 12/30/13

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	Name	Phone Number	Home Zip	Children Under 6 (check if applicable)
1.	Kashanecia Watson	[Redacted]	[Redacted]	
2.	LINDA ANDERSON	[Redacted]	[Redacted]	
3.	ESTELLA COOPER	[Redacted]	[Redacted]	
4.	ANNE JEAN LOUIS	[Redacted]	[Redacted]	N/A
5.	Ghufra Alzandani	[Redacted]	[Redacted]	
6.	Tirell Williams	[Redacted]	[Redacted]	
7.	Oliver Rodriguez	[Redacted]	[Redacted]	
8.	<del>Judith Jones</del>	[Redacted]	[Redacted]	
9.	Edward Lockett	[Redacted]	[Redacted]	N/A
10.	Tyrone Briggs	[Redacted]	[Redacted]	
11.	Jerry Lane	[Redacted]	[Redacted]	N/A
12.	<del>Pope Koomy</del>	[Redacted]	[Redacted]	
13.	<del>Vivian Gentry</del>	[Redacted]	[Redacted]	
14.	Roberto Santana	[Redacted]	[Redacted]	



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	Name (Please Print)	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	James Washington			
2.	BRENDA LEWIS			
3.	John Velazquez			
4.	Veronica Obie			
5.	Nafema Muhammad			
6.	Ronald Randolph			
7.	Cleveland Lindsay			
8.	<del>Celeste Brown Sanchez</del>			
9.	Vanessa Dawson			
10.	Leisha Fowler			
11.	Lakisha Kearney			
12.	Maria Brucem			
13.	Maria Bonell			
14.	Octavia Hazel			



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Print Name

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)	
1.	Glynis Wilson		[REDACTED]	1	
2.	STEVEN MARTIN	[REDACTED]	[REDACTED]	1	✓
3.	JENN HAYBLICE	[REDACTED]	[REDACTED]	2	
4.	Jenna Brunell	[REDACTED]	[REDACTED]	2	
5.	Antoinette Charles	[REDACTED]	[REDACTED]		
6.	Sonia Robertson	[REDACTED]	[REDACTED]	3	
7.	Vivian Montgomery	[REDACTED]	[REDACTED]	0	N/A
8.	Tristan Young	[REDACTED]	[REDACTED]	0	✓
9.	Sue Houseman	[REDACTED]	[REDACTED]	0	N/A
10.	Derrif Mitchell	[REDACTED]	[REDACTED]	0	✓
11.	Louise Bradley	[REDACTED]	[REDACTED]		
12.	Nyemah Watson	[REDACTED]	[REDACTED]		
13.	monica Braday	[REDACTED]	[REDACTED]		✓
14.	Tara Watson	[REDACTED]	[REDACTED]	5	✓

Tiffany Williams 12/25/13

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Print Name Please

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Edris Gutierrez	[REDACTED]	[REDACTED]	
2.	Keith Tackey			
3.	B. Allen			
4.	Y. LUCY			
5.	Jesenia Moran			
6.	GREGORY Ayers Jr.			
7.	Beatrice St. Ville			
8.	Deloris Givens			
9.	Jamell Brady			
10.	Marqueta Monroe			
11.	Patricia Lewis			
12.	Dorriane Jones			
13.	Lammie Gay Jr			
14.	Michael Gaylor			

Tiffany Williams 12/28/13



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Print Name Please

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	W. Parnell			
2.	Shirley Jackson			
3.	Angelyn Wharm			<input checked="" type="checkbox"/>
4.	Toya Hillgard			
5.	Yong Brooks			
6.	Hazel Davis			<input checked="" type="checkbox"/>
7.	Jasmine D. Oliveira			
8.	Nidal Nely			
9.	Emanuel Hieray			<input checked="" type="checkbox"/>
10.	Dug C. [unclear]			<input checked="" type="checkbox"/>
11.	Francoise Jeanbaptis			
12.	AXEL PEREZ			
13.				
14.				

Tiffany Williams

12/28/13



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Print Name Please

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Zhen' Lin	[REDACTED]	[REDACTED]	
2.	[REDACTED]	[REDACTED]	[REDACTED]	
3.	Jacqueline Saldana			
4.				
5.				
6.				
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10th District with 10/16

Tiffany Williams 12/28/15



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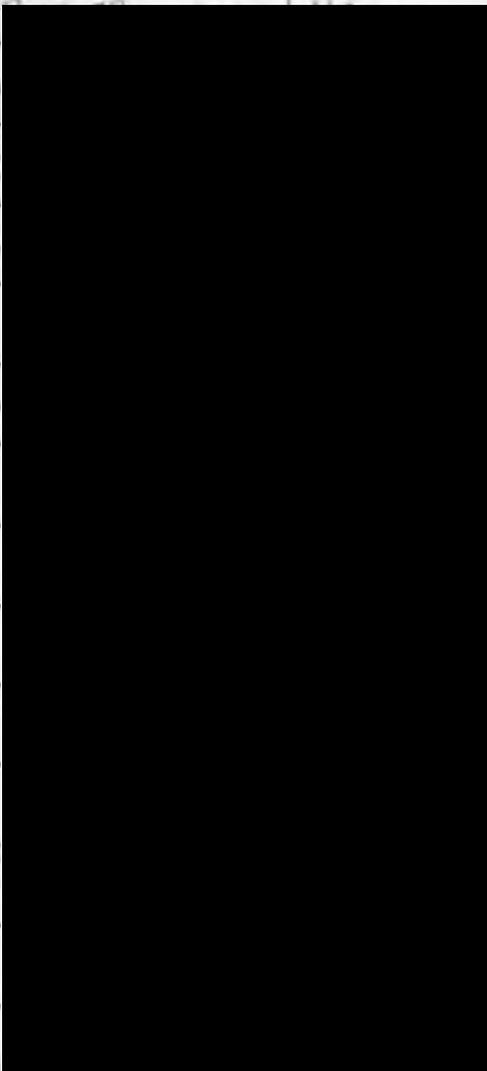
	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	EMILY RAMIREZ	[REDACTED]	[REDACTED]	
2.	Sabrina Smith	[REDACTED]	[REDACTED]	✓
3.	Nicole Crump	[REDACTED]	[REDACTED]	
4.	Elisa Belen	[REDACTED]	[REDACTED]	
5.	Shelina Small	[REDACTED]	[REDACTED]	✓
6.	Sheila Moody	[REDACTED]	[REDACTED]	
7.	BURNING D. Nixon +34	[REDACTED]	[REDACTED]	
8.	[REDACTED] Jeremy G.	[REDACTED]	[REDACTED]	N/A
9.	Shantia Johnson	[REDACTED]	[REDACTED]	
10.	Derrick Jackson	[REDACTED]	[REDACTED]	✓
11.	Chanel Lapierre	[REDACTED]	[REDACTED]	✓
12.	LISA MACK	[REDACTED]	[REDACTED]	
13.	Lenora Mitchell	[REDACTED]	[REDACTED]	✓
14.	Courtney Tingle	[REDACTED]	[REDACTED]	



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Katrina Fleming			3
2.	Stephan Robinson			2
3.	Precious Imanis			0 ✓
4.	Kimberly MRC. Winters			1
5.	Ally Barnett			1
6.	M. Lee			1
7.	JASMINE FAICON			0 ✓
8.	Jennifer DIAL			4
9.	Daniel Kellie			0
10.	Anya Bagum			
11.	EDWARD RODRIGUEZ			
12.	William Watkins			
13.	Lash... ..			
14.	Estheria Codgehill			0

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Christina Martinez	[REDACTED]	[REDACTED]	
2.	Carmen Martinez	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
3.	Adriana Ortiz	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
4.	Crystal Moriga	[REDACTED]	[REDACTED]	
5.	Carmen Cruz	[REDACTED]	[REDACTED]	
6.	Gillian Hernandez	[REDACTED]	[REDACTED]	
7.	Anthony Perera	[REDACTED]	[REDACTED]	
8.	Vynette Moore	[REDACTED]	[REDACTED]	
9.	Marta Samuels	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>
10.	Yasmin Brito	[REDACTED]	[REDACTED]	
11.	Laura E. Holman	[REDACTED]	[REDACTED]	
12.	HERNAN HAYES	[REDACTED]	[REDACTED]	
13.	<del>Sonia Ruiz</del>	[REDACTED]	[REDACTED]	
14.	Bi Yu ZHANG	[REDACTED]	[REDACTED]	<input checked="" type="checkbox"/>

Ayana Bowen

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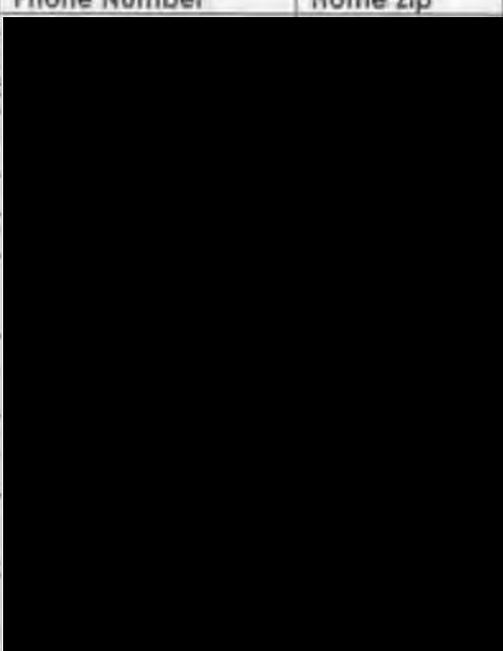
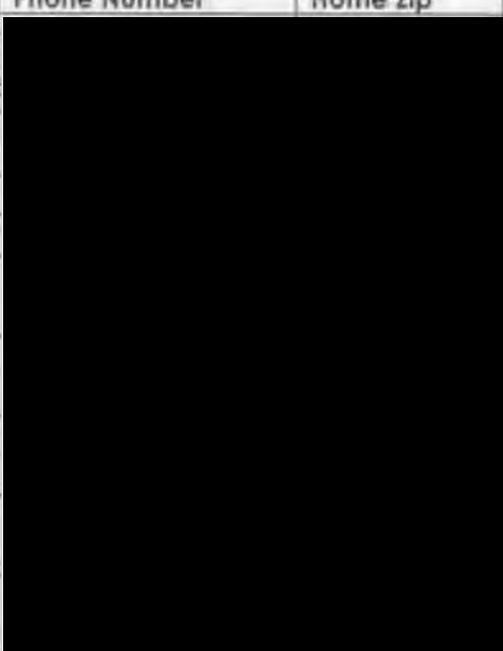
	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Jin Xia Huang	[REDACTED]	[REDACTED]	✓
2.	Geneze Watson			
3.	NaKeya Herron			
4.	DANIELA WILLIAMS			✓
5.	Mesha Kelly			
6.	JAMES E JACKSON			
7.	Nefateemia Massey			
8.	Richard Staden			
9.	Luis Martinez			
10.	SHA Miller			
11.	Demetrius			✓
12.	Dahl L. Young			
13.	NAT Young			
14.	[Signature]			

Ayana Bowen [REDACTED]

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)	
1.	Tennessee Morgan			<input checked="" type="checkbox"/>	
2.	Andrea Smith			<input type="checkbox"/>	
3.	Helen Maxwell			<input checked="" type="checkbox"/>	
4.	BROWN N. MIA			<input type="checkbox"/>	
5.	Ayana Slater			<input type="checkbox"/>	
6.	Anastasia Zbucka			<input type="checkbox"/>	N/A
7.	Jessica Delay			<input type="checkbox"/>	
8.	Nelson Blake			<input checked="" type="checkbox"/>	
9.					
10.					
11.					
12.					
13.					
14.					





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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Dominique Kemp	[Redacted]	[Redacted]	yes
2.	Marisol Perez	[Redacted]	[Redacted]	yes
3.	DENISE JARVIS	[Redacted]	[Redacted]	NO.
4.	KARMA Maggett	[Redacted]	[Redacted]	yes
5.	Kathy DeBiasi	[Redacted]	[Redacted]	NO
6.	Tisha Chap	[Redacted]	[Redacted]	yes
7.	Geraldine Smith	[Redacted]	[Redacted]	NO
8.	Brenda Harewood	[Redacted]	[Redacted]	Yes
9.	Joao Freitas	[Redacted]	[Redacted]	Yes
10.	Nancy DAVIS	[Redacted]	[Redacted]	No
11.	Harmon Rayson	[Redacted]	[Redacted]	no
12.	Patricia Robinson	[Redacted]	[Redacted]	No
13.	Malto Stevens	[Redacted]	[Redacted]	NO
14.	Renelle Mewter	[Redacted]	[Redacted]	no

Ayana Bowen

[Redacted signature area]

March 24

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Chloria Hesta	[REDACTED]	[REDACTED]	2
2.	Muriel Hesta	[REDACTED]	[REDACTED]	2
3.	[REDACTED]	[REDACTED]	[REDACTED]	
4.	Govan Bonparter	[REDACTED]	[REDACTED]	
5.	Jeanne Marie	[REDACTED]	[REDACTED]	1
6.	Brent Pierre	[REDACTED]	[REDACTED]	2 ✓
7.	Selma Wheeler	[REDACTED]	[REDACTED]	2 ✓
8.	Shirley M. Hall	[REDACTED]	[REDACTED]	0
9.	Lena Cerda	[REDACTED]	[REDACTED]	2
10.	Charlotte Riberton	[REDACTED]	[REDACTED]	0
11.	Roberta Floyd	[REDACTED]	[REDACTED]	
12.	Lillem Chan	[REDACTED]	[REDACTED]	
13.	O. Fally	[REDACTED]	[REDACTED]	1
14.	C. Ortiz	[REDACTED]	[REDACTED]	1 0

name of signatory 12/28/13



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Mong, Trill	[Redacted]	[Redacted]	/
2.	Shalceem Carpenter	[Redacted]	[Redacted]	
3.	Laurer Isaac	[Redacted]	[Redacted]	
4.	Melacros Capellan	[Redacted]	[Redacted]	
5.	JEASE Morales	[Redacted]	[Redacted]	
6.	Ignacio	[Redacted]	[Redacted]	/
7.	Jennifer Montano	[Redacted]	[Redacted]	✓
8.	Louis M	[Redacted]	[Redacted]	✓
9.	Evelyn Rivera	[Redacted]	[Redacted]	
10.	Tracy Williams	[Redacted]	[Redacted]	
11.	Terrey Lester	[Redacted]	[Redacted]	✓
12.	J. Johnson	[Redacted]	[Redacted]	✓
13.	F. Roman	[Redacted]	[Redacted]	✓
14.	J. Miller	[Redacted]	[Redacted]	

MARY FITZGERALD





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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	THAIS E JOHN	[Redacted]	[Redacted]	N/A
2.	Joseph PARKER	[Redacted]	[Redacted]	N/A
3.	Remy Leuko	[Redacted]	[Redacted]	
4.	Casen G	[Redacted]	[Redacted]	No
5.	Clarence Jenkins	[Redacted]	[Redacted]	
6.	Tesira Lane	[Redacted]	[Redacted]	Yes
7.	Jacqueline Kince	[Redacted]	[Redacted]	y.
8.	Amber Watkins	[Redacted]	[Redacted]	Yes
9.	Joseph Smith	[Redacted]	[Redacted]	Yes
10.	Julio Flores	[Redacted]	[Redacted]	<del>Yes</del>
11.	Marcia Van Lan	[Redacted]	[Redacted]	<del>Yes</del>
12.	Tayasa Zuniga	[Redacted]	[Redacted]	
13.	China Steel	[Redacted]	[Redacted]	
14.	Tawanna Foster	[Redacted]	[Redacted]	

Ayana Bowen whitman Houses Dec. 21<sup>th</sup> 2013

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Irene Negrón	[REDACTED]	[REDACTED]	1
2.	Kesha Boone			2
3.	Jean Holybrice			2
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Ayana Bowen Dec 27<sup>th</sup> 2013 Whitman Houses



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# PLEASE PRINT

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Josephine Peters			
2.	Joan Cummings			
3.	Matimo de Jesus			✓
4.	Tony Waddell			✓
5.	John Anderson			
6.	Victoria A Harrington			
7.	Michelle Zhou			
8.	Nancy Buldos			✓
9.	Rudolf Herz			N/A
10.	Tom Williams			
11.	William Whitehead			
12.	Pedro Campos			
13.	<del>Bertrian Sewell</del>			
14.	Chang Tai Young			



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PLEASE PRINT

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	PRIN T Phedson			N/A
2.	Margaret Nieves			
3.	Shirley Duren			
4.	Lillie Ormond			
5.	Willis mae Surrency			
6.	D. Kertt			
7.	Ernest Hallway			N/A
8.	Miriam Mactinea			
9.	Rosette Flemister			
10.	Curt's Flemister			
11.	Jinghai Huang			N/A
12.	<del>IRA Faghiri</del>			
13.	Sose Cruz			
14.				

