

2023 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2023 SUNY RFP Guidance Handbook available at <https://www.newyorkcharters.org/resource-center/applicants/> when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information			
Proposed Charter School Name:	Ibn Sina Civics and Sciences Charter School		
Education Corporation Name:	New Ed Corp		
Incorporating by Reference (Yes or No):	No	Ed. Corp Status:	New Ed Corp
Opening Date (Month & Year):	9/25	School District of Location (or NYC CSD):	NYC CSD 31

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	6	100
Year 2	6-7	200
Year 3	6-8	325
Year 4	6-8	350
Year 5	6-8	375

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	N/A
CMO Contact Info (Name, Phone):	N/A
Partner Organization:	N/A
Partner Contact Info (Name, Phone):	N/A

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Ahmad Hussein				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input checked="" type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:	[REDACTED]				
Phone Number (direct line):	[REDACTED]	Secondary Phone Number:		Email Address:	[REDACTED]

Secondary Applicant Name (if applicable):	Samir Ibrahim				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input checked="" type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input checked="" type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:	[REDACTED]				
Phone Number (direct line):	[REDACTED]	Secondary Phone Number:		Email Address:	[REDACTED]

Media/Public Contact Information (required)

Name:	Ahmad Hussein	Phone #:	646-339-1894	Email:	ahussein1914@gmail.com
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Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

Ibn Sina Civics and Sciences Charter School is committed to building a community of lifelong learners who are curious, innovative and equipped with the skills needed to reach their potential. Our unique integration of civics and sciences into our curriculum provides students with a well-rounded education to help them become active and engaged citizens. We create a warm and inclusive learning environment that is hands-on, inquiry-based, and student-centered with an emphasis on problem-solving, critical thinking, and creativity. By instilling a keen sense of morals and principles and creating an environment that encourages exploration and a profound understanding of the world, students develop a strong sense of community and the value of making positive contributions in the world.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

Center Academic Learning

ISCS will implement a rigorous, comprehensive and engaging academic program.

- Foreground civic learning and deep exploration of the sciences.
- Provide individualized instruction to meet the needs of diverse learners with varied skills, knowledge and interests.

Attract and Inspire High Quality Teachers and Staff Members

ISCS educators and staff members will be deeply aligned to the school's mission and committed to the ultimate success of their students.

- Recruit, hire, develop and retain highly qualified, passionate, and dedicated educators.
- Support teachers to provide students with an academically rigorous, well-rounded education, helping them become active and engaged citizens, problem-solvers, and critical thinkers.
- Foster creativity in instructional practices in order for students to experience hands-on, inquiry-based learning, within and beyond the sciences.

Value and Practice Data-Driven Decision-Making

ISCS will utilize data to assess student learning, inform instructional practices, and drive continuous improvement in all aspects of the school's operations.

- Use formative and summative evidence of instructional progress to inform adaptations and improvements of teaching, learning and leading.
- Commit to continuous improvements of operations, responding to data trends and patterns.

Foster an Engaging and Inclusive Culture

ISCS will develop and maintain a school community that promotes mutual respect, civic responsibility and a collective sense of belonging.

- Everyone is welcomed, embraced and valued for their unique and shared humanity.
- Encourage exploration and understanding of global and local communities.
- Ensure families, staff and community stakeholders contribute to and are involved in the school

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Instructional programs are listed below with the instructional minutes per week included in parenthesis:

- ELA (375), Leveled Rtl ELA (90): Wit and Wisdom, supplemented by Imagine Learning EL curriculum
- Math (375), Leveled Rtl math (90): Imagine Learning Illustrative math, supplemented by Envision math
- Science/Science Lab (305): Amplify Science, supplemented by FOSS Next Generation project kits
- Social Studies/Civics and Communities (135): History Alive, enriched by expeditions and field work
- Languages: Spanish or Arabic (90): Somos Spanish Curriculum
- STEM Academic Enrichment (160), framed by New Generation Science Standards
- Art, Music, Physical Education/Health (295 total), guided by NYS standards

Time is dedicated on a daily basis for Response to Intervention (Rtl) leveled academic support, in either ELA or math, for all students. This will target the needs of students who are struggling to master skills and content as well as provide deeper challenges for proficient and advanced students.

What sets ISCS apart from other schools is its commitment to hands-on learning and its relationship to the maritime community which surrounds the school's target location. Mohamed Adam, the founder and president of Mayship Repair and Marine Services for the past 40 years, envisions building bridges between the students and families served by ISCS and the complex and evolving work happening along the harbor. Mayship will serve as an exciting, real-world learning lab for students, bringing STEM to life through exposure to maritime projects, ranging from new construction, repair and fabrication to robotics and state-of-the-art new energy sources like solar and wind. Hands-on experiences will provide ISCS students with early exposure to a wide range of career pathways, typically only offered at the college level. This may include mechanical, electrical and marine engineering, naval design, and ever growing areas of technology, operations, transportation and trade.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement (**maximum of 200 words each**) that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

Ahmad Hussein (Chair) has worked in the NYS Office of People with Developmental Disabilities in various capacities since 2009. He now serves as a business officer, administering a \$7 million budget and overseeing financial reporting and contract management. He has worked with at-risk communities for a number of years, volunteering and facilitating programs for community outreach and assistance. Ahmad studied urban policy and leadership at Hunter College and earned a master's degree in environmental studies and bachelor's degree in environmental health, both from Stony Brook University.

Samir Ibrahim has been a high school teacher since 2016, in both charter and traditional public schools. He has taught U.S. history, government and economics and led a school program that connects students with community stores to initiate an arts program. Samir earned a B.A. in History Education, an M.S.Ed. Special Education Generalist 7-12, and an SBL/SDL post-masters certificate, all from the College of Staten Island.

Naeem Malik (Treasurer) is an accomplished business management executive with proven expertise and capabilities. Extensive and diversified global experience in technology & telecom, program management, strategic consulting services, technical & business operations, business development, and sales management. He is currently the general manager of Mayship Repair and Contracting. Naeem earned his MSEE and BSET in electrical engineering from Fairleigh Dickinson University and his B.Sc. in Physics and Mathematics, from the D.J. Science College of University of Karachi, Pakistan.

Mohamed Adam has served as the president of Mayship Repair and Contracting Corporation for the past four decades. He earned his Bachelors of Science in Naval Architecture and Marine Engineering from Alexandria University, Egypt. He is also the president of the Noor Al-Islam Society and the Islamic Society of Monmouth County, a board member/advisor to the Staten Island Industrial Alliance and the president of Harbor Light. He was recently named to the City and State NY's 50 over 50 Power List, which noted: "Mohamed Adam is committed to growing Staten Island, not just as part of the borough's thriving maritime industry but also through community empowerment. He has led his company, May Ship Repair Contracting Corp., in spurring innovation in the maritime sector, with new barges and ferry landings across the region. He is a leader in Staten Island's nonprofit sector, with a focus on improving community health and wellness. Adam believes that helping others is the "ultimate achievement" and has focused his attention on doing that in Staten Island commerce and volunteerism."

Thierry Thesatus is currently the associate dean of career and student success at Southern Connecticut State University. He has facilitated and led student exploration and pathways to career efforts at the Borough of Manhattan Community College, LIU Brooklyn's Office of Career Services and Monroe High School in Brooklyn. Thierry earned his AA in Liberal Arts at Kingsborough Community College, his BA in History and MA in Liberal Studies from SUNY Stony Brook, and is currently pursuing a doctoral degree in Educational Administration and Instructional Leadership at St. John's University.

Flora Edwards, Esq. is an attorney in private practice in New York City. Her practice is focused in the areas of construction law. She holds B.A., M.A., Ph.D degrees from New York University and a J.D. from Seton Hall Law School. She is admitted to the bar in New York, New Jersey and Florida. She offers legal services to non-profit organizations such as the AECI Charter School Network. She has served as President of Hostos Community College of the City University of New York and as President of Middlesex County College in New Jersey. She has taught at the graduate and undergraduate levels at the City University of New York and has served as a visiting professor in the doctoral program at the Inter-American University of Puerto Rico.

Lead Applicant Digital Signature

Valid Digital 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 with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

NOTE: The Institute only accepts valid digital signatures. Please do NOT submit typed signatures or scanned copies of written signatures. Please contact the Institute directly if you have questions about how to submit a digital signature.

00. Statistical Overview Form

b. Statistical Overview Form

Applicants associated with one or more current operating education corporations should complete the Statistical Overview – Existing Schools chart available on our resource page. Non-replicators/first-time applicants should submit a document indicating that this request is not applicable.

What to Submit:

- Submit the completed electronic copy of the Statistical Overview Form as a Microsoft Excel® file named: R-00b - Statistical Overview Form.

Not applicable.

1. Community Need and Proposed School Impact

a. Community Description and Need

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

- The applicant’s rationale for selecting the community, including known or anticipated ties between the community and the founding group;
- Provide evidence demonstrating that the proposed school would provide an educational program aligning with the goals and needs of the community. (In other words, explain why this school and why this place?);
- A description of the community from which the proposed school intends to draw students. Applicants should consider the “community” as those areas from which the school intends to recruit a majority of its students, which may or may not be the school district (or in New York City, the CSD) of location alone;
- A description of community demographics, including the demographic statistics of the student populations (e.g. race/ethnicity, poverty, students with disabilities and English language learners (“ELLs”)), as well as an analysis of demographic trends. Applicants may find some of this information at [NYSED’s Data Site](#), and may include other current, reliable sources;
- Performance of local schools in meeting the community’s needs, including discussion of the strengths and weaknesses of the public and nonpublic school options in the intended community of location;
- How the proposed school would provide a needed alternative for the community, including discussion of any existing charter schools in the area and how the proposed school’s program is different and would provide greater educational benefit to students who would attend the proposed school; and,

The founding board of Ibn Sina Civics and Sciences Charter School are pleased to submit this charter application to the SUNY Charter Schools Institute for consideration. The vision and design of Ibn Sina Civics and Sciences Charter School demonstrates a two-fold commitment - first, to the northern Staten Island community, where many of our stakeholders have deeply established roots, and second, to the students and families we hope to serve, who have long desired and needed a high-quality choice for middle school.

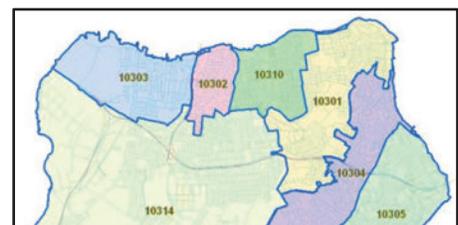
The founders are long-time residents and active community members of northern Staten Island. The north shore is twice as dense as the rest of Station Island with 67,000 residents and 25,000 housing units, and its working waterfront is home to the largest concentration of maritime support services in the New York Harbor.

While the north shore is defined by its proximity to the Kill Van Kull tidal strait, the neighborhoods in the northwest do not have any physical or visual access to the waterfront. Currently there are only three publicly accessible locations along the waterfront: the North Shore Esplanade in St. George, and Snug Harbor and Faber Park in Port Richmond.

The founders are eager to leverage these and many other unrealized opportunities to more deeply connect families in the community with the harbor, largely hidden from view, but full of rich potential.

The Northern Staten Island Community

The north shore of Staten Island (SI) is generally understood to include the communities located within ZIP codes 10303, 10302 and 10310 in their entirety, along with all of the area covered by 10301 except Sunnyside, and those parts of 10304, 10305, 10314



that lie north of the Staten Island Expressway. Under this definition, Mariners Harbor, Port Richmond, West Brighton, New Brighton, St. George, Tompkinsville, Stapleton, Clifton, and Rosebank, are included among SI’s north shore neighborhoods.¹



Community Board 1 includes the neighborhoods listed above, as well as a number of others (Arlington, Castleton Corners, Concord, Elm Park, Fort Wadsworth, Graniteville, Grymes Hill, Livingston, Meiers Corners, Port Ivory, Randall Manor, Shore Acres, Silver Lake, Sunnyside, and Westerleigh.²

Staten Island as a whole is not commonly thought of as particularly racially or ethnically diverse. However, this has been rapidly changing in recent years. Northern Staten Island - north of the Staten Island Expressway (interstate 278) - is home to most of the borough’s African American and Hispanic residents. The borough also has one of the largest Sri Lankan communities outside of the country of Sri Lanka, concentrated primarily in the Tompkinsville neighborhood, and has more Liberians living there than anywhere outside of Liberia. The Chinanteco-speaking Indigenous Mexican American community also calls Staten Island home.³

Below is a table of demographics comparing Staten Island as a whole to the borough’s northern region. Mean household income is lower, poverty rate is higher, and the percentage of people identifying as Black and Hispanic are significantly larger than all of Staten Island.

2021 Community Demographics: All of Staten Island vs. Northern Staten Island

	All Staten Island	Northern Staten Island
Total Population	493,494	185,150
Born in NYS	68%	65.6%
Foreign Born	25.6%	25.5%
Households with Children Under 18	32.5%	33.9%
Single person households	24.9%	26.8%
Poverty rate	11.5%	16.7%
Median household income	\$91,310	\$77,170
White	57.5%	37.3%
Hispanic	18.7%	26.7%
Black	8.8%	21.3%
Asian	11.4%	10.0%

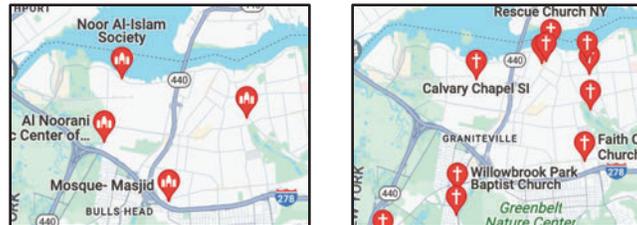
¹ https://en.wikipedia.org/wiki/North_Shore,_Staten_Island

² <https://communityprofiles.planning.nyc.gov/staten-island/1>

³ https://en.wikipedia.org/wiki/North_Shore,_Staten_Island

Interestingly, approximately 10,000 Muslims, from many regions around the globe, also live on Staten Island. Currently there are at least ten mosques on the Island, including several located across the north shore, with four in the northwest corner (see map).

There are also a number of churches in the northwest, most just to the east of Route 440. These are communities where families routinely congregate at religious institutions.



The northwest corner of Staten Island is a desert for youth programming. A Police Athletic League, on 26 Sharpe Avenue, and a YMCA, on 651 Broadway, are accessible, but inconvenient (by bus, 11 minutes and 30-40 minutes, respectively). ISCS aims to provide not only a high-quality middle school in this area, but hopes to develop into a community hub for learning.

Further, although 88.5% of Staten Islanders 25 and older have a high school degree or higher, only 33% of them have a bachelor’s degree or higher and 13.2% have a graduate or professional degree.⁴ These rates are even lower in the targeted zip codes, especially within 10302 and 10393.

Education Level	10303	10302	10310	10014
Bachelor's Degree	25.2%	24.3%	34.1%	33.8%
Graduate/Professional Degree	7.6%	7.2%	14.9%	14.2%

b. Programmatic Impact

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

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

ISCS will have a positive impact on the local community by providing a high-quality educational option in a district that currently does not offer excellent schools to its children and families. The model of ISCS is

⁴ <https://www.silive.com/news/2020/01/how-educated-is-your-staten-island-neighborhood.html>

unique, leveraging the proximity to the harbor and the maritime industry. Students will be afforded pathways to make meaning of and ground what they are learning in their science class and lab, STEM enrichment and civics & communities courses in what is already happening right in their own neighborhood.

Below, details are provided about NYC DOE Community District 31, with a specific focus on those schools located on the north shore of Staten Island. Information is then shared regarding public charter schools and independent/private schools in the area.

NYC DOE Community School District 31

Traditional District Public Schools

NYC DOE Community School District 31, which includes all of Staten Island, includes 34 schools that serve the elementary and middle grades (17 elementary, 7 K-8 and 10 middle schools - 2 of which are 6-12). Students attending these CSD 31 traditional district schools are less likely than their peers across the city to be eligible for free or reduced lunch, and be Black or Hispanic and English language learners. They are comparably likely to be identified as having a disability.⁵ These demographics are presented below.

**2022 NYC DOE CSD 31
K-12 Student Demographics⁶**

Characteristic	CSD 31	NYC
K-12 Enrollment	55,372	957,438
Eligible for Free or Reduced Lunch	61%	77%
Special Education	26%	23%
English Language Learners	9%	15%
Black or Hispanic	42%	66%
White	41%	14%
Asian, Hawaiian, Pacific Islander	15%	17%
Multiracial	2%	2%
2023 ELA 3-8	58%	53%
2023 Math 3-8	59%	54%

That said, CSD 31 is identified as a Target District, based on New York State’s set of Every Student Succeeds Act (ESSA)-required indicators, which measure school and district performance. Districts that struggle to prepare some of their student subgroups on some or all indicators are identified as target districts. The accountability system classifies schools into one of three categories: In Good Standing, a Comprehensive Support and Improvement (CSI) school, or a Targeted Support and Improvement (TSI) school.⁷

NYC DOE: A Focus on Northern Staten Island and the Middle Grades

⁵ <https://data.nysed.gov/profile.php?instid=800000042056>

⁶ [NYC Demographic Snapshot](#)

⁷ <https://data.nysed.gov/essa.php?year=2023&instid=800000042056>

At first glance, academic proficiency across CSD 31, as measured by the NYS ELA and math assessments, is comparable to the city; however, there are persistent and striking racial, special education and economic disparities. Concerns are even more pronounced in schools serving the middle grades in northern Staten Island.

There are 8 traditional district public schools that serve the middle grades in or very close to northern Staten Island. All of these schools have even more alarming racial and economic disparities and students with disabilities are not well served. The first two tables below present the percent proficient in ELA and math for White, Black and Hispanic subgroups, general education students versus those with disabilities, and non-economically disadvantaged vs. economically disadvantaged.

**2023 ELA Assessment
Percents Proficient by Race, Special Education and Economic Disadvantage**

Schools	All	Race			SE		ED	
	ELA	WH	BL	HI	GE	SWD	Non ED	ED
SI School of Civic Leadership	53%	N/A	52.3	47.9	66.2	21.1	73.1	49.5
IS 051 Edwin Markham	42%	60.9	29.5	37.1	54.4	11.1	61.5	35.7
IS 027 Anning Prall	50%	63.6	35.8	40.9	58.1	21.5	68.3	43.3
IS 61 William Morris	40%	58.3	31.3	39.4	50.6	13.2	68.3	34.4
P.S. 031 William T. Davis	18%	N/A	N/A	18.8	26.2	5.6	N/A	N/A
P.S. 016 John J. Driscoll	24%	25	18.6	25.7	36	5.8	N/A	N/A
Eagle Acad for Young Men of SI	34%	42.9	33.7	32.3	47.6	14.3	44.4	32.4
IS 49 Berta Dreyfus	30%	44.4	21.8	27.4	43.2	8.9	46.4	29.1

**2023 Math Assessment
Percents Proficient by Race, Special Education and Economic Disadvantage**

Schools	All	Race			SE		ED	
	Math	WH	BL	HI	GE	SWD	Non ED	ED
SI School of Civic Leadership	57%	67	55	45.6	63.5	35.8	69.2	52.7
IS 051 Edwin Markham	44%	64	23.6	39.1	54	15.8	61.1	37.1
IS 027 Anning Prall	43%	56.5	17.7	20.9	41.9	8.9	51	28.8
IS 61 William Morris	29%	52.1	15.5	22	32.3	5.7	57.8	18.5
P.S. 031 William T. Davis	22%	n/a	n/a	26.2	28.2	12.7	n/a	n/a
P.S. 016 John J. Driscoll	20%	27.3	9.3	5.3	26.4	7.4	n/a	n/a
Eagle Acad for Young Men of SI	38%	57.1	33	35.4	52.8	15.5	39.3	37.6
IS 49 Berta Dreyfus	31%	n/a	n/a	n/a	n/a	2.9	n/a	38.1

Of the eight listed above, three are K-8 schools. Two of these do not even have a quarter of their students achieving proficiency, and two are overcrowded. For example, the SI School of Civic Leadership (K-8) is close to the area ISCS aims to serve, and it is overutilized at 141.7%. It is the highest performing of the three (53% ELA and 57% math), however, only 21.1% of students with disabilities are proficient in ELA, compared to 66% of general education students. Half of economically disadvantaged students are

ELA proficient, compared to almost three quarters of those who are not economically disadvantaged. All of these schools show similar trends, some more so, particularly when comparing white students to students who are minoritized.

Four of the eight schools serve grades 6-8. None of these have more than half of their students demonstrating grade level proficiency in ELA or Math. IS 051 Edwin Markham, the closest 6-8 school to the area ISCS aims to serve - is the largest (1205 students) and is overcrowded (104%).

Finally, Eagle Academy for Young Men serves 6-12; it is both low performing and under utilized. The table below includes student enrollment, overall academic performance and space utilization for all eight schools.

**Schools that Serve Middle Grades in Northern Staten Island
Enrollments, Grades Served, ELA and Math Percents Proficient and Space Utilization**

Schools	2023				2022
	Enrolled	Grades	ELA	Math	Space Utilization ⁸
SI School of Civic Leadership	818	K-8	53%	57%	141.7%
IS 051 Edwin Markham	1205	6-8	42%	44%	104%
IS 027 Anning Prall	952	6-8	50%	43%	65.8%
IS 61 William Morris	931	6-8	40%	29%	70.1%
P.S. 031 William T. Davis	281	K-8	18%	22%	84.5%
P.S. 016 John J. Driscoll	358	K-6	24%	20%	103.1%
The Eagle Academy for Young Men of SI	285	6-12	34%	38%	48.9%
IS 49 Berta Dreyfus	501	6-8	30%	31%	65.6%

Charter Public Schools

There are currently almost 300 charter schools across New York City; 94 in the Bronx, 90 in Brooklyn, 55 in Manhattan and 27 in Queens. There are only 8 schools (6 charters) on all of Staten Island. These are listed below, with their locations, opening years and grades served. New World Prep and Bridge Prep are sited in northern Staten Island. Integration Charter Schools and Hellenic are just south of the expressway, and Hebrew Public is located on the southeast shore.

CSD 31 Charter Schools

School	Address	Zip Code	Opened	Enrolled	Grades
New World Preparatory CS	285 Clove Road 355 Morning Star Road 130 Merrill Avenue	10310 10303 10314	2010	740	K-8
Bridge Prep CS	715 Ocean Terrace	10301	2019	242	1-5
Hellenic CS	1641 Richmond Ave	10314	2019	450	K-5
Hebrew Public CS	829 Father Capodanno Blvd	10305	2022	249	K-2/K-5
<i>Integration Charter School Network (2 charters, 4 schools)</i>					
Lavelle Preparatory CS	1441 South Ave	10314	2009	792	K-12

⁸ <https://classsizematters.org/map-of-utilization-rates-in-nyc-schools/>

<i>Richmond Prep CS</i>	<i>1441 South Ave</i>	<i>10314</i>	<i>2021</i>	<i>324</i>	<i>6-8/6-12</i>
<i>Early College CS</i>	<i>1441 South Ave</i>	<i>10314</i>	<i>2017</i>	<i>403</i>	<i>8-12</i>
<i>New Ventures CS</i>	<i>1441 South Ave</i>	<i>10314</i>	<i>2013</i>	<i>155</i>	<i>Ages 16-18</i>

**CSD 31 Charter Schools
2023 NYS Assessments, Percent Proficient**

School	ELA	Math
New World Prep CS	44%	37%
Bridge Prep CS	22%	19%
Hellenic CS	68%	78%
Hebrew Public CS	<i>Currently K-1</i>	
<i>Integration Charter School Network (2 charters, 4 schools)</i>		
<i>Lavelle Prep CS</i>	<i>32%</i>	<i>25%</i>
<i>Richmond Prep CS</i>	<i>45%</i>	<i>40%</i>
<i>Early College CS</i>	<i>n/a</i>	<i>n/a</i>
<i>New Ventures CS</i>	<i>n/a</i>	<i>n/a</i>

Although Hellenic CS performs well, the two charter schools closest to the neighborhoods ISCS aims to serve - New World Prep and Bridge Prep - are performing poorly. This demonstrates that ISCS is a much needed alternative.

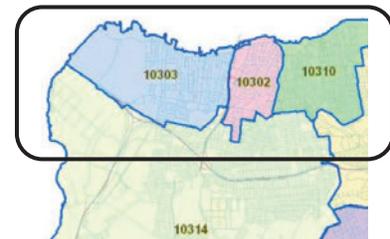
Catholic Schools

There are 14 PreK-8 Catholic schools on Staten Island, only 5 of them in the northern section of SI - these are listed below. The first three are in general proximity, close to the northwestern corner. These may be of interest to some families residing on northern Staten Island that ISCS is targeting, but tuition costs are likely to be prohibitive for most. Additionally, those who identify as Muslim would tend to seek a more inclusive school.