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Hollis, Kawana			<input checked="" type="checkbox"/>
2.	Brown Gina			2 <input checked="" type="checkbox"/>
3.	Cummins, Nashaya			1
4.	Daluan Melcar			
5.	Peggy Miller			
6.	Madelini Caban			
7.	Bridgett Gonzalez			2
8.	Nelle Cox			2
9.	Quayana Washington			1 <input checked="" type="checkbox"/>
10.	Ping Nali			
11.	Latoya Perry			2
12.	Georgia Sumnerville			
13.	Shatavia Simmons			<input checked="" type="checkbox"/>
14.	Shawanda Scott			2



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Please Print

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	<del>John Smith</del>			
2.	<del>Geneva Love</del>			
3.	Charles Quinones			
4.	Manuel Rompa			
5.	<del>Amey Mather</del>			
6.	<del>Shameel Bilbham</del>			
7.	Sabatina Harrison			
8.	Shus Malin			
9.	<del>Alma Lopez</del>			
10.	<del>Maria Velazquez</del>			
11.	<del>John Smith</del>			
12.	<del>John Smith</del>			
13.	Jack White			
14.				

Michael Hinton 12/27/13



(2)

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Viola Morton			
2.	Art Z Camp			
3.	James Hamilton			4
4.	Luis Hernandez			
5.	H. Alzabi			
6.	<del>Hercenio Martinez</del>			
7.	<del>Vernice Collins</del>			
8.	Immanuel Mathis			
9.	Aisha Hicks			1
10.	Larry Grinnage			
11.	Wendell Williams			
12.	Tracy Spruill			
13.	Jean Remanis			
14.	Esthera Herzberg			

86 Carlton Ave  
84 Carlton Ave

Michael Hinton



9

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Luz Gonzalez			
2.	JOEPA HARRIS			
3.	Lawana Boutright			2
4.	Mercedes Segura			
5.	<del>Anna Dahn</del>			
6.	Deborah Ann			
7.	Barbara Koese			
8.	Diana Gurdler			
9.	<del>Enrique Suarez</del>			
10.	Luz Perez			
11.	Joseph Milton			
12.				
13.				
14.				

Michael Hinton



Response 15(c) - 71

INTERNATIONAL  
CHARTER SCHOOL  
of NEW YORK

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Dani Ab			
2.	Anaya Rodriguez			
3.	Lonny Fort (718)			
4.	Lashonda Cooper			
5.	Gasmin Velez			
6.	Marta Torres			
7.	Margarita Martinez			
8.	Yiu Cheung Ho			
9.	Shubert Amos			
10.	Eloida CASIANO			
11.	Anel Sanchez			
12.	R. Davis			
13.	Polly Harty			
14.	S Fitzhugh			

Juana Mungo



INTERNATIONAL  
CHARTER SCHOOL  
of NEW YORK

g1 14/1

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Brendo Coke			
2.	Awa Diakite			
3.	Cora Fisher			
4.	Gladys Rouse			
5.	Kimberly Fleming			
6.	Cynthia Moore			
7.	Abelmann			
8.	Patricia Bush			
9.	Heela Bugnion			
10.	Denique Jean Charles			
11.	Emma R. Watson			
12.	Terence Windley			✓
13.	[Redacted Name]			
14.	Darlene Johnson			

Alicia Anderson

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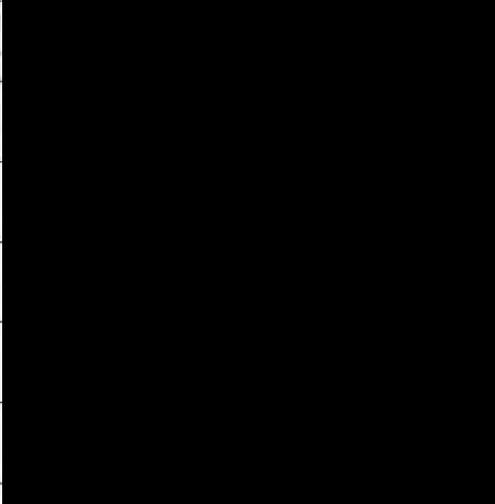
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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Kenya Fredericks			
2.	Nancy Malane			
3.	Kassandra Mendez			
4.	KYANIA WADD			
5.	FEUCIA RICHARDS			
6.	Mary Pachal			
7.	Shalima Boatwright			
8.	Paul Mitchell			
9.	Dian Offley			
10.	Fatou Ly			
11.	DOSMA - DIVERB			
12.	MARY ALLEN			
13.	WONNE HARRIS			
14.	Rm Andrews			

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	<i>Green Park</i>			
2.	<i>Yvonne Allen</i>			
3.	<i>Ann Lane</i>			<input checked="" type="checkbox"/>
4.	<i>Levin Lewis</i>			
5.	<i>Wendy King</i>			
6.	<i>Athea Reynolds</i>			
7.				
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11.				
12.				
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14.				

*marc fitzgerald*  
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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Jonathan Arellano			
2.	DAVID-HILL			
3.	ROBERT WILLIAMS			
4.	Jay Durant			
5.	Dagon Holland			
6.	Brenda McLeod			
7.	Yvonne Smith			
8.	Dwight Ford			
9.	Paul Belmont			
10.				
11.				
12.				
13.				
14.				

Marc Fitzgerald

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Samal Parris	[REDACTED]	[REDACTED]	
2.	Dalia Wrodero			✓
3.	Temake D...			✓
4.	Niwa Salas			
5.	Natasha Lyons			
6.	Brittany Morales			
7.	Fabiola Romain			
8.	Dennya Rosa			
9.	Whit Vanu			
10.	Alecia ...			
11.	Bibi Khacka			
12.	Jamelle Dennis			
13.	Tysean Shaw			
14.	Elsa ...			



*mes Fitzgerald*

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Tiara Johnson			
2.	M Davis			
3.	Shante' Jones			
4.	Gloria Moore			
5.	Denn Grant			
6.	Tutegue Pollock			/
7.	Kenyatta Mitchell			/
8.	Nilda Scelis			
9.	Carolyn Muckay			
10.	Emma Rubind			
11.	Minnie Edwards 313			
12.	Natoya Wimberly			
13.	JEGENIA ORR			
14.	Alicia Dusbury			

Tiara Mungo



m1 14 14/5

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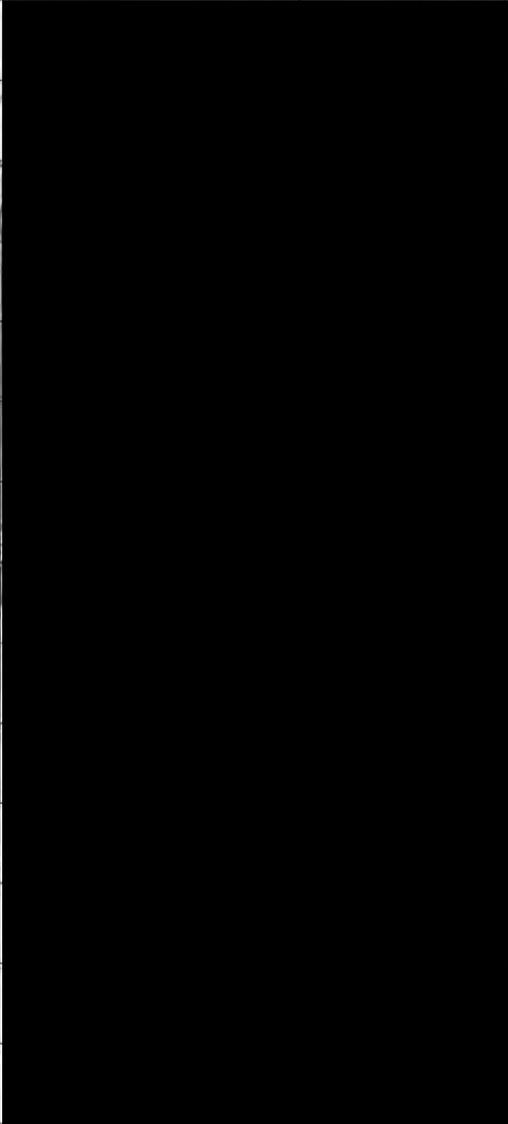
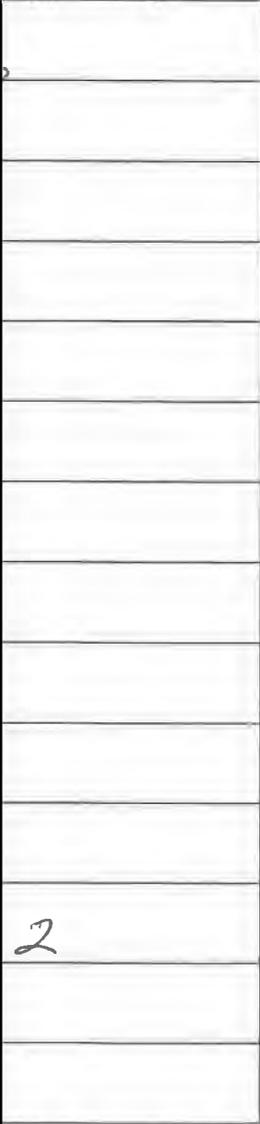
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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Charlde Oreville			1
2.	Margaret White			1
3.	Tony Lopez			
4.	Park Jiny			
5.	TYBONE MICHELS			6
6.	Jessie Arps			1
7.	TKGY Smith			
8.	Miselande St Louis			1
9.	RIVKAH FURCAIM			
10.	Marie Jones			
11.	Brandie Hodges			
12.	Kim Harrison			
13.	[Signature]			
14.	C.J Forbes			2

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)	
1.	Leona Cruz				
2.	Cindy Plummer				
3.	Maria Rampeiro				
4.	Santina Akther				
5.	Elizabeth Ramdeu				
6.	Carmen Uler				
7.	Charlene Jerideau				
8.	Laura Martinez				
9.	Carmen Bonature				
10.	Carmen Jaceas				
11.	Alex Merc				
12.	Christal Forde				2
13.	SOSIE RUIZ				
14.	Tudela Vermulgen				

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	A. Borlang			
2.	C. Williams			
3.	Brenda Brice			
4.	Adell Smith			
5.	Perla Figueroa			
6.	Krista Thompson-Coggs			
7.	Kevin Coleman			
8.	Lisa A. Brown SR			
9.	Marta Santiago			
10.	Vaesto Perin			
11.	Katima McDonald			
12.	Henry Gerateau			
13.				
14.				



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Josmin ortiz			
2.	Jean Grant			
3.	Ahmad Winslow			
4.	Rosetta Winslow			
5.	<del>Trinidad Ramos</del>			
6.	Patricia Hall			
7.	MS. Michelle			
8.	<del>George</del>			
9.	Gary John			
10.	<del>E. Patat</del> Patat			<input checked="" type="checkbox"/>
11.	Cheryl Tate			
12.	Mander Dudley			
13.	CALVIN BANTLOTT			
14.	Neil Sanyal			



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Shanee' Sanchez			<input checked="" type="checkbox"/>
2.	Annie Wilson			<input type="checkbox"/>
3.	JELM Braithwaite			<input type="checkbox"/>
4.	Angel Lopez Jorge, Reyes			<input type="checkbox"/>
5.	Eli Maldonado			<input type="checkbox"/>
6.	Rothschilb Noltisli			<input type="checkbox"/>
7.				<input type="checkbox"/>
8.				<input type="checkbox"/>
9.				<input type="checkbox"/>
10.				<input type="checkbox"/>
11.				<input type="checkbox"/>
12.				<input type="checkbox"/>
13.				<input type="checkbox"/>
14.				<input type="checkbox"/>



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Jahzi Michael			
2.	Katherine Nixon			
3.				
4.	Regina Mack			
5.				
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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Peggy Bostick			
2.	Marcia Williams			
3.	Attagracia Paredes			
4.	Christine Williams			
5.	Christina Williams			
6.	Direntel Loney			
7.				
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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Dore Tyler			
2.	Nicole Brown			✓
3.	Maria Garcia			
4.	Quiana Campbell			
5.	S. Lindsey			
6.	Kaymeka Strong			
7.	Saline Henry			
8.	Lilly Galvez			
9.	Tyler Peoples			✓
10.	Maria Roberts			
11.	Shanel Burnett			
12.	Tempe Sanchez			✓
13.	M Sanchez			✓
14.	Adam Diaz			

*mm*

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Mrs Chaco Williams			
2.	Shuleen Foster			
3.	Sharon Street			
4.	Tannia Solero			<input checked="" type="checkbox"/>
5.	Demetra Peckle			<input checked="" type="checkbox"/>
6.	Gloria Buckley			
7.	Joe Tappin			
8.	Kenneth Moore			
9.	Bryan Smith			
10.	Michael Elie			
11.	Capitula Foster			
12.	Amey Jackson			
13.	Tiffany Allen			
14.	Ruby Black			



**INTERNATIONAL  
CHARTER SCHOOL  
of NEW YORK**

v1 5/1

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Lanndra Jones	[REDACTED]	[REDACTED]	
2.	RANSOM HARD			
3.	Keith Rogers			
4.	Jennifer Calab			
5.	Kevin Mason			
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w1 2/1

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Jeff Zamboni	[REDACTED]	[REDACTED]	
2.	Shawty McMillan	[REDACTED]	[REDACTED]	✓
3.				
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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Maryale Braun	[Redacted]	[Redacted]	
2.	Jessica Cordero	[Redacted]	[Redacted]	
3.	Lisset Cordero	[Redacted]	[Redacted]	
4.	[Redacted]	[Redacted]	[Redacted]	
5.	[Redacted]	[Redacted]	[Redacted]	
6.	Rodolfo H	[Redacted]	[Redacted]	
7.	Judy Mirayes	[Redacted]	[Redacted]	
8.	LeZetter Hurdle	[Redacted]	[Redacted]	
9.	Melanie Shine	[Redacted]	[Redacted]	
10.	Denise Perkins	[Redacted]	[Redacted]	
11.	Marlene Maynard	[Redacted]	[Redacted]	
12.	Johnny Windley	[Redacted]	[Redacted]	
13.	Eric Sante	[Redacted]	[Redacted]	
14.	Sheryl Bastin	[Redacted]	[Redacted]	

yana Bowen      Crown Heights      1/29/2014



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Quinn Augustine			
2.	Elizandra Rodriguez			
3.	JAMES TURNER			
4.	JOE McGRIFT			
5.	Grace (Cannady)			
6.	Cleopatra Jones			
7.	Stacy Blake			
8.	Tania Latin			
9.	Jakeira Blue			
10.	Sharon Brown			
11.	Joe Equino			
12.	J. King			
13.	Charisma Massey			
14.	Chad Allen			

Ayana Bowen 1/29/2014 Crown Heights



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Kimberly Ellis	[Redacted]	[Redacted]	
2.	BEVERLY BOWD			
3.	Janelle Leitch			
4.				
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Ayana Bowen 1/29/14 Crown Heights

Daniel Cook



a2 4/2

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Jeanette Matthews			
2.	Carol Jubler			
3.	Tiffany Wright			
4.	Dream Thomas-Wright			
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6.				
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Steven Howard



b2 14/0

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Shaquea Lewis			
2.	Dream Thomas			
3.	Tiffany Wright			
4.	Samantha Chambers			
5.	Christina Wynn			
6.	EVELYN WYNN			
7.	Micheal Wynn			
8.	Ernestine Lewis			
9.	Alma Hunter			
10.	Julie Pando			
11.	Celestine Taylor			
12.	Debbie Sarabie			
13.	Andy Diaz			
14.	John Rabin			

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	MARY FERRY			
2.	Monique Perry			
3.	Lekisha Collins			
4.	Heather Barker			
5.	Edick Robinson			
6.	E Acenido			
7.	Joanna Rodriguez			
8.	Lycia Batiz			
9.	Mercedes Orozco			
10.	ISMAEL DIAZ			
11.	Gilbert Diaz			
12.	Elaine Nelson			
13.	Terry Wall			
14.				

Boyce Sanders 1-29-2014

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	Azree Watson			
2.	Kevin Fultard			
3.	Mary Peteron b-1			
4.	Earl Hail			
5.	Jocelyn Kindred			
6.	Florence Morris			
7.	Daimon Wells			
8.	Shanetta Moses			3
9.	Necida King			
10.	Mario Perez			
11.	Ray Williams			
12.	Lanetta Loadholt			
13.	Shaleck Watley			
14.	Madison Perry			

Boyce Sanders 1-29-2014

Ford Greene

d2 14/0

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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	HARRY PETERKAY	[REDACTED]	[REDACTED]	
2.	Dawn Williams	[REDACTED]	[REDACTED]	
3.	Phung Pham	[REDACTED]	[REDACTED]	
4.	Supriya Adleya	[REDACTED]	[REDACTED]	
5.	Chi Baochi	[REDACTED]	[REDACTED]	
6.	Wilhelmina Barden	[REDACTED]	[REDACTED]	
7.	Thony Aguiar	[REDACTED]	[REDACTED]	
8.	ED SERRANO	[REDACTED]	[REDACTED]	
9.	Ruben Cinton	[REDACTED]	[REDACTED]	
10.	Caleb J. Evans	[REDACTED]	[REDACTED]	
11.	Phyllis McGray	[REDACTED]	[REDACTED]	
12.	Christina Sanchez	[REDACTED]	[REDACTED]	
13.	Ralph Brown	[REDACTED]	[REDACTED]	
14.	Emilia Lopez	[REDACTED]	[REDACTED]	



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	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1.	<i>Halecia Robert</i>			
2.	<i>Elizabeth Roman</i>			
3.	<i>Laurie Wright</i>			
4.	<i>May Smith</i>			
5.	<i>Mary Williams</i>			
6.	<i>Volker SA</i>			
7.	<i>Evelyn Jones</i>			
8.				
9.				
10.				
11.				
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14.				

The International Charter School ("ICS") hopes to open its doors to 100 kindergartners and first graders in Downtown Brooklyn in September 2105. The ICS mission is to prepare students from diverse socio-economic backgrounds for a lifetime of active, engaged citizenship in their city, their country and the world.

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Kids 10

	Name	Phone Number	Home Zip	Children under 6 (check if applicable)
1	Nikia Isaac			<input type="checkbox"/>
2.	Alejandra Taxca Herath			<input type="checkbox"/>
3.	Eleanor Sudol			<input type="checkbox"/>
4.	Monica Lei			<input checked="" type="checkbox"/>
5.	Devonna Ruckett			<input checked="" type="checkbox"/>
6.	Vernesha Perkins			<input checked="" type="checkbox"/>
7	Brenda Hannal			<input type="checkbox"/>
8.	Latoya Barey			<input checked="" type="checkbox"/>
9.	Mavis Menssh			<input checked="" type="checkbox"/>
10.	Greg Bylinsky			<input type="checkbox"/>
11	Brenda Mitchell			<input checked="" type="checkbox"/>
12.	Akene			<input checked="" type="checkbox"/>
13.	Kym Rodgers			<input type="checkbox"/>
14.	J. George			<input type="checkbox"/>
15.				<input type="checkbox"/>

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	Name		Children under 6 (check if applicable)
1.	Michaela Stout		
2.	N. Will (Brian Williams)		
3.	Aiyana Overby		2
4.	Sarah Braunstein		1
5.	Danelle Colonnel		1
6.	Alumbola Olesanya		
7.	Chris Momm		2
8.	ADESUNDA OUESAYOYA		2.
9.	Jen Skoda		2
10.	Alexis Parris		1
11.	Leah Finley		1
12.	JENNIFER HOLMES FORTY		2
13.	GINELLE CAYASO		1
14.	LaTaya Dawson		1
15.	ANNUN BORNFIELD		2

# INTERNATIONAL CHARTER SCHOOL OF NEW YORK

The International Charter School ("ICS") hopes to open its doors to 100 kindergartners and first graders in Downtown Brooklyn in September 2105. The mission of the ICS is to prepare students from diverse socio-economic backgrounds for a lifetime of active, engaged citizenship in their city, their country and the world.

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	Name	Community School District	Home Zip	Children under 6 (check if applicable)
1.	VIN SHARMA	13	[REDACTED]	✓
2.	Ina Howard-Parker	13		✓
3.	Selma Idris	13		✓
4.	Peter Engel	13		✓
5.	Chris Karala	13		✓
6.	KRISTI NEWOR	13		✓
7.	Oscar Gonzalez	13		-
8.	Kaoru Kashima	13		✓
9.				
10.				
11.				
12.				
13.				
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15.				

## Response 15(d) – Admissions Policy

- (d) Describe the admissions policy for the school including any at-risk designations and how the school intends to apply the statutory preferences for returning students, siblings and students residing in the school district or CSD of location of the charter school in accordance with the Act.

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

Informal recruitment of potential students has already begun through the Community Outreach outlined in Response 03, but a more formal process will start in January 2015, when interested families will be invited to submit applications. We will advertise informational sessions where families can learn about our programs and expectations across CSD 13. The application will be available at the informational sessions and online. It will be a simple form requesting basic biographical information and contact information. It will conform to the New York State Education Department’s New York State Charter School Uniform Application Form. The form will be available in the languages predominantly spoken in CSD 13, as determined by the school leadership. There will be no fees associated with filing the application, and staff members will be available to assist applicants who need help filling it out.

ICS will set an application deadline between April 1 and April 15, 2015. If the number of applicants exceeds the school’s capacity, a lottery will be conducted on, before, or around April 15.

### *Lottery Preferences*

ICS will provide lottery priority to children from CSD 13, and siblings, with any further remaining seats to be randomly distributed to the remainder of eligible applicants statewide. No other preferences that would make ICS ineligible for a Charter Schools Program (CSP) grant under Title V, Part B of the No Child Left Behind (NCLB) Act of 2001 will be offered.

### *Lottery Process*

Any lottery ICS may conduct will be open to the public, noticed in accordance with the Open Meetings Law. An impartial person will conduct the selection of lottery applicants or act as an observer at the lottery of the selection of lottery applicants. We plan to use a digital lottery program.

The lottery program will, immediately and throughout the program, give priority to acceptance of siblings of current or accepted students.

The program will then conduct the remaining portion of the lottery, during which the program will assign seats to, first, in-district applicants on a random basis and, second, if seats remain, out-of-district applicants on a random basis. Any applicants without an assigned seat will have been assigned a random number and will be placed on a wait list in the order of the randomly assigned number (prioritizing, first, in-district applicants and, second, out-of-district applicants). Late applicants will be eligible for the CSD preference.

*Notification*

The parent(s)/guardian(s) of each applicant will be notified via letter sent by U.S. mail of the lottery results.

Reasonable and multiple attempts will be made to contact the families of accepted applicants to confirm whether an applicant is interested in attending the school. If these reasonable and multiple attempts are unsuccessful, the school may remove the applicant from the accepted list and make the space available to the next eligible applicant on the wait list.

Following the lottery, the wait list will remain active until or around mid-Fall (subject to be changed by the school as it deems appropriate), at which point, the wait list will expire.

*Registration of Admitted Students*

Families of accepted applicants will have multiple opportunities to register at various meetings starting in or around May following the lottery. Families intending to register their children must present required New York state documentation in order to register their children at the school, allowing for any exceptions for homeless or undocumented youth, as set forth in the McKinney-Vento Homeless Assistance Act of 1987, as amended.

*Subsequent Years*

Each spring, school personnel will meet with the parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.

After our first year of operation returning students will have admissions priority. Lottery preferences will then be provided for:

- Siblings of current or accepted students,
- Applicants who reside in-district, and
- Such at-risk populations as are not represented proportionately in the application pool (once we have ceased utilizing any CSP grant funds for which ICS may qualify).

## Response 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; and,**
- **Space requirements for administrative functions, food services and physical education.**

ICS's primary facility plan is to seek to lease private space from a landlord in CSD 13.

While a specific building has not yet been selected, ICS will require adequate space for primary instruction, office/administrative space, special education and/or resource room(s), access a cafeteria for breakfast and lunch service, use of a gymnasium for physical education, and use of a common space for family events and student performances.

In the first year, we anticipate requiring approximately 12 classrooms of approximately 770 square feet located in one hallway or section of a building for primary and specialty instruction and special education services. Three additional rooms will be used for administrative space and other uses. By the fifth year, ICS anticipates needing approximately 30 classrooms for primary instruction and approximately 10 rooms for administrative space, specialty classes, special education service provision, and other uses.

### (b) Facility Selection

**Describe the efforts to date to secure a facility for the school, including;**

- **If a facility has been identified, 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; and,**
- **How the proposed facility will be able to meet New York State Education Department (SED) specifications by when the school would commence instruction.**
- **If a facility has not been identified, 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 SED specifications). Also, explain any contingency planning including the associated costs.**
- **If the applicants are seeking facility space from the school district of location, provide contingency plans should such space be unavailable.**

ICS has not secured specific space as of this date. As noted above, our plan is for the school to be located in leased space, but commercial landlords have been reluctant to contract with a group that does not yet have a charter and thus lacks an established source of revenue. Included with this response is a letter from a real estate broker indicating two locations in CSD 13 with the potential to serve as facilities for ICS.

To build a database of suitable spaces, the Trustees have met with or spoken to the Archdiocese of Brooklyn, various non-Catholic churches that operate schools in the district, private landlords and the New York State Office of General Services.

An Underutilized Space Memorandum published by the DOE in September 2012 lists 16 significantly underutilized DOE public school buildings in Community School District 13.<sup>1</sup> Were the New

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<sup>1</sup> [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012-BB\\_CS\\_K.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012-BB_CS_K.pdf)

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York City Department of Education to revise its stated policies, the Trustees would consider meeting with the district to discuss potential options.

Any space that ICS would lease or build will meet New York State Education Department (SED) specifications before the school commences instruction.

**(c) Facility Related Conflicts of Interest**

Not Applicable.



# Charter School Facilities

A Division of IQUA Group, Inc.

23 Meadow Street | Brooklyn, New York 11206

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

March 4, 2014

Ms. Susan Miller Barker  
Executive Director  
Charter School Institute  
41 State Street, Suite 700  
Albany, New York 12207

Dear Ms. Miller Barker:

The proposed Trustees of The International Charter School of New York are applying to open an elementary school in Community School District 13, in Brooklyn. Because we they understand the NYC Department of Education is unlikely to provide them with suitable school space, they have been working with me to identify commercial space options.

We have identified two suitable locations for the school:

- An existing building of about 70,000 sq. feet located at [address redacted] that can easily be converted to an incubator and/or a permanent school facility;
- A development project located on [address redacted] that will include a 50,000 sq. ft. community facility.

Both properties are in District #13. Depending on the build-out, the leasing price will range from twenty-two (\$22) to twenty-five (\$25) dollars per square foot.

The lease schedule that our firm negotiates is on a graduated scale; payments increase as student enrollment increases. The leasing structure allows the schools to stay within the recommended budget parameters as they grow to capacity.

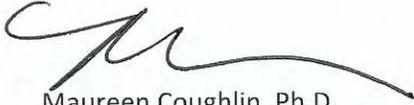
Our real estate brokerage has successfully placed New York City charter schools in private and non-profit facilities for many years. A network of developers joined our force to provide the property and financial resources to custom-build or rehabilitate properties for school use. To date, we have successfully located twenty-eight charter schools in incubator or permanent facilities.

Additionally, we have represented the Diocese of Brooklyn and the Archdiocese of New York on the leases and sales of many of their properties.

Our team has more than 80 years of combined experience in New York City real estate. Currently, we are working with new charter applicants on facility strategy. There is never a fee to a charter school for our services; brokerage payment is received from the property owner.

Our current and past charter school clients can serve as a reference to our professionalism and success. It is our privilege to serve the educators of our City's children. Please contact me if you have any questions.

Sincerely,



Maureen Coughlin, Ph.D.  
Director of Charter School Facilities



**Charter  
School  
Facilities**  
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## Response 17 – Food Services

**Describe the plans for health services the charter school will provide.**

ICS will offer a hot/cold breakfast, snack, and lunch program to all of its students. Additionally, we will participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (“USDA”). Both programs offer free or reduced meals to all students who meet eligibility requirements. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

ICS will likely contract for food services through the New York City Department of Education as an initial step. Depending on the specific facility where we are ultimately located we will determine whether a kitchen is available or can be installed at reasonable expense and what options this presents for additional meal service options. We also hope to engage our parent and student body in determining the best approach to meal service, and thus do not want to foreclose any options.

Regardless of the interim or final decisions about food service, all meals will meet USDA minimum nutrition requirements, including dietary guidelines and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium, and calories.

## Response 18 – Health Services

### **Describe the plans for health services the charter school will provide.**

The International Charter School will comply with all applicable health services requirements of the Commissioner's Regulations.

To the extent possible, the school will ensure there is on-site health care services similar to those services available to children attending area public schools, including automated external defibrillator ("AED") equipment with ready and appropriate access for use during emergencies. At least one staff member will be trained in the operation and use of such equipment for use in the school and at any on-site school-sponsored event.

Once we have identified a building for our school we will work with a nearby community program to provide health services similar to those provided in district schools. These health services will include:

- Maintenance of cumulative health records,
- Medication storage and provision,
- Emergency care of ill or injured students, and
- Compliance with and enforcement of mandatory immunization requirements.

The school will store all health records for enrolled students in a secure location to which only authorized personnel have access. The school will mandate that students entering the school will follow New York State requirements for immunization. The requirements include the required doses for:

- Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap),
- Polio (IPV, OPV),
- Measles/Mumps/Rubella,
- Hepatitis B, and
- Varicella.

Parents or guardians will be required to present 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. Parents or guardians may be allowed to waive immunization in accordance with Public Health Law, and exemptions to immunizations may be granted if a licensed physician certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere religious beliefs that are contrary to such immunizations.

## Response 19 - Transportation

### (a) General Student Population

**Describe the transportation arrangements for students including arrangements made for students who would not qualify for public school transportation under Education Law § 3635, and any supplemental transportation arrangements planned with sending school districts.**

Since ICS will be in session on many days when the New York City public schools are not in session and during hours outside of the Department of Education normal hours of operation, it is impractical for students to use yellow bus service provided by the New York City School District to students attending nonpublic schools who would qualify under § 2853(4)(b) and § 3635 of the Education Law.

Families will be responsible for arranging and providing transportation for students to and from the school. The school will ease this burden by working with the New York City Transit Authority to obtain free or reduced-fare student transportation passes as available, and supporting parent-led efforts to organize private yellow bus transportation where economical.