Independent/Private Schools in CSD 31

School	Grades	Type
Blessed Sacrament Elementary School	PreK-8	830 Delafield Avenue, Staten Island, NY 10310
Sacred Heart Elementary School	PreK-8	301 North Burgher Avenue, Staten Island, NY 10310
St. Teresa-St. Rita STREAM Academy	PreK-8	1632 Victory Boulevard, Staten Island, NY 10314
Notre Dame Academy School (Girls)	PreK-12	78 Howard Avenue, Staten Island, NY 10301
Our Lady of Good Counsel Elementary School	PreK-8	42 Austin Place, Staten Island, NY 10304

ISCS will welcome any CSD 31 students who apply; however, it will specifically target its recruitment efforts on families who live in zip codes 10303, 10302, 10310 and 10314 (mostly north of the Staten Island expressway), as options for high quality, public and private middle schools are particularly stark.



c. Fiscal Impact

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

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

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	100	18,340	1,834,000	1,178,016	3,012,016	22,300,000,000	0.014%
Year 2 (2026-27)	200	18,340	3,668,000	1,743,925	5,411,925	22,300,000,000	0.024%
Year 3 (2027-28)	325	18,340	5,960,500	2,012,944	7,973,444	22,300,000,000	0.036%
Year 4 (2028-29)	350	18,340	6,419,000	2,167,786	8,586,786	22,300,000,000	0.039%
Year 5 (2029-30)	375	18,340	6,877,500	2,322,628	9,200,128	22,300,000,000	0.041%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#looking-forward-fy-2024-school-funding				
OTHER NOTES:							

We assume that the charter school funding of \$18,340 per pupil, with a conservative estimate of **no** increase per year over the 5 years of this charter period (Column B). Our enrollment plan assumes 100 students per grade in the first two years (grades 6 and 7), then adding new 6th grade classes of 125 in years 3, 4, and 5. Column E reflects additional income that includes CSP, IDEA, NYSTL and Title funds. Again, we conservatively estimate that the NYCDOE budget will not increase annually. We used the FY2024 operating budget as a starting point.

2. Addressing the Need

a. Mission

Provide the mission statement for the proposed school. The mission statement should be brief, clear, and communicate the purpose of the proposed school to its stakeholders and the public.

Ibn Sina Civics and Sciences Charter School is committed to building a community of lifelong learners who are curious, innovative and equipped with the skills needed to reach their potential. Our unique integration of civics and sciences into our curriculum provides students with a well-rounded education to help them become active and engaged citizens. We create a warm and inclusive learning environment that is hands-on, inquiry-based, and student-centered with an emphasis on problem-solving, critical thinking, and creativity. By instilling a keen sense of morals and principles and creating an environment that encourages exploration and a profound understanding of the world, students develop a strong sense of community and the value of making positive contributions in the world.

b. Key Design Elements

Provide a clear and concise overview of the proposed school's key design elements, which are the most important, non-negotiable aspects of the school critical to its success. This may include elements such as a specific subject focus or theme (e.g. the arts, environmental science, social justice, etc.), specific targeted student population the school would serve (e.g. students with autism, multi-language learners, overage and under-credited students, etc.), specific programs (e.g. career and technical education, International Baccalaureate, etc.), unique staffing models, schedules, assessment systems, and so forth. In addition to a list of the proposed key design elements, please include:

- an analysis of any research, evidence of effectiveness, or examples of existing programs that support the selection of these key design elements with appropriate citations;
- discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission; and
- discussion of how the key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.

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

What to Submit:

Submit the narrative response, not exceeding five pages in length, to Request 2(a-b) as a Microsoft Word® file named: **R-02ab - Addressing Need.**

ISCS's key design elements have been revised based on what we have learned about this specific community's needs and desires, and as the founders have developed further clarity through the preparation of this application and by surveying more families in the community. The core ideas are aligned to the original intentions reflected in the letter of intent but have since been streamlined to reflect what is believed to be most critical. ISCS key elements are now to 1) center academic learning, 2) attract and inspire high quality teachers and staff members, 3) value and practice data-driven decision-making and 4) foster an engaging and inclusive culture. Each is described more fully below and integrated within the sections that follow.

Center Academic Learning

ISCS will implement a rigorous, comprehensive and engaging academic program.

- Foreground civic learning and deep exploration of the sciences.
- Provide individualized instruction to meet the needs of diverse learners with varied skills, knowledge and interests.

Foreground civic learning and deep exploration of the sciences.

ISCS will center civic learning and the sciences in order to engage students in the most rigorous, relevant learning by leveraging new opportunities that are literally right in their backyards.

The north shore is as residential as it is industrial, but the two rarely intersect. With over 25,000 housing units, SI's working waterfront is home to the largest concentration of maritime support services in the New York Harbor. While the north shore is defined by its proximity to the Kill Van Kull tidal strait, many neighborhoods do not have physical or visual access to the waterfront. Currently there are only three publicly accessible locations along the waterfront: the North Shore Esplanade in St. George, and Snug Harbor and Faber Park in Port Richmond. None of these are in the northwest corner.

Mohamed Adam, the founder and president of Mayship Repair and Marine Services for the past 40 years, envisions building bridges between the students and families served by ISCS and the complex and evolving work happening along the shore. Mayship will serve as an exciting, real-world learning lab for students, bringing STEM to life through exposure to maritime projects, ranging from new construction, repair and fabrication to robotics and state-of-the-art new energy sources like solar and wind. Hands-on experiences will provide ISCS students with early exposure to a wide range of career pathways, typically only offered at the college level. This may include mechanical, electrical and marine engineering, naval design, and ever growing areas of technology, operations, transportation and trade.

Provide individualized instruction to meet the needs of diverse learners with varied skills, knowledge and interests.

To serve as a foundation to the real-world, hands-on learning described above, ISCS has chosen high-quality curriculum materials that include strong resources for students with learning needs and English language learners. Instructional schedules are designed to support and challenge all learners.

Instructional programs are listed below with the instructional minutes per week included in parenthesis:

- ELA (375), Leveled RtI ELA (90): Wit and Wisdom, supplemented by Imagine Learning EL curriculum
- Math (375), Leveled RtI math (90): Imagine Learning Illustrative math, supplemented by Envision math
- Science/Science Lab (305): Amplify Science, supplemented by FOSS Next Generation project kits
- Social Studies/Civics and Communities (135): History Alive, enriched by expeditions and field work
- Languages: Spanish or Arabic (90): Somos Curriculum
- STEM Academic Enrichment (160), framed by New Generation Science Standards
- Art, Music, Physical Education/Health (295 total), guided by NYS standards

Further, time is dedicated on a daily basis for Response to Intervention (RtI)¹ leveled academic support, in either ELA or math, for all students. This will target the needs of students who are struggling to master skills and content as well as provide deeper challenges for proficient and advanced students.

¹ <http://www.rtinetwork.org/learn/what/whatisrti>

Finally, our staffing demonstrates a commitment to serving the distinct and varied needs of those students identified with disabilities and as English language learners. We will hire special education certified teachers on each grade level who will closely coordinate instructional planning and implementation with content teachers, prioritizing inclusive and integrative practices. In year 2, we will add a Manager of Student Supports to the leadership team to ensure our teachers are informed, developed and guided to serve our most challenged students effectively. We will also have an English as a Second language teacher, as well as a social worker/counselor on staff to meet the social emotional needs of our students, their families and our staff members.

Evidence of effectiveness in executing this key design element will be captured in the many ways we will assess student learning, which include but are not limited to NYS assessments for ELA, math, science and social studies, internal formative and summative assessments that are school-wide and grade and content specific, and performance rubrics for integrated projects and labs. We will closely monitor student proficiency across a number of subgroups, the goal being to narrow or eliminate gaps between, for example, those who have disabilities, are English language learners, are economically disadvantaged, and/or identify as Black, Hispanic, Asian/Pacific Islander or Indigenous, and comparable peers who are outside these groups.

Attract and Inspire High Quality Teachers and Staff Members

ISCS educators and staff members will be deeply aligned to the school's mission and committed to the ultimate success of their students.

- Recruit, hire, develop and retain highly qualified, passionate, and dedicated educators.
- Support teachers to provide students with an academically rigorous, well-rounded education, helping them become active and engaged citizens, problem-solvers, and critical thinkers.
- Foster creativity in instructional practices in order for students to experience hands-on, inquiry-based learning, within and beyond the sciences.

ISCS will recruit, hire and develop teachers who know how to make content learning meaningful for students. We believe great educators are, at their core, enthusiastic and creative learners themselves. The school will build innovative partnerships to foster educator inquiry and demonstrate an ongoing commitment to teacher development. Protected professional development time will include:

- Three weeks in August, prior to each school year. The first two weeks will serve as our staff summer institute for everyone, which will be appropriately differentiated for new and returning staff, and the last week will include 6th grade and new student orientation for a subset of teachers as well.
- Daily preparation periods, weekly team meetings and weekly instructional coaching.
- Four full staff pd/data days (Fridays) and two early release (2:00 pm) afternoons per month (Wednesdays).

ISCS will determine if it is effectively executing this key design element by collecting feedback and input from staff, by evaluating teacher and staff practice and performance and through a number of metrics within each area of the full talent cycle (e.g., recruiting, hiring, onboarding, developing, retaining and offboarding).

Value and Practice Data-Driven Decision-Making

ISCS will utilize data to assess student learning, inform instructional practices, and drive continuous improvement in all aspects of the school's operations.

- Use formative and summative evidence of instructional progress to inform adaptations and improvements of teaching, learning and leading.
- Commit to continuous improvements of operations, responding to data trends and patterns.

ISCS will invest in and strategically utilize data housing platforms (e.g., PowerSchool) and ensure leaders, teachers and other staff members are trained, guided and supported to use these systems consistently and with fidelity. An instructional assessment calendar (see R-06) will be created annually, reflecting collection, analysis, and timely utilization of assessment data findings to inform instructional planning and implementation.

When teachers use data to drive their decisions and plans, they are able to respond to problems more effectively, construct new teaching methods, and advance skill sets faster. Current studies indicate that teachers in schools with data-focused programs think using data improves instruction significantly.

Interpreting data can be a full-time job. For this reason, ISCS has prioritized hiring a Data Analyst and Manager of Student Supports in year 1. Both leaders will normalize transparency and triangulation, guide leaders and teachers to collaboratively study data and evidence, modify instruction accordingly and communicate findings and process to students, parents/guardians, board members and external stakeholders.²

ISCS will determine if it is effectively executing this key design element by reflecting on data-driven processes at least annually, analyzing student assessment data over time and seeking feedback and input from teachers, students and families to continuously improve instruction and operations.

Foster an Engaging and Inclusive Culture

ISCS will develop and maintain a school community that promotes mutual respect, civic responsibility and a collective sense of belonging.

- Everyone is welcomed, embraced and valued for their unique and shared humanity.
- Encourage exploration and understanding of global and local communities.
- Ensure families, staff and community stakeholders contribute to and are involved in the school. Partnerships and collaborations are cultivated; bridges are built.

ISCS will develop an inclusive community in which all students, families and staff feel a deep sense of belonging. To foster this, ISCS will build stronger connections for students to the surrounding neighborhood and the nearby harbor and create purposeful structures and routines that will be embedded in the daily life of the school. Amana Advisory, for example, will help students form relationships and rapport with one another, facilitated by their advisor, who will remain with an assigned for all 3 years of the students' ISCS experience. Friday community circles will serve as a forum for celebrating learning and accomplishments, recognizing progress, and processing local and global changes and challenges as appropriate.

Further, ISCS's approach to culture and discipline are grounded in Responsive Classroom and restorative practices, which reinforce responsibility as an individual, and as a member of local and global communities and all of humanity.

² <https://www.methodschoools.org/blog/the-benefits-of-data-driven-education>

Students will also specifically focus on social emotional learning and health on a bi-monthly basis. In this course, they will explore, learn and practice the skills and strategies needed to develop and maintain relationships, solve problems and overcome obstacles.

3. Proposal History

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair of an existing SUNY-authorized education corporation, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and educational background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed school would be located.

Notes:

- **The Institute requests that proposals identify no more than 1-2 persons as lead applicants.**
- **As noted above, the lead applicant(s) and proposed board officers must undergo fingerprinting and criminal background check as part of the application review process.**

Ahmad Hussein and Samir Ibrahim are the lead applicants for Ibn Sina Civics and Sciences Charter School. Both are parents and residents of northern Staten Island.

Ahmad Hussein has worked in the NYS Office of People with Developmental Disabilities in various capacities since 2010. He now serves as a business officer, administering a \$7 million budget and overseeing financial reporting and contract management in the healthcare and scientific research sectors. He has worked with at-risk communities for a number of years, volunteering and facilitating programs for community outreach and assistance. Ahmad studied urban policy and leadership at Hunter College and earned a master's degree in environmental studies and bachelor's degree in environmental health, both from Stony Brook University.

Samir Ibrahim has been a high school teacher since 2016, in both charter and traditional public schools. He has taught U.S. history, government and economics and led a school program that connects students with community stores to initiate an arts program. Samir earned a B.A. in History Education, an M.S.Ed. Special Education Generalist 7-12, and an SBL/SDL post-masters certificate, all from the College of Staten Island.

b. Proposal History

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

Ahmad Hussein¹ and Samir Ibrahim are both long-time residents of northern Staten Island, and parents of young children they hope will one day attend ISCS. As they initially commiserated around their shared frustration at the limited quality options for public schools in their own and neighboring communities on Staten Island, they began to envision something better. They also began to discuss their ideas with Mohamed Adam, the president of Mayship Repair and Contracting Corporation, who they know through their involvement with the Noor Al-Islam Society Mosque. The three men considered what they and the surrounding community would value in a new school model and explored how they might leverage the industry along the harbor, as it develops beyond maritime into an energy hub zone. They are eager to create new and relevant opportunities for student learning and engagement.

¹ <https://www.linkedin.com/in/ahmad-hussein/>

Ahmad, Samir and Mohammed chose to name the school after Ibn Sina, a scholar who represents the greatest Islamic contributor to science; a polymath who was dedicated to bringing civics, math and science into the larger community.²

As the three Staten Island residents continue to learn and iterate the model, they initially considered developing a private school. However, they worried that tuition would be cost prohibitive to a great percentage of families in the community. Once the nine “zombie” charters were released and available in New York City, they decided to pursue this opportunity to open a public charter school - a middle school that would be open to all.

Flora Edwards, an attorney who represents a local charter school and is also engaged by Mayship, identified Karen Drezner, Founder and CEO of Leveraging Leaders,³ to assist with developing the new charter application. Highlighting the school vision, the opportunities of the community, including its access to the harbor and related industries as well as its persistent challenges. Ahmad facilitated all community outreach, seeking support and input from local families and community leaders, and Flora coordinated the search for appropriate facility options.

Who was Ibn Sina?

Ibn Sina (980 – 1037 CE) was a philosopher and physician of the Muslim world, serving in the courts of various Iranian rulers. More commonly known in the West as Avicenna, he is often described as the father of early modern medicine. His most famous works are *The Book of Healing*, a philosophical and scientific encyclopedia, and *The Canon of Medicine*, a medical encyclopedia which became a standard medical text at many medieval universities. Besides philosophy and medicine, Ibn Sina produced writings on astronomy, alchemy, geography and geology, psychology, Islamic theology, logic, mathematics, physics, and works of poetry.

Ibn Sina wrote most of his philosophical and scientific works in Arabic, but also wrote several key works in Persian, while his poetic works were written in both languages. Of the 450 works he is believed to have written, around 240 have survived, including 150 on philosophy and 40 on medicine.

c. List of Founding Team Members

Provide a table that lists all key individuals involved in developing the application along with a brief biography (approximately one paragraph) for each founding team member. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school. This response should also identify the overall leader(s) of the effort to develop the proposal, the individual(s) who served as the primary author(s), and the extent to which the founding team used consultants or similar external assistance.

Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 - Governance).

² <https://en.m.wikipedia.org/wiki/Avicenna>

³ www.leveragingleaders.com

Individual	Proposal contribution	School role
Ahmad Hussein	Lead applicant, vision, community outreach & input	Board trustee
Samir Ibrahim	Lead applicant, vision	Board trustee
Mohamed Adam	Facilities and vision, community support	Board trustee
Flora Edwards	Legal and financial	Legal/policy advisor
Karen Drezner	Proposal developer/writer	None

See above for Ahmad Hussein and Samir Ibrahim’s brief biographies.

Mohamed Adam⁴ has served as the president of Mayship Repair and Contracting Corporation for the past four decades. He is also the president of the Noor Al-Islam Society and the Islamic Society of Monmouth County, is a board member/advisor to the Staten Island Industrial Alliance and the president of Harbor Light. He was recently named to the City and State NY’s 50 over 50 Power List⁵, which noted:

“Mohamed Adam is committed to growing Staten Island, not just as part of the borough’s thriving maritime industry but also through community empowerment. He has led his company, May Ship Repair Contracting Corp., in spurring innovation in the maritime sector, with new barges and ferry landings across the region. He is a leader in Staten Island’s nonprofit sector, with a focus on improving community health and wellness. Adam believes that helping others is the “ultimate achievement” and has focused his attention on doing that in Staten Island commerce and volunteerism.”

Flora Edwards, Esq. is an attorney in private practice in New York City. Her practice is focused in the areas of construction law. She holds B.A., M.A., Ph.D degrees from New York University and a J.D. from Seton Hall Law School. She is admitted to the bar in New York, New Jersey and Florida. She offers legal services to non-profit organizations such as the AECI Charter School Network and the NJ Aid for Animals where she serves as a Board Member and General Counsel. She has served as President of Hostos Community College of the City University of New York and as President of Middlesex County College in New Jersey. She has taught at the graduate and undergraduate levels at the City University of New York and has served as a visiting professor in the doctoral program at the Inter-American University of Puerto Rico. She is a retired member of the Board of Directors of the Teachers Insurance Company and a former trustee of Iona College and was Counsel to the Bronx Democratic Party of the Bronx. She has served as a member of the New York-New Jersey Joint Planning Commission.

Karen Drezner is the Founder and CEO of Leveraging Leaders,⁶ a national independent consulting firm that offers coaching, capacity-building and community. As a lifelong educator and educational leader, she has scaled a number of organizations, developed several dynamic, diverse teams and designed, launched and facilitated significant improvement efforts in traditional public, charter and independent schools as a founder, leader and board member and consultant. Most recently, she served as the Chief

⁴ <https://www.linkedin.com/in/mohamed-adam-aa432840>

⁵ https://www.cityandstateny.com/power-lists/2024/01/2024-50-over-50/393583/?oref=csny_powerlist_ni#mohamed-adam

⁶ www.leveragingleaders.com

Strategy Officer at Amber Charter Schools. In previous years, she was the Executive Director of Lynch Leadership Academy at Boston College School of Education/School of Management, the Director of Leadership Development at Achievement First, and the Founder and Executive Director of Bronx Charter School for Children.

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

Indicate whether this proposal, or any substantially similar proposal, was previously withdrawn from consideration or rejected by the SUNY Trustees and/or any other charter authorizer in any state or location (e.g., the New York State Board of Regents). If yes, provide:

- The name of the proposed school(s) when previously submitted;
- The date(s) of the previous submission(s); and,
- A detailed summary of what has changed in the proposal since its previous submission(s) and the rationale for these changes.

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

- The name of the charter entity;
- The state where the application was submitted (if not New York);
- The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
- The status of the application(s);

Indicate if any of the lead applicants have ever had a charter school application granted by any charter authorizing entity in any state or location, but that school is no longer in existence. If yes, provide:

- The name of the school,
- The city and state where the school operated;
- The date the school opened and date the school closed;
- The name of the authorizing charter entity for the school; and
- An explanation of the circumstances that led to the school ending operations.

NOTES:

- ***Failure to disclose previous applications by the same or a similarly constituted founding group for a substantially similar school to an authorizing entity in any state may result in the application's disqualification for review by the Institute.***
- ***Applications submitted simultaneously to multiple charter authorizers in New York State will generally not be considered for review by the Institute. Simultaneous submission refers to a substantially similar proposal with a substantially similar applicant team and/or location contemporaneously under review by the Board of Regents.***

The founders have not submitted any previous proposals to SUNY or other authorizers; therefore no applications have been withdrawn or rejected.

3. Proposal History

e. Letters of Justification for Previously Denied Applications

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

What to Submit:

- Attach any letters of justification as Microsoft Word® or Adobe Acrobat® files named:
R-03e - Letters of Justification.

Not applicable.

3. Proposal History

f. Founding Team Resumes

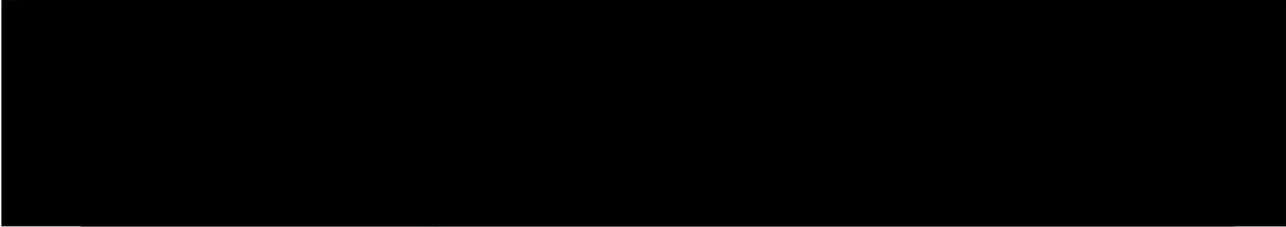
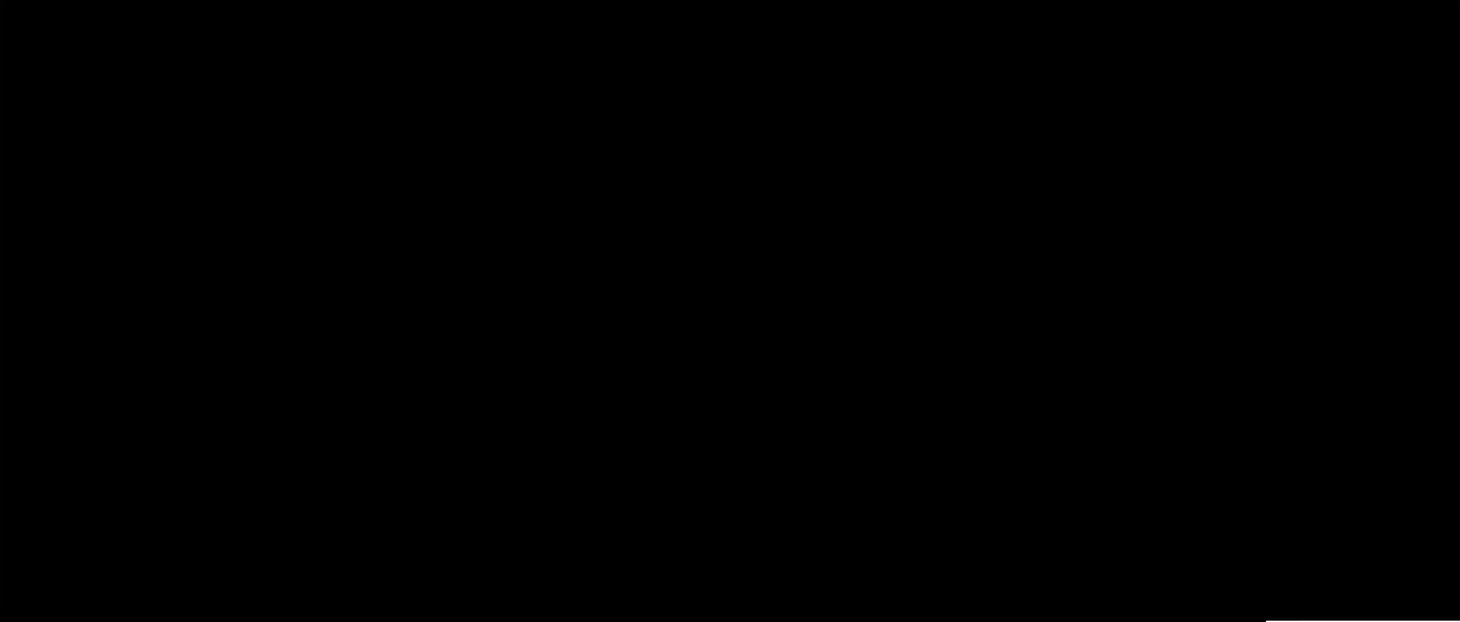
Submit a current resume or biography for all founding team members (not including board members, as board member resumes are submitted in Response 14).