Response 20 – Insurance

(a) General Student Population

**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.**

ICS has spoke with insurance brokers experienced with NYS charter schools and anticipate putting in place the following insurance coverage to meet any applicable requirements, including those of authorizing agencies before ICS begins operations in June 2015:

<b>Coverage</b>	<b>Limit</b>
Commercial General Liability	\$1,000,000/occurrence
Umbrella Coverage for Commercial General Liability	\$10,000,000
Employee Benefits Liability	\$1,000,000
Employment Practices Liability	\$1,000,000
Workers' Compensation	New York State Statutory Limits
Automobile/Bus Liability <sup>1</sup>	\$1,000,000
Educators' Legal Liability	\$1,000,000
Directors & Officers	\$1,000,000
Crime / Fidelity Coverage (Bonds)	\$250,000
Property/Building/Equip./Lease and Boiler Machinery Coverage	\$250,000
Catastrophic Student Accident Coverage	\$1,000,000
Student Accident Coverage	\$25,000

The estimated cost of this coverage is \$28,100.

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<sup>1</sup> ICS does not anticipate owning or leasing vehicles

## Response 21 – Programmatic Audits

**Describe planned annual program audits the school will initiate including the area(s) to be audited and the purpose, objectives and timing of the audits, which must be similar in scope to the audits of other public schools. Include any plans to hire outside consultants to perform such audits.**

The International Charter School will undertake annual programmatic and fiscal audits in accordance with Education Law § 2851(2)(f). Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning and personnel decisions.

ICS will submit an Annual Report to the SUNY Charter Schools Institute. This Annual Report will include the state-mandated School Report Card, which is required of every New York public school. The Annual Report in prior years has shown the comparative academic and fiscal performance of the school and has also listed: expenditures per child, unaudited financial statements, budgets and narratives, standardized test performance, student enrollment, students with limited English proficiency (LEP) data, and other relevant information. The Annual Report has also included a discussion of the progress made toward the school's achievement goals as found in the draft accountability plan detailed in Response 02(d) – Accountability Plan.

ICS believes that the experience of its Board leaders, Ms. Rigney and Mr. Maya in particular, will be of great assistance in ensuring such audits are methodologically sound and rigorous. In addition to submitting an annual report and consistently monitoring the effectiveness of the academic program, ICS will consider contracting with a third-party reviewer to conduct an audit of the school's academic program. This, of course, is dependent on student achievement and the school's progress toward meeting the goals identified in the accountability plan. If the school is meeting the goals and achieving high levels of success, the Board may not chose to hire a third-party reviewer to conduct a programmatic audit.

To the extent the audits' complexity exceeds the capacity of the ICS staff we will also consider employing outside contractors to assist us.

## Response 22 – Fiscal Soundness

(a) 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.

Assumptions for the startup period and first year budget period are the same, differing only in the specifics of which expenses and revenues are anticipated before July 1, 2013. These specific startup period costs and revenues are detailed in Response 22(e). Although Mayor Bill De Blasio's policies regarding charter schools are evolving, even as we file this application, ICS assumes public space is not available.

All planned costs were estimated with the goal of minimizing overhead and unnecessary costs and avoiding reliance on non-recurring revenue streams while at the same time achieving the highest level of student achievement. Our budget is aligned with ICS's academic and operational needs because it invests in the highest quality teachers and leaders, and provides them with the most effective curriculum, technology, professional development and student services.

Our budget model assumes ICS will reach and retain the target number of pupils during each year. Attrition will be addressed by admitting students from our waitlist, if we have one, or by advertising in the community. The model accounts for the staff necessary to instruct, lead and undertake operations within the school. Targeted class-sizes and teacher-to-student ratios are based on standards in other district public schools and New York City Department of Education guidelines.

Note that for ease of analysis we have added Rent, Enrollment, Staffing, Fiscal Impact and Summary tabs to the standard SUNY template (v3). The enrollment figures from the enrollment tab, modified by the assumption on that tab about ELL, F&RP Lunch, and SPED students, in turn drive the staffing levels on the Staffing Tab. Because rent for charter schools has been of great interest, we created a tab for reviewers to easily understand our assumptions. The salaries and staff levels in turn drive the primary expense assumptions on the SUNY-provided Tabs, as well as the Fiscal Impact Tab and the Summary Tab that we have added to the SUNY Template.

### **Startup Budget and First Year Operational Budget and Cash Flows**

#### **Revenue**

Apart from the \$500,000 in CSP grant funding available to all approved charter schools, ICS will rely almost exclusively on reimbursement from the \$13,527 per pupil reimbursement to operate the school.<sup>1</sup> We have met with several foundations about an additional \$500,000 in support for our program, but these grants cannot be considered before SUNY approves our charter. In the interest of fiscal conservatism, we have assumed none of these funds are available in 2015.

The model and budget assumes the per-pupil allocation of \$13,527, the amount that New York City Public charter schools were receiving as of August 2, 2010, will remain flat across the five years starting in Fiscal Year ("FY") 2015.

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<sup>1</sup> We assume an annual PTA contribution of \$50,000, or approximately \$180 per child in year 3.

We have calculated our reimbursement for special education funding using historical data and assumptions based on the population of community school district 13. We have assumed 15% of our children will qualify for special education services, comparable to the district average. Again consistent with practices at district schools the budget assumes that initially about half of the students with IEPs will require 60% or more of their time to be spent with a special education teacher. Consistent with best practices, we model moving them to the least restrictive environment and by the 5<sup>th</sup> year of operations the majority of special education students receive 20-59% special education services. (See SPED Distribution in the enrollment tab in Response 22(e))

### **Expenses**

The expense line items are based on the founder's research, and conversations, consultations and reviews of publicly disclosed data from a number of successful charter and independent schools in New York City, including Icahn Charter Schools, Success Academy and The Dwight School.

They are generously funded to allow for any increase in need. In every instance numbers have been budgeted as conservatively as possible. The values are either based on historical figures from comparable schools or are based on specific rationales. All equipment expenses are calculated according to the number of staff, students or classrooms requiring said equipment.

The budget assumes salary increases of 3% annually and a 3% contribution to employee retirement plans.

### **Transition to Recurring Revenue Streams**

As noted above, ICS will rely on startup funding from sources such as the CSP grants, but will transition quickly to full reliance on recurring revenue streams, namely, the DOE per-pupil funding described above.

### **Five-Year Budget Assumptions**

#### **Revenues**

The five-year plan is based on projections of both standard per-pupil NYC DOE funding (remaining flat across the five years) and NYC DOE special education funding (15% of the student population services).

The budget assumes conservative funding for federal flow-through grants such as Title IA, IIA, and IDEA funding, with 50% of our enrolled student qualifying for Free and Reduced Price meals.

The enrollment totals, for the purposes of this budget, assume that in year five ICS will serve 549 students, Kindergarten through 5<sup>th</sup> grade.

#### RENT

ICS intends to operate a public charter school serving public school children, entitled to free public space. Nonetheless we have prepared a budget that assumes public space is not available and have begun negotiations with landlords in the area.

The budget assumes an annual rent \$35 per square foot and an allocation of 95 sq. feet per student, rising 2.5% annually. We have an offer of space at \$22-25 per sq. foot but assume \$35 to capture additional expenses such as building maintenance, utility bills, and other facility-related expenses.

Overall, the estimated five-year cost of private facility rental is \$6.2 million.

(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.

ICS's financial management policies and procedures will be designed to ensure fiscal responsibility and appropriate management of private and public funding.

ICS's Board will have ultimate responsibility for approving fiscal policies and providing academic, fiscal, and regulatory oversight of the school.

The Executive Director will oversee the school's financial management under the Board's direction. The Operations Manager's job will include some financial planning role in the school's initial years, including preparation of its annual budget. A contracted financial consultant in years 1-2 and an in-house Director of Finance thereafter will ensure there is appropriate separation of responsibilities. The Board will evaluate the budget prior to approval.

The Operations Manager and Principal will review actual expenses regularly to ensure that spending remains consistent with the budget, and will provide updates to the Board on a monthly basis.

The Board will ensure that the budget supports the school's mission and educational priorities, that the financial management plan is comprehensive, and that each Board and staff member upholds his/her fiduciary and other responsibilities. ICS will continue to consult with the NYCSC and/or other third parties to secure another perspective on all policies or procedures including Board support, site visits, and back-office consultation.

Procedural best practices include (i) closing books each month on a timely basis; (ii) posting transactions to a general ledger; (iii) internal spot audits; (iv) monthly budget reports with budget-to-actual reconciliations; (v) inventory of assets, including technology and equipment; and (vi) hiring an external firm to conduct audits (as discussed below).

**Tracking Enrollment and Eligibility:** Under the supervision of the Principal, the Special Education Coordinator will be responsible for tracking student enrollment and attendance eligibility, Title I eligibility, and special education and ELL enrollment as it relates to state and federal entitlements, as well as other grants. ICS will track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year. She/he will also be responsible for ensuring that student data is secure and protected.

**Payroll:** The Business Operations Manager will maintain a personnel file for each school employee, including up-to-date salary, benefits, and withholding tax information including IRS I-9 and W4 forms. Files will be secured with access limited to the Operations Manager or supervised staff authorized specifically for this purpose. ICS will contract with a payroll service, such as Paycheck, ADP, or CompuPay to provide payroll processing. Personnel will be paid bi-weekly by check or direct deposit. Any contracting services will

be processed as accounts payable with IRS Form 1099 issued annually to independent contractors. We will record payroll expenditures to ICS's accounting system.

**Cash Management and Investment:** The Executive Director, with the approval of the Board, will identify excess funds available for investment and will use such vehicles as money market and interest bearing savings accounts to invest excess funds to be used by the school at a later time. Formal approvals and transfer will follow guidelines described in the schools Financial Policies and Procedures (FPP) Manual.

In the event of unexpected expenses the Head of School may seek to establish credit lines, with the approval of the Board. The Board will establish borrowing limits. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues as reflected in accordance with ICS's financial statements. The Executive Director will alert the Board if lines of credit or borrowing limits are ever insufficient to meet the school's needs. No amendments will be made to the borrowing policy and credit limits without prior Board approval.

ICS will contract for financial planning capacity and budget management from an outside firm with experience in this area until 2018 when we anticipate being large enough to afford a full time Financial Director. We have budgeted approximately \$30,000 annually for budgeting, planning and forecasting separate from the accounting related items above, in line 116 of our 5-year budget and cash flow.

The Executive Director and Operations Manager, working with the financial consultant, will oversee all controls, procedures and information related to the budgeting process. A Financial Policies and Procedures manual will be developed, approved, and updated as needed by Boards of Trustees.

The ICS budget will take into account factors such as student population size, the amount of renovation required by the building during startup, and other site-specific financial elements which will become clearer over the course of 2014-15.

A school-wide operating budget will be compiled before the start of every new fiscal year to identify the revenues and expenses needed to carry out ICS's mission. Revenues and expenses will be forecast on a monthly basis to yield a greater level of detail and then aggregated to result in the full-year budget.

Among the responsibilities of the FD once that individual is hired (and among the responsibilities of our consultant(s) until 2017) will be to meet initially with the Executive Director, Principal, Operations Manager and other senior staff to assist them in forecasting expenses for the coming year for the school. By involving these staff early on we expect to achieve a more granular budget and be able to break down each expense category into more specific costs. The budget will take into consideration historical costs from the school's opening year, as well as any additional committed or planned expenses.

Once these individuals have submitted their respective budgets, the FD will compile and review the organization-wide budget, identifying any possible holes based on historical reports and strategic projections. We will also review the school-wide budget is for overall appropriateness, highlighting any expenses that seem inordinate or incongruous with the school's mission. Any issues are reported back to the staff and appropriate corrections will be made.

After all revisions have been made and the Executive Director and the FD have approved the final budget, it will be presented to the Board of Trustees for approval. The budget is then put to a vote and is deemed final if approved. If it is not approved, necessary adjustments will be made, and the revised budget will be resubmitted for approval.

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The finance staff will be accountable to monitor the budget for accuracy on a monthly basis by comparing actual expenses to budgeted amounts. Key expense items will be scrutinized for large variances. This process not only provides the school leadership with frequent feedback on current year performance, but it will also allow ICS to budget more accurately in future years. If mid-year modifications to a budget are deemed necessary, the consultant/FD will work with the executive director and the Board of Trustees to prepare the modified budget, and receive Board approval for same.

A proposed timeline for creating and approving the school budget, taken from the SUNY guidelines follows:

	De c	Jan	Feb	Mar	Apr	May	Jun
Board establishes budget priorities and guidelines							
School Board and leadership monitors current year budget to inform new budget	Ongoing						
School leadership and/or financial staff develop preliminary revenue and expenditure forecasts							
School leadership and/or financial staff update forecasts		Ongoing					
School leadership and/or financial staff and/or Board finance committee obtain input from key stakeholders							
Initial budget draft is developed by school leadership and financial staff for discussion with board							
Initial budget is revised and updated based on discussions							
Updated budget is adjusted for "final" per pupil information / levels							
Draft "final" Budget is prepared by school leadership and/or financial staff for submission to Board							
Board adopts final budget							

(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.

The Operations manager will be responsible for closing the fiscal year on June 30 and for ensuring that timely and accurate financial statements are prepared.

The Board will select and hire an independent certified public accountant to ensure that the school's financial records adhere to Generally Accepted Accounting Practices and to conduct an annual financial audit (which shall be reviewed by the Board, including its Audit and Finance Committee). The audit will cover all financial reports required by SUNY, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report

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containing of any significant findings or material weakness in the financial processes of the school. This audit will be conducted in accordance with applicable accounting standards and will be included in the school's Annual Report, which will be made public via the school's website.

As noted above, the Board of Trustees will approve ICS's annual budgets. If expenditures are projected to exceed the approved annual budget at any time during the school year, the Board of Trustees will be consulted regarding financial decisions during the remainder of the year. At the end of each fiscal year, an audited income statement will be prepared. Such statements will include corresponding depreciation and fixed asset schedules, and federal audits (when applicable).

These statements will be prepared in accordance with generally accepted auditing standards in the United States and Government Auditing Standards, issued by the Comptroller General of the United States. The auditors will also report on each school's internal controls relating to financial reporting and compliance with relevant laws, regulations, contracts and grants.

(d) Dissolution Procedures

Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing any remaining assets to either another charter school within the school district of location of the proposed education corporation or to that school district in the event of a corporate dissolution.

If the Trustees or SUNY determined that ICS must dissolve we will follow the most recent dissolution plan issued by the SUNY Charter Schools Institute. The Board of Trustees will delegate to the Executive Director the responsibility to manage the day to day dissolution process and implement the closure plan approved by the Board under the guidance of the Treasurer of the Board, it being understood that the ED and Treasurer will not take any final action that would be required by law to be approved by the Board or make any final reports to the State University Trustees, unless such authority is specifically delegated.

ICS will work closely with appropriate representatives of CSD 13 and the DOE to develop and implement a dissolution plan that will govern the process of transferring students and student records. Initially, a list of students attending each school will be sent to the DOE. ICS will coordinate any planned or voluntary dissolution with the CSD to facilitate reintegration of its students and their records, and will provide the district with a minimum notice of 120 days for any voluntary dissolution.

Prior to dissolution, CIS would hold multiple parent meetings to provide information about the dissolution and to support them in selecting alternate schools. School staff would also meet one-on-one with each enrolled student's family to inform parents of their educational options in New York City public schools, charter schools, and independent schools.

The dissolution plan will provide that all property that each school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. All remaining assets of each school will be transferred to other charter schools within CSD 13.

ICS will establish an escrow account or reserve to pay for legal and audit expenses that would be associated with dissolution of the school and any of its related legal entities.



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

**International CS of NY**

Contact Name: Matthew Levey  
Contact Title: Co-Lead Applicant  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]

Examples  
Pre-Opening Period January 1, 2015 to June 30, 2015  
Operational Year ONE July 1, 2015 to June 30, 2016

**International CS of NY  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
January 1, 2015 to June 30, 2015**

<b>Total Revenue</b>	250,000
<b>Total Expenses</b>	258,216
<b>Net Income</b>	(8,216)
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

**DESCRIPTION OF ASSUMPTIONS**

START-UP  
PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue	CY Per Pupil Rate	
School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	-	-

Special Education Revenue	-
Grants	-
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	-
Charter School Program (CSP) Planning & Implementation	250,000
Other	-
Other	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	250,000

Assumes SED award of \$500k with \$250k being paid during the Planning Period or Year 1 of the CSP.

**LOCAL and OTHER REVENUE**

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-

<b>TOTAL REVENUE</b>	<b>250,000</b>
----------------------	----------------

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

	No. of Positions		
Executive Management	0.50	76,950	ED (Hire in Jan)
Instructional Management	0.50	52,250	Principal (Hire in Jan)
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.33	22,259	Operations Manager (Hire in Mar)
Administrative Staff	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>1.33</b>	<b>151,459</b>	

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

	1.33	151,459
--	------	---------

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	21,583	Payroll Taxes (SS - 6.2%, Med. - 1.45%, NY SUI - 6.6%).
Fringe / Employee Benefits	18,175	12% of Total Compensation for Medical, Dental, Vision, etc.
Retirement / Pension	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>39,758</b>	

**TOTAL PERSONNEL SERVICE COSTS**

	1.33	191,216
--	------	---------

**CONTRACTED SERVICES**

Accounting / Audit	3,000	FPP and Initial Statement work
Legal	-	Pro Bono (if needed)
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	500	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	39,000	CSBM (\$30k), Erate Consulting (\$1k), Technology Consulting (\$3k), Other/Misc. (\$5k)
<b>TOTAL CONTRACTED SERVICES</b>	<b>42,500</b>	

**SCHOOL OPERATIONS**

Board Expenses	1,000	Board Expenses during Pre-opening period
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	2,000	Equipment & Phone/fax charges (includes cell phone and plans)
Technology	2,000	Technology for Admin Staff (Computers, printers, etc. for start-up staff)
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,500	
Staff Development	2,000	PD for Admin staff; Conference fees, Subscriptions, etc.
Staff Recruitment	2,500	Teacher Recruitment
Student Recruitment / Marketing	10,000	Marketing materials, Student Recruitment events
School Meals / Lunch	-	
Travel (Staff)	1,000	Travel to and from PD and recruiting events
Fundraising	-	
Other	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>22,000</b>	

**FACILITY OPERATION & MAINTENANCE**

Insurance	2,500	D&O, General Liability, etc.
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	

**International CS of NY  
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD  
January 1, 2015 to June 30, 2015**

		250,000	DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>		250,000	
<b>Total Expenses</b>		258,216	
<b>Net Income</b>		(8,216)	
<b>Actual Student Enrollment</b>		-	
<b>Total Paid Student Enrollment</b>		-	
	<b>START-UP PERIOD</b>		
Utilities		-	
TOTAL FACILITY OPERATION & MAINTENANCE		2,500	
DEPRECIATION & AMORTIZATION		-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	
<b>TOTAL EXPENSES</b>		<b>258,216</b>	
<b>NET INCOME</b>		<b>(8,216)</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>			
School District 1 (Enter Name)		-	
School District 2 (Enter Name)		-	
School District 3 (Enter Name)		-	
School District 4 (Enter Name)		-	
School District 5 (Enter Name)		-	
School District 6 (Enter Name)		-	
School District 7 (Enter Name)		-	
School District 8 (Enter Name)		-	
School District 9 (Enter Name)		-	
School District 10 (Enter Name)		-	
School District 11 (Enter Name)		-	
School District 12 (Enter Name)		-	
School District 13 (Enter Name)		-	
School District 14 (Enter Name)		-	
School District 15 (Enter Name)		-	
School District - ALL OTHER		-	
<b>TOTAL ENROLLMENT</b>		<b>-</b>	
<b>REVENUE PER PUPIL</b>		<b>-</b>	
<b>EXPENSES PER PUPIL</b>		<b>-</b>	



International CS of NY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
<b>Total Expenses</b>	2,175,029	564,125	-	-	374,394	3,113,547	
<b>Net Income</b>	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
<b>Actual Student Enrollment</b>	132	23	-	-	-	155	
<b>Total Paid Student Enrollment</b>	132	23	-	-	-	155	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue	CY Per Pupil Rate						SEE 5 YEAR BUDGET FOR ALL ASSUMPTIONS
New York City CSD	13,527	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	#REF!	#REF!	#REF!	#REF!	#REF!	
Special Education Revenue		402,625	-	-	-	402,625	Assumes a 0% / 100% / 0% / 0% / 0% split
Grants							
Stimulus							
DYCD (Department of Youth and Community Developmpt)	94,864	16,741	-	-	-	111,605	Assumes a 85% / 15% / 0% / 0% / 0% split
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		#REF!	#REF!	#REF!	#REF!	#REF!	
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs		28,136	-	-	-	28,136	Assumes a 100% / 0% / 0% / 0% / 0% split
Title I		32,938	5,813	-	-	38,750	Assumes a 85% / 15% / 0% / 0% / 0% split
Title Funding - Other		4,250	750	-	-	5,000	Assumes a 85% / 15% / 0% / 0% / 0% split
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	187,500	37,500	-	-	25,000	250,000	Assumes a 75% / 15% / 0% / 0% / 10% split
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		252,824	44,063	-	-	321,886	
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations		-	50,000	-	-	50,000	Assumes a 0% / 100% / 0% / 0% / 0% split
Fundraising		-	-	-	-	-	-
Grants Reimbursement		106,692	21,338	-	-	142,256	Assumes a 75% / 15% / 0% / 0% / 10% split
Earnings on Investments		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		10,471	1,848	-	-	12,319	Assumes a 85% / 15% / 0% / 0% / 0% split
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		117,164	73,186	-	-	204,576	
<b>TOTAL REVENUE</b>		#REF!	#REF!	#REF!	#REF!	#REF!	
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions						
Executive Management	1.00	100,035	23,085	-	-	153,900	Assumes a 65% / 15% / 0% / 0% / 20% split
Instructional Management	1.00	67,925	15,675	-	-	104,500	Assumes a 65% / 15% / 0% / 0% / 20% split
Deans, Directors & Coordinators	1.00	44,460	10,260	-	-	68,400	Assumes a 65% / 15% / 0% / 0% / 20% split
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	43,843	10,118	-	-	67,450	Assumes a 65% / 15% / 0% / 0% / 20% split
Administrative Staff	1.50	42,299	9,761	-	-	65,075	Assumes a 65% / 15% / 0% / 0% / 20% split
TOTAL ADMINISTRATIVE STAFF	5.50	298,561	68,899	-	-	459,325	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	7.75	456,475	-	-	-	456,475	Assumes a 100% / 0% / 0% / 0% / 0% split
Teachers - SPED	3.33	-	205,343	-	-	205,343	Assumes a 0% / 100% / 0% / 0% / 0% split
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	4.00	121,125	21,375	-	-	142,500	Assumes a 85% / 15% / 0% / 0% / 0% split
Specialty Teachers	4.00	200,260	35,340	-	-	235,600	Assumes a 85% / 15% / 0% / 0% / 0% split
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	19.08	777,860	262,058	-	-	1,039,918	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	-
L. brarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL							
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	24.58	1,076,421	330,956	-	-	1,499,243	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		153,390	47,161	-	-	213,642	#N/A
Fringe / Employee Benefits		134,932	26,986	-	-	179,909	Assumes a 75% / 15% / 0% / 0% / 10% split
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		288,322	74,148	-	-	393,551	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	24.58	1,364,743	405,104	-	-	1,892,794	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		-	-	-	15,000	15,000	Assumes a 0% / 0% / 0% / 0% / 100% split
Legal		-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		1,997	461	-	614	3,072	Assumes a 65% / 15% / 0% / 0% / 20% split
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		75,000	15,000	-	10,000	100,000	Assumes a 75% / 15% / 0% / 0% / 10% split
TOTAL CONTRACTED SERVICES		76,997	15,461	-	25,614	118,072	
<b>SCHOOL OPERATIONS</b>							
Board Expenses		-	-	-	1,000	1,000	Assumes a 0% / 0% / 0% / 0% / 100% split
Classroom / Teaching Supplies & Materials		19,375	-	-	-	19,375	Assumes a 100% / 0% / 0% / 0% / 0% split
Special Ed Supplies & Materials		-	3,488	-	-	3,488	Assumes a 0% / 100% / 0% / 0% / 0% split
Textbooks / Workbooks		32,938	5,813	-	-	38,750	Assumes a 85% / 15% / 0% / 0% / 0% split
Supplies & Materials other		12,750	2,250	-	-	15,000	Assumes a 85% / 15% / 0% / 0% / 0% split
Equipment / Furniture		26,250	5,250	-	3,500	35,000	Assumes a 75% / 15% / 0% / 0% / 10% split
Telephone		3,375	675	-	450	4,500	Assumes a 75% / 15% / 0% / 0% / 10% split
Technology		154,688	30,938	-	20,625	206,250	Assumes a 75% / 15% / 0% / 0% / 10% split
Student Testing & Assessment		9,881	1,744	-	-	11,625	Assumes a 85% / 15% / 0% / 0% / 0% split
Field Trips		16,469	2,906	-	-	19,375	Assumes a 85% / 15% / 0% / 0% / 0% split
Transportation (student)		4,611	814	-	-	5,425	Assumes a 85% / 15% / 0% / 0% / 0% split
Student Services - other		6,588	1,163	-	-	7,750	Assumes a 85% / 15% / 0% / 0% / 0% split
Office Expense		-	-	-	20,000	20,000	Assumes a 0% / 0% / 0% / 0% / 100% split
Staff Development		9,216	1,843	-	1,229	12,288	Assumes a 75% / 15% / 0% / 0% / 10% split
Staff Recruitment		9,216	1,843	-	1,229	12,288	Assumes a 75% / 15% / 0% / 0% / 10% split
Student Recruitment / Marketing		6,588	1,163	-	-	7,750	Assumes a 85% / 15% / 0% / 0% / 0% split
School Meals / Lunch		21,096	3,723	-	-	24,819	Assumes a 85% / 15% / 0% / 0% / 0% split
Travel (Staff)		2,250	450	-	300	3,000	Assumes a 75% / 15% / 0% / 0% / 10% split
Fundraising		-	-	-	-	-	-
Other		4,250	750	-	-	5,000	Assumes a 85% / 15% / 0% / 0% / 0% split
TOTAL SCHOOL OPERATIONS		339,539	64,810	-	48,333	452,682	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance		-	-	-	25,000	25,000	Assumes a 0% / 0% / 0% / 0% / 100% split
Janitorial		-	-	-	30,000	30,000	Assumes a 0% / 0% / 0% / 0% / 100% split
Building and Land Rent / Lease		393,750	78,750	-	-	525,000	Assumes a 75% / 15% / 0% / 0% / 10% split
Repairs & Maintenance		-	-	-	-	-	-
Equipment / Furniture		-	-	-	25,000	25,000	Assumes a 0% / 0% / 0% / 0% / 100% split
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		393,750	78,750	-	132,500	605,000	
<b>DEPRECIATION &amp; AMORTIZATION</b>							
DEPRECIATION & AMORTIZATION		-	-	-	20,000	20,000	Assumes a 0% / 0% / 0% / 0% / 100% split
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	25,000	25,000	Assumes a 0% / 0% / 0% / 0% / 100% split
<b>TOTAL EXPENSES</b>		2,175,029	564,125	-	374,394	3,113,547	
<b>NET INCOME</b>		#REF!	#REF!	#REF!	#REF!	#REF!	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>							
New York City CSD		132	23	-	-	155	
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>		132	23	-	-	155	

International CS of NY PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2015 to June 30, 2016							DESCRIPTION OF ASSUMPTIONS
	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
Total Revenue	2,175,029	564,125	-	-	374,394	3,113,547	
Total Expenses	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	
Net Income	132	23				155	
Actual Student Enrollment	132	23				155	
Total Paid Student Enrollment	132	23				155	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE PER PUPIL	#REF!	#REF!	-			#REF!	
EXPENSES PER PUPIL	16,509	24,263	-			20,087	

**International CS of NY  
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS  
July 1, 2015 to June 30, 2016**

<b>Total Revenue</b>	#REF!	-	#REF!	152,053	#REF!	52,053	#REF!	52,053	#REF!	142,256	#REF!	111,605	#REF!
<b>Total Expenses</b>	125,438	302,342	338,754	251,491	261,066	251,491	261,316	251,491	254,816	251,491	253,588	310,263	3,113,547
<b>Net Income</b>	#REF!	(302,342)	#REF!	(99,438)	#REF!	(199,438)	#REF!	(199,438)	#REF!	(109,235)	#REF!	(198,658)	#REF!
<b>Cash Flow Adjustments</b>												20,000	20,000
<b>Beginning Cash Balance</b>	(48,216)	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	(48,216)
<b>Net Income</b>	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
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**REVENUE**

**REVENUES FROM STATE SOURCES**

\* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.

Per Pupil Revenue	CY Per Pupil Rate												
New York City CSD	13,527	#REF!	-	#REF!	-	#REF!	-	#REF!	-	#REF!	-	#REF!	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	#REF!	-	#REF!	-	#REF!	-	#REF!	-	#REF!	-	#REF!	-
Special Education Revenue		67,104	-	67,104	-	67,104	-	67,104	-	67,104	-	67,104	-
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developm.)		-	-	-	-	-	-	-	-	-	-	111,605	111,605
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		#REF!	-	#REF!	-	#REF!	-	#REF!	-	#REF!	-	#REF!	111,605
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs		-	-	-	-	-	9,379	-	9,379	-	9,379	-	28,136
Title I		-	-	-	-	-	12,917	-	12,917	-	12,917	-	38,750
Title Funding - Other		-	-	-	-	-	-	-	5,000	-	-	-	5,000
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation		-	-	-	150,000	-	50,000	-	50,000	-	-	-	250,000
Other		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		-	-	-	150,000	-	50,000	-	50,000	-	22,295	-	321,886
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations		50,000	-	-	-	-	-	-	-	-	-	-	50,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Grants		-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	142,256	-	-	-	142,256
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	2,053	2,053	2,053	2,053	2,053	2,053	-	-	12,319
OTHER		-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		50,000	-	-	2,053	2,053	2,053	2,053	2,053	2,053	142,256	-	204,576
<b>TOTAL REVENUE</b>		#REF!	-	#REF!	152,053	#REF!	52,053	#REF!	52,053	#REF!	142,256	#REF!	111,605