What to Submit:

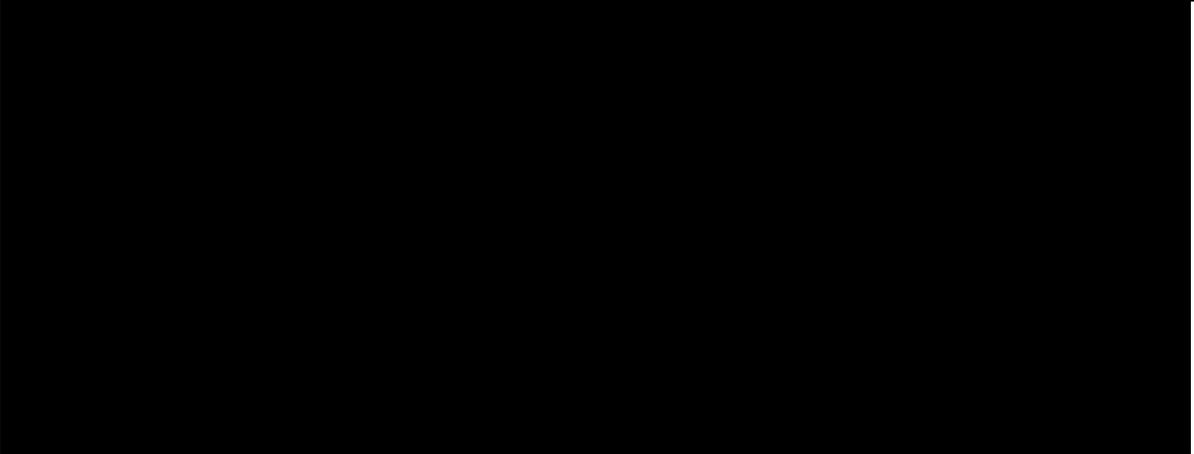
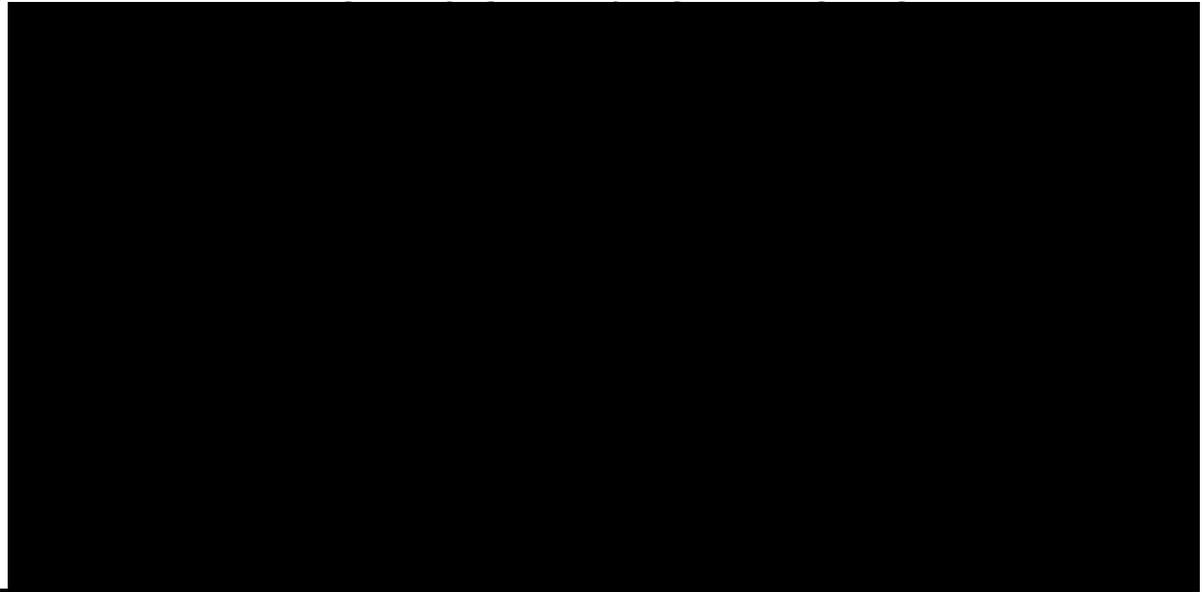
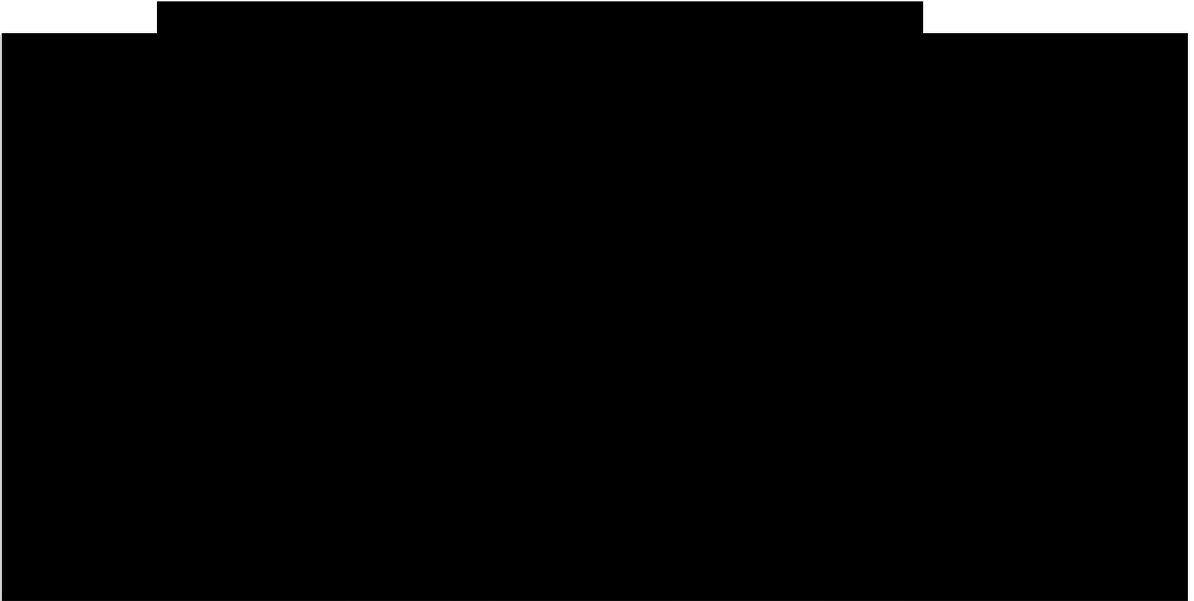
- Attach founding team resumes as Microsoft Word® or Adobe Acrobat® files named:
R-03f - Founding Team Resumes.

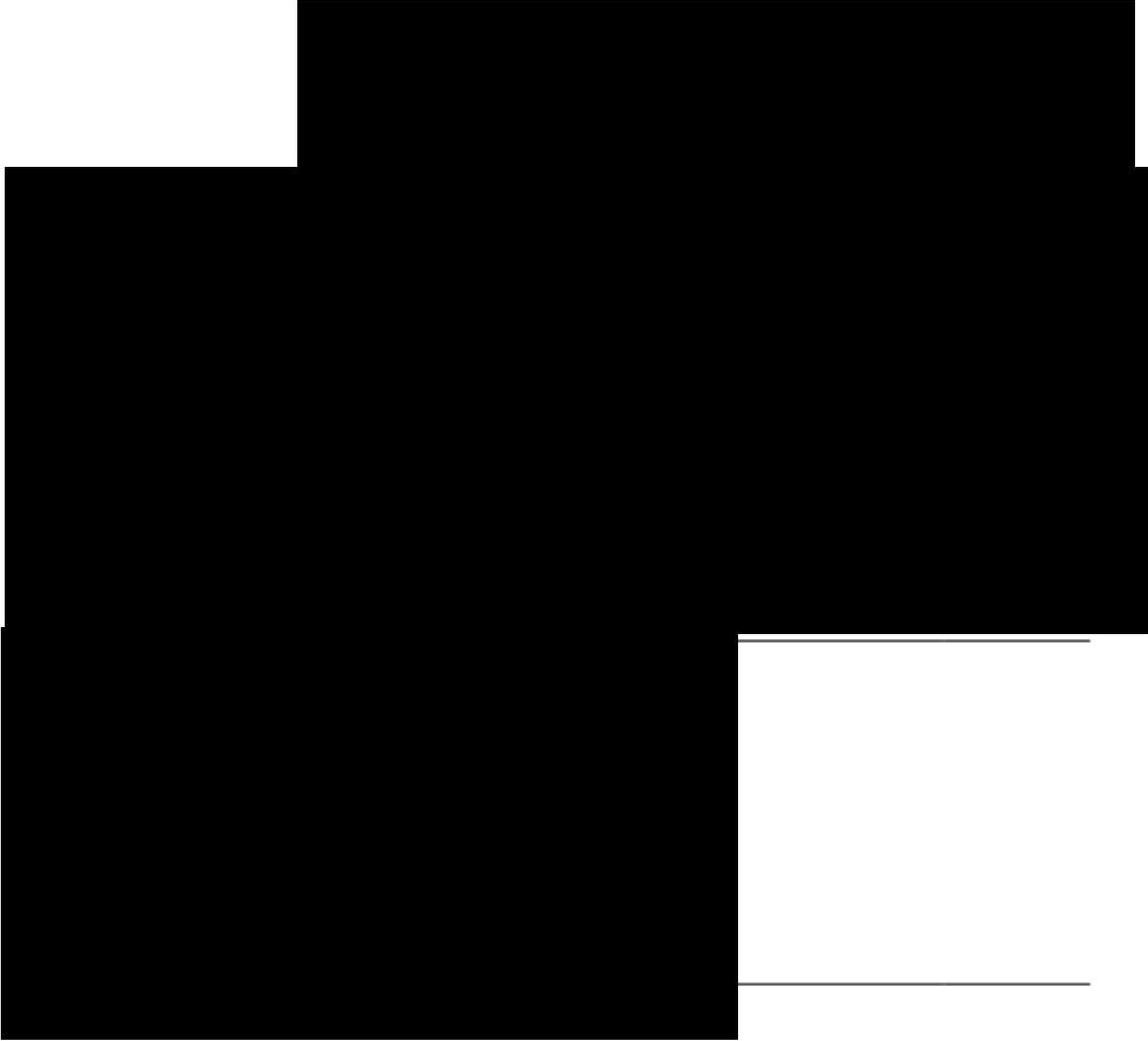
Please see the founding team resumes on the following pages.

AHMAD HUSSEIN



Samir Ibrahim, Assistant Principal/School Leader



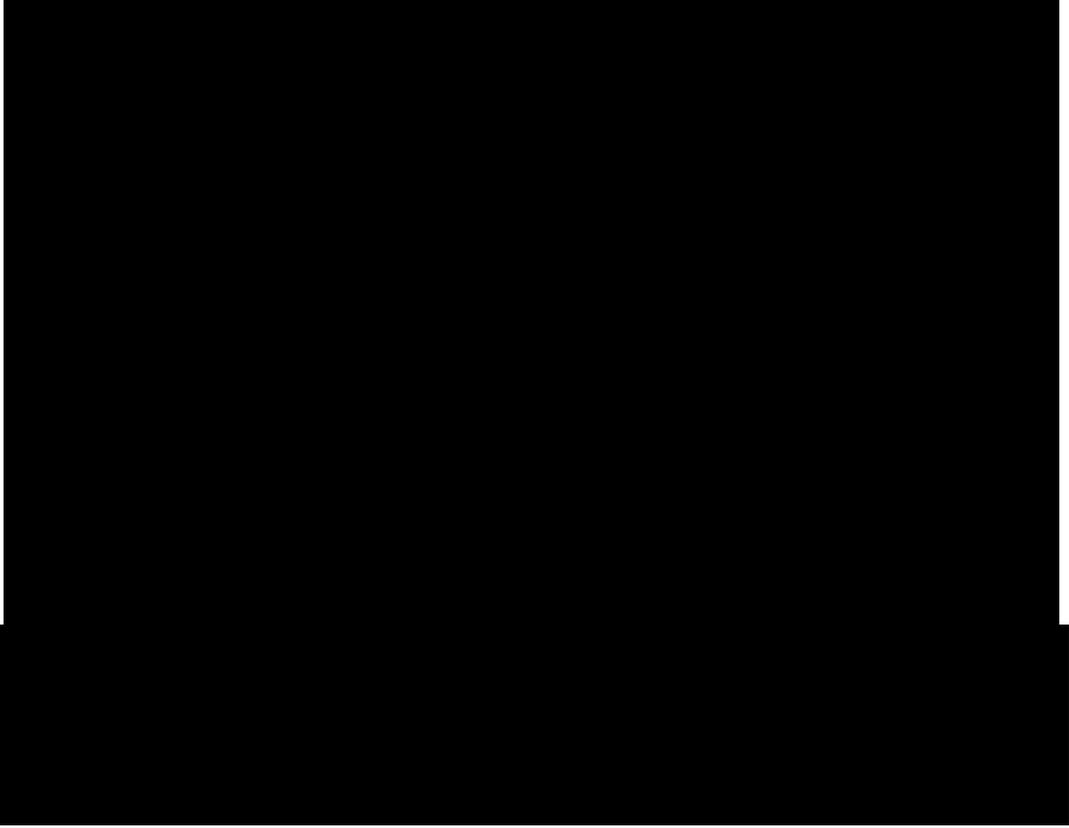


MOHAMED ADAM



PROFESSIONAL SUMMARY

Mohamed Adam is the Founder, Owner & President of May Ship Repair Contracting Corporation (MSR) in Staten Island, New York. For over forty years under Adam's leadership, MSR has become one of the New York Metro Area's premier ship repair & construction operations. His work through MSR has successfully spanned the spectrum of construction, repair, maintenance & consulting services. The shipyard operation spreads over 15 acres and has 3 drydocks with the capacity to drydock ships up to 300' in length. MSR is equipped with an excellent project management team capable of undertaking the most complex projects with ease. MSR have experience in constructing passenger ferries as well as vehicle ferries and barges of all types.



[Redacted]

[Redacted]

[Redacted]

Flora Edwards, Esq. is an attorney in private practice in New York City. Her practice is focused in the areas of construction law. She holds B.A., M.A., Ph.D degrees from New York University and a J.D. from Seton Hall Law School. She is admitted to the bar in New York, New Jersey and Florida. She offers legal services to non-profit organizations such as the AECl Charter School Network and the NJ Aid for Animals where she serves as a Board Member and General Counsel. She has served as President of Hostos Community College of the City University of New York and as President of Middlesex County College in New Jersey. She has taught at the graduate and undergraduate levels at the City University of New York and has served as a visiting professor in the doctoral program at the Inter-American University of Puerto Rico. She is a retired member of the Board of Directors of the Teachers Insurance Company and a former trustee of Iona College and was Counsel to the Bronx Democratic Party of the Bronx. She has served as a member of the New York-New Jersey Joint Planning Commission.

Karen Drezner is the Founder and CEO of Leveraging Leaders,¹ a national independent consulting firm that offers coaching, capacity-building and community. As a lifelong educator and educational leader, she has scaled a number of organizations, developed several dynamic, diverse teams and designed, launched and facilitated significant improvement efforts in traditional public, charter and independent schools as a founder, leader and board member and consultant. Most recently, she served as the Chief Strategy Officer at Amber Charter Schools. In previous years, she was the Executive Director of Lynch Leadership Academy at Boston College School of Education/School of Management, the Director of Leadership Development at Achievement First, and the Founder and Executive Director of Bronx Charter School for Children.

¹ www.leveragingleaders.com

3. Proposal History

g. Probationary Status of Affiliated Charter School(s)

If any currently operating charter school within the proposed education corporation, or associated with the proposed charter management organization, or associated with the lead applicant(s) or founding team members, has been in violation of the terms of its charter or been placed on probationary status or any other corrective action within the current charter term, please provide written confirmation from the existing authorizing entity that the conditions related to the violation or probationary status have been satisfied and lifted.

Failure to disclose this information may result in the application's disqualification for review.

What to Submit:

- Attach probationary status of affiliated charter school(s) as Microsoft Word® or Adobe Acrobat® files named: **R-03g – Probationary Status of Affiliated Charter School(s).**

Not applicable.

4. Community Outreach, Engagement, Support, and Demand

What to Submit:

- Submit the response to Requests 4(a-b) as a Microsoft Word® file named: **R-04abc - Community Outreach, Support, and Demand.**

a. Description and Analysis of Community Outreach and Engagement

In order for the SUNY Trustees to consider any application for approval, the proposal must “rigorously demonstrate” that the applicant has conducted public outreach “in conformity with a thorough and meaningful public review process” designed “to solicit community input regarding the proposed school and address comments received from the impacted community concerning the educational and programmatic needs of students.”¹⁶ In order for the Institute to recommend any proposal to the SUNY Trustees for approval, the proposal must include evidence of the following three criteria:

- The applicant informed the community of the intent to develop a school proposal in a timely fashion, including how to provide comment;
- The community had meaningful opportunities for input on that proposal; and,
- There was a thoughtful process for considering community feedback and incorporating it into the final proposal, especially regarding the educational program of the proposed school, and the educational needs of students.

Provide a narrative description describing efforts taken to demonstrate the three criteria listed above, including:

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

The narrative should explain how comprehensive efforts were made to engage with community members that are fully representative of the overall community demographics described in Response 1. In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts. Concrete artifacts and evidence related to community outreach and engagement should be submitted in response R-04d, Evidence of Community Outreach and Engagement.

Ahmad Hussein, the lead applicant, has met with the following community leaders, who have expressed their enthusiastic support of ISCS:

- Charles D. Fall, New York State Assembly Assistant Majority Leader. Fall represents New York’s 61st Assembly District covering the North Shore of Staten Island, Lower Manhattan and parts of Brooklyn. Fall is the first Muslim and African American Assembly Member elected from Staten Island. He comes from a working-class family of six. His parents immigrated to Staten Island from Guinea, West Africa, and displayed a commitment to improving the lives of those around them. Fall’s legislative priorities revolve around comprehensive strategies to ensure stable and healthier communities. This includes expanding resources for teachers, parents and students to resolve academic disparities, creating affordable housing options, ensuring individuals and families have sufficient health coverage and access to vital services, improving transportation infrastructure and other long-standing community concerns on the North Shore. Fall has made it a priority to develop and strengthen relationships between community leaders and elected officials and champion solutions for community issues. In 2014, he served as the Staten Island Borough Director and

Citywide Islamic Liaison for the Mayor of New York City, working to ensure Universal Prekindergarten and paid sick leave became realities. Fall then became the Chief of Staff to the Staten Island Parks and Recreation Commissioner with the desire to enhance local greenery to encourage community recreation and create safer neighborhoods. Charles resides in his childhood neighborhood, Mariners Harbor.

- Sam Pirozzolo, New York State Assembly, representing Richmond County's 63rd Assembly District. Sam is a native Staten Islander and is the past president of Community Education Council 31 where he served for seven years. Some of his most notable accomplishments include the creation of a Gifted and Talented program for middle school students and participation in historic litigation that led to the return of more than \$4 billion to New York public schools. He also fought to ensure that co-located charter schools receive the same capital funding as their host public schools.
- Senator Jessica Scarcella-Spanton represents New York's 23rd District covering the North and East Shores of Staten Island and Southern Brooklyn. She was born and raised on Staten Island, the daughter of two school teachers, and now resides in West Brighton with her husband and their two children. Jessica has previously served as the Director of Operations for Senator Diane Savino in 2017 and at the MTA as the Assistant Director of Government and Community Relations.

Outreach was also conducted at the following locations:

- Nur Al Islam Mosque
- Fellowship Baptist Church
- Summerfield Staten Island United Methodist Church
- Mariners Harbor Public Library

Efforts were made to inform the community of the intent to develop a school proposal through community outreach, community postings and a public survey. Outreach provided the opportunity for in-person discussions with community members related to their experiences with existing education options and anticipated needs in years to come. Postings were designed to provide a visual tool highlighting the proposed school's vision. The survey was designed to collect meaningful responses and data points to formulate a profile of the educational priorities of the community. The survey was provided via web link and posted as a QR code throughout the community. The board is committed to ongoing surveying and data analysis to ensure that students, parents/guardians, and community members have an impact as stakeholders.

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school from stakeholders such as community members, civic organizations, and elected officials. Concrete artifacts and evidence related to community support should be submitted in response R-04e, Evidence of Community Support. Please note that the content for this response differs from R-04a in that this response should focus on analyzing community interest and support for the school, any known opposition that may exist, and how that support and opposition will affect the school's ability to open successfully. In contrast, R-04a should focus on efforts to inform and engage with the community through the planning and development of the proposal.

An online survey was developed by the lead applicant and shared with potential parents/guardians living in the community. 81 individuals engaged the survey, 34 of them completing the survey thus far. Of those who responded to the items asking how satisfied they were with their child's current school, 24%

were very unsatisfied or unsatisfied, while 19% were neutral.

All respondents agreed with the following statements:

- I am a supporter of charter schools and believe the parents should have viable education options.
- I support Ibn Sina Charter School's mission and values.
- I support Ibn Sina Charter School's academic focus in Science, Technology and Civics.
- I would be willing to enter my child into the Ibn Sina Charter School lottery for admittance.
- I believe Ibn Sina Charter School will provide an engaging and supportive school culture.
- I believe Ibn Sina Charter School will provide quality family and community engagement efforts.
- I would be interested in entering my child into Arabic language classes.

Letters of support have been obtained by NYS Assemblyman Fall, Assemblyman Pirozzolo. NYS Senator Scarcella-Spanton has expressed support and her office is actively preparing a letter of support for Ibn Sina Civics and Sciences Charter School.

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on the experience of how many waitlist entries it takes to fill a seat. Concrete artifacts and evidence related to student demand should be submitted in response R-04f, Evidence of Student Demand.

Note for Replicators: If using the number of students on the waitlist of an existing school as evidence of demand for an additional school, be sure to clearly explain the relationship between that waitlist and the location of the proposed school.

A petition was signed by 163 members of the community to indicate support of Ibn Sina Civics and Sciences Charter School in the area. All qualifying survey responses indicated that a strong Core Academics (including Science) to be a top 2 priority for desired institutional attribute when choosing a school for their children. This confirms a focus in STEM, Science and Technology will be a welcome attribute for a new educational institution in the community. 40% of respondents indicated location/proximity as a top 2 priority for a desired institutional attribute when choosing a school for their children. Currently About 60% of respondents are traveling over 3 miles for their child's current school.

All respondents agreed with the following statements:

- I am a supporter of charter schools and believe the parents should have viable education options.
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- I would be interested in entering my child into Arabic language classes.

4. Community Outreach, Engagement, Support, and Demand

d. Evidence of Community Outreach and Engagement

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, in-person or virtual meeting announcements including dates and times, online survey results, media articles and advertisements, email outreach, etc.).

Evidence should demonstrate use of multiple strategies to solicit community input, and might include partnering with community-based organizations to host meetings, holding planning meetings with community members, addressing local elected officials or education stakeholder groups such as school boards, community boards, or (in New York City) Community Education Councils (“CECs”). In all cases, applicants should include a description of the outcome of any meeting requests of community stakeholders, even if the request was denied.

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

What to Submit:

- Attach evidence of community outreach as a Microsoft Word® or Adobe Acrobat® file named: **R-04d - Evidence of Outreach.**

Ahmad Hussein, the lead applicant, has met with the following community leaders, who have expressed their enthusiastic support of ISCS:

- Charles D. Fall, New York State Assembly Assistant Majority Leader. Fall represents New York’s 61st Assembly District covering the North Shore of Staten Island, Lower Manhattan and parts of Brooklyn. Fall is the first Muslim and African American Assembly Member elected from Staten Island. He comes from a working-class family of six. His parents immigrated to Staten Island from Guinea, West Africa, and displayed a commitment to improving the lives of those around them. Fall’s legislative priorities revolve around comprehensive strategies to ensure stable and healthier communities. This includes expanding resources for teachers, parents and students to resolve academic disparities, creating affordable housing options, ensuring individuals and families have sufficient health coverage and access to vital services, improving transportation infrastructure and other long-standing community concerns on the North Shore. Fall has made it a priority to develop and strengthen relationships between community leaders and elected officials and champion solutions for community issues. In 2014, he served as the Staten Island Borough Director and Citywide Islamic Liaison for the Mayor of New York City, working to ensure Universal Prekindergarten and paid sick leave became realities. Fall then became the Chief of Staff to the Staten Island Parks and Recreation Commissioner with the desire to enhance local greenery to encourage community recreation and create safer neighborhoods. Charles resides in his childhood neighborhood, Mariners Harbor.
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Outreach was also conducted at the following locations:

- Nur Al Islam Mosque
- Fellowship Baptist Church
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- Mariners Harbor Public Library

4. Community Outreach, Engagement, Support, and Demand

e. Evidence of Community Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Evidence of support should be concrete and specific to the proposed school. Generic support for charter schools or educational choice and innovation in general is not sufficient. Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

What to Submit:

- Attach evidence of community support as a Microsoft Word® or Adobe Acrobat® file named: **R-04e - Evidence of Support.**

An online survey was developed by the lead applicant and shared with potential parents/guardians living in the community. 34 individuals who completed the survey thus far. Of the 21 who responded to the items asking how satisfied they were with their child's current school, 24% were very unsatisfied or unsatisfied, while 19% were neutral.

All respondents agreed with the following statements:

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CHAIR
SUBCOMMITTEE ON CONSUMER FRAUD
& PROTECTION

COMMITTEES
AGING
CITIES
CONSUMER AFFAIRS
GOV. EMPLOYEES
TOURISM & PARKS
ARTS & SPORTS DEVELOPMENT
COMMITTEES

**THE ASSEMBLY
STATE OF NEW YORK**

61ST DISTRICT



CHARLES D. FALL
ASSISTANT MAJORITY LEADER

February 5, 2024

H Carl McCall SUNY Building 353,
Broadway, Albany, NY 12246

RE: Letter of Support for Ibn Sina Civics and Sciences Charter School

Dear SUNY Charter Schools Institute Review Panel,

I am writing to you to express my enthusiastic support for the establishment of Ibn Sina Civics and Sciences Charter School in Mariners Harbor neighborhood. As the Assemblyman representing the 61st District of New York, encompassing key areas of Staten Island, Lower Manhattan, and parts of Brooklyn, I have lived in this same neighborhood for over 30 years. My community is vibrant and diverse. I recognize the need for an institution that combines rigorous academic programs with an emphasis on civic and scientific education in our community.

This educational approach provides talented individuals with a unique lifelong learning opportunity that integrates continued civic engagement and science. Fostering a collaborative and inclusive learning environment is commendable. Through civic education and science, this school has the potential to engage young talented individuals to prepare and best equip them with skills needed to address some of the challenges of our ever-evolving world. The proposed school's focus on personal development and learning plan with an emphasis on community partnerships and practical knowledge is precisely what our community needs to prepare students for success in the 21st cent`. I believe this proposed Charter School will enrich the educational landscape in our community and significantly contribute to the development of engaged citizens as future leaders and scientists.