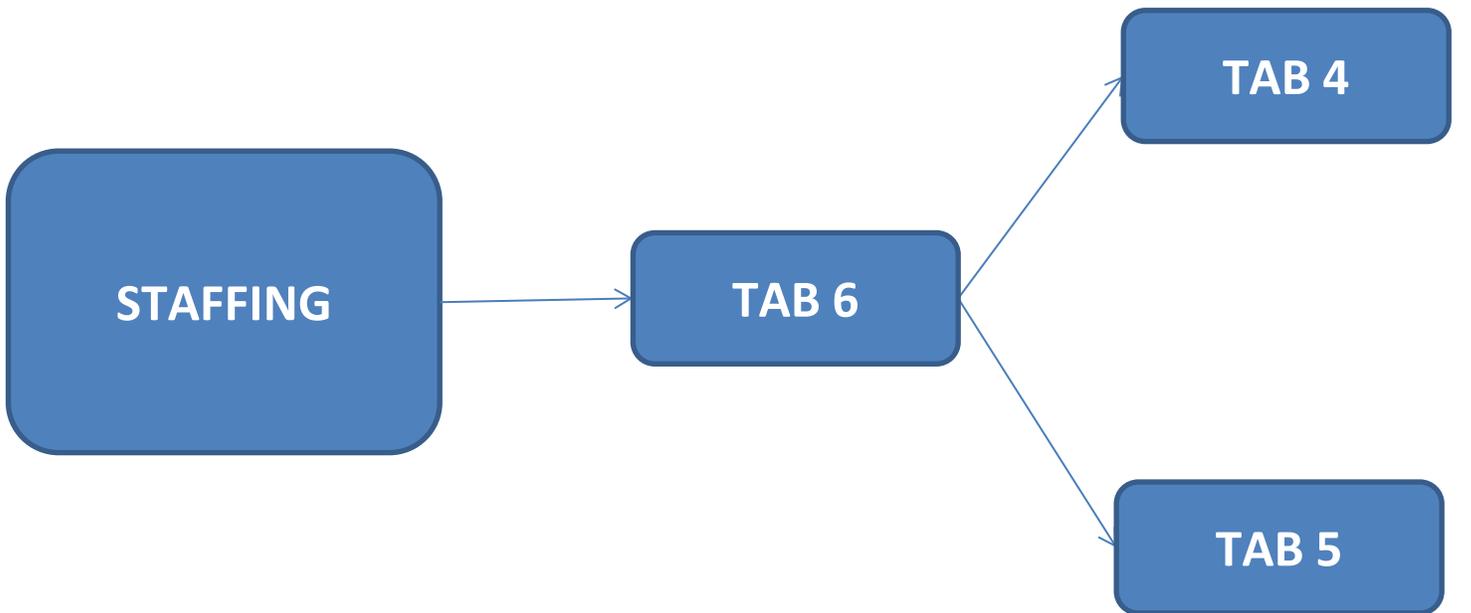
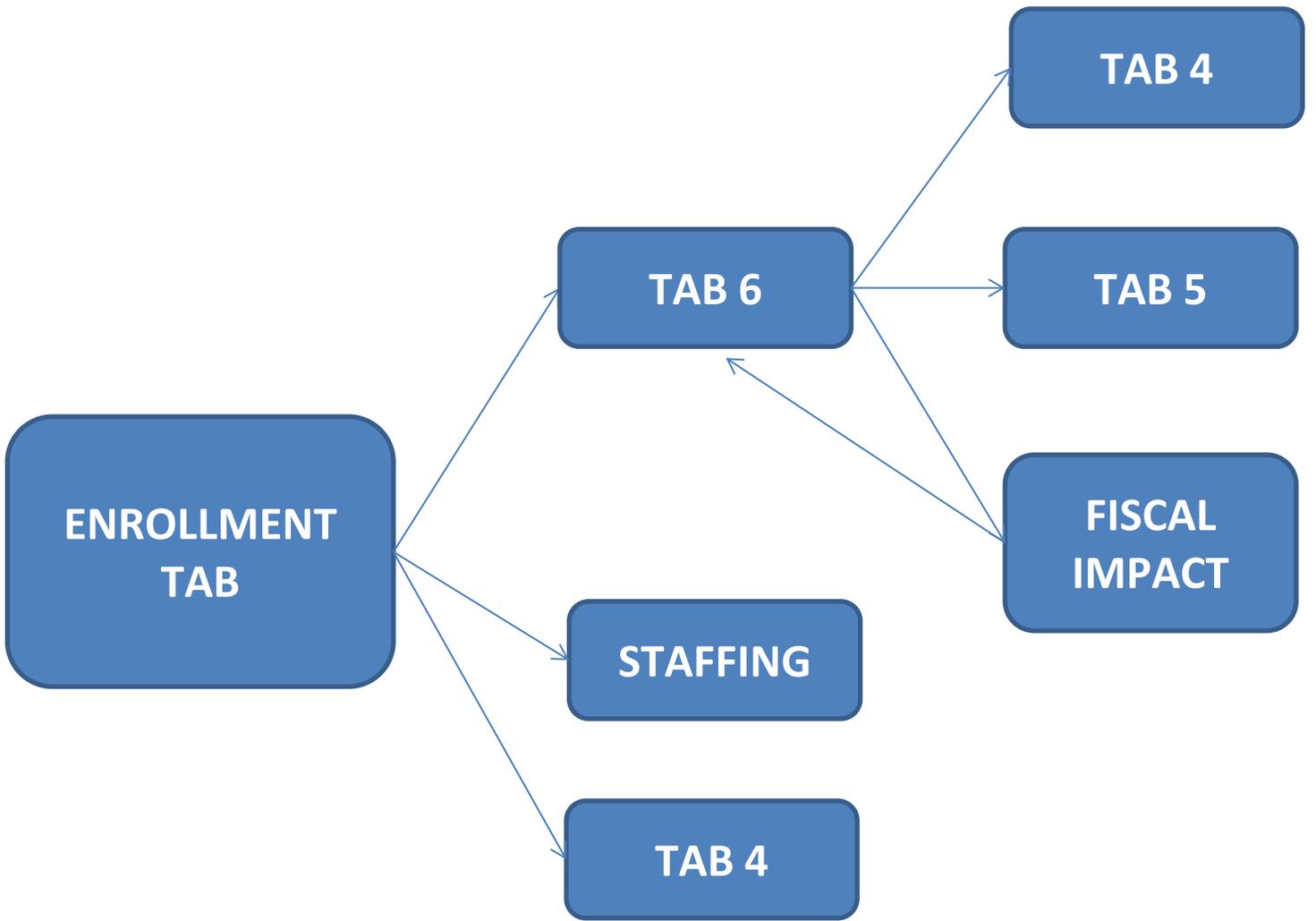
**EXPENSES**

<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions												
Executive Management	1.00	12,825	12,825	12,825	12,825	12,825	12,825	12,825	12,825	12,825	12,825	12,825	153,900
Instructional Management	1.00	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	8,708	104,500
Deans, Directors & Coordinators	1.00	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	68,400
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	5,621	67,450
Administrative Staff	1.50	5,423	5,423	5,423	5,423	5,423	5,423	5,423	5,423	5,423	5,423	5,423	65,075
<b>TOTAL ADMINISTRATIVE STAFF</b>	5.50	38,277	38,277	38,277	38,277	38,277	38,277	38,277	38,277	38,277	38,277	38,277	459,325
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	7.75	-	41,498	41,498	41,498	41,498	41,498	41,498	41,498	41,498	41,498	41,498	456,475
Teachers - SPED	3.33	-	18,668	18,668	18,668	18,668	18,668	18,668	18,668	18,668	18,668	18,668	205,343
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	4.00	-	12,955	12,955	12,955	12,955	12,955	12,955	12,955	12,955	12,955	12,955	142,500
Specialty Teachers	4.00	-	21,418	21,418	21,418	21,418	21,418	21,418	21,418	21,418	21,418	21,418	235,600
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	19.08	-	94,538	94,538	94,538	94,538	94,538	94,538	94,538	94,538	94,538	94,538	1,039,918
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	24.58	38,277	132,815	132,815	132,815	132,815	132,815	132,815	132,815	132,815	132,815	132,815	1,499,243
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes		5,454	18,926	18,926	18,926	18,926	18,926	18,926	18,926	18,926	18,926	18,926	213,642
Fringe / Employee Benefits		4,593	15,938	15,938	15,938	15,938	15,938	15,938	15,938	15,938	15,938	15,938	179,909
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		10,048	34,864	34,864	34,864	34,864	34,864	34,864	34,864	34,864	34,864	34,864	393,551
<b>TOTAL PERSONNEL SERVICE COSTS</b>	24.58	48,325	167,679	167,679	167,679	167,679	167,679	167,679	167,679	167,679	167,679	167,679	1,892,794
<b>CONTRACTED SERVICES</b>													
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	15,000
Legal		-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		256	256	256	256	256	256	256	256	256	256	256	3,072
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		5,000	5,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	100,000
<b>TOTAL CONTRACTED SERVICES</b>		5,256	5,256	9,256	9,256	9,256	9,256	9,256	9,256	9,256	9,256	9,256	118,072
<b>SCHOOL OPERATIONS</b>													
Board Expenses		-	-	-	-	-	1,000	-	-	-	-	-	1,000
Classroom / Teaching Supplies & Materials		-	9,688	9,688	-	-	-	-	-	-	-	-	19,375
Special Ed Supplies & Materials		-	3,488	-	-	-	-	-	-	-	-	-	3,488
Textbooks / Workbooks		-	19,375	19,375	-	-	-	-	-	-	-	-	38,750
Supplies & Materials other		-	7,500	-	-	-	7,500	-	-	-	-	-	15,000
Equipment / Furniture		-	17,500	17,500	-	-	-	-	-	-	-	-	35,000
Telephone		375	375	375	375	375	375	375	375	375	375	375	4,500
Technology		10,000	10,000	37,250	15,300	18,625	15,300						



International CS of NY						DESCRIPTION OF ASSUMPTIONS	
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD							
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
<b>Total Revenue</b>	#REF!	#REF!	#REF!	#REF!	#REF!		
<b>Total Expenses</b>	3,113,547	4,123,824	5,822,089	7,084,422	8,242,241		
<b>Net Income (Before Cash Flow Adjustments)</b>	#REF!	#REF!	#REF!	#REF!	#REF!		
<b>Actual Student Enrollment</b>	155	249	352	450	547		
<b>Total Paid Student Enrollment</b>	155	249	352	450	547		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>		
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>		
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>						
	<b>Per Pupil Revenue Percentage Increase</b>						
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>		
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue						Flat rate for the initial 5 year charter period.	
New York City CSD							
School District 2 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 3 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 4 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 5 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 6 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 7 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 8 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 9 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 10 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 11 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 12 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 13 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 14 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District 15 (Enter Name)	#REF!	#REF!	#REF!	#REF!	#REF!		
School District - ALL OTHER	#REF!	#REF!	#REF!	#REF!	#REF!		
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	#REF!	#REF!	#REF!	#REF!	#REF!		
Special Education Revenue	402,625	620,924	844,854	1,042,195	1,225,411	Assumes 15% of student population is SPED per application, Enrolment tab.	
Grants							
Stimulus							
DYCD (Department of Youth and Community Developmt.)	111,605					Typical grant each school sees. \$51k plus \$391 per student (155).	
Other							
Other							
TOTAL REVENUE FROM STATE SOURCES	#REF!	#REF!	#REF!	#REF!	#REF!		
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	28,136	45,200	63,897	81,686	99,294	Assumes 15% SPED at the current rate of \$1,210.17 per student.	
Title I	38,750	62,250	88,000	112,500	136,750	Assumes 50%. Typically this is a difficult number to predict as allocations change depending on what other schools receive. \$500 assumed here.	
Title Funding - Other	5,000	5,000	5,000	5,000	5,000	Title IIA	
School Food Service (Free Lunch)						IF school goes Private Food Service it can expect to be reimbursed at the Free Reduced Lunch Federal rate which is \$1.90 - Breakfast, \$2.85 - Lunch, \$.76 - Snack = \$5.51. Assumes FRL % ---> 50%. IF School goes with DOE no Food Revenue assumed.	
Grants							
Charter School Program (CSP) Planning & Implementation	250,000					CSP Grant of \$500,000. \$250k used during Start-up and \$250k used in YR 1.	
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES	321,886	112,450	156,897	199,186	241,044		
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	50,000	50,000	50,000	50,000	50,000		
Fundraising							
Erate Reimbursement	142,256	53,498	67,173	77,138	87,892	ERATE \$ assumes that the Federal Government will reimburse 90% of eligible technology expenses such as servers, wiring, phones, internet, etc. Assumptions in YR 1 include 75% of Technology and Telephone expenses (lines 126 and 127 below) reimbursed at 90%. Yrs 2-5 include 50% of Technology and Telephone expenses reimbursed at 90%.	
Earnings on Investments							
Interest Income							
Food Service (Income from meals)						School will attempt to collect fees from parents but to be conservative no revenue planned.	
Text Book	12,319	19,791	27,977	35,766	43,476	Per student: NYSL - \$58.25; NYSSL - \$14.98 - NYSLIB: \$6.25	
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	204,576	123,289	145,150	162,904	181,367		
<b>TOTAL REVENUE</b>	#REF!	#REF!	#REF!	#REF!	#REF!		
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	1.00	153,900	158,517	163,273	168,171	173,216	ALL POSITIONS ASSUME 3% RAISE YEAR TO YEAR <b>For all FTE/Staffing detail please see the 'Staffing' tab of this file.</b>
Instructional Management	1.00	104,500	107,635	104,464	200,298	206,307	
Deans, Directors & Coordinators	1.00	68,400	70,452	140,966	145,195	149,550	
CFO / Director of Finance				77,900	80,237	82,644	
Operations / Business Manager	1.00	67,450	69,474	71,558	73,704	75,916	
Administrative Staff	1.50	65,075	92,202	94,968	117,767	141,250	
TOTAL ADMINISTRATIVE STAFF	5.50	459,325	498,280	743,128	785,372	828,883	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	7.75	456,475	746,999	1,072,744	1,393,537	1,721,088	
Teachers - SPED	3.33	205,343	272,553	403,040	453,060	493,896	
Substitute Teachers							
Teaching Assistants	4.00	142,500	218,025	367,066	378,078	389,420	
Specialty Teachers	4.00	235,600	242,668	278,497	403,822	444,460	
Aides							
Therapists & Counselors					68,400	70,452	
Other							
TOTAL INSTRUCTIONAL	19.08	1,039,918	1,480,245	2,121,347	2,696,896	3,119,236	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse							
Librarian							
Custodian							
Security							
Other							
TOTAL NON-INSTRUCTIONAL							
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	24.58	1,499,243	1,978,525	2,864,475	3,482,268	3,948,119	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		213,642	281,940	408,188	496,223	562,607	Payroll Taxes (SS - 6.2%, Med. - 1.45%, NY SUI - 6.6%).
Fringe / Employee Benefits		179,909	257,208	401,027	522,340	631,699	12% of Total Compensation for Medical, Dental, Vision, etc. Escalates 1% each YR after YR 1.
Retirement / Pension			59,356	85,934	104,468	118,444	ONE year wait with 3% contribution.
TOTAL PAYROLL TAXES AND BENEFITS		393,551	598,504	895,149	1,123,032	1,312,749	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	24.58	1,892,794	2,577,028	3,759,624	4,605,300	5,260,868	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		15,000	17,000	19,000	21,000	23,000	Year 1 - \$15,000 with \$2k increase year to year.
Legal			3,000	4,000	5,000	6,000	Pro Bono Legal Services in YR 1
Management Company Fee							
Nurse Services							
Food Service / School Lunch							
Payroll Services		3,072	4,101	5,920	7,049	7,836	Based on number of staff, Roughly \$125 per staff.
Special Ed Services							No services needed; Staff will provide services needed.
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting		100,000	125,000	125,000	75,000	75,000	Includes: Consultants (Assessment, Technology, Financial Management, etc.), Background Screening, Public Relations. CFO comes onboard in YR 4 to decrease Financial Management services.
TOTAL CONTRACTED SERVICES		118,072	149,101	153,920	108,049	111,836	
<b>SCHOOL OPERATIONS</b>							
Board Expenses	1,000	3,000	4,000	5,000	6,000	Year 1 - \$1000 / Year 2 - \$3000, and \$1000 increase each year after that.	
Classroom / Teaching Supplies & Materials	19,375	37,350	52,800	67,500	82,050	Year 1 - \$125 per student / Year 2-5 - \$150 per student, per year.	
Special Ed Supplies & Materials	3,488	6,536	9,240	11,813	14,359	Year 1 - \$150 per student / Year 2-5 - \$175 per student, per year.	
Textbooks / Workbooks	38,750	23,500	30,750	24,500	29,250	Year 1 - \$250 per Student - Includes bulk purchases of workbooks and instructional material / Year 2-5 - \$250 per NEW Student / Year 3 & 5 - Replacement Cost.	
Supplies & Materials other	15,000	15,000	15,000	15,000	15,000	Physical Education, Music & Art Included.	
Equipment / Furniture	35,000	25,000	25,000	25,000	25,000	\$5,000 Per Class Room / \$5,000 Admin. in YR 1. \$5,000 Per New Class Room in Yrs 2-5.	
Telephone	4,500	4,635	4,774	4,917	5,065	Telephone: 3% inflation factor; Service contract, regular service, internet access, etc.	
Technology	206,250	114,250	144,500	166,500	190,250	Tech costs to start school will be roughly \$150,000, of which 75% will be ERATE-able. Items included in this expense are laptops, software licenses, desktops, Smart Boards, servers, wiring, infrastructure, installation and annual maintenance.	
Student Testing & Assessment	11,625	18,675	25,400	33,750	41,025	Years 2 - 5 based on \$750 per new student, \$250 per existing student plus \$5k for annual admin. expenses. Will apply for ERATE discounts each year.	
Field Trips	19,375	31,125	43,000	56,250	68,375	Based on Student - \$75 per student.	
Transportation (student)	5,425	8,715	12,320	15,750	19,145	Based on Student - \$125 per student.	
Student Services - other	7,750	12,450	17,600	22,500	27,350	Based on Student - \$50 per student. Uniforms, etc.	
Office Expense	20,000	20,000	20,000	20,000	20,000	Includes: copier and printing costs & leases, office supplies, postage.	
Staff Development	12,288	16,406	23,681	28,196	31,344	Based on Staff, \$500 per staff member (includes conferences, PD, etc.).	
Staff Recruitment	12,288	16,406	23,681	28,196	31,344	Based on Staff, \$500 per staff member (includes staff appreciation, retention and recruiting).	
Student Recruitment / Marketing	7,750	4,700	5,150	4,900	4,850	Based on Student - \$50 per NEW student (Includes ads, community outreach, newspapers, mailings, meetings).	
School Meals / Lunch	24,819	39,871	56,364	72,056	87,588	IF school uses NYDOE services then the school pays for students NOT Free Reduced Lunch --> 50%, at DOE prices; roughly \$1.75 (Breakfast and snack always provided), Free pays no lunch, Reduced pays \$ .25 for lunch and Full Price pays \$1.50 for lunch.	
Travel (Staff)	3,000	3,750	4,500	5,250	6,000		
Fundraising							
Other	5,000	5,000	5,000	5,000	5,000	Subscriptions, Misc. Fees, Dues, etc.	
TOTAL SCHOOL OPERATIONS	452,682	406,369	522,760	612,077	708,995		
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	25,000	27,500	30,250	33,275	36,603	Year 1 - Based on other start up charter schools / Year 2-5 based on Year 1 plus 10% inflation.	
Janitorial	30,000	35,000	40,000	45,000	50,000	Janitorial Supplies - Contracted Service.	
Building and Land Rent / Lease	525,000	853,825	1,235,535	1,620,720	2,008,939	See Rent Tab	
Repairs & Maintenance						Included in per sq. foot rent expense; see rental tab	
Equipment / Furniture	25,000	25,000	25,000	25,000	25,000	Based on other comparable start up charter schools.	
Security							
Utilities							
TOTAL FACILITY OPERATION & MAINTENANCE	605,000	941,325	1,330,785	1,723,995	2,120,542	Included in cost of lease	
<b>DEPRECIATION &amp; AMORTIZATION</b>	20,000	25,000	30,000	35,000	40,000	Guestimate	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	25,000	25,000	25,000			Year 1, 2, and 3 - \$25,000 each year, total \$75,000 kept in separate escrow account.	
<b>TOTAL EXPENSES</b>	3,113,547	4,123,824	5,822,089	7,084,422	8,242,241		
<b>NET INCOME</b>	#REF!	#REF!	#REF!	#REF!	#REF!		

International CS of NY						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	#REF!	#REF!	#REF!	#REF!	#REF!	
<b>Total Revenue</b>	3,113,547	4,123,824	5,822,089	7,084,422	8,242,241	
<b>Total Expenses</b>	#REF!	#REF!	#REF!	#REF!	#REF!	
<b>Net Income (Before Cash Flow Adjustments)</b>	#REF!	#REF!	#REF!	#REF!	#REF!	
<b>Actual Student Enrollment</b>	155	249	352	450	547	
<b>Total Paid Student Enrollment</b>	155	249	352	450	547	
	<b>Year 1 2015</b>	<b>Year 2 2016</b>	<b>Year 3 2017</b>	<b>Year 4 2018</b>	<b>Year 5 2019</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
New York City CSD	155	249	352	450	547	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	155	249	352	450	547	
<b>REVENUE PER PUPIL</b>	#REF!	#REF!	#REF!	#REF!	#REF!	
<b>EXPENSES PER PUPIL</b>	20,087	16,562	16,540	15,743	15,068	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	25,000	30,000	35,000	40,000	
Other	-	-	-	-	-	
Total Operating Activities	-	25,000	30,000	35,000	40,000	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	-	25,000	30,000	35,000	40,000	
<b>NET INCOME</b>	#REF!	#REF!	#REF!	#REF!	#REF!	
<b>Beginning Cash Balance</b>	(48,216)	#REF!	#REF!	#REF!	#REF!	
<b>ENDING CASH BALANCE</b>	#REF!	#REF!	#REF!	#REF!	#REF!	



	2015	2016	2017	2018	2019
Enrollment	155	249	352	450	547
Student Teacher Ratio	8.1	9.3	9.2	9.8	10.6
Instructional:Non Instructional Staff Ratio	3.5	4.5	4.3	4.4	4.7
<b>Funding Sources</b>					
State	#REF!	#REF!	#REF!	#REF!	#REF!
Federal	321,886	112,450	156,897	199,186	241,044
Local and Other	204,576	123,289	145,150	162,904	181,367
Total Revenues	#REF!	#REF!	#REF!	#REF!	#REF!
<b>Funding Uses</b>					
Administrative & Non-Instructional Staff					
FTEs	5.5	6.0	9.0	10.5	11.0
Salaries	459,325	498,280	743,128	853,772	899,335
Instructional Staff					
FTEs	19.1	26.8	38.4	45.9	51.7
Salaries	#####	#####	#####	#####	#####
Taxes and Benefits	393,551	598,504	895,149	#####	#####
Personnel Service Costs	#####	#####	#####	#####	#####
Contracted Costs	118,072	149,101	153,920	108,049	111,836
Operations Expenses	452,682	406,369	522,760	612,077	708,995
Facility Operations	605,000	941,325	#####	#####	#####
Dep & Amt/Other	45,000	50,000	55,000	35,000	40,000
Total Uses	#####	#####	#####	#####	#####
Reserve	#REF!	#REF!	#REF!	#REF!	#REF!
(Deficit) surplus	#REF!	#REF!	#REF!	#REF!	#REF!
Cash Balance	#REF!	#REF!	#REF!	#REF!	#REF!

<u>Critical Assumptions</u>	
Per Pupil Reimbursement	#REF!
SPED Population	15.0%
ELL Population	5.0%
Free and Reduced Price Meals	50.0%
Starting Rent, Sq. Ft. \$	35
Sq. ft per student	95
Annual rent increase	2.5%
Reserve revenue %	3.0%



**Other Information**

<b>Rate(s)</b>	<b>School Days</b>
	183
#REF!	
\$ 10,390	<b>Free &amp; Reduced Lunch %</b>
\$ 19,049	50.0%
	<b>Food Service</b>
	Public
	<b>ELL %</b>
	5.0%
	<b>SPED %</b>
	15.0%



Total Overall Enrollment							
	K	1	2	3	4	5	Total
2015	80	75	-	-	-	-	155
2016	100	77	72	-	-	-	249
2017	100	100	80	72	-	-	352
2018	100	100	100	78	72	-	450
2019	100	100	100	100	75	72	547

ELL Model							
	K	1	2	3	4	5	Total ELLs
2015	4.00	3.8	-	-	-	-	7.8
2016	5.00	3.1	1.7	-	-	-	9.8
2017	5.00	4.9	1.7	0.5	-	-	12.1
2018	5.00	3.8	2.5	0.4	0.16	-	11.8
2019	5.00	3.8	1.9	0.7	(0.03)	0.04	11.4
Prior year Carry over		75%	50%	30%	30%	25%	

SPED Distribution		
	21-59%	60% or more
2015	20%	80%
2016	28%	72%
2017	35%	65%
2018	42%	58%
2019	48%	52%



	2015	2016	2017	2018	2019
Sq. feet	15,000	23,800	33,600	43,000	52,000
Rent/Sq. Ft.	35.00	35.88	36.77	37.69	38.63
Total Rent cost	525,000	853,825	1,235,535	1,620,720	2,008,939

Avg. Classroom 770 sq. feet  
 Avg office 500 sq. feet

Total Classrooms	9,048	12,667	16,632	21,945	26,065
Total Admins Space	1,500	1,500	2,500	2,500	2,500
Common Space	4,453	9,634	14,468	18,555	23,436

Operational Year (A)	Enroll-ment - Students(B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (000's) (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2015 – 2016	155	#REF!	#REF!	#REF!	#REF!	\$19,800,000	#REF!
2016 – 2017	249	#REF!	#REF!	#REF!	#REF!	\$19,800,000	#REF!
2017– 2018	352	#REF!	#REF!	#REF!	#REF!	\$19,800,000	#REF!
2018 – 2019	450	#REF!	#REF!	#REF!	#REF!	\$19,800,000	#REF!
2019– 2020	547	#REF!	#REF!	#REF!	#REF!	\$19,800,000	#REF!

Response 22 – Fiscal Soundness

(f) Letters of Commitment

Not Applicable

Response 23 – Action Plan

Applicants may include an action plan if they believe it will provide information necessary to demonstrate the capacity of the founding group to open the school.

**Governance**

<b>Action</b>	<b>Approximate Start Date</b>	<b>Approximate Completion Date</b>
Board of Trustees to ratify bylaws and code of ethics	Jul. 2014	Jul. 2014
Appoint Board officers, finalize Board calendar, conduct first meeting	Jul 2014	Jul 2014
Finalize individual goals/self-assessments (Board, leadership, and staff)	Jan. 2015	August 2015
Finalize School academic goals	June 2105	Sept 2015

**Student Affairs**

<b>Action</b>	<b>Approximate Start Date</b>	<b>Approximate Completion Date</b>
Begin to publicize the school and recruit students.	June 2014	April 2015
Refine the school year calendar.	March 1 2015	May 2015
Prepare for student admissions lottery in accordance with the student admissions policy.	March 2015	April 2015
Host summer enrollment fairs to inform parents of school policies including: curriculum and academic expectations, special education evaluations, medical and immunization documentation required, other required forms.	May 2015	August 2015
Principal refines the school's daily schedule.	April 2015	August 2015
Special Education coordinator ensures IEPs and records of incoming students are obtained.	April 2015	August 2015
Business operations manager works with the co-located school to develop a school safety plan and shared space plan (later only if co-located)	April 2015	August 2015

**Academics**

<b>Action (all 2015)</b>	<b>Approximate Start Date</b>	<b>Approximate Completion Date</b>
Principal and ED work to revise and refine core curriculum	April 1	July 1
Order all necessary instructional supplies, books, equipment and assessments	April 1	August 1
Special Education coordinator collects students' IEPs.	April 15	August 1
Staff will set up classrooms and other instructional space.	July 1	August 12
Train teachers on curriculum, school culture, classroom management, data analysis, and other necessary topics for the successful operation of the school.	June 13	August 12
Executive Director/Principal/Business Operations Manager		
The student data and performance tracking system will be put in place in the school by Success Academy's data and accountability team.	June 15	July 15
The student achievement coordinator will assign students to classes.	August 1	August 15

**Human Resources**

<b>Action (all 2015)</b>	<b>Approximate Start Date</b>	<b>Approximate Completion Date</b>
Executive Director recommends a principal to the Board of Trustees.	January 1	January 15

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<b>Action (all 2015)</b>	<b>Approximate Start Date</b>	<b>Approximate Completion Date</b>
Executive Director and Principal recruit other school leaders.	February 1	July 1
Principal recruits teachers and other school-based staff.	February 1	July 1
Staff complete necessary payroll and benefits paperwork as they are hired. Staff are fingerprinted.	March 1	August 1
Business Operations manager sets up fringe benefits including health insurance, flexible spending accounts, and 403(b) plan.	March 1	August 1
Staff receive personnel manual and school policies during training	July 1	August 12

**Facility**

<b>Action</b>	<b>Approximate Start Date</b>	<b>Approximate Completion Date</b>
Executive Director to negotiate with private landlords for sufficient space, contingent upon formal receipt of charter	June 2014	December 2014
Agree with landlord on renovations, upgrades to space	December 2014	July 2015
Business Operations manager to oversee contractors performing repairs/improvements, obtain Certificate of Occupancy	June 2015	August 2015
Business operations manager purchases classroom and office equipment	May 2015	August 2015
Business operations manager purchases, installs office technology	June 2015	July 2015

**Finance**

<b>Action</b>	<b>Approximate Start Date</b>	<b>Approximate Completion Date</b>
Executive Director, Principal and outside financial consultants set budget	February 2015	April 2015
Director of Operations and outside financial consultants establish chart of accounts	April 2015	April 2015
Director of Operations establishes bank and credit card accounts	April 2015	April 2015
Director of Operations sets up an annual audit schedule with a certified public accountant.	April 2015	May 2015

**Other**

<b>Action</b>	<b>Approximate Start Date</b>	<b>Approximate Completion Date</b>
The Director of Operations arranges for food services.	April 1	July 31
The Director of Operations ensures a nurse is prepared to serve the school.	April 1	July 31
The Director of Operations ensures a school safety agent is prepared to serve the school or makes alternate plans	April 1	July 31
The Director of Operations arranges for training in the use of defibrillators and CPR.	July 1	July 31
Director of Operations to arrange for business cards, laptop computers and cell phones to be provided to school staff	July 1	July 31
School insurance will be put in effect	March 1	June 30
Executive director to submit paperwork to secure not-for-profit status as a 501(c)(3) organization.	March 1	March 31
School operations manager to set up various vendor accounts as needed.	March 1	June 30
Executive Director and Operations manager to work with outside financial	June 1	June 30

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consultant to establish procurement system		
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APPENDIX: EXEMPLAR TEXTS FOR EARLY GRADES LITERACY INSTRUCTION

Selected Prose

<b>Title</b>	<b>Author</b>
1 is One	Tasha Tudor
A Boy, a Dog, and a Frog	Mercer Mayer
A Story, A Story	Gail E. Haley
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst
Amazing Grace	Mary Hoffman & Caroline Binch
Amazing Whales!	Sarah L. Thomson
Amelia Bedelia	Parrish, Peggy
Anansi the Spider	Gerald McDermott
Are You My Mother?	P.D. Eastman
Bark, George	Feiffer, Jules
Bear Called Paddington	Michael Bond
Bear Snores On	Karma Wilson & Jane Chapman
A Beastly Story	Martin, Jr., Bill
Beauty and the Beast	The Brothers Grimm
Big Dog and Little Dog: Making a Mistake	Pilkey, Dav
The Big Red Barn	Margaret Wise Brown & Felicia Bond
A Birthday for Frances	Russell Hoban & Garth Williams
Blue Hat, Green Hat	Boynton, Sandra
Blueberries for Sal	Robert McCloskey
Bread, Bread, Bread	Morris, Ann
Bremen Town Musicians	The Brothers Grimm
Brown Bear, Brown Bear, What Do You See?	Bill Martin Jr. & Eric Carle
Caps for Sale	Esphyr Slobodkina
Carrot Seed, The	Ruth Krauss & Crockett Johnson
Cars and Trucks and Things that Go	Richard Scarry
Cat Tricks	Baker, Keith
Chair for My Mother	Vera B. Williams
Chick and Duckling	Gingsburg, Mirra
Chrysanthemum	Kevin Henkes
Cinderella	The Brothers Grimm
Click, Clack, Moo - Cows That Type	Cronin, Doreen
Come Along, Daisy	Simmons, Jane
Corduroy	Don Freeman
Curious George	Margret Rey and H. A. Rey
D'Aulaires' Book Of Greek Myths	Ingri and Edgar Parin d'Aulaire
David Goes to School	Shannon, David
Dear Zoo	Rod Campbell
Draw Me a Star	Carle, Eric