Thank you for your consideration for the approval of the establishment of Ibn Sina Civics and Sciences Charter School. I believe and support this initiative that will be a tremendous asset to our community.

Charles D. Fall
Assistant Majority Leader
New York State Assembly, District 61



SAM PIROZZOLO
Assemblyman 63rd District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Aging
Children and Families
Corporations, Authorities and Commissions
Economic Development, Job Creation,
Commerce and Industry
Education

February 7, 2024

To Whom It May Concern,

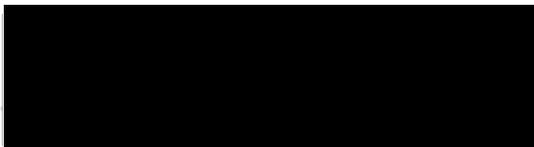
I hope this letter finds you well. I am writing today to express my support for the proposed Ibn Sina Civics and Science Charter School (ISCSCS). As the former seven-year President of Community Education Council 31, I had a front-row seat to how some of our traditional public schools can fail our students. I believe charter schools offer parents and students a different path, one that has proven successful at accomplishing our shared goal – providing a robust and quality education for our students.

Staten Island enjoys a diverse spectrum of charter schools; however, the Mariners Harbor neighborhood is not as fortunate. This vastly residential community is home to zero charter schools and the entire North Shore has only one other charter school, according to New York City Public Schools data.

ISCSCS plans to serve students in the immediate area which will provide a much-needed and long-desired opportunity to those who need it the most. The school's planned focus on STEM, civics, and language will open students to an academic curriculum our public school system is unable to provide or provide adequately.

We must take advantage of any chance to give our students a better chance. This is one of those times. I strongly encourage the swift approval of ISCSCS's application and am available at any time to discuss this further. Thank you for your time and consideration.

Sincerely,



Sam Pirozzolo
Assemblyman, 63rd District

Please Support!

Petition to Open New Charter School – Ibn Sina Charter School

Petition summary and background	<p>The Mariners Harbor community of Staten Island, NY is in dire need of an educational institution that focuses on Science, Technology and Civics. We propose the establishment of a New York State Charter School named Ibn Sina Civics and Sciences Charter School. This school will not only provide quality education but also prepare our children for the future by equipping them with essential skills. Thanks for investing in our children's future by supporting this initiative.</p>	
Action petitioned for	<p>We, the undersigned, are community members supporting Ibn Sina Charter School efforts to establish in the Mariners Harbor community.</p>	

Printed Name	Signature	Address	Comment	Date
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

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Please Support!

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<p>Printed Name</p>	<p>Signature</p>	<p>Address</p>	<p>Contact</p>
Redacted content			

4. Community Outreach, Engagement, Support, and Demand **f. Evidence of Student Demand**

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

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

What to Submit:

- Attach evidence of demand as a Microsoft Word® or Adobe Acrobat® file named:
R-04f - Evidence of Demand.

A petition was signed by 163 members of the community to indicate support of Ibn Sina Civics and Sciences Charter School in the area. The community survey also obtained positive results indicating a need. All qualifying survey responses indicated that a strong Core Academics (including Science) to be a top 2 priority for desired institutional attribute when choosing a school for their children. This confirms a focus in STEM, Science and Technology will be a welcome attribute for a new educational institution in the community. 40% of respondents indicated location/proximity as a top 2 priority for a desired institutional attribute when choosing a school for their children. Currently About 60% of respondents are traveling over 3 miles for their child's current school. Ongoing community outreach will further highlight these trends and continue to illustrate a need for this new charter school.

All respondents agreed with the following statements:

- I am a supporter of charter schools and believe the parents should have viable education options.
- I support Ibn Sina Charter School's mission and values.
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- I would be interested in entering my child into Arabic language classes.

a. Enrollment Plan

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

- The extent to which the proposed school's grade configuration aligns with the school district of location and how any misalignment may impact the school;
- Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;
- The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students (i.e., the proposed school's "backfill" policy); and
- A statement about any growth that the applicants may seek in a future charter period if the school is renewed.

What to Submit:

- Submit the response to Request 5(a-d) as a Microsoft Word® file named: **R-05ac - Enrollment.**

Enrollment Plan and Rationale

Ibn Sina Civics and Sciences Charter School will open in 2025-26, enrolling 100 sixth grade students total in year 1 and growing to serve sixth through eighth grade by year 3 (2027-28).

We are estimating a conservative attrition rate overall, and in response to that attrition, we will fill all open seats in sixth and seventh grades.

Ibn Sina Civics and Sciences Charter School will maintain small classes - 25 students or less - which will allow for a low teacher/student ratio. This design will allow for even more targeted differentiation and student-directed work as middle grades students are required to complete complex, rigorous work.

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

Grade Configuration Alignment with District

As described in Response 01, the northern area of Staten Island offers families traditional public schools with K-5, K-8, 6-8, 6-12 and 9-12 structures. There are approximately twenty K-5 district schools that are K-5, so students attending ISCS would experience a natural transition to middle school. A total of nine schools serve the middle grades - four K-8 (with one of these serving K-6 this year) four 6-8 and one 6-12. The two K-8 schools showing encouraging academic performance are overcrowded - SI School of Civic Leadership at 141.7% and PS 48 William Wilcox at 139.9%. All of the 6-8 models have only between one-third to one-half of their students demonstrating academic proficiency.

As we grow, we hope to be able to extend our grade configuration to offer a throughline to high school. We understand our middle grade must demonstrate strong academic performance and the school must show evidence of its organizational and instructional readiness to expand. There are currently 4

options for high school in northern SI. The 6-12 school (Eagle Academy) is low performing and is designed as an all-boys school. The largest is Curtis High School, with over 2000 students; it is overutilized at 114.4%.

b. Target Population Enrollment

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

- Cite the proposed school's enrollment and retention targets as determined through the [enrollment and retention calculator](#) found on our website;
- Describe the recruitment strategies the school will employ to attract each target population to the school;
- Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;
- Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup; and,
- Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.

Note: Including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding.¹

The school's goal is to retain all students from one year to the next, while anticipating a small yet inevitable amount of student attrition each year as a result of geographic mobility and other factors beyond the school's control. We will fill vacant seats in sixth and seventh grades to ensure that all grades are at their maximum allowed enrollment. In order to maintain school culture, we will not replace students who depart the school in grade eight.

Target Populations

Ibn Sina Civics and Sciences Charter School is committed to educating a student population that mirrors that of CSD 31. With an enrollment of 360 6th-8th students at full scale, Ibn Sina Civics and Sciences Charter School, as determined by the SUNY CSI enrollment and retention calculator, will strive to enroll at least 57.9% (209.9) students who are economically disadvantaged, 4% (14.7) English language learners, and 21.2% (76.8) students with disabilities. Retention targets include 96.8% (203.1) of students who are economically disadvantaged, 96.2% (14.1) of English language learners and 96.6% (74.2) of students with disabilities.

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

¹ See Appendix A of this document for further information.

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

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

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

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

c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it with this request. The proposed enrollment should be entered in exact absolute numbers (e.g. 135) and not as a range (e.g. 130-140).

Note for replicators: Include separate enrollment charts for both the proposed new school and for the overall education corporation.

Ibn Civics and Sciences Charter School aims to start small, with 4 sections of 25 students, by enrolling 100 students in grade 6 in our first year. In year 2, we will enroll 100 students in both grades 6 and 7, totaling 200. In year 3, 125 students will be enrolled in grades 6 (creating an additional section for 25 more students), with 100 each in 7th and 8th, totalling 325. In year 4, we will enroll 125 again at 6th grade and by year 5, we will achieve full enrollment of 375 students, 125 at each grade level, 5 sections of 25 students each.

The Institute allows schools to vary their total enrollment by 20 percent up or down each year. If enrollment demonstrates attrition patterns larger than initially anticipated in the first two years, Ibn Civics and Sciences Charter School may leverage this flexibility by seeking to over enroll in grades 6 and 7, to achieve the total 375 school-wide enrollment figure.

IBN SINA CIVICS AND SCIENCES CHARTER SCHOOL							
2025-26 through 2029-30							
CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School	100	100	125	125	125	11-12
7th Grade	Middle School		100	100	125	125	12-13
8th Grade	Middle School			100	100	125	13-14
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		100	200	325	350	375	

d. Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of the location of the proposed school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. The admissions policy should also indicate in which grades the school would admit students, whether it would fill seats vacated by enrolled students (i.e. “backfill”), and if applicable, the date after which the school would no longer accept students. Further [Institute guidance relating to school admissions](#), including the new employee and CMO employee preference, is available on our website.

What to Submit:

- Attach the school’s admissions policy as a Microsoft Word® file named: **R-05d - Admissions Policy.**

Anti-Discrimination Criteria and Allowable Admission Preferences

Ibn Sina Civics and Sciences Charter School (ISCS) is nonsectarian and does not discriminate in admissions, educational programs, or employment against any individual on account of that individual’s sex, race, color, religion, age, sexual orientation, handicap or national or ethnic origin. Additionally, admission to the school shall not be limited on the basis of a student’s intellectual ability, measures of achievement or aptitude, athletic ability or disability. Any child who is qualified under the laws of New York State for admission to a New York City public school is qualified for admission to the school.

Scheduled Application and Enrollment Period

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

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

Lottery Process

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

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

Lottery Enrollment Preferences

Year 1:

6th Grade:

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

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

1. Students who have a sibling who is already enrolled in and attends ISCS.
2. Students who have a sibling who has already been drawn for an available seat.
3. Students residing within the community school district of location.

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

Explanation of Lottery Enrollment Approach

Re-Enrollment

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

Siblings

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

Community School District Residents

ISCS is committed to serving the northern Staten Island community, and charter schools must give a statutory admissions preference to students residing within the geographical boundaries of the school district or CSD in which the charter school is located.

Enrollment Process

After the lottery is held, accepted students will receive an acceptance letter with a detailed explanation of the enrollment packet items and submission deadlines, and a list of documents that parents need to submit to enroll their child, including birth certificate, proof of address, up-to-date immunization records and completed physical examination record. This may be shared through a streamlined, online platform like SchoolMint, PowerSchool or similar. School staff will assist families with this process as needed.

SUNY CSI Application for Ibn Sina Civics and Sciences Charter School
R-05d Admissions Policy

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

Parents/guardians of children who are transferring from other schools are encouraged, but not required, to share recent report cards as well as assessment results, particularly in literacy and/or math. Parents/guardians of students identified with disabilities are asked to share current Individualized Education Plans (IEPs).

6. Curriculum and Instructional Design

NOTE: The responses to Requests 6(a-f) together may not exceed a total of 50 pages in length. This does NOT include Request 6(g) - Draft Accountability Plan. The Institute encourages applicants to use Requests 6(a-f) to develop a narrative explaining in detail the proposed school's academic program and use Request 23 – Supplemental Information to provide any supporting curricular artifacts (e.g., planning templates, pacing calendars, evaluation rubrics, etc.).

a. Curriculum Selection Process

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

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

There is perhaps no more critical period in a child's development than their middle school years. According to Jay Giedd, director of child and adolescent psychiatry at the University of California, San Diego, and a leading expert in the teen brain development, a middle schooler's brain experiences rapid growth in skills, processes and complexity. While students are learning new behaviors, they are creating neural pathways and networks that will operate throughout their lifetimes. Further research by the University of Chicago Consortium on Chicago Schools's Elaine Allensworth demonstrates the importance of student engagement and achievement in middle school for ensuring success in high school and beyond. Attendance, habits of mind and habits of work, if established in middle school grades, will go on to serve students for the remainder of their lives. And given the effects of the prolonged COVID pandemic, students are entering middle school at least one half school year behind, with those living in poverty entering at least one grade level below their peers.

The ISCS team is committed to selecting curricular materials that will align with the school's mission and vision, be engaging for our students and reflect documented research for effectiveness in meeting our students' instructional needs. It is also critical that our curricular choices enable teachers to address learning gaps caused by the pandemic. Teachers must also be supported with differentiated materials so that they will be able to deliver individual and small group instruction which can target areas of deficiency in addition to accelerating students where appropriate. Furthermore, since we anticipate that roughly 25% of the students will require special education services, we sought to choose curricula that would provide robust support for our special education students. The curricula selected are also aligned to NYS standards, and include a scope and sequence and teacher support documents to ensure effective implementation. The curricula that have been selected align to the school's vision for student centered engaging activities in addition to differentiation. Where possible, unit and topic choices will align to an integration of the sciences across subject areas.

English Language Arts/Humanities

ISCS has reviewed the curricula used in schools across NYC, NYS and the country. In particular we looked at Wit and Wisdom, Engage NY and McGraw Hill's Studney Sync, My Perspective by Savvas, McGraw Hill's Wonders, and Imagine Learning EL Education. Our approach is to select one main curriculum and supplement it with complementary curricula to support additional foci as determined by the school's instructional leaders.

We selected **Wit and Wisdom** (W&W)¹ as our core ELA curriculum since it addressed the majority of our needs and addressed our key design elements for student engagement, namely, integration of science and social studies across the curriculum and differentiation. W&W also includes special education support and texts that are inclusive and relevant to our projected student population. NYC adopted this curriculum in 2023 in its elementary schools, so it is likely that some of our incoming students will be familiar with its format.

W&W's texts are rigorous and include multimedia options in addition to printed materials. Instructional tasks are designed to incorporate reading and writing and speaking and listening skills. Students build knowledge and vocabulary when they are introduced to new texts and asked about their previous skills and knowledge. Socratic seminars will help students with their speaking and listening skills as they respond to text based questions and thought-provoking prompts. The skill practice and vocabulary focus were important to us, given the need to ensure that students will address their learning gaps through time spent on foundational skills.

All lessons in W&W embed support for students who receive special education services within their lessons and provides additional guidance for students who are struggling with the material. These supports can easily be aligned to the ISCS Response to Intervention (RtI) tiered support structure and helps teachers and leaders to monitor student progress. In addition, the teacher's edition includes suggestions for small group instruction that target specific instructional goals so that students can get more support in deep mastery of important literacy goals. W&W also includes fluency passages for additional targeted instruction for students who are not yet reading at grade level. There is an aligned ELL curriculum to support ELL's English language development, aimed at improving reading, writing, speaking and listening skills.²

According to EdReports,³ Wit and Wisdom is highly rated (36 out of 36) for text complexity and alignment to grade level standards, highly rated (36 out of 36) for building knowledge with texts, vocabulary and tasks and highly rated (34 out of 34) for use, design, teacher planning, assessment, differentiation and technology.

ISCS will utilize **Imagine Learning EL Education**,⁴ as a supplemental curriculum resource. EL's ELA curriculum rates highly on EdReports for alignment to their standards, and usability. According to

¹ <https://greatminds.org/english/witwisdom>

² <https://greatminds.org/english/blog/witwisdom/addressing-students-needs-access-and-equity-for-students-with-learning-disabilities>

³ <https://www.edreports.org/reports/overview/wit-wisdom-2016-3-8/grades-6-8>

⁴ <https://www.imaginelearning.com/products/ela/el-education/>

EdReports, the curricula selected is highly rated (35/ 36) for text complexity and alignment to grade level standards, highly rated (30/32) for building knowledge with texts, vocabulary and tasks and highly rated (23/25) for use, design, teacher planning, assessment, differentiation and technology.

EL's ELA curriculum includes a supplemental suite of personalized activities that will accelerate literacy skills and English language development, ensuring that all of our 6th graders will quickly be brought up to grade level so that the remainder of their middle school years can be spent in appropriately rigorous materials in preparation for high school. In addition to its personalized pathways, EL's ELA provides entry points for all levels in each unit in addition to a skills prioritizer that identifies the high leverage skills per learning standard to ensure this direct instructional focus. Lastly EL's ELA curriculum includes a library of exemplary texts to deepen comprehension and conversational skills.

EL's ELA curriculum boasts two times the gains compared to students who used other curriculum on the Texas administered STARR reading assessment in 2018 compared to 2017.⁵ Further, ELL students who were taught with this curriculum in 9 elementary schools in Georgia, outperform their peers on the WIDA Access exam by 38%.⁶

Mathematics

Our review of math curricula focused on programs that would prepare our students for rigorous math in high school, and prepare students for the NYS Algebra Regents in eighth grade. In particular we examined Core Curriculum's Mid School Math, Envision by Savvas, Houghton Mifflin Harcourt's Into Math, Eureka Math and Illustrative Math. Our approach is to select one main curriculum and supplement it with complementary curricula to support additional foci as determined by the school's instructional leaders.

Our selection for the main math curriculum is **Imagine Learning's Illustrative Math (IM)**.⁷ This curriculum will support our key design elements, student centered learning and innovative teaching practices, while focusing on rigor and mathematical practices in addition to practicing mathematical language. IM is a problem-based curriculum that supports teachers' shifting from direct instruction to helping students work independently and use mathematical discourse as they work to solve real world problems. Its design is aligned to the Principles to Actions: Ensuring Mathematical Success for All (NCTM 2014) as well as on Five Practices for Orchestrating Productive Mathematical discussions (Smith & Stein 2011 and Intentional Talk: How to Structure and Lead Productive Mathematical Discussions (Kazemi & Hinz, 2014)⁸.

The program supports special education students through its structured sequence, deepening students' understanding of concepts through gradually increased complexity within the concept in addition to application to real world situations. The curriculum features individual, pair and small group activities which supports students working at their own pace and through social interaction. Requiring students

⁵ <https://www.imaginelearning.com/pdf-viewer/?file=https://www.imaginelearning.com/wp-content/uploads/2022/10/LNL-STAAR-Growth-Research-Paper.pdf#zoom=auto&pagemode=none>

⁶ https://www.imaginelearning.com/pdf-viewer/?file=https://www.imaginelearning.com/wp-content/uploads/2022/11/LL-Georgia-Case-Report_0.pdf#zoom=auto&pagemode=none

⁷ <https://illustrativemathematics.org/math-curriculum/6-8-math/>

⁸ https://www.nctm.org/uploadedFiles/Standards_and_Positions/PtAExecutiveSummary.pdf

to discuss their work in addition to writing assignments allows special education teachers to have real time data to gauge their students' level of understanding and to delve deeper in small groups or one on one sessions. IM supports language development in a number of ways that support ELL as well as students who receive special education services. Each unit and lesson articulates language goals to be targeted and contains language usage routines to support conceptual understanding for students who may not be functioning on grade level. The program also requires students to discuss and describe their learning in addition to written assignments. This provides teachers the opportunity to teach language in addition to Math. There are also curricular materials for parents/guardians that are translated into Spanish.

According to EdReports,⁹ the IM curriculum received top scores across its three areas of ratings - 14 out of 14 on focus and coherence, 18 out of 18 on rigor and mathematical practices and 38 out of 38 for use, design, teacher planning, assessment, differentiation and technology.

We have selected **enVision Mathematics Common Core**,¹⁰ published by Savvas Learning Company, as our supplementary curriculum. EdReports rates this curriculum at the highest level (14 out of 14) for focus and coherence and 38 out of 38 for usability which includes teacher planning, assessment, differentiation and technology. It is also rated 17 out of 18 points for rigor and mathematical practice.

Envision Common Core is student centered and organized around projects that connect mathematical thinking to real scenarios. It includes assessment tools like MathXL which supports practice and enrichment and will tailor assignments and content to students' learning levels and interests. The planning materials allow teachers to edit content presentations and is rated highly for teacher usability. Teachers will be able to use the data provided in Math XL to differentiate instruction and to make decisions about intervention strategies through the schools RtI system.

The Envision Common Core's assessment suite includes diagnostic, formative and summative assessment which will help teachers differentiate instruction, especially for students receiving special education services as well as English language learners. It includes language development modules to support students in developing academic vocabulary and provides opportunities for practice. Through its assessment system, teachers will also be able to help identify learning targets and student learning gaps which will support IBN's RtI system to assist struggling students. The curriculum also includes pathways for acceleration to respond to the needs of students who are at or above grade level.

According to Savvas Learning Company, enVision Mathematics demonstrated effectiveness through its ESSA level 2 study of its newly released curriculum. The proficiency rates for students using enVision Mathematics were 4.34 percentage points higher than students who did not utilize the curriculum. The samples used in the study encompassed a wide range of students.

Science

Science consists of a way of thinking and investigating, as well as a growing body of knowledge about the natural world. To be literate in science, students need to possess sufficient understanding of fundamental science content knowledge, the ability to engage in the science and engineering practices,

⁹ <https://www.edreports.org/reports/overview/learnzillion-illustrative-mathematics-6-8-math-2019>

¹⁰ <https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021/grades-6-8>

and to use scientific and technological information correctly. Science content will be explored and learned in standard science classes, in weekly science labs and integrated into humanities, mathematics and STEM instructional time.

Amplify Science, grades 6-8, will be our foundational science curriculum. Amplify Science is problem based and presents core ideas through units that cover physical science, life science, engineering, technology in addition to earth and space science. This curriculum aligns to our key design elements, through its student centered approach, innovative teaching and differentiation features. To support our science and engineering focus, curriculum includes science and engineering practices that are aligned to Next Generation Science Standards (NGSS). What makes this curriculum especially appropriate is its focus on cross cutting concepts, to support our commitment to integrating the sciences into our instructional program. Its inclusion of writing assignments (with sentence starters) supports our vision for student centered learning and the science seminars will dovetail with our use of Socratic Seminars and other discourse tools to deepen learning and increase student engagement.

EdReports rates this curriculum as follows: 25 out of 26 points for its alignment with NGSS, 49 out of 56 for its coherence and scope, and 50 out of 54 for usability. It was rated 12 out of 12 for its facilitated teacher learning and assessment and 13 out of 14 for its design.¹¹ According to a study conducted by WestED in 2022, students who used this curriculum scored 14 percentile points above those students using different instructional materials. These results were similar across racial and gender groups and with varying levels of math and literacy proficiency.¹²

Amplify Science supports students who receive special education services by providing accommodations and modifications as well as opportunities for students to share their thinking and apply their understanding in a variety of ways. The materials provide opportunities and strategies for small group instruction and scaffolding instruction for students reading below grade level. The curriculum provides a variety of differentiation strategies, including writing support for ELLs, multilingual glossaries and an audio option for key texts.

We intend to supplement the Amplify Science curriculum with the **Foss Next Generation Curriculum**¹³ for grades 6-8. Foss is well known for its hands-on approach and its support for differentiation for students who receive special education services, ELL students and accelerated learners. While not receiving high marks in EdReports, we believe that using Amplify as our main curriculum, while incorporating FOSS experiences during our lab periods, will ensure that our science curriculum is robust and rigorous, engaging all students in addition to being student centered.

Social Studies

ISCS will use the social studies curriculum **History Alive Ancient World and The United States**¹⁴ from Teachers' Curriculum Institute (TCI) as its primary curriculum. TCI is written by classroom teachers and

¹¹ <https://www.edreports.org/reports/overview/amplify-science-2018/grades-6-8>

¹² <https://amplify.com/news/independent-study-finds-that-amplify-science-has-significant-positive-impact-on-student-learning/#:~:text=The%20estimated%20impact%20was%20statistically,peers%20who%20used%20other%20materials.>

¹³ <https://fossnextgeneration.com/>

¹⁴ <https://www.teachtci.com/social-studies/middle-school/>

curriculum specialists who understand the complexities of the middle school classroom and the importance of supporting learners with diverse learning needs. It is currently used in all 50 states and currently serves 2.6 million students . TCI blends print and digital materials, and centers each lesson in hand-on activities or blended learning activities. The curriculum includes video activities, which include archeological tours, dramatization of historical thinkers and actors over the course of history and inquiry projects with primary source documents and diverse perspectives.

The TCI curriculum includes support for reading and vocabulary building and embeds checks of understanding in its units. There are differentiated lessons to support ELL, and students who are receiving special education services or who may be below grade level in reading and writing. There are also differentiated instructional materials for accelerated learners.

Civics and Communities

Civics and Communities will serve as a bridge between social studies and history content and the communities in which our students and families live. What they learn in social studies will drive the framework of learning expeditions and service learning.

Expeditions

As students learn about history and discover the societal and political repercussions of the events that shape it, they are able to use their critical thinking skills to examine things from a historical perspective, but also to think about how those events might apply to our current world and communities. In middle school, students developmentally begin to question what they learn, and naturally apply a social justice lens to their discussions, talking about human rights and why they matter. At ISCS, they are encouraged to think critically about the relationships between people and their surrounding geography, and how that might shape policies and politics in a particular region of the country or the world. Through expeditions, students learn how even ordinary people can make big changes. Students consider how they, too, can have a big impact at both the community level and the global level.

Community Service Learning

At ICSC, service learning goes beyond charitable acts, such as cleaning up a city park, and extends also to rigorous, integrated academic projects that benefit their own community. These experiences, which may require the application of science, math, and technology, will be wide-ranging, hands-on and student driven, with teachers providing guidance and framing. Students may study the water in the Kill Van Kull tidal strait, test the air quality of Mariner's Harbor, poll families or business owners in their neighborhoods. Older students may participate in internships and apprenticeships.

STEM Academic Enrichment

A focus on 21st century skills through STEM ensures that students are poised to compete in a complex and interdependent global economy. STEM academic enrichment provides an inquiry-and project-based complement to core math and science courses. Students will be exploring STEM and design thinking through bi-weekly dedicated blocks. At the culmination of each quarter, students will prepare and present a STEM focused group project.

Field Work

In addition to having students conduct research outside the school, teachers bring experts from the community into the classroom who collaborate with students on projects, teach them skills from their field, and critique their work using professional standards.