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<b>Title</b>	<b>Author</b>
The Earth Is Good: A Chant in Praise of Nature	DeMunn, Chris
Emperor's New Clothes	Hans Christian Andersen
Fire! Fire! Said Mrs. McGuire	Martin, Jr., Bill
Fisherman and his Wife	The Brothers Grimm
Freight Train	Donald Crews
Frog and Toad are Friends	Arnold Lobel
The Gingerbread Man	Kimmel, Eric A.
The Giving Tree	Shel Silverstein
Go, Dog. Go!	P.D. Eastman
Goggles	Ezra Jack Keats
Goldilocks and the Three Bears	The Brothers Grimm
Horton Hears a Who	Dr. Seuss (Theodore Geisel)
House on East 88th Street	Waber, Bernard
How Are You Peeling? Foods with Moods	Freymann, Saxton; Elffers, Joost
I Read Signs	Tana Hoban
If You Give a Mouse a Cookie	Bond, Felicia
In the Night Kitchen	Sendack, Maurice
It Wasn't Me	Ada, Alma Flor
Jack and the Beanstalk	Fairy Tale
Joseph Had a Little Overcoat	Taback, Simms
King Bidgood's in the Bathtub	Wood, Audrey
Kitten's First Full Moon	Kevin Henkes
Knuffle Bunny: A Cautionary Tale	Mo Wilens
Leo the Late Bloomer	Kraus, Robert
Like Likes Like	Raschka, Chris
Lion and the Mouse	Aesop
Little Bear	Holmelund, Else
Little Engine that Could	Piper, Watty
Little Red Hen	Fairy Tale
Little Red Riding Hood	The Brothers Grimm
Look What I Can Do	Aruego, Jose
Louella Mae, She's Run Away!	Alarcon, Karen Beaumont
Lunch	Fleming, Denise
Madeline	Bemelmans, Ludwig
Make Way for Ducklings	Robert McCloskey
Me and My Family Tree	Sweeney, Joan
Mike Mulligan and His Steam Shovel	Burton, Virginia Lee
Millions of Cats	Gag, Wanda
Mother Goose	Traditional
Mr. Pak Buys a Story	Farley, Carol
My Five Senses	Aliki
Nana Upstairs, Nana Downstairs	Tomie DePaolo

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<b>Title</b>	<b>Author</b>
No, David!	Shannon, David
Off to School, Baby Duck	Hest, Amy
Olivia	Falconer, Ian
One Fish Two Fish Red Fish Blue Fish	Dr. Seuss (Theodore Geisel)
One Lonely Sea Horse	Elffers, Joost
One Morning In Maine	Robert McCloskey
Over in the Meadow	John Langstaff
Owl and the Pussycat	Lear, Edward
Pancakes for Breakfast	Tomie DePaolo
Pat the Bunny	Kunhardt, Dorothy
Pinocchio	Collodi, Carlo
Poky Little Puppy	Janette Sebring Lowrey & Gustaf Tenggren
Princess and the Pea	Hans Christian Andersen
Puffins Climb, Penguins Rhyme	McMillan, Bruce
Puss in Boots	Perrault, Charles
Put Me in the Zoo	Lopshire, Robert
Rainbow Fish	Pfister, Marcus
Rapunzel	The Brothers Grimm
Ring! Yo!	Raschka, Chris
Runaway Bunny	Wise Brown, Margaret
Seven Blind Mice	Young, Ed
Shrek	Steig, William
Sleeping Beauty	The Brothers Grimm
Snow White and the Seven Dwarfs	The Brothers Grimm
Somewhere Today: A Book of Peace	Thomas, Shelley Moore
Splash!	Jonas, Ann
Stellaluna	Cannon, Janell
Stone Soup	Fairy Tale
Story about Ping	Marjorie Flack & Kurt Wiese
Story of Babar	de Brinhoff, Jean
Story of Ferdinand	Leaf, Munro
Strega Nona	de Paolo, Tomie
Swimmy	Lionni, Leo
Sylvester and the Magic Pebble	Steig, William
The Tale of Peter Rabbit	Potter, Beatrix
The Cat in the Hat	Dr. Seuss (Theodore Geisel)
The Sneeches and other Tales	Dr. Seuss (Theodore Geisel)
The Snowy Day	Keates, Ezra Jack
The Story of Jumping Mouse	Steptoe, John
There's a Nightmare in My Closet	Mayer, Mercer
Three Little Pigs	The Brothers Grimm

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<b>Title</b>	<b>Author</b>
Thumbelina	Hans Christian Andersen
Tikki Tikki Tembo	Arlene Mosel & Blair Lent
Time for Bed	Fox, Mem
Toot and Puddle	Holly Hobby
Tootle	Gertrude Crampton & Tibor Gergely
Tortoise and the Hare	Aesop
Tough Boris	Fox, Mem
Truck	Donald Crews
Ugly Duckling	Hans Christian Andersen
Velveteen Rabbit	Williams, Margary
The Very Busy Spider	Carle, Eric
Very Hungry Caterpillar	Carle, Eric
What a Wonderful World	Weiss, George David; Thiele, Bob
What Do People Do All Day	Scarry, Richard
What Do You Do With a Tail Like This?	Steve Jenkins and Robin Page
When We Were Very Young	A.A. Milne
Where the Wild Things Are	Maurice Sendack
Who Hops?	Davis, Katie
Whose Mouse Are You?	Kraus, Robert
Whose Nose?	Rowe, Jeannette
Winnie the Pooh	A.A. Milne
Sachiko Means Happiness	Sakai, Kimiko
Yo! Yes!	Raschka, Chris
If	Perry, Sarah
The Adventures of Sparrowboy	Pinkney, Brian
Alice Nizzy Nizzy: The Witch of Santa Fe	Johnston, Tony
Ant Bully, The	Nickle, John
The Armadillo from Amarillo	Cherry, Lynne
Art Dog	Hurd, Thacher
Ben's Trumpet	Isadora, Rachael
Bently and Egg	Joyce, William
Bigmama's	Crews, Donald
Bunny Cakes	Wells, Rosemary
Bunny Money	Wells, Rosemary
Butterfly House, The	Bunting, Eve
Bye, Mis' Lela	Carter, Dorothy
Chester's Way	Henkes, Kevin
Chicka Chicka Boom Boom	Martin, Jr., Bill; Archambault, John
Day Jimmy's Boa Ate the Wash, The	Noble, Trinkia H.
Desert Trip	Steiner, Barbara A.
Dinosaurs Divorce: A Guide for Changing Families	Brown, Marc; Brown, Laurene Krasny
Down the Road	Schertle, Alice

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<b>Title</b>	<b>Author</b>
Drawing Lessons from a Bear	McPhail, David
Edward and the Pirates	McPhail, David
Eggs Mark the Spot	Auch, Mary Jane
The Emperor's Egg	Jenkins, Martin
Emperor's Old Clothes, The	Lasky, Kathryn
The Empress and the Silkworm	Hong, Lily Toy
An Extraordinary Egg	Lionni, Leo
Fire! Fire!	Gibbons, Gail
Five Hundred Hats of Bartholomew Cubbins	Seuss, Dr. (Theodore Geisel)
Frederick	Lionni, Leo
Gabriella's Song	Fleming, Candace
Galimoto	Williams, Karen Lynn
Garden for a Groundhog, A	Balian, Lorna
Gardener, The	Stewart, Sarah
Girls Together	Williams, Sherley Ann
Go Away, Big Green Monster!	Emberley, Ed
Grandpa's Teeth	Clement, Rod
Grouchy Ladybug, The	Carle, Eric
Hands	Ehlert, Lois
House Is a House for Me, A	Hoberman, Mary Ann
How the Grinch Stole Christmas	Seuss, Dr. (Theodore Geisel)
How to Make an Apple Pie and See the World	Priceman, Marjorie
I Am Rosa Parks	Parks, Rosa
I Have an Olive Tree	Bunting, Eve
Important Book, The	Brown, Margaret Wise
It's Pumpkin Time	Hall, Zoe
John Willy and Freddy McGee	Meade, Holly
Library Lil	Williams, Suzanne
Lilly's Purple Plastic Purse	Henkes, Kevin
Lion Dancer: Ernie Wan's Chinese New Year	Slovenz-Low, Madeline; Waters, Kate
Little Island, The	MacDonald, Golden
Little Rabbit's Loose Tooth	Bate, Lucy
Little Red Riding Hood: A Newfangled Prairie Tale	Ernst, Lisa Campbell
Livingstone Mouse	Edwards, Pamela Duncan
Measuring Penny	Leedy, Loreen
Mirette on the High Wire	McCully, Emily Arnold
Mitten Tree, The	Christiansen, Candace
Moonstruck: The True Story of the Cow Who Jumped over the Moon	Choldenko, Jennifer
My Horse of the North	McMillan, Bruce
My Mother Talks to Trees	Gove, Doris
Officer Buckle and Gloria	Rathmann, Peggy
Once a Mouse	Brown, Marcia

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Title	Author
Oops!	McNaughton, Colin
Over and Over	Zolotow, Charlotte
Paperboy, The	Pilkey, Dav
Pete's a Pizza	Steig, William
Pinky Is a Baby Mouse, and Other Baby Animals Names	Ryan, Pam Munoz
Polar Express, The	Van Allsburg, Chris
Possum Magic	Fox, Mem
The Pumpkin Book	Gibbons, Gail
The Pumpkin Patch	King, Elizabeth
Raising Sweetness	Stanley, Diane
Red Riding Hood	Marshall, James
Ruby	Emberley, Michael
The Rusty Trusty Tractor	Cowley, Joy
Sam and the Tigers: A New Telling of Little Black Sambo	Lester, Julius
Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy	Waters, Kate
Santa's Book of Names	McPhail, David
Snakes Are Hunters	Lauber, Patricia
Somebody Loves You, Mr. Hatch	Spinelli, Eileen
Spectacular Spiders	Glaser, Linda
Stellaluna	Cannon, Janell
Stephanie's Ponytail	Munsch, Robert
The Tale of Rabbit and Coyote	Johnston, Tony
Three Billy Goats Gruff, The	Stevens, Janet
Tops and Bottoms	Stevens, Janet (adapter)
The True Story of the Three Little Pigs	Scieszka, Jon
Voices in the Park	Browne, Anthony
What! Cried Granny: An Almost Bedtime Story	Lum, Kate
Why Rat Comes First: A Story of the Chinese Zodiac	Yen, Clara
Alison's Zinnia	Lobel, Anita
Author: A True Story	Lester, Helen
Bad Case of Stripes, A	Shannon, David
Doctor De Soto	Steig, William
The Funny Little Woman	Mosel, Arlene
George and Martha	Marshall, James
Marianthe's Story: Painted Words, Spoken Memories	Aliki
Meanwhile	Feiffer, Jules
My Name Is Georgia: A Portrait	Winter, Jeanette
Sister Anne's Hands	Lorbiecki, Marybeth
Story, a Story: An African Tale, A	Haley, Gail E.
Three Days on a River in a Red Canoe	Williams, Vera B.
Wednesday Surprise, The	Bunting, Eve
Where Are You Going, Manyoni?	Stock, Catherine

Non Prose Selections may include:

<b>Title</b>	<b>Author</b>
10 Minutes Till Bedtime	Rathmann, Peggy
17 Kings and 42 Elephants	Mahy, Margaret
A Is for Angry: An Adjective and Animal Alphabet	Boynton, Sandra
Accidental Zucchini (An Unexpected Alphabet)	Grover, Max
America the Beautiful	Bates, Katharine Lee
And to Think That I Saw It on Mulberry Street	Seuss, Dr. (Theodore Geisel)
Annie, Bea, and Chi Chi Dolores: A School Day Alphabet	Maurer, Donna
Antarctic Antics: A Book of Penguin Poems	Sierra, Judy
Barn Dance!	Martin, Jr., Bill; Archambault, John
Beast Feast: Poems	Florian, Douglas
Big Fat Hen	Baker, Keith
Blue Sea	Kalan, Robert
Boy, a Dog and a Frog, A	Mayer, Mercer
Child's Calendar, A	Updike, John
Clementina's Cactus	Keats, Ezra Jack
Cold Little Duck, Duck, Duck	Peters, Lisa Westberg
Daddy Calls Me Man	Johnson, Angela
Deep in the Forest	Turkle, Brinton
Dinosaur Dinner (With a Slice of Alligator Pie): Favorite Poems by Dennis Lee	Prelutsky, Jack (selector); Lee, Dennis
Every Time I Climb a Tree	McCord, David
Fish Eyes: A Book You Can Count On	Ehlert, Lois
Five Little Ducks	Raffi
Four and Twenty Dinosaurs	Most, Bernard
Gigantic Turnip, The	Tolstoy, Aleksei
Goodnight, Moon	Brown, Margaret Wise
Handmade Alphabet, The	Rankin, Laura
Hats, Hats, Hats	Morris, Ann
Here Comes Mother Goose	Opie, Iona (editor)
Hush, Little Baby: A Folk Song with Pictures	Frazee, Marla
I Know an Old Lady Who Swallowed a Pie	Jackson, Alison
I Spy: An Alphabet in Art	Micklethwait, Lucy
I Went Walking	Williams, Sue
In the Tall, Tall Grass	Fleming, Denise
Lady with the Alligator Purse, The	Westcott, Nadine B.
Laugh-eteria	Florian, Douglas
Library, The	Stewart, Sarah
Listen to the Rain	Martin, Jr., Bill; Archambault, John
Llama Who Had No Pajama, The	Hoberman, Mary Ann

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<b>Title</b>	<b>Author</b>
Lunch Money and Other Poems About School	Shields, Carol Diggory
Matzah That Papa Brought Home, The	Manushkin, Fran
Meet Danitra Brown	Grimes, Nikki
The Napping House	Wood, Audrey
Night Day: A Book of Eye-Catching Opposites	Tullet, Herve
No Mirrors in My Nana's House	Barnwell, Ysaye M.
Noah's Ark	Spier, Peter
On Market Street	Lobel, Arnold
One Small Blue Bead	Baylor, Byrd
Parts	Arnold, Tedd
Peck, Slither and Slide	MacDonald, Suse
Peter Spier's Rain	Spier, Peter
Picnic	McCully, Emily Arnold
Pigs Aplenty, Pigs Galore!	McPhail, David
Play Rhymes	Brown, Marc
Possum Come a-Knockin'	Van Laan, Nancy
Quack and Count	Baker, Keith
Rosie's Walk	Hutchins, Pat
Safe, Warm, and Snug	Swinburne, Stephen R.
Shake Dem Halloween Bones	Nikola-Lisa, W.
Sleepy Bears	Fox, Mem
Snapshots from the Wedding	Soto, Gary
Sweet and Sour Animal Book, The	Hughes, Langston
There Was an Old Lady Who Swallowed a Fly	Taback, Simms
There Was an Old Woman Who Swallowed a Trout	Sloat, Teri
Mother Goose	dePaola, Tomie
Tomorrow's Alphabet	Shannon, George
Touch the Poem	Adoff, Arnold
Two Cool Cows	Speed, Toby
Under the Sunday Tree	Greenfield, Eloise
What Am I? (Looking Through Shapes at Apples and Grapes)	Charles, N. N.
When I First Came to This Land	Ziefert, Harriet
Where Go the Boats?	Stevenson, Robert Louis
Window	Baker, Jeannie
Zin! Zin! Zin! A Violin!	Moss, Lloyd
Tuesday	Wiesner, David
Black Cat	Myers, Christopher
Bringing the Rain to Kapiti Plain	Aardema, Verna
Child's Garden of Verses, A	Stevenson, Robert Louis
Flicker Flash	Graham, Joan Bransfield
Sector 7	Wiesner, David
This Land Is Your Land	Guthrie, Woody

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<b>Title</b>	<b>Author</b>
Noah's Ark	Pinkney, Jerry
Falling Up	Silverstein, Shel
Honey, I Love and Other Love Poems	Greenfield, Eloise
Light in the Attic, A	Silverstein, Shel
Old Elm Speaks: Tree Poems	George, Kristine O'Connell
Random House Book of Poetry for Children, The	Prelutsky, Jack (selector)
Great Frog Race and Other Poems, The	George, Kristine O'Connell
Maples in the Mist: Children's Poems from the Tang Dynasty	Ho, Minfong