ISCS differentiates between traditional *field trips*, in which students are often spectators, and *field work*, in which students are active investigators, applying the research tools, techniques of inquiry, and standards of presentation used by professionals in the field.

Field work has a clear purpose.

Fieldwork has a clear purpose that furthers the work of an expedition (i.e., students collect data, conduct interviews, do observations). In many cases, field work takes place over an extended period of time with several visits to the same site.

Students travel to places that are integral to what they are studying.

The travel is not seen as a break or a reward but an opportunity for important learning. Students return to the classroom with a charge to use their data and the learning to create something meaningful.

Learning is active and students are engaged.

Whether it's at an aquarium, a farm, or a museum, students are not there as passive listeners. They are there to conduct research for their studies: documenting notes, taking photos, and interviewing experts.

Fully integrating global skills and knowledge into the curriculum is tied closely to environmental stewardship and social justice as students are challenged to grapple with the most complex problems facing the world, such as climate change and structures of economic inequities. Students are asked to probe how the peoples of the world are connected and what they can do to make a difference.

Field work will, over time, connect to and integrate with the industry and environment of the nearby harbor. Teachers will create experiences tied to standard curriculums, and also seek to learn from and adapt the areas of study at local high schools and colleges that offer relevant coursework.¹⁵ ISCS will utilize the planning year to develop middle school-appropriate units and lessons, informed by leaders and staff at Mayship and other maritime industry professionals.¹⁶

Global Languages

The school will also offer all students the opportunity to learn another language, choosing Spanish or Arabic. ISCS taps the research that states the benefits of students learning more than one language. Research has found that students gain:

- Intellectual: Uninterrupted intellectual development requires that students not yet fluent in English continue to use their native language to learn as they acquire English. Knowing more than one language increases a person's ability to think.
- Educational: Students who continue to develop their native language while learning English tend to learn English better than students who learn English at the expense of their own language.

¹⁵ For example, SUNY Maritime in the Bronx and Kingsborough Community College in Brooklyn.

<https://www.sunymaritime.edu/about>; <https://www.kbcc.cuny.edu/academicdepartments/maritime/>

¹⁶ <https://www.maritimeinclusionpartners.com/>; <https://www.sname.org/careers-maritime-industry>;
<https://www.marineinsight.com/careers-2/50-marine-careers-essential-guide/>

- Personal: A student’s native language is critical to identity, and helps the child value his or her culture, bolstering a positive self-concept.
- Social: Family and community links, both locally and globally, are preserved and enhanced when a student retains his or her native language, contributing to more global perspectives.
- Economic: Knowing two or more languages translates into economic preparedness in today’s job market, especially in NYC.

Spanish

ISCS will invest in the **Somos curriculum**¹⁷ a comprehensive, proficiency-oriented curriculum for novice and intermediate learners of Spanish. It is used in over 100,000 classrooms and districts worldwide by 6-12 grade students.. With detailed, daily lesson plans and step-by-step instructions, the Somos curriculum is a pathway to learning about teaching for acquisition. Teachers will find everything that they need to lead class with a communicative approach and in alignment with ACTFL’s World-Readiness Standards for Learning Languages. The Somos Curriculum teaches language and culture simultaneously, allowing Spanish students the opportunity to develop cultural understanding at a depth rarely achieved in beginning language courses.

Arabic

Arabic is one of the United Nations’ six official languages and is spoken by 400 million people around the world. Arabic is considered by educators and policymakers to be a language of economic and cultural significance. Exposure to Arabic will enhance cognitive skills, and broaden students’ perspectives and cultural understanding.

Both native and non-native students are grouped in classes based upon their readiness level with the language. Placement in an Arabic level will be based upon a student’s prior educational experience with Arabic. The American School in Jordan¹⁸ offers 9 levels of Arabic language instruction. ICSC will use the first 3 levels as a general framework and identify aligned materials and resources.

- Arabic A introduces students to the basic structure of the Arabic language within cultural contexts. Students begin to read and write Arabic (simple texts), understand and speak Arabic through guided practice in dynamic, real-world situations, and discover connections through thematic units of greetings, family, school, clothing, and food. They will also explore the unique and interesting perspectives, practices, and products of the culture and develop language-learning strategies to maintain a lifelong interest in world languages and multiple cultures.
- Arabic B is a continuation of the Arabic A course and develops the use of Arabic effectively for purposes of practical communication. Emphasis is on developing oral and written skills. Students improve their oral expression by participating daily in class. Communicative activities are utilized to develop their comprehension skills.
- Arabic C is designed for students who have prior experience with middle school Arabic. Students will be trained in the four language skills of reading, writing, listening and speaking. Students will be able to communicate with their peers using the vocabulary, grammar, structures and verb forms learned in class in real life situations.

b. Assessment System

¹⁷ <https://comprehensibleclassroom.com/somos>

¹⁸ <https://www.acsamman.edu.jo/middle-school/curriculum/languages/ms-arabic-program>

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

- Describe each assessment’s purpose, design, format, and rationale for its selection;
- Describe key considerations in the selection or creation of any assessments not yet identified including as it relates to ascertaining the impact of student learning loss;
- 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 assessments and collecting and analyzing the results;
- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
- Explain how the following stakeholders will have access to and be able to use assessment results: teachers, school leaders, the education corporation’s board of trustees, and students and parents; and
- Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.

ISCS has developed the assessment calendar below, which will be integrated into the school’s parent and staff facing calendars. During the summer, the instructional leadership will establish clear testing windows, coordinate with the testing companies and ensure that the assessments will be implemented according to the specifications of the testing companies, to ensure reliability. Teachers will be trained in test administration prior to launching the assessments. The assessments have been selected because of their reputation and documented validity and reliability. Insofar as they are predictive of proficiency levels determined by the NYS testing program, the schools leadership will use these predictive results to inform programmatic and intervention strategies at the individual, class and grade level to address grade level expectations for each content area.

Assessment/ Subject	Grades	Design	Timing/ Format	Purpose/Rationale
NWEA MAP Assessment Math Reading	6-8	Diagnostic Formative	Sept/Oct Jan Mar May	Establish grade level proficiency at the beginning of the school year in Reading and Math <ul style="list-style-type: none"> • Determine Rtl tier placement and intervention • Identify students who below grade level to plan intervention strategies • Establish small groups of targeted instruction in learning gaps • Create growth goals to monitor progress throughout the school year
NYS English Language Arts	6-8	Summative	Each spring	Measure the extent to which the ELA Common Core Learning Standards are met Identify students who need intervention Document student progress over time
NYS Mathematics	6-8	Summative	Each spring	Measure the extent to which the Mathematics Common Core Learning Standards are met Identify students who need intervention Document student progress over time

SUNY CSI Application for Ibn Sina Civics and Sciences Charter School
R-06af Curriculum and Instruction

NYS Science	8	Summative	Each spring	Measure the extent to which NYS science standards are met (content knowledge and performance)
NYS Identification Test for English Language Learner [NYSITELL]	6-8	Diagnostic	September, or within 10 days of a student's enrollment	*If needed (as determined by Home Language Survey and staff) Determine the level of English proficiency and the level of formal English as a Second Language support needed
NYSESLAT	6-8	Summative	Each spring	*If needed (as determined by NYSITELL) Determine the level of English proficiency development, and the extent to which the level of formal English as a Second Language support needs to be continued, discontinued or adjusted.
NYS Alternate Assessment	6-8	Summative	March-June	*If needed (as determined by IEP) Measures the attainment of the State's learning standards in the areas of English language arts (ELA), mathematics, and science for all students with the most severe disabilities in Grades 3-8.
Commercial curriculum assessments	6-8	Diagnostic Benchmark Summative	Schedule determined by the length of each curricular unit, which varies for each grade.	Assess mastery of learning objectives across all content areas (e.g. Wit & Wisdom, Illustrative Mathematics, Amplify Science)
Teacher generated assessments	6-8	Formative Summative	Schedule determined by the length of each curricular unit, which varies for each grade, or determined by teachers to assess mastery of learning objectives at any given point within a unit of study.	Assess mastery of learning objectives across all content areas (e.g. tests, quizzes, rubrics, checklists, exit tickets, performance tasks)
AVANT STAMP 4E Spanish Arabic	6-8	Formative and Summative	Spring	Measures proficiency in reading, writing, listening and speaking in Spanish and Arabic
NYS Regents	8	Summative	Varies	Measures proficiency across content areas such as Spanish, Algebra, Earth Science, etc.

The assessment system is designed to provide sufficient information in student achievement so that:

- students and parents can be aware of student growth and achievement,
- teachers can chart student progress and make decisions on targeted instructions, student grouping, and interventions through out RtI,
- administrators can prioritize resources for allocation, make shifts in programming, budget or personnel,
- the board can monitor academic progress and make appropriate decisions to support meeting our academic and progress goals, and
- the school's progress and achievement can be contextualized among its peers in the borough, city and state.

Of chief importance is starting the school year, particularly in its first year, with sufficient data on students to plan instructional priorities, marshal supports for students who need them as quickly as possible and establish learning targets. Additionally important is for teachers to quickly get to know their students well for them to create a coherent plan of instruction for the school year. Given that student reading affects all content area learning, administering NWEA ELA as a baseline assessment at the beginning of the school year will help teachers assemble any support systems needed for students with learning gaps, special needs, language learning needs or are below grade level. Throughout the school year, and especially as a result of quarterly data days, questions may arise about student learning that might lead the school to add supplemental assessments either internally developed or commercially available through their curricular programs or assessment companies. These decisions will be driven by a clear question about student learning and how the assessment chosen will illuminate degrees of student learning in a given subject or skill area.

Collection and Use of Data/ Data Analysis

Teachers, with support from the instructional leadership team and guided by the data analyst and MSS, will collect and analyze data from all assessments. Data will be analyzed by learning criteria through item analysis on state exams, achievement toward growth goals, and instructional and grade level proficiency (NWEA MAP). The first data day/professional development session will be guided by these assessment results and set the expectation that instructional decisions will be based on student data in addition to teachers' observations. The goal of this first session will be for teacher to take a close look at the data picture for each student, where their reading, math, writing and science proficiency levels are, what learning gaps exist and what if any interventions are needed to ensure that children made adequate proficiency gains by the end of the year.

This data will also be used to anticipate state test scores, identify gaps in grade level skill or content knowledge and adjust curricular planning to support students scoring at or above proficiency. Students who are just below proficiency may require RtI tier one or two supports, students who are one or more grade levels below proficiency may require RtI tier three supports. This data will also be shared with parents and students as appropriate, so that students can begin to take responsibility for their learning by understanding what goals we have set for them and how ISCS will support them to achieve them.

Subsequent data day/professional development will focus on the most recent set of scores in addition to teacher observations, report card grades, attendance, discipline. Teachers will collaborate to create grade level plans for students who require additional monitoring and intervention. Teachers will also adjust their curricular plans based on the December assessment in order to prepare students for state testing in the Spring. Learning gaps, skill gaps, will be addressed both in content area classes as well as

during students intervention and enrichment periods. Data days in the spring will include examining student work to discuss the quality of assignments and whether they are rigorous enough to meet grade level standards.

Test administration and data analysis will be organized and overseen by the school's data analyst and the MSS. The data will be summarized and presented quarterly at board meetings to ensure the board's effective oversight of the school and in order to be transparent with the community. The school will conduct two parent teacher conferences each year and produce report cards four times each year. These will serve to inform parents of their children's progress toward goals in addition to grade level achievement.

c. Instructional Methods

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

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

ISCS is committed to delivering a strong academic program that integrates civic learning and academics through a rigorous curriculum, innovative teaching methods and individualized instruction to meet the needs of its diverse learners. We will develop and foster a culture of inclusion that promotes student engagement and high expectations for academic achievement. We expect to hire teachers who are committed to these values and who will be committed to making instructional decisions based on data, and who will engage the community as partners in education.

In our classrooms, students will work in a combination of instructional modalities, whole group, small group, individual. The curricula chosen for the school are aligned to the student centered, project based instruction we believe will best engage students, and promote learning opportunities that will efficiently address learning gaps, in addition to the needs of a diverse set of students. Teachers will begin the day with a morning meeting, check in with students, and prepare for the day ahead. Teachers will focus on the learning objectives of the day and follow the practice of "I do, we do, you do" as a form for gradual release of responsibility for learning. Given that some of the work will be in the form of group and individual projects, students will receive targeted direct instruction in necessary skills and knowledge before embarking on inquiry based projects to master their content or skills. Teachers will be trained in both an instructional delivery method, such as the workshop model as well as classroom management strategies such as Responsive Classroom for Middle School. In that way, students across the grades and in each classroom will become accustomed to the same behavioral and academic expectations regardless of grade or teacher. Support for lesson planning and curriculum choices will be provided by the instructional leadership team.

Our special education teachers will ensure that our students receive their mandated services according to their IEPs. To the degree possible we will seek to establish an ICT classroom on each grade to allow for the least restrictive environment for our students as well as to destigmatize special education. The special education teachers will work closely with content area teachers to support

students with scaffolded lessons and differentiated instruction according to their needs. Our ELL teacher will begin the year by pushing into classrooms in a Sheltered Immersion approach and support English language learning by providing differentiated instructional support, vocabulary and reading and writing support as appropriate. The instructional leadership, in collaboration with the special education and ELL teachers will design an appropriate support system that will adhere to all regulations while prioritizing push in services so that students experience the entirety of the school's instructional program and minimizing the amount of time they are separated by their peers.

What sets ISCS apart from other schools is its commitment to hands-on learning and its relationship to the maritime community which surrounds the school's target location. Students will be exposed to the industrial and maritime world in their backyards, so that they can begin to explore what professions and livelihoods they might pursue. Through its founding board, the school will have a relationship with the May Ship building and repair, which will bring scientific concepts into the classroom in addition to creating opportunities outside the classrooms to explore innovative wind and solar energy sources, technology, construction, robotics, and marine and electrical engineering. These endeavors will be paired with social justice issues, like environmental justice, which examines where industrial pollution overwhelmingly affects disadvantaged neighborhoods and populations.

According to the research described in "The Environmental Commons in Urban Communities" by Flanagan, Gallay, Pykett and Smallwood,¹⁹ there are many benefits to students learning about the environmental justice issues in their community. This research demonstrates that when students experience the natural world within their community, they increase their awareness of the diversity of nature, the interdependence of systems, and the impact that humans have on their environment. They also begin to connect to the environment personally, and learn to understand group dynamics while working on a team.

In "The Impact of Hands-on Environmental Science Lessons on Middle School Students Learning,"²⁰ researchers noted that "middle school students who participated in an environmental education program demonstrated increased problem-solving skills and creativity." The study found that students who engaged in hands-on inquiry-based learning were more likely to develop problem-solving skills. In addition, over 2/3 (68%) of seventh grade students who participated in the study reported that they thoroughly enjoyed hands-on science learning. Noted in this research was a study conducted by Bae, Lee and Choi in 2020, that found that hands-on study increased students' environmental knowledge and understanding.

d. Course or Subject Overview

Provide course descriptions for **every subject and grade level** the school will serve **within the initial five years of operation**, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules and specials (e.g., physical education, art, etc.). This should include, at a minimum:

- A general description of the specific content and skills that would be addressed in the course, if known;
- The curricular programs (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in

¹⁹ <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2019.00226/full>

²⁰ [https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=2581&context=caps_thes_all#:~:text=\(2018\)%2C%20middle%20school%20students,to%20develop%20problem%2Dsolving%20skills.](https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=2581&context=caps_thes_all#:~:text=(2018)%2C%20middle%20school%20students,to%20develop%20problem%2Dsolving%20skills.)

each course;

- Essential course-specific assessments (e.g., the state's 3rd – 8th grade assessments/Regents exams, end-of-course portfolios or performances, etc.); and,
- If serving students in grades 9-12, provide an outline of course sequences and credits awarded for course completion that would lead to graduation.

The following are topics within the curricula that we have chosen that we plan to cover. During the summer, the instructional leadership will work with content area teachers to plan for the integration and articulation between the primary and secondary curriculum.

ELA:

Wit and Wisdom: ISCS will be using the Wit and Wisdom curriculum as its primary curriculum.

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

Imagine Learning EL: This curriculum is organized thematically using the following themes:

- Grade 6: Greek Mythology, Critical Problem and Design Solutions, American Indian Boarding Schools and Remarkable Accomplishments in Space Science.

- Grade 7: The Lost Children of Sudan, Epidemics, The Harlem Renaissance and Plastic Pollution
- Grade 8: Folklore of Latin America, Food Choices, Voices of the Holocaust and Lessons from Japanese American Internment

Math

Imagine Learning Illustrative Math: This curriculum covers the following content areas as follows:

- Grade 6: Area and Surface Area, Introducing Ratios, Unit Rates and Percentages, Dividing Fractions, Arithmetic in Base Ten, Expressions and Equations, Rational Numbers, Data Sets and Distributions and Putting it All Together.
- Grade 7: Scale Drawings, Introduction to Proportional Relationships, Measuring Circles, Proportional Relationships and Percentages, Rational Number Arithmetic, Expressions, Equations and Inequalities, Angles, Triangles and Prisms, Probability and Sampling and Putting it All Together.
- Grade 8: Area and Surface Area, Introducing Ratios, Unit Rates and Percentages, Dividing Fractions, Arithmetic in Base Ten, Expressions and Equations, Rational Numbers, Data Sets and Distributions, and Putting it All Together.

EnVision Common Core Math: This supplemental curriculum covers that following topics:

- Grade 6: Use Positive Rational Numbers, Integers and Rational Numbers, Numeric and Algebraic Expressions. Represent and Solve Equations and Inequalities, Understand Ratio and Rate, Understand and Use Percent, Solve Area, Surface Area and Volume Problems, Display, Describe and Summarize Data.
- Grade 7: Rational Number Operations, Analyze and Use Proportional Relationships, Analyze and Solve Percent Problems, Generate Equivalent Expressions, Solve Problems Using Equations and Inequalities, Use Sampling to Draw Inferences about Populations, Probability, Solve Problems Involving Geometry
- Grade 8 : Real Numbers, Analyze and Solve Linear Equations, Use Functions to Model Relationships, Investigate Bivariate Data, Analyze and Solve Systems of Linear Equations, Congruence and Similarity, Understand and Apply the Pythagorean Theorem, Solve Problems Involving Surface Area Volume.

Science

Amplify Science: This curriculum is organized around the following topics, per grade level:

- Grade 6: Microbiome, Metabolism, Traits and Reproduction, Thermal Energy, Ocean, Atmosphere and Climate, Weather Patterns, Earth's Changing Climate.
- Grade 7: Geology on Mars, Plate Motion, Rock Formations, Phase Change, Chemical Reactions, Populations and Resources, Matter and Energy in Ecosystems.
- Grade 8: Harnessing Human Energy, Force and Motion, Magnetic Fields, Light Waves, Earth Moon and Sun, Natural Selection, Evolutionary History.

Foss: These thematic units cover the following topics and sciences:

- Grade 6 : Weather and Water, Diversity of Life, Human Systems Interactions. Content covers Physical, Earth and Life Science as well as Engineering.
- Grade 7: Chemical Interactions, Earth History, Populations and Ecosystems. Content Covers Physical, Earth and Life Sciences and Engineering
- Grade 8: Heredity and Adaptation, Electromagnetic Force, Gravity and Kinetic Energy, Waves, Planetary Science. Sciences covered: Physical, Earth, Life and Engineering.

Each course will be assessed through teacher-created end of unit assessments, which will be guided by the assessments supplied through the curricular platforms chosen. In addition we will use the NYS Exams for Math, ELA and Science to guide our planning for the following year. Students will be encouraged to take appropriate High School Regents exams, in 7th and 8th grade, determined by teacher recommendation and student and family agreement.

Social Studies:

The TCI Curriculum topics will be covered as follows:

- Grade 6: Mesopotamia, Egypt, China, India, Greece, Rome and Economics
- Grade 7: Greek and Roman Empires, Feudalism, African Empires and Renaissance and Reformation
- Grade 8: Early European Exploration and Colonization, Independence, American Revolution and US constitution, Expansion, and Civil War and Reconstruction.

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including specific descriptions of the academic and nonacademic criteria the school will consider in making promotion decisions, including early promotion. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school will offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each in accordance with [NYSED guidance](#);
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,
- Include a description of any additional specific graduation requirements and the rationale for their selection.

Promotion Policy

We believe in the limitless potential of all of our students, and believe that all learners can achieve at high levels when given the support they need to succeed. We have a clear picture of our academic and behavioral expectations, and will hold all of our students accountable. We believe that the data-driven small group and individual instruction offered throughout the year through our RtI program, will ensure that the vast majority of ISCS students meet our expectations and are promoted to the next grade. We do, however, also recognize that our students will be coming to us with varying levels of academic preparation. In light of this, we understand that there may be students who would benefit from being retained in grade. These decisions will be made after an intensive overview of academic performance, attendance, and overall participation in our academic program. All efforts will be made to avoid retention including multiple conferences with the family, teachers, student, and school leadership. These decisions will not be made lightly, but will always reflect what is in the best interest of the student. All final retention decisions will be made by the Head of School. More specifics on the considered components are included below.

Academics

ISCS is committed to being an academic institution focused on preparing all students for success in rigorous high schools and four-year colleges and universities. We will use end of year grades and scores from end-of-course assessments in determining promotion and retention. Proactive efforts will be made throughout the year if it appears a student is in danger of retention. After each round of NWEA MAP and

interim assessments, teachers and school leadership will discuss students who are not meeting various benchmarks. This information will then be communicated to families and an action plan will be put in place. Students who have received below a 70% for a final grade in a course will be required to enroll in summer school. Students cannot enroll in summer school for more than two courses. A comprehensive assessment will be given at the conclusion of summer school, and, if a student receives a passing grade, he/she will earn promotion to the next grade. ISCS reserves the right to amend criteria based on the accommodations outlined in a student's IEP.

Attendance

We hold an attendance expectation of 95% for the year. This means that a student cannot have more than 8 unexcused absences during the year. While a student will not be retained based solely on attendance, it will be a factor considered in our decision-making. Just as we proactively intervene about academics, we will also be proactive about attendance. If a student has more than two unexcused absences in a quarter, a family conference will be held with a member of the leadership team.

f. Programmatic Audits

Describe a plan for annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- Purpose and objectives;
- Areas to be audited;
- Schedule of events;
- Responsible persons, who may include outside consultants;
- Description of the written end product; and,
- How and to whom such written end product will be disseminated.

Each summer, after their initial creation, the instructional leadership of the school will revisit and refine the pacing calendar for each subject. These guiding documents will outline the units to be taught, what supplemental materials will be added to the core curriculum, and how and when teachers will measure student learning. They will be reviewed against assessment results each quarter, to make sure that students are mastering the appropriate material, in a timely and efficient manner. During pre-opening professional development, the Instructional Leader will conduct sessions in unpacking each curriculum so that teachers understand the resources that they have in addition to how to best adapt the materials for their classrooms. The assessment calendar will be reviewed as well to keep classroom pacing aligned. Instructional leadership will monitor how well teachers are utilizing the materials and making decisions about small groupings for targeted instruction as well as how students who receive special education services and ELLs are mastering the material. During grade level and content area team meetings, the instruction leaders will facilitate discussions among teachers, based on assessment results, to decide on students in need of intervention via the RtI model.

At the end of the school year, the instructional leaders will conduct an audit of the school's curriculum to ensure that these curricular choices are meeting the needs of students. NWEA assessments and NYS Exams in these core subjects will provide a picture of the gaps in student learning, which can then be compared to the units of study and pacing calendar in order to plan for the coming year. State exam results will be compared to neighboring schools, the borough, city and state to ensure that ISCS is meeting its accountability targets and outperforming the district. As data informs planning, there may

be a readjustment of the balance between the primary and secondary curricula or the analysis may result in looking at additional curricula to replace or supplement existing platforms.

Annual Report

We will also systematically evaluate our progress through a formal, comprehensive programmatic audit. The review will include analysis and study of our academic, stakeholder engagement, and financial metrics. In compliance with New York State Education Law § 2851(2)(f), we will capture the findings of our annual audit via an Annual Report that will be made available on our school's website and submitted for review to the SUNY Charter School Institute and New York State Department of Education. This report will include:

- Academic health of the organization, including student assessment results and student growth measures
- Enrollment, retention and attendance data
- Parent, teacher and student satisfaction survey data
- Financial health of our organization, based on revenues, expenses, and enrollment
- The overall health of the organization and strategic planning based on key issues raised by our annual survey, including highlighted accomplishments and areas for growth of the previous year

g. Draft Accountability Plan

Complete the [Accountability Plan Template](#) available on the Institute’s website. The web page includes additional details to assist the applicant in drafting the required SUNY Accountability Plan. This response should serve as a draft based on the applicant’s understanding of the Institute’s accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school’s first year of operation to finalize the plan.

NOTE: Much of the Institute’s Accountability Plan template centers on the results of annual state exams. The Institute encourages applicants to consider additional means of accountability and be prepared to discuss them if invited to participate in an interview.

What to Submit:

- Attach a draft accountability plan as a Microsoft Word® file named: **R-06g - Accountability Plan.**

Ibn Sina Civics and Sciences Charter School

Accountability Plan

for the Accountability Period 2025-2010

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal 1: All students at Ibn Sina Civics and Sciences Charter School will become proficient readers and will make strong yearly progress towards mastery of English language reading skills.

Absolute Measures

Goal 1a: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state’s English language arts exam for grades 6-8.

Goal 1b: Each year, the school’s aggregate Performance Index¹ (“PI”) on the state English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Comparative Measures

Goal 1c: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.

¹ The method for calculating a school’s Performance Index is detailed in the state’s Revised State Template for the Consolidated State Plan, p 47. The state’s Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here:
www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

Goal 1d: Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

Growth Measure

Goal 1e: Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 7th – 8th grades will be above the target of 50.

GOAL II: MATHEMATICS

Goal 2: All students at Ibn Sina Civics and Sciences Charter School will become proficient mathematicians and will make strong yearly progress towards mastery of mathematical skills.

Absolute Measures

Goal 2a: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.

Goal 2b: Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

Comparative Measures

Goal 2c: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.

Goal 2d: Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

Growth Measure

Goal 2e: Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 7th – 8th grades will be above the target of 50.

GOAL III: SCIENCE

Goal 3: All students at Ibn Sina Civics and Sciences Charter School will become proficient in science and will make strong yearly progress towards mastery of scientific skills.

Absolute Measures

Goal 3a: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State science exam.

Comparative Measures

Goal 3b: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: ESSA

Goal 3: The school will remain in good standing according to the state's ESSA accountability system.

Goal 3a: Absolute Measure: Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

OPTIONAL GOALS

FAMILY SATISFACTION

Goal 5: Ibn Sina Civics and Sciences Charter School will maintain strong parent/guardian interest.

Goal 5a: Absolute Measure: Each year, parents will express satisfaction with the school program, based on the school's Parent/Guardian Survey in which at least two-thirds of *all* parents/guardians provide a positive response to each of the survey items.

STUDENT SATISFACTION

Goal 6: Ibn Sina Civics and Sciences Charter School will maintain strong student enrollment, interest and engagement.

Goal 6a: Absolute Measure: Each year, the school will have a daily student attendance rate of 95 percent.

LEGAL COMPLIANCE

Goal 7: Ibn Sina Civics and Sciences Charter School will be in legal compliance.

Goal 7a: Absolute Measure: Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

Goal 7b: Absolute Measure: Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Goal 7c: Absolute Measure: Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

FISCAL SOUNDNESS

Goal 8: Ibn Sina Civics and Sciences Charter School will make sound decisions and effective, responsible use of financial resources to maximize student learning.

Goal 8a: Absolute Measure: Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

Goal 8b: Absolute Measure: Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

Goal 8c: Absolute Measure: Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

7. Calendar and Schedules

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates the following, and which demonstrates compliance with New York State requirements for minimum instructional hours, which all schools must provide:

- Total number of **days** of instruction for the school year including whole and half days;
- Total number of **hours** of instruction for the school year including and not including additional instructional time outside school hours such as tutoring;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the first year calendar or where further explanation is necessary.

What to Submit:

Submit the response to Request 7 as a Microsoft Word® file named: **R-07ac - Calendar and Schedules.**

The ISCS calendar will generally follow the NYCDOE school calendar with regards to holidays and vacations. The calendar offered below is proposed and subject to minor changes.

Teachers start three weeks before students arrive in order to participate in summer institute for planning and professional development. 6th grade teachers orient new students during the final week of those three weeks.

The school year will be organized into quarters. These are indicated in bold in the calendar. For 2025-26, the last day of each quarter is November 6, January 29, April 21 and June 26.

First day of school: September 2, 2025

Last day of school: June 26, 2026

Total instructional days: 184

Total PD days: 4 full days

Total family conference days: 2-4

Total days of supplementary programming: 12 Saturday Academy days

Proposed 2025-26 School Calendar

Events and Holidays	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		July						January (19)						
August:			1	2	3	4	5					1	2	3
11-22 Staff Summer Institute	6	7	8	9	10	11	12	4	5	6	7	8	9	10
25-29 6th/New Student Orientation	13	14	15	16	17	18	19	11	12	13	14	15	16	17
September:	20	21	22	23	24	25	26	18	19	20	21	22	23	24
1 Labor Day	27	28	29	30	31			25	26	27	28	29	30	31
2 School Year Begins	August						February (15)							
23: Rosh Hashanah						1	2	1	2	3	4	5	6	7
October:	3	4	5	6	7	8	9	8	9	10	11	12	13	14
2 Yom Kippur	10	11	12	13	14	15	16	15	16	17	18	19	20	21
13 Indigenous Peoples Day	17	18	19	20	21	22	23	22	23	24	25	26	27	28
31 Staff PD/Data Day	24	25	26	27	28	29	30							
November:	31													
6 End of Q1	September (21)						March (22)							
11 Veteran's Day		1	2	3	4	5	6	1	2	3	4	5	6	7
24-25 PTC	7	8	9	10	11	12	13	8	9	10	11	12	13	14
27-28 Thanksgiving	14	15	16	17	18	19	20	15	16	17	18	19	20	21
December:	21	22	23	24	25	26	27	22	23	24	25	26	27	28
22-31 Winter Break	28	29	30					29	30	31				
January:														
1-2 Winter Break	October (21)						April (15)							
10,17,24,31 Saturday Academy				1	2	3	4				1	2	3	4
19 MLK Jr. Day	5	6	7	8	9	10	11	5	6	7	8	9	10	11
29 End of Q2	12	13	14	15	16	17	18	12	13	14	15	16	17	18
30 Staff PD/Data Day	19	20	21	22	23	24	25	19	20	21	22	23	24	25
February:	26	27	28	29	30	31		26	27	28	29	30		
7,14,28 Saturday Academy														
16 President's Day	November (17)						May (20)							
17-20 Mid Winter Recess							1						1	2
March:	2	3	4	5	6	7	8	3	4	5	6	7	8	9
6 Staff PD/Data Day	9	10	11	12	13	14	15	10	11	12	13	14	15	16
7,14,28 Saturday Academy	16	17	18	19	20	21	22	17	18	19	20	21	22	23
20 Eid al-Fitr	23	24	25	26	27	28	29	24	25	26	27	28	29	30
23-24 PTC	30							31						
April:	December (15)						June (19)							
2-10 Spring Break														
21 End of Q3		1	2	3	4	5	6		1	2	3	4	5	6
18,25 Saturday Academy	7	8	9	10	11	12	13	7	8	9	10	11	12	13
May:	14	15	16	17	18	19	20	14	15	16	17	18	19	20
1 Staff PD/Data Day	21	22	23	24	25	26	27	21	22	23	24	25	26	27
25 Memorial Day	28	29	30	31				28	29	30				
June:														
15 Juneteenth														
26 School Year Ends														
26 End of Q4	*Number of days of instruction may differ depending on factors such as snow days.													

b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, high) provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

School start time: 8:30 am

School end time: 3:30pm (2:00 pm on 2 Wednesdays per month)

Total hours of core academic instruction per day:

7 hours per day.

5.5 hours per day on early release Wednesdays (twice per month)

6th Grade Sample Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:30	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast	Arrival/Breakfast
8:30-9:00	Amana Advisory	Amana Advisory	Amana Advisory	Amana Advisory	Community Circle
9:00-10:15	ELA/Humanities	ELA/Humanities	ELA/Humanities	ELA/Humanities	ELA/Humanities
10:15-11:30	Math	Math	Math	Math	Math
11:30-12:00	Leveled RTI/ Advanced ELA	Leveled RTI/ Advanced Math	Leveled RTI/ Advanced ELA	Leveled RTI/ Advanced Math	Leveled RTI/ Advanced ELA
12:00-12:30	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:30-1:15	Art	Spanish/Arabic	Music	Spanish/Arabic	Art
1:15-2:00	Social Studies	Science	Civics & Communities	Science	Social Studies
2:00-2:45	STEM Academic Enrichment	Physical Education	Tech	Science Lab	STEM Academic Enrichment
2:45-3:20		Health	SEL/Health		
3:20-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Sample 6th Grade, Instructional Minutes

Academic Focus	Total Per Week
Advisory	120
Humanities	375
Rtl ELA	90
Mathematics	375
Rtl Math	60
Social Studies/Civics	135
Science/Science Lab	305
Language (Spanish or Arabic)	90
Music, Art, PE, SEL, Health, Tech	295
STEM Academic Enrichment	160
Totals	2005 min/wk

c. Sample Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers’ workday; and,
- Time devoted to core teaching assignments, planning, and other activities.

Work start time: Monday-Friday 8:00 (8:10 student arrival, 8:30 am academics)

Work end time: Monday-Friday 4:00 (3:30 student dismissal, 3:20 academics)

6th Grade Sample Humanities Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Arrival/PREP	Arrival/PREP	Arrival/PREP	Arrival/PREP	Arrival/PREP
8:30-9:00	Amana Advisory	Amana Advisory	Amana Advisory	Amana Advisory	Community Circle
9:00-10:15	Humanities, Section 1	Humanities, Section 1	Humanities, Section 1	Humanities, Section 1	Humanities, Section 1
10:15-11:30	Humanities, Section 2	Humanities, Section 2	Humanities, Section 2	Humanities, Section 2	Humanities, Section 2
11:30-12:00	Leveled RTI/Advanced ELA	PREP	Leveled RTI/Advanced ELA	PREP	Leveled RTI/Advanced ELA
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:45	Humanities, Section 3	Humanities, Section 3	Humanities, Section 3	Humanities, Section 3	Humanities, Section 3
1:45-3:00	Humanities, Section 4	Humanities, Section 4	Humanities, Section 4	Humanities, Section 4	Humanities, Section 4
3:00-3:20	PREP	Team PREP	PREP	Instructional coaching	PREP
3:20-3:30	Dismissal		Dismissal	Dismissal	Dismissal
3:30-4:00	Staff Prep		Staff Prep/PD	Staff Prep	Staff Prep

8. Specific Populations

Responses to Request 8 should reference and address the needs of the school's target population and demonstrate a detailed understanding of the population of students to be served, as well as the fit between the proposed school design and the specific at-risk students the school seeks to serve. Responses should demonstrate an understanding of legal requirements and also articulate a clear theory of action as to how the school will meet the needs of at-risk students in a way that reflects the proposed school design, curricula, and personnel.

What to Submit:

Submit the response to Request 8(a-d) as a Microsoft Word® file named: **R-08ad - Specific Populations.**

a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;
- The strategies, programs, specific curricula, 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.

ISCS will create an inclusive environment. The heart of inclusion is ensuring that "all children learn together in the same schools and the same classrooms, with the services and support necessary so they can be successful" (Kochbar, p. 8). ISCS will achieve this by ensuring that all students participate in all aspects of school life together.

ISCS pledges to meet the diverse academic, social, physical and emotional needs of all students. We will achieve this through rigorous core educational programs and by providing targeted interventions. Teachers will receive professional development on creating a variety of accommodations to support students at-risk, and on differentiating instruction in order to ensure multiple entry points and enrich learning for all. Leaders and consultants will provide professional development during the summer institute, and they, along with on-site intervention teachers, will embed opportunities throughout the school year as well.

RtI is a school-wide prevention framework, designed to shore up the skills and content knowledge of students at risk, and help them avoid learning struggles in the future. This approach is reflective of the ISCS's core belief that every student can achieve grade level learning standards. Alternatively, the more traditional deficit model functions as a pre-referral strategy for students who have not responded to instruction, and who are likely to be referred for special education support. Our goal is to focus on moving students "up" the tiers towards not needing additional intervention, versus shifting them "down" into more intense tiers over time. Embracing this vision for the RtI framework represents the collective growth mindset we will value.

A meta-analysis of RtI research found that there were both systemic effects at schools, such as

reductions in special education referrals, and positive effects on student outcomes¹ This meta-analysis, as well evidence from additional research² suggests that RtI is an effective practice.

Experts recommend that screening tools should be evidence-based, reliable and valid and that the core curriculums utilized with all students are high quality and standards-aligned. For students who are categorized in Tier II, researchers have determined that using explicit and systematic instruction in small groups of no more than 5 students is the most effective approach.^{3 4} Focusing on foundational reading and underlying skills and structures for both math and reading, versus simply providing extra reading time or general skill practice, is key for both Tier II and III. Finally, Burns and colleagues⁵ indicated that Tier III interventions should be “(a) highly targeted, (b) provide an appropriate level of challenge for the individual student, (c) explicitly teach a specific skill, (d) allow many opportunities to respond, and (e) provide immediate corrective feedback for an individual student.”

Staffing

- A Manager of Student Supports (MSS) will serve as the primary liaison to district CSE, coordinates special education child find, IEP development and review processes, supervises special education and ELL teachers and provides professional development.
- Special education-trained teachers provide ICT, SETSS and targeted academic intervention for those students with identified learning disabilities and who are designated as at-risk. ISCS aims to develop the most inclusive approach, and has staffed accordingly to ensure at least one special education teacher on each grade level. The principal, in collaboration with the MSS, may determine, based on student need and IEP recommendations, to focus special education teachers on specific content areas (e.g. humanities/social studies and math/science) in order to provide more intense, seamless learning supports.
- Counseling is provided by a guidance counselor/social worker for students who are mandated for counseling or deemed to be at-risk for socio-emotional needs.
- A speech therapist supports students mandated for these services and conducts informal assessments of students who may be suspected of requiring speech therapy.
- The MSS will arrange for students to receive occupational and physical therapy services, either on site or in close proximity to the school, based on what is available and convenient for families.

Academic Response to Intervention

A three-tier RtI (Response to Intervention) pyramid model is used as a framework to determine the intervention services needed to support all struggling students, students with disabilities and English

¹ Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment, 23*, 381–394.

² Marston, D., Muyskens, P., Lau, M., & Canter, A. (2003). Problem-solving model for decision making with high-incidence disabilities: The Minneapolis experience. *Learning Disabilities Research & Practice, 18*(3), 187–200. McNamara, K., & Hollinger, C. (2003). Intervention-based assessment: Evaluation rates and eligibility findings. *Exceptional Children, 69*, 181–194. VanDerHeyden, A. M., Witt, J. C., & Gilbertson, D. A. (2007). Multi-year evaluation of the effects of a response to intervention (RTI) model on identification of children for special education. *Journal of School Psychology, 45*, 225–256.

³ Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., et al. (2009a). *Assisting students struggling with reading: Response to intervention and multi-tier intervention in primary grades*. Washington, DC: U.S. Department of Education Institute of Educational Sciences.

⁴ Elbaum, B., Vaughn, S., Hughes, M., & Moody, S. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Reading Research Quarterly, 92*, 605–619.

⁵ Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). *Best practices in delivery intensive academic interventions*. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

Language Learners. Within this model the entire student body is provided with a foundationally-strong curriculum, effective instruction and positive behavioral supports.

Tier 1: Universal: Majority of the student population.

This tier is the core program that is offered to all students, with modified and differentiated instruction provided to address student variability.

Students who are demonstrating any difficulties mastering the skills, concepts and strategies taught will receive additional support within the classroom. These efforts may include:

- Pre-teaching or re-teaching on an individual or small group basis, during independent work time
- Modifying student lesson materials or the providing supplementary supports (e.g. math manipulatives, personal word walls)
- Conferring
- Scaffolding
- Changing the physical environment (e.g., seat near teacher, seat near peer, seat near whiteboard, reducing visual barriers and distractions, establishing boundaries or travel patterns with tape, etc.)
- Changing the instructional group
- Partnering with parents/guardians to suggest techniques for working with the child at home, or to discuss health concerns (e.g., hearing, vision, medical)
- Using alternative curriculum materials and/ or teaching methods
- Using curriculum adaptations (e.g., rephrase or rewrite directions)
- Presenting questions to ensure understanding
- Presenting concepts in small segments of time;
- Use of integrated sensory approaches to address different learning styles, etc.
- Providing opportunities for peer/cross age tutoring
- Implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.)
- Targeted use of related technology programs
- Stations, centers and kits
- Differentiated lessons (group, pair or independent instruction, assignments, scaffolds)
- Differentiated homework
- Small group work, focused on specific skills or standards

Tier 2: Supplemental and Targeted: Small portion of the student population.

This tier includes more intensive and targeted interventions. Students are identified based on low level performance on standardized tests (NYS, MAP), low reading level, based on internal assessments, and/or teacher recommendation. These interventions supplement the general education curriculum, and may be designed as small group instruction, targeted tutoring, after school tutoring, Title I Reading, and/or Saturday Academy. The duration of these interventions is usually short term, depending on the results as evidenced by the assessment data. Students can be grouped for an intervention as long as the deficit area for all in the group is similar, and the intervention is appropriately targeted. Students who progress well at this level may return to Tier 1 while those who do not demonstrate sufficient progress may be recommended for a new intervention. If a more intensive intervention is needed, they may be referred to Tier III. Examples of supplemental supports for students who are categorized within Tier II are listed below:

- Small group, targeted skill instruction, at least twice a week, facilitated by content, special education, and ELL teachers who are strategically assigned to students.
- After-school small group instruction, provided by teachers.
- Saturday Academy (4 hours, January - June), focused on remediation (and test preparation).

Tier 3: Intensive: Smallest portion of the student population.

This tier is for that very small percentage of students for whom intensive, and often personalized, interventions are needed. Students categorized in Tier III tend to be more likely to be formally identified as having a disability, and/or have academic challenges that have not been responsive to Tier I and Tier II intervention efforts. Examples of intensive supports for students who are categorized within Tier III are listed below:

- Individual, targeted skill instruction, provided by certified special education teachers
- Individual, targeted services such as counseling, speech, occupational or physical therapy

Examples of Curriculum Resources Utilized at each Tier

Tier	Literacy (Wit and Wisdom)	Mathematics (Illustrative Mathematics)
Tier I Universal	The core program, with classroom modifications and differentiations	
Tier II Supple- mentary	Additional targeted instruction for students. Additional materials used are including but not limited to Journeys Write-in Reader (an engaging reading selection that connects to the main topic; an interactive worktext that reinforces the week’s vocabulary and comprehension; opportunity for student interaction), to build foundational skills for reading more complex texts, and an online audio version and follow-up text.	Additional targeted instruction for students. In Illustrative Math, every lesson offers materials with focused hands-on activities, print support, and a comprehensive online intervention solution. Teachers select instructional strategies and resources to specifically align with a student's level of understanding and preferred learning style.
Tier III Intensive	Additional interactive lessons specifically focused on building skills in phonics, vocabulary, comprehension, and fluency.	Additional activities and materials to scaffold and reinforce the skills that are needed to sustain each student’s continued learning.

Progress Monitoring

ISCS will closely track struggling students over time to monitor their learning and progress. The school’s data platform (e.g., PowerSchool) will allow for tracking the efficacy of interventions over time. This data is analyzed at teacher coaching sessions, grade level meetings, and instructional leadership team meetings to ensure that all students are making progress. If growth is slow or non-existent, interventions will be further modified to better meet the needs of the students. On a yearly basis, the data analyst, with other members of the instructional leadership team, will conduct an analysis of all intervention programs used in the school to determine which interventions programs were most effective and should be continued in the following year.

Weekly disaggregated assessment data allows for immediate interventions of students in need by identifying skills not mastered. Teachers as well as intervention specialists respond quickly and with laser focus. The Benchmark Assessments trigger intervention programs such as Saturday Academy; After School tutoring; small groups; and targeted tutoring.

Title I Services

Students who have been retained or are reading below grade level receive Title I Reading services at least twice a week. A strong focus on phonics, decoding strategies, and comprehension skills is taken. Wilson Foundations, Orton-Gillingham, and core literacy curriculum materials are used.

Students are assessed at each quarter to determine if they need to continue receiving this intervention. Kindergarteners are added after the first trimester assessments. When students meet proficiency [reading at grade level], they are no longer pulled out for this intervention.

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. The Institute strongly recommends that applicants refer to [NYSED's Guidance on Charter Schools and Special Education](#) in developing responses. This response must include:

- A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;
- Discussion of the relationship between the school and the district Committee on Special Education (CSE);
- The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;
- The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;
- The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act);
- Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;
- The process for coordination between general education teachers and special education teachers and service providers;
- The process that will be used to monitor the achievement and progress of students with disabilities in the general context of the program in addition to the goals and objectives provided in the student's IEP;
- Specific professional development provided to the instructional staff for identifying, supporting, and evaluating the progress of special education students including the

implementation of RTI and behavioral intervention plans (“BIPs”) in the classroom; and,

- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

Ibn Sina Civics and Sciences Charter School agrees to abide by all the special education assurances found in Appendix B of the 2024 SUNY RFP. The school will hire a Manager of Student Supports (MSS) who will coordinate, monitor and oversee the services provided to all students with an IEP. The MSS is the liaison with the CSE, and guides families, students and staff through the process of informal interventions through referral, identification, decision-making and delivery of services. The individual in this critical role communicates frequently with parents/guardians, coordinates with leaders and teachers on a daily basis and facilitates the Rtl process.

If students with disabilities qualify for Tier II or Tier III Rtl academic intervention, they will receive this support in addition to any and all mandated services as indicated on their Individual Educational Plan (IEP), such as SETSS, ICT, counseling, speech, occupational therapy, physical therapy, and testing accommodations.

Students with disabilities are held to the same standards as general education students. However, based on evaluations made by CSE, a recommendation can be made that students meet a modified promotional criterion, which will be indicated on the IEP.

Students to be evaluated for special education services go through a process described below:

1. Step 1: Student Identified
 - a. Student identified for referral by any of the following individuals:
 - i. Parent/guardian
 - ii. Any teacher
 - iii. Assistant principal
 - iv. Principal
 - v. Guidance counselor/Social worker
 - vi. Manager of Student Supports (MSS)
 - b. Referral form completed and submitted to MSS: Student identified through test scores, class work, psychosocial or behavioral functioning, and Rtl intervention strategies.
2. Step 2: Rtl committee meeting
 - a. Staff in attendance include those most familiar with the student (e.g. classroom and specialist teachers, leaders, social worker/counselor, dean, etc.)
3. Step 3: Rtl Recommendations
 - a. Referral for CSE (Committee on Special Education) or private evaluation
 - b. Strategies to be implemented in-house
 - c. Committee member is assigned to monitor the student.
4. Step 4: Rtl Revisit Student
 - a. Strategies Ineffective:
 - i. Identify additional strategies
 - ii. Referral for CSE (Committee on Special Education) or private evaluation
 - b. Strategies Effective: One committee member continues to monitor the student.
5. Step 5: Committee on Special Education Meeting
 - a. CSE initial referral, complete by teacher, with principal’s signature, is presented.
 - b. Attendance at meeting:

- i. Parent/guardian
 - ii. Manager of Student Supports
 - iii. Student's teacher
 - iv. Special education teacher
 - v. Assistant principal or principal as needed
- c. Individualized Education Plan [IEP] drafted
 - d. Parents sign-off/reject IEP

For students with disabilities who receive ICT or SETSS, a supplementary or substitute reading program, Wilson Foundations program and the Orton-Gillingham approach may be used if deemed appropriate.

Bi-weekly meetings will be held between the classroom teacher and the special education teacher to review the progress of each student and plan appropriate next steps for student growth. The MSS will ensure that these meetings take place.

c. English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- The process for identifying students whose first language is not English consistent with [New York State required procedures](#) 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 associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);
- The research and evidence that supports the appropriateness of this approach;
- The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;
- The process that will be used to monitor the achievement and progress of ELLs including exit criteria;
- How the school will make all necessary materials available to parents of ELLs in a language that they can understand;
- How the school will make after-school and other extra-curricular programming accessible to ELLs; and,
- The process that will be used to evaluate the efficacy of the program and instructors and ensure that the needs of ELL students are being met.

An English Language Learner (ELL) is a student that speaks a language other than English at home and scores below a state-designated level of proficiency in English upon entering ISCS. While New York City refers to these students as ELLs, NYS refers to them as Limited English Proficient.

Intake

When parents/guardians first enroll their child at ISCS, they will complete the Home Language Identification Survey [HLIS] as part of the registration process. It is the responsibility of pedagogues at the school who are trained in student intake procedures to discuss home language with the family and provide assessments to determine eligibility for English language support services. The importance of

attentive engagement with parents during the home language identification process cannot be stressed enough, as it is the process that initially determines whether a child may require ELL services.

Home Language Identification Survey

Through the Home Language Identification Survey [HLIS] the parents identify if their child requires an assessment to determine English proficiency. The HLIS is typically completed in English or Spanish, but it is available in nine additional languages should any of them be needed. The questions in Part 1 guide in the identification of a student as eligible to be assessed for English proficiency. If the parent checks the box for “Other” in Part 1 this warrants that the student assessed with the Language Assessment Battery-Revised.

New York State Identification Test for English Language Learner [NYSITELL]

Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child’s home, then the child is administered a New York State Identification Test for English Language Learner [NYSITELL], to establish English proficiency level. Students that score below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the NYSITELL are administered a Spanish NYSITELL to determine language dominance.

Parent/Guardian Notification

Schools are required by law to notify parents/guardians of their child’s eligibility for services and provide information and service options. Also, schools must inform parents/guardians of their child’s placement.

If a student...	Notify parent of...
Scores below proficiency on the NYSITELL	Entitlement status and services provided to student
Scores at or above proficiency on the NYSITELL	Non-entitlement status

Instruction

ISCS will provide ELL students free-standing English as a Second Language [ESL] program. This program provides instruction in English, emphasizing English-language acquisition. However, native language support is available whenever possible. A certified teacher is assigned to provide ESL instruction to these students. A Total Physical Response [TPR] approach⁶ is used when delivering the instruction. Websites that help build vocabulary, letter sound recognition, and other English language acquisition skills are used for instruction.

In class instruction targets the ELL student through the use of differentiated instruction, and data driven targeted instruction. Some students may be identified to receive Title I Reading intervention from the results of in-house formative assessments. Strategy groups may be used as another opportunity for the teacher to serve the ELL student in the classroom.

At ISCS, we will address ELL’s comprehension and thinking skills by:

- Using realia (objects, items to represent concepts, e.g.; insects, fish)
- Media, pictures

⁶ Total Physical Response is a teaching method revolving around the coordination of speech and student action. Its foundation is teaching and learning through physical action, utilizing your students’ motor skills while they respond to commands as quickly as possible. It was developed by [Dr. James Asher](#), a professor of psychology at San Jose State University, California. Dr. Asher combined several theories and methods in his design of the method, including learning theory, developmental psychology and humanistic pedagogy. <http://www.tpr-world.com>

- Pointing (to support answers)
- Checking points (ongoing questioning, quick checks, etc. ...)
- Practicing: repeat, rephrase, clarify, add
- Emphasizing vocabulary (introducing new words, idioms, or abstract concepts)
- Modeling and practicing: Think Aloud, visualizing, writing (responding to prompts, sentence starters, etc....)
- Utilizing ELL-targeted materials included in curriculum programs⁷

Teachers will promote interaction by:

- Using team talk
- Partner reading
- Morning meetings
- Choral responses
- Asking students to generate questions
- Asking students to either support answers or challenge them

Test accommodations are provided to ELL students for all English literacy school-wide assessments. These accommodations may be:

- time extensions (i.e., time and a half of productive test-taking);
- separate locations and/or small group administration;
- bilingual glossaries and dictionaries (word-for-word translations only);
- simultaneous use of English and other available language editions;
- oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
- written responses in the native language; and,
- third reading of listening selections (only for the State English Language Arts assessments).

NYSESLAT

New York State English as a Second Language Achievement Test The New York State English as a Second Language Achievement Test [NYSESLAT] will be administered in the spring to each ELL to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The student may score as beginner, intermediate, advanced or proficient. The test measures the student in Speaking, Listening, Reading and Writing. When a student measures at the Proficient level he is no longer tested annually and is no longer labeled as an ELL or LEP [Limited English Proficient]. Parents/guardians are notified of their child's scores.

Post Proficiency

Once a student has scored proficient on the NYSESLAT, this student may get testing accommodations on school-wide or statewide exams for up to two years. Students will be tracked in the assessment data

⁷ For example, Journeys literacy curriculum includes vocabulary context cards, point of use scaffold support [e.g. use of visuals, gestures, sentence frames, etc.], ELL leveled readers, leveled lesson plans, blackline masters, language support cards, ELL teacher handbook, and building background videos. Go Math! offers leveled readers, games, and activity cards to differentiate instruction. These materials address computation, mental math, geometry, and measurement.

system, INFORM, for two years and monitored for any need of intervention if warranted by their drop in achievement on the interim assessments.

The Manager of Student Supports will coordinate ESL services in coordination with the ELL teacher. The school will also expand the number of ESL-certified teachers should enrollment numbers, testing, and level of need increase.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted including:

- How the school will identify advanced and/or gifted and talented students; and,
- Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.

At the classroom level, accelerated and advanced students will benefit from:

- Differentiated lessons (group, pair or independent instruction, assignments, extensions)
- Differentiated homework
- Small group work that includes appropriately challenging work
- Engage in independent, pair or group project-based assignments, during content-specific periods
- Structured challenges during independent reading/writing time

At the school-wide level, accelerated and advanced students may:

- Experience complex, challenging work during academic enrichment periods (twice a week)
- Participate in content-specific instruction in higher grade (e.g. math)
- Advance to higher grade, based on comprehensive summative assessment data

All teachers of advanced students will be supported in their continued capacity to address the needs of these learners using differentiated instruction. Teachers are able to use different materials for specific lessons to address different learners in the classroom. The school's budget is also aligned with the expected need to purchase other instructional materials as identified by the school's instructional staff to continue to raise the achievement level of the advanced student--for instance, purchasing higher leveled books on science topics for advanced students to read within a unit of study regarding a scientific concept which will continue to advance the student's reading skills while simultaneously scaffolding their learning about a specific topic to a more advanced level. During independent work time teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Each classroom will be equipped with appropriate resources and technology (for instance, student laptops) that will facilitate advanced students' engagement in this work.

All teachers will receive ongoing training regarding the education of academically advanced students including during the pre-opening professional development prior to the opening of school each year. Professional development will also address the needs of all students, including advanced students, by emphasizing differentiation and ongoing assessment of work. In addition to the pre-opening professional development period, the school's weekly schedule provides teachers with time for ongoing training, planning and collaboration facilitated by leaders, who may engage outside professional development consultants around issues specifically related to how to continue to accelerate the advanced student.

Howard Gardner's work and his theory of multiple intelligences and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation. By changing the paradigm of teacher centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, this instructional model allows students to engage more fully in higher order skills.

Throughout the year, teachers and leaders will evaluate the progress of the advanced students from their performance on ongoing student assessments and student classroom observations. Instructional staff will make real time modifications to the lesson plans and instructional strategies to address the needs of advanced students. The performance of advanced students will also be measured using the MAP, standardized assessments such as the New York State assessments in ELA and math, as well progress measurement tools within curriculum programs. Analysis of assessment data will allow us to determine if academically advanced students are being supported in their continued academic acceleration.

ISCS will engage in a process that provides continued assessment of how its academic program supports academically advanced students. Our academic program will be assessed on an ongoing basis at all levels using disaggregated student performance data. School leaders will use this information to determine the progress of advanced students against individualized goals and the school's overall accountability goals and will modify programs and services to advanced students, where necessary.

9. Instructional Leadership

Proposals should include strategies to promote and prioritize diversity and equity within the operational, instructional, and administrative leadership and staff.

a. Instructional Leadership Roles

Describe instructional leadership (i.e. individuals supervising implementation of the academic program) 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 including a delineation of which instructional staff each instructional leader is responsible for supporting;
- The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission; and,
- How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.

As described in R-11ab School Management and Leadership and 12ac Personnel, the Principal will be instructional leader of the school. The Principal will directly supervise, and be responsible for supporting the growth and development of, the Assistant Principal (AP), Manager of Student Supports (MSS), Dean of Students (DS) and Data Analyst (DA), all of whom will function as instructional leaders themselves. Please refer to each job description, which delineates the aspects of their roles that directly contribute to guiding and supporting teachers.

The AP, MSS and DS will all supervise and coach teachers. The AP will work with core content area teachers (humanities, math, science, social studies/civics and communities), and in year 1, also work with specialists. In years 2-5, the AP will manage the assistant teachers, the DS will assume supervision for the specialist teachers. The MSS will work with the special education and ELL teachers, as well as the counselor/social worker, and will also coordinate any related or contracted instructional support services (e.g., PT, OT, speech). It is likely that the Principal will collaborate closely with both the AP, MSS and DS to coach and evaluate teachers, particularly in the early years of the school, in order to best ensure effective and improving instructional practice and leadership. This will be critical to retain ISCS's best teachers. The data analyst does not have formal supervision responsibilities, but will facilitate teacher development in collecting, reviewing, making meaning of and using data to inform instructional planning.

Instructional leaders will monitor the effectiveness of the academic program, paying particular attention to students who have not yet achieved grade level proficiency or who struggle socio-emotionally, developmentally or behaviorally, in a number of ways.

Teachers and teacher teams will be responsible for collecting and analyzing data from their students to evaluate the effectiveness of their instruction and interventions, with support from the instructional leaders described above. Teachers, with help from the data analyst, will disaggregate data by a number of student characteristics, including but not limited to special education status, ELL status, RtI tier, racial or ethnic identity, gender, classroom, section, etc. to identify trends and patterns. Teams will also look at student work together to norm expectations and identify students' strengths, challenges and needs.

The Principal will facilitate the examination of data within and across the school with the instructional leadership team, and guide the exploration, coaching and support of their teachers. The instructional team will also use what they learn through data review, along with observations of practice and

performance, informal and formal feedback from teachers, students and families, to inform broader programmatic decisions, investments, and adjustments - immediate, short-term and long-term. Information may be used to target professional development, modify programs and consider teacher placement and retention.

Identifying and Selecting Instructional Leaders

Instructional leaders are selected based on their experience and skills working with adults to improve their practice. They must possess solid content knowledge, a large instructional toolbox filled with diverse strategies for meeting the needs of all students, a commitment to using data to plan instruction, and demonstrable evidence of student success.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and support to ensure high quality instructional planning and implementation. The response should include a clear outline of how and when specific school leaders will conduct their support of individual teachers explaining the frequency of different forms of support teachers can expect on a regular basis (e.g. the frequency of classroom observations and feedback, length and substance of other development meetings such as one-on-ones). This response differs from 10c in that this response should focus on supports individual teachers receive to foster their instructional development, as opposed to 10c which focuses on supports that all teachers or particular groups of teachers will receive.

c. Professional Development

Describe how the schoolwide professional development program (i.e. all staff PD sessions, specific group PD sessions such as planning meetings, new teacher trainings, etc.) will assist teachers in meeting all students' academic needs and school goals including:

- An overview of the frequency and format of professional development;
- Who will be responsible for leading and providing professional development;
- How the school will identify professional development topics;
- How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;
- How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects, including teachers of students with disabilities and ELLs; and,
- The process for evaluating the efficacy of the professional development program.

ISCS aligns its approach to professional development to the work of Darling-Hammond and her colleagues.¹ Effective professional development incorporates most, if not all, of the following elements:

- Is content focused: PD that focuses on teaching strategies associated with specific curriculum content supports teacher learning within teachers' classroom contexts. This element includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, or literacy.
- Incorporates active learning: Active learning engages teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. Such PD uses authentic artifacts, interactive activities, and other

¹ Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute. <https://doi.org/10.54300/122.311> <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from traditional learning models and environments that are lecture based and have no direct connection to teachers' classrooms and students.

- Supports collaboration: High-quality PD creates space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts. By working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district.
- Uses models of effective practice: Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like. Teachers may view models that include lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching.
- Provides coaching and expert support: Coaching and expert support involve the sharing of expertise about content and evidence-based practices, focused directly on teachers' individual needs.
- Offers feedback and reflection: High-quality professional learning frequently provides built-in time for teachers to think about, receive input on, and make changes to their practice by facilitating reflection and soliciting feedback. Feedback and reflection both help teachers to thoughtfully move toward the expert visions of practice.
- Is of sustained duration: Effective PD provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.

The following addresses the elements of both individual teacher support and supervision and the professional development across the school, as these efforts are integrally connected.

Professional Development

Professional development is not relegated to large group sessions with all teachers; it will be a daily part of professional life at ISCS. Below are key components of our professional development program.

- Summer Institute: Instructional leaders acclimate teachers to the curriculums, effective instructional strategies, school culture, and professional expectations.
- Whole staff and differentiated small group professional development sessions (2 Wednesdays per month, 2pm-4pm)
- PD/Data Days (4 Fridays during the school year): With instructional leaders, teachers review student learning data and evidence and work collaboratively to design and adjust instructional plans.
- 1:1 Coaching: All teachers have weekly coaching sessions with their supervisor/coach. These sessions are grounded in:
 - Professional Teaching Standards: Professional development is guided by the research-based components of Danielson's Framework for Teaching. Every teacher and teacher assistant meets with their supervisor/coach to examine their practice in context of the entire components across the four domains, as well as 1-2 priority areas that are mutually identified. For example, a teacher may examine her practice related to feedback to students, within the component of Using Assessment in Instruction. The teacher considers their evidence aligned to the rubric and determines how to develop in that particular practice. Based on this discussion a plan and goals are established.
 - Classroom Observations Debriefs: Teachers may be observed in scheduled or unscheduled walk-throughs or more extended observations of a lesson or portion of a lesson. Coaching sessions are designed for teacher reflection and coaching feedback.

Assessment of Professional Development

- Annual Staff Survey: At the end of the school year a staff survey is administered to gather feedback and input on professional development experiences and impact.
- Session Exit Tickets: As professional development is provided, feedback from the teachers will be solicited.
- Observation of Practice: Instructional leaders observe classroom instruction to see if professional development is translating into practice.

d. Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,
- A description of the school’s process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.

Evaluation procedures for all teaching positions:

ISCS will approach performance evaluation as an opportunity for staff members to reflect, wonder, celebrate and learn. The same is true for managers/supervisors, as the process should be understood as developing others rather than simply providing feedback. Teachers will be formally evaluated at least annually, typically towards the end of the school year. They also participate in a mid-year, two-way step back.

The mid-year reflection and review process is designed to help everyone get better at work. It’s important to consider it a valuable professional development opportunity. The **Mid-Year Review and Reflection Forms** completed by both teachers and managers/supervisors. For teachers, it is a more formalize time to revisit growth and learning goals and their progress thus far.

Completed by teacher.

Your name: _____ Manager's name: _____ Date: _____

Instructions: Please write something in each box. You are encouraged to refer to any number of guiding references, including but not limited to your job description and professional learning goals, Teachboost account, work tracking forms and products, any data and evidence of impact. Remember to bring this completed form with you to your Mid-year Review and Reflection meeting.

What 2 things are you doing well in your role?

Top 2-3 Accomplishments	

Top 2-3 Challenges	

Professional Learning Goal	Progress Towards Achieving Goal

Professional Vision for the Future	
<small>Where do you see yourself in the next 2-5 years of your career? What interests and excites you related to your own professional growth?</small>	

Completed by manager.

Staff member's name: _____ Manager's name: _____ Date: _____

Instructions: Please write something in each box. You are encouraged to refer to any number of guiding references, including but not limited to the staff member's job description and professional learning goals, Teachboost account, work tracking forms and products, any data and evidence of impact. Remember to bring this completed form with you to the Mid-year Review and Reflection meeting.

Top 2-3 Accomplishments	

Top 2-3 Challenges	

Professional Learning Goal	Progress Towards Achieving Goal

The formal end of year process involves the teacher reflecting on their performance, in writing, on a template aligned to their job description and the Danielson Framework. This is submitted to their

manager, who reviews the reflection, gathers additional evidence and input and prepares for the collaborative meeting. Goals are then mutually determined, and revisited and refined at a goal-setting meeting at the beginning of the next school year.

Manager	Staff Member	Manager	Collaborate
Introduce Process at Weekly Meeting Prepare Templates for Each Staff Member Send Email, Template and Calendar Invite	Complete & Submit Evaluation Template to Manager	Review & Prepare, Gather & Add Input	Meeting

10. School Culture and Discipline

a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school's general approach to school culture and rationale for this approach;
- Any specific programs and methods the school intends to implement to support the social and emotional development in students and rationale for their selection;
- Any specific programs and methods the school intends to implement to support teachers and other staff in creating and sustaining an equitable school culture and the rationale for their selection;
- How the school will maintain a safe and orderly environment; and,
- How the school will instill the culture and expectations with board members, staff, students, and families.

What to Submit:

- Submit the response to Request 10(a) as Microsoft Word® file named:
R-10a - Culture and Discipline.

An ISCS Sense of Belonging

The greater students' sense of belonging in school, regardless of socioeconomic status, the more likely they are to earn higher grades and test scores, and the less likely they are to drop out.¹ Over 3 decades ago, the Carnegie Corporation of New York released a report entitled "Turning Points: Preparing American Youth for the 21st Century,"² which recommended intentionally organizing schools to create greater personal connections for adolescents. Ensuring there is at least one adult "who has the time and takes the trouble to talk" with each student, creating structures for small group work to promote social relationships and fostering involvement in the local community were noted as strategies that would help students become more successful in school, and subsequently, later in life.

High expectations for psychological, emotional and physical safety will be consistently communicated, enforced and reinforced, through restorative practices, Responsive Classroom, and Amana Advisory.

Restorative Practices

ISCS will share the code of conduct and discipline policies with all leaders, teachers, staff, students and families. introducing and then reinforcing expectations in daily practice. We know, however, that consequences run hollow without rationale and relationships. Too often, responses to distracting or challenging student behaviors are applied inconsistently, particularly for children of color. We aim, therefore, to implement a continuum of restorative practices that range from positive emotional and social learning, to conversations and intervention, to circles and conferences. This approach takes

¹ [Creating a Culture of Connectedness through Middle School Advisory Programs](#), by Sarah Brody Shulkind and Jack Foote, Association for Middle School Educators, previously published in Middle School Journal, September 2009 (Blum & Libbey, 2004; Jackson & Davis, 2000; Klem & Connell, 2004; Mac Iver & Epstein, 1991; McNeely & Falci, 2004; National Association of Secondary School Principals, 2006)

² [Turning Points: Preparing American Youth for the 21st Century, Carnegie Corporation of New York, 1989](#); [Changes Urged in Adolescent Education](#), by Edward R. Fiske, NYTimes, June 19, 1989

training and practice by both adults and children, but fosters critical thinking and community responsibility in a manner far beyond pure consequences for unacceptable behavior.



Responsive Classroom

To develop a responsive community, staff will receive training on Responsive Classroom approaches and strategies during summer institute in order to set expectations and routines from the beginning of the school year. Incoming students will be acclimated accordingly during summer orientation, and the first 4-6 weeks of school will center practice for everyone.

Responsive Classroom has six guiding principles:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
5. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Amana Advisory

Although advisory programs have become common practice and are intuitively valued, there continues to be limited empirical evidence that clearly articulates best practices. Not surprisingly, this often results in implementation that varies in focus and impact. To avoid this, Ibn Sina Civics and Sciences Charter School will invest in resources to ensure all students have a significant, high-quality advisory experience.

At ISCS, **Amana Advisory** will foster connectedness and communication, while supporting academic and social development. **The word “Amana” is an Arabic term that means “fulfilling on a trust that must be nurtured and guarded.”** Our founders envision our graduates possessing a healthy balance of intellect and ethical character – citizens with a positive self-image, motivated for lifelong learning and achievement, who respect others and the environment, and who can skillfully communicate their interests. Students are leaders of their own learning.

It is our goal that Amana becomes *actualized* in personal habits. Beyond our educational philosophy, Ibn Sina Civics and Sciences Charter School’s community shall adopt this principle as a basic value that steers decision-making, staff selection, financial decisions, and other activities related to its operation. This

sense of responsibility translates into service, which is manifested in the following hierarchy of responsibility:

Individual Responsibility

Seeking knowledge is a responsibility. The pursuit of self-excellence in our education and the proper development of personal abilities and skills enable us to realize our potential. Avoiding what harms and seeking what benefits the mind and body in a healthy environment (place/people) benefit our character, education, and physical being.

Responsibility Toward Community

We each have the responsibility of putting our capabilities to use by serving and positively influencing society. Our responsibility as an institution is to create a welcoming atmosphere of openness, efficiency, and accountability with all of the stakeholders.

Responsibility Toward Humanity and Environment

By understanding our unique purpose in this world and how our simple daily choices affect it, we will be in a better position to make contributions to humanity and the environment. Excelling as global stewards requires understanding the causes and effects of detrimental forces such as materialism, excessive consumerism, pop culture, sexism, and prejudice and developing the means to counter them.

ISCS will hire a counselor who will be specifically focused on facilitating and supporting the Amana Advisory program. This includes both its structures and its key components, which are:

- Social and emotional development
- Support around academic performance and persistence
- High school preparation and articulation
- Pathways to college and careers

Therefore,

- In 6th grade, the advisory experience will center on community-building, social-emotional development and academic monitoring and mentoring.
- 7th grade will build on the foundation described above, intentionally integrating high school readiness and articulation and pathways to college and careers. This will include the exploration, placement and related reflection and learning of field work and afterschool community experiences.
- 8th grade will continue to integrate high school readiness and articulation and pathways to college and careers. As in 7th grade, the exploration, placement and related reflection and learning of field work, internships and afterschool community experiences will also be included.

Structures:

- *Assignments:* Each advisor will be assigned a group of 10-12 students. This number may be adjusted by grade level or other relevant factors, such as student needs, dynamics, etc. The range of Amana advisors indicated below represent classroom teachers, teachers of special subjects (art, Arabic, Spanish, etc.) and special populations (ELLs and SWDs) and some leaders.

	MS Student Enrollment	MS Advisors to be Assigned
Year 1	100	8-10
Year 2	200	16-20
Year 3	325	28-32
Year 4	350	31-35
Year 5	375	34-38

- *Summer Orientation*: One week in August will be designed to acculturate 6th grade and other new students to ISCS. Teachers will focus on the school’s academic and behavioral expectations and establish the groundwork to launch a meaningful advisory experience.
- *Daily Meetings*: Students will begin every morning in a protected, customized advisory period.

Key Components:

Social and Emotional Development

CASEL (the Collaborative for Academic, Social and Emotional Learning) published a guide in 2015³ that identifies the most effective social and emotional learning programs for middle schoolers, such as Second Step, Expeditionary Learning (EL) and Facing History and Ourselves. It provides details about targeted skills, instructional methods and components of several curriculum programs that are geared toward the middle grades, many of which will meet the needs of ISCS 6th graders in particular. Responsive Classroom also offers a number of structures that can be applied to whole classrooms as well as smaller advisory groups. With its sequential components (arrival welcome, announcements, acknowledgements and activity) advisors and teachers invest students in the rules, help students take ‘brain breaks,’ actively engage students, and facilitate student practice and small group learning.

Support around Academic Performance and Persistence

As described above, the advisory program will help to create and strengthen community, but first and foremost, ISCS is a community of **learners**. This translates to advisors playing a key role in the academic progress of their advisees, closely supervising their performance (via routine reviews of grades in PowerSchool and on report cards), as well as persistence (completion of assignments, classwork) attendance (all day every day) and conduct through both formal and informal avenues. Every advisor will be expected to address concerns immediately to help students overcome or entirely avoid challenges, serve as a critical point person for parents and caregivers and celebrate academic accomplishments and achievements.

High School Preparation and Articulation

Advisors, in close consultation with the counselor, will ensure all students make successful transitions to high school. On the one hand, New York City is rich with excellent public and private options; on the other hand, the volume of choices (~400 schools, 700 programs) can be overwhelming for most students and their families.⁴

³ [2015 CASEL Guide: Effective Social and Emotional Learning Programs, Middle and High School Edition](#)

⁴ <https://nypost.com/2016/09/17/how-to-pick-the-best-nyc-high-school-for-your-child/>

Although the formal process will begin with students in the summer before 7th grade, all leaders and teachers at ISCS will have consistently messaged and reinforced the importance of being in school every day, on time, and demonstrating what they are learning in class and on formal measures, like standardized assessments, throughout the years.

NYC DOE Process

In 7th grade, advisors and the counselor will:

- Help students examine their strengths, areas of growth and temperament, consider how long a commute and how heavy a workload they can effectively manage.
- Explore the opportunities and challenges of both large and small schools.
- Expose students to “early college” models, where they can take classes on a CUNY campus and earn free college credits.
- Edify students around the borough, grade, test score priorities as well as the chances of acceptance based on the seats available and typical number of applicants.
- Share information about citywide and borough-specific high school fairs, open houses and informational interviews, and how to learn the most from students, teachers and leaders at these events.

In 8th grade, advisors and the counselor will:

- Assist students in assembling a portfolio of work, preparing for admission interviews and auditions.
- Support students to register and take the Specialized High School Admissions Test in the fall.
- Ensure students submit the high school application before the deadline.
- Provide guidance and support to students and families as they receive round-one offer letters in the early spring and make final choices. As needed, help them to submit round two applications.
- Provide guidance and support to students and families as they receive round-two offer letters in the late spring, and as needed, help them to file appeals to change schools (based on a documented hardship).

The counselor and advisors will utilize a number of helpful guiding resources, including the NYC High School Guide,⁵ a free website and application. They will also expose students and families to independent/private school options,⁶ both local day schools and residential programs. The staff will share the quality and variety of them, along with admissions processes and opportunities for financial assistance.

In addition, ISCS students will be prepared to take the Algebra, Earth Science and Spanish (as applicable) Regents exams. Graduating with a minimum of two Regents exams completed will set students ahead in their high school careers.

Pathways to College and Careers

For far too many students like the ones we will serve at ISCS, exposure to college and careers during the high school years comes much too late. As noted in **R-01a Community Description**, with only about one quarter of those ages 25 and older securing a bachelor’s degree in the surrounding neighborhoods. It is

⁵ <https://www.heckscherfoundation.org/our-approach/venture-philanthropy/targeted-problem-solving/nyc-high-school-application-guide/>;
<http://nychighschoolapp.org/>

⁶ <https://www.noodle.com/articles/public-or-private-the-right-way-to-choose-a-nyc-high-school>

critical for our students to begin contemplating their future aspirations, and to understand what it will take to pursue higher education degrees and stimulating, impactful careers of their choice.⁷

ISCS will provide numerous opportunities for students to be exposed to and explore college and career pathways. Examples include, but are not limited to:

- College visits, virtually and on site
- College and/or career days, engaging young adults from the community to authentically share their recent or real-time personal experiences
- Partnerships with local post-secondary institutions
- Real world internships: 8th graders, as well as a number of 7th graders, will also gain early exposure to a host of careers through internships, an approach ISCS will adapt from the Cristo Rey Jesuit High School model. Unlike Cristo Rey, which is geared toward helping students gain college acceptance and an immediate pathway to earn income, ISCS believes that even at the middle school level, exposure to work, both familiar and unfamiliar, will begin to develop responsible work habits, strengthen students' commitment to their education, broaden their network of adult role models and mentors, and potentially motivate them to pursue studies and work they may not have initially considered. Many, if not all, of these opportunities may also empower ISCS students to drive change in their own communities and are likely to connect to STEAM academic enrichment content. The internship will be a monthly experience in 7th grade, and a multi-week experience in 8th grade, both involving a summative, interdisciplinary project.

Athletics & After School Extended Learning

ISCS will explore a range of intramural sports and programming opportunities for its students. Many area charter schools participate in the NYC Charter School Athletic Association junior high school offerings, which include flag football, basketball, volleyball, softball, baseball and soccer.⁸ Other options may include chess,⁹ theater,¹⁰ and partnerships that help ISCS to promote health and wellness, such as those with local hospitals, community centers, parks and non-profits. Finally, a Police Athletic League in the nearby vicinity will be leveraged to offer ISCS students enriching after school experiences.

⁷ <https://www.newamerica.org/education-policy/edcentral/step-right-direction-career-exploration-middle-school/>

⁸ <https://www.csaanyc.org/page/show/917707-junior-high-school>

⁹ [Chess in the Schools](#), [Chess NYC](#)

¹⁰ [Inside Broadway](#), [NYC Children's Theater](#)

b. Discipline Policy

Provide the school's discipline policy for general education students. The policy must:

- Clearly specify (i) the substantive acts for which a child may be disciplined; (ii) the consequences resulting from committing each such act; (iii) the due process procedures the school will follow in applying its disciplinary policy (in accordance with federal law); and, (iv) the individuals responsible for carrying out the discipline policy and any appeals;
- Explain the procedures for providing alternative instruction to students who are suspended or expelled (whether in-school or out-of-school) in full compliance with state requirements;
- Include specific methods that comply with the federal Gun Free Schools Act, including reference to mandatory penalties required by the law; and,
- Set forth the 14th Amendment due process protections for both short-term suspension of 10 or fewer days and longer term suspensions of greater than 10 days based on U.S. Supreme Court case law (*Goss v. Lopez*, 419 U.S. 565 (1975)).

What to Submit:

- Attach the school's Discipline Policies for general education students as a Microsoft Word® file named: **R-10b - Discipline Policy**.

Ibn Sina Civics and Sciences Charter School's discipline policy is as follows (pending formal approval of the ISCS Board of Trustees):

DISCIPLINE POLICY

SHORT TERM SUSPENSION

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of ten or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Principal or designee determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

Disciplinary Infractions

- Attempt to assault any student or staff member;
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Engage in insubordination
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiarism;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;
- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;

- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the student dress policy (Except that, under no circumstances will a student be removed from class or school for violation of the dress code policy);
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

Procedures and Due Process for Short Term Suspension

The Principal or designee may impose a short-term suspension and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short-term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal or designee shall notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided within 24 hours. Notification also shall be provided by telephone and in writing. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an informal conference with the Principal or designee. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to have the Principal or designee ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the School's complaint process.

LONG TERM SUSPENSION/EXPULSION

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal or designee determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;

- Commit, or attempt to commit arson on school property;
- Assault any other student or staff member;
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing major damage;
- Commit any act which could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term suspension.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Principal's or designee's discretion only if the student has committed the act at least three times in the academic year.

Procedures and Due Process for Long Term Suspension

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s) or guardian(s). Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees of the Education Corporation the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall appoint a designee to handle any investigation, hearing and determination.

EXPULSION

After a child's third suspension, the student's parent or guardian may be required to come to school and to sit with the student in his or her classroom(s). Upon a student's fourth suspension in one year, the student may be referred to the Amber Board of Trustees for an expulsion hearing.

Expulsion requires Board approval. Violation of the following three infractions will be grounds for immediate action by the Board of Trustees and could result in expulsion.

1. Students may not sell, distribute, possess, or be under the influence of drugs or alcohol.
2. Students may not possess and/or use firearms, dangerous weapons or other instruments.
3. Four or more suspensions in one year.

Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act, except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older, or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42) who has been determined to have brought a weapon or firearm to school, to the appropriate law enforcement officials.

Provision of Instruction During Removal

The School will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law, the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

STUDENT RECORDS

The School will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The School will comply with NYSED's VADIR data collection requirements and disciplinary data and submit that information to NYSED by required deadlines.

c. Discipline Policy – Students with Disabilities

Provide the school’s discipline policy for students with disabilities with assurances that it is in conformity with the federal Individuals with Disabilities Education Act (“IDEA”) and regulations. The policy should address topics such as the discipline of students who have a behavioral intervention plan (“BIP”) in their IEP and detail how classroom teachers would be knowledgeable about such plans.

What to Submit:

- Attach the school’s Discipline Policies for special education students as a Microsoft Word® file named: **R-10c - Special Education Policy.**

Ibn Sina Civics and Sciences Charter School’s discipline policy, specifically for students with disabilities, is as follows (pending formal approval of the ISCS Board of Trustees):

DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, the School shall implement the following disciplinary policy procedures with respect to students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] The School shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the School’s discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student’s parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student’s parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student’s parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School will work with CSE to provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student’s Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action

taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The School shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 10 days.

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

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

Provision of Services During Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, and computer instruction.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and

in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child

shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

d. Dress Code Policy

If the school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.

What to Submit:

- Attach the school's Dress Code as a Microsoft Word® file named: **R-10d - Dress Code Policy**.

ISCS students will be expected to wear a uniform daily. We will provide assistance to any families who are unable to afford the cost of the uniform.¹

If our facilities allow, we will set up a washer and dryer on the premises of the school so that clean uniforms are always available for loan and wear at school. We will proactively build relationships with uniform vendors across Staten Island to negotiate discounted rates for families – particularly for families with multiple children enrolled at the school.

Guiding Beliefs and Rationale

ISCS believes that all students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming. “Shaming” includes, but is not limited to:

- kneeling or bending over to check attire fit;
- measuring straps or skirt length;
- asking students to account for their attire in the classroom or in hallways in front of others;
- others;
- calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and, accusing students of “distracting” other students with their clothing.

Dress codes/uniforms ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Dress codes/uniforms relieve social pressure to wear certain brands or styles that might not be viable or sustainable options financially for all families and provide students and families with a predictable option of clothing choices for school each day. Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

The ISCS dress code will prevent students from wearing clothing or accessories that:

- have offensive images or language, including profanity, hate speech, and pornography.

¹ As outlined in R-21e - Budget Template, \$90 per student has been set aside to help defray costs for families who may not be able to afford the school uniform. The CSD 31 FRL rate is 61%; therefore we budgeted conservatively that up to 70% (or 84) of our students may need this assistance (\$90 x 84 = \$7560). No student will be denied access to our school because of an inability to purchase the school uniform. Enrollment materials will clearly communicate the availability of financial assistance.

- denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

ISCS will allow students to wear a variety of uniform options and wear clothing that expresses their self-identified gender. The school will support students to wear religious attire without fear of discipline or discrimination. School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students. The school is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Uniform Policy

1. Students must wear:

A shirt that meets one of the criteria below:

- Plain white short-sleeve polo shirt
- Plain white long-sleeve polo shirt
- Plain white or navy short-sleeve button down shirt
- Plain white or navy long-sleeve button down shirt

Bottoms that meet one of the criteria below:

- Plain khaki or navy twill pants
- Plain khaki or navy twill shorts
- Plain khaki or navy skirts
- Plain khaki or navy jumpers

Shoes that meet the criteria below:

- Close-toed shoes

Students may also wear sweater vests or cardigan sweaters. No logos/insignias are permitted with the exception of the standard ISCS school logo. Hoods and hats will need to be removed upon entering the school building.

Dress Code Enforcement

Student dress code enforcement will not result in unnecessary barriers to school attendance. Students will not be removed from classes to address dress code concerns. School staff will be trained and able to use student/body-positive language to explain the code and to address code violations. Teachers will focus on teaching without the additional and often uncomfortable burden of dress code enforcement.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School leadership and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

To ensure consistent implementation of the dress code policy, designated leadership team members will be responsible for completing an informal uniform check at morning arrival.

If a student is wearing an item that is not aligned to the ISCS dress code, students will be provided three (3) options to be dressed more to code during the school day:

1. Students will be asked to put on their own alternative clothing, if a school uniform is already available at school, to be dressed more to code for the remainder of the day.
2. Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
3. If necessary, students' parents/guardian may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day

If teachers notice students are not dressed in alignment with the ISCS policy during instructional time, they will notify the operations team to provide temporary uniforms.

Consistent patterns will result in a family conference, so the school can better understand any challenges to consistent uniform use.

11. School Management and Leadership

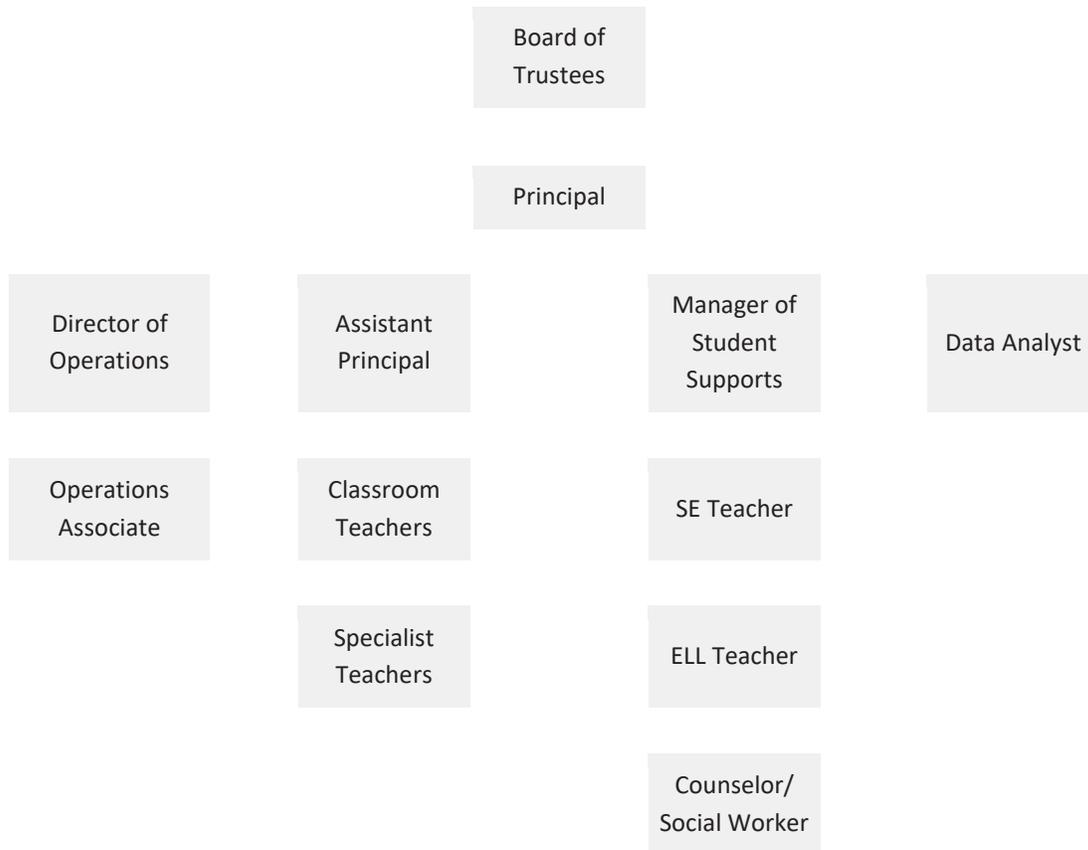
What to Submit:

Submit the response to Request 11 as a Microsoft Word® or Adobe Acrobat® file named: **R-11ab - School Management and Leadership.**

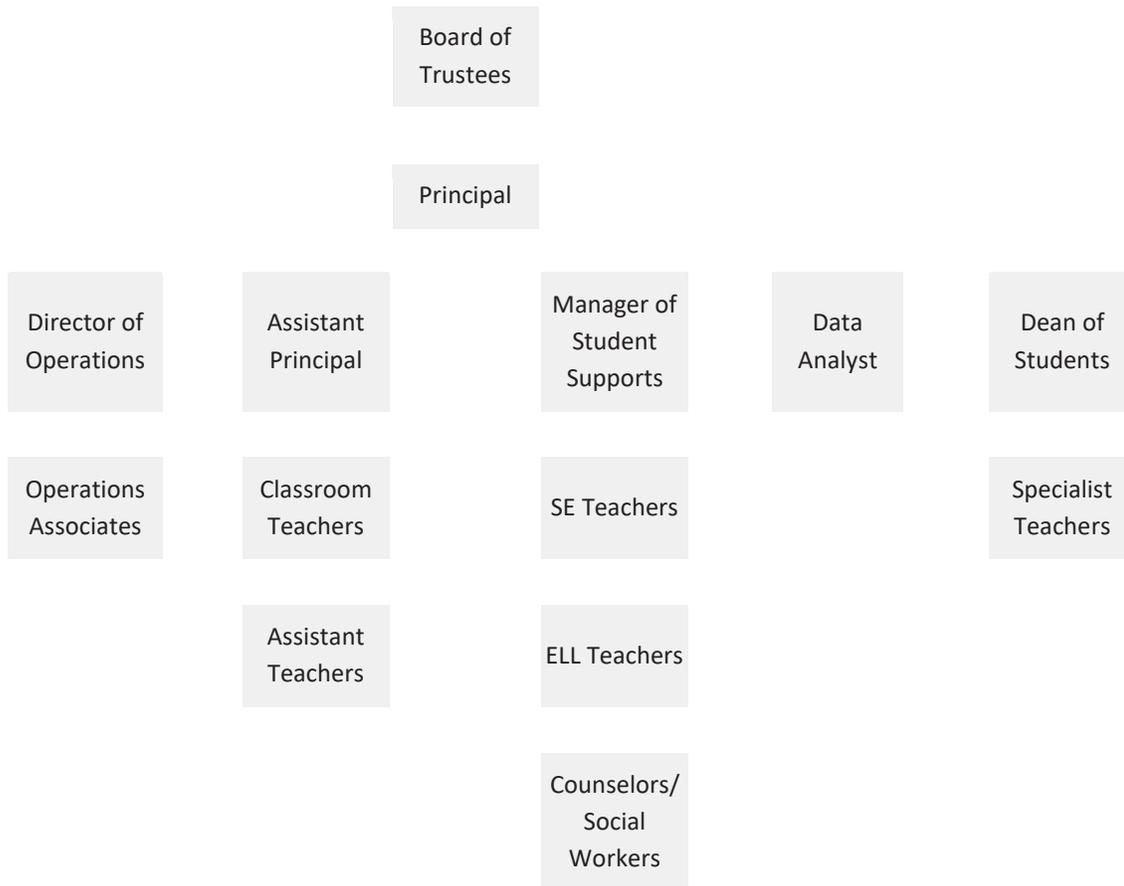
a. Organizational Chart

Provide organizational charts for both the first and fifth years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

Year 1 Organizational Chart



Year 5 Organizational Chart



b.

School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- Describe the management practices and procedures (e.g., how the school will set priorities and make key organizational decisions);
- Outline the evaluation procedures for staff in management positions; and,
- Describe recruitment plans for the school leader including:
 - o The process and criteria the school will use to select the school leader;
 - o Who has been or will be involved in the selection process; and,
 - o The role of any CMO or partner organization (if any) in the selection process.

Consistently, over the 5 years of the initial charter and beyond, the Principal will report to the Board of Trustees as a collective entity. In year 1, the Director of Operations (DO), Assistant Principal (AP), Manager of Student Support (MSS) and Data Analyst (DA) will report to the Principal. In year 2, this instructional leadership team will expand by one, with the addition of the Dean of Students (DS), who will also report to the Principal. In year 1, all content and specialist teachers will report to the Assistant Principal, while the special education and ELL teachers, as well as the counselor/social worker, will report to the MSS. It is likely that the Principal will collaborate closely with both the AP and MSS to coach and evaluate teachers, particularly in the early years of the school, in order to best ensure

effective and improving instructional practice and leadership. This will be critical to retain ISCS's best teachers. In year 2, the Dean of Students will assume supervision of the specialist teachers, and the Principal may support and collaborate with this leader around teacher growth and development as well. The Director of Operations will supervise the operations team, which will grow from one associate to three over the five years of the school.

This structure provides the greatest opportunity for the Principal to share and distribute leadership while coaching each of them to support teacher development. Coaching in this manner will happen in weekly 1:1 meetings, a routine format which the MSS, AP, DO and DS will also follow with the individuals they directly supervise. Coaching will, however, not only happen in these dyads, but will be strategically and flexibly arranged in smaller and larger purposeful groups and teams, driven by data and priorities, needs and interests. As indicated on the sample teacher schedule in Response R-07, teachers have protected time for weekly team meetings and small and large group professional development (4 Fridays per year, 2 Wednesdays per month).

The leadership team will meet at least weekly, according to a schedule determined by the Principal that achieves the right balance of instructional and operational, short and long term goals and priorities and support for development and accountability for performance.

Each spring/summer, the leadership team will identify 3-5 priority goals for the year ahead, based on routine reviews of academic and organizational data over the course of the year. The data will be appropriately disaggregated by a range of subgroups to best support the development of SMART, targeted goals. Within these broader annual goals, the team will develop measures and milestones to track at key step back meetings during the school year. For example, if the team identifies improvement in math proficiency as a priority, the annual goals may include a certain percentage of students meeting/exceeding grade level standards on the NYS math assessment, while milestone goals may utilize interim MAP data to measure progress towards the larger goal. The principal will share these annual goals with board committees, and then the full board, in the summer or early fall, and the board will develop their own goals in support of the school's goals. The leadership team will also share the milestone and annual goals transparently with the staff, at summer institute and other times during the school year.

Evaluation procedures for all non-teaching staff members:

Generally speaking, ISCS will approach performance evaluation as an opportunity for staff members to reflect, wonder, celebrate and learn. The same is true for managers/supervisors, as the process should be understood as developing others rather than simply providing feedback.



Non-teaching staff will be formally evaluated at least annually, typically towards the end of the school year, and informally participate in a mid-year, two-way step back.

The mid-year reflection and review process is designed to help everyone get better at work. It's important to consider it a valuable professional development opportunity. The mid-year is "informal," in that the **Mid-Year Review and Reflection Forms** completed by both staff members and managers are not shared or included in personnel files; they are designed solely to serve as references during the meeting.

Completed by staff member.

Staff member's name:		Managers name:		Date:	
<small>Instructions: Please write something in each box. You are encouraged to refer to any number of guiding references, including but not limited to your job description and annual goals, work tracking forms and products, any data and evidence of impact. Remember to bring this completed form with you to the Mid-year Review and Reflection meeting.</small>					
What 2 things are you doing well in your role?					
Area	Evidence and Examples				
What 2 things could you do even more effectively in your role?					
Area	Evidence and Examples				
What 2 things is your manager doing well in working with you?					
Area	Evidence and Examples				
What 2 things could your manager do to work even more effectively with you?					
Area	Evidence and Examples				

Completed by manager.

Staff member's name:		Manager's name:		Date:	
<small>Instructions: Please write something in each box. You are encouraged to refer to any number of guiding references, including but not limited to the staff member's job description and annual goals, work tracking forms and products, any data and evidence of impact. Remember to bring this completed form with you to the Mid-year Review and Reflection meeting.</small>					
What 2 things is this staff member doing well in his/her/their role?					
Area	Evidence and Examples				
What 2 things could this staff member do even more effectively in his/her/their role?					
Area	Evidence and Examples				
What 2 things are you doing well as a manager with this staff member?					
Area	Evidence and Examples				
What 2 things could you do more effectively as a manager with this staff member?					
Area	Evidence and Examples				

The formal end of year process involves the staff member reflecting on their performance, in writing, on a template aligned to their job descriptions. This is submitted to their manager, who reviews the reflection, gathers additional evidence and input and prepares for the collaborative meeting. Goals are then mutually determined, and revisited and refined at a goal-setting meeting at the beginning of the next school year.

Manager	Staff Member	Manager	Collaborate
Introduce Process at Weekly Meeting Prepare Templates for Each Staff Member Send Email, Template and Calendar Invite	Complete & Submit Evaluation Template to Manager	Review & Prepare, Gather & Add Input	Meeting

Selecting and Evaluating the Principal

Upon authorization, the board will review and approve the job description for the Principal, establish annual compensation for that position, and recruit, interview and vote to hire the strongest candidate for the role.¹

On an annual basis, the Principal will be formally evaluated by the board prior to the end of each year's

¹ The hire of the Head of School will be contingent upon a criminal background check in compliance with Part 87 of the Regulations of the Commissioner of Education and the Safe Schools Against Violence in Education (SAVE) legislation (Chapter 180 of the Laws of 2001).

contract, based on the criteria in the school's Accountability Plan (proposed in R-06g –Accountability Plan) and the job description. An Evaluation Committee will be convened for this purpose. The Evaluation Committee will consist of at least three members – the Board Chair, and one member each from the Finance and the Academic Committees. The committee will solicit the input of the entire board through a survey but will be responsible for conducting and completing the Head of School's annual evaluation. The Committee will utilize multiple data sources in its evaluation, including the academic performance data reviewed by the Academic Committee, financial data reviewed by the Finance Committee, and family, staff, and student feedback data as captured through the school's annual participatory surveys. The board will engage in dialogue with the principal to identify areas of strength and priorities for development, and support the principal in identifying opportunities for learning and growth.

12. Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list every position (both instructional and non-instructional, and including part-time positions) during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). Please note all positions outlined within the application should be reflected in the staffing chart.

In year 1, ISCS plans to hire a total of 15 individuals, employing 17 total. The principal and Director of Operations will be hired during the planning year. For administrative personnel, an Assistant Principal, Manager of Student Supports and Data Analyst will be hired, as well as an operations associate. In terms of instructional personnel, ISCS will hire 11 total. This includes 5 content teachers (humanities, mathematics, science, social studies/civics and STEM), 2 special education/ELL teachers, 4 specialty teachers (music, art, PE/health/SEL, foreign language), and 1 social worker/counselor. ISCS intends to secure cleaning and security services, costs of which are reflected in contracted services.

In year 2, ISCS will employ 30 total. This reflects an increase of 2 administration staff members and 11 new teachers to serve an additional grade level, expand the special supports and offer broader content learning options.

In year 3, ISCS adds a third grade level and also increases the number of students at this grade, beginning the shift from 100 students on each grade level to 125. With more teachers hired, ISCS aims not only to serve the new incoming class but to decrease class sizes from 25 down to 20-22, at least in the core subject areas. For these purposes, ISCS will add 12 instructional staff members, including regular and special education teachers, teacher assistants and specialty teachers, as well as a second social worker/counselor..

Years 4 and 5 reflect only one additional teaching assistant, as we will be serving 6-8 starting in year 3 and in these two years are just increasing enrollment by 25 additional students.

Please refer to the chart on the following page for all of the details.

SUNY CSI Application for Ibn Sina Civics and Sciences Charter School
R-12ac Personnel

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
Grades	6	6-7	6-8	6-8	6-8
Enrollment	100	200	325	350	375
ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	2.0	2.0	2.0	2.0	2.0
Deans, Directors & Coordinators	2.0	4.0	4.0	4.0	4.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	6.0	8.0	10.0	10.0	10.0
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	5.0	9.0	12.0	12.0	12.0
Teachers - SPED	2.0	3.0	4.0	4.0	4.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	3.0	4.0	4.0
Specialty Teachers	3.0	9.0	11.0	11.0	11.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	2.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.0	22.0	32.0	33.0	33.0
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	17.0	30.0	42.0	43.0	43.0

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional, non-instructional, and administrative positions as well as any part-time positions.

The job descriptions included below capture the qualifications and responsibilities for each position.

Principal

Duties & Responsibilities:

The Principal executes the academic vision and strategic direction of the school. She/he/they supports and holds leaders and teachers responsible for academic results and facilitates the evolution of all instructional practices. The Principal ensures that all students achieve at least grade level proficiency, are well prepared for high school, and subsequently, ready for college and career. The Principal serves as a thought leader and spokesperson on behalf of the school and students.

Assume Leadership of Academic Programs

- Establish, maintain, and passionately communicate high academic expectations, at or above grade level proficiency standards, for all students.
- Strive to ensure that the school achieves the absolute academic goals included in the charter accountability plans and align strategy and measurable growth and outcome goals to make progress towards them.
- Create a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its future and develop the necessary pathways to achieve it.
- Hold all staff members accountable for effectively enforcing all policies and expectations.
- Prepare reports, data overviews and presentations for various stakeholders (Board of Trustees, authorizer)
- Hire, on-board, develop and retain highly qualified staff members.
- Contribute to the development of, and closely monitor the annual school budget, ensuring the school is well-resourced and fiscally responsible.
- Ensure the smooth daily operations of the school, which includes but is not limited to scheduling, enrollment, attendance, meals, transportation, building safety procedures and the purchase and inventory of all materials and supplies.

Ensure Effective Instructional Practices and Systems are Employed

- Build cohesion, facilitate shared decision-making, and employ a distributed leadership approach with the school leadership teams.
- Leverage the strengths and facilitate the growth of all leadership team members to increase individual and collective effectiveness.
- Effectively and rigorously monitor and address the professional growth needs, challenges, and interests of all instructional leaders and teachers.
 - Monitor teacher performance and growth data at the individual, team and school levels.
 - Implementing consistent instructional professional development protocols and plans (e.g. PD calendar, walkthroughs and observations, data and student work product reviews, etc.).
 - Ensure staff developers and other leaders are closely guided and monitored in the delivery of impactful, data-driven coaching to teachers, and instructional consultants are effectively deployed.

Ensure ISCS is Data-Driven

- Monitor student progress against grade-level proficiency benchmarks, by any and all subgroups (e.g. class, grade, gender, race, disability, English language learner, at risk, etc.).
- Systematically use formative and summative student learning data to guide learning support and drive adjustments in instruction implementation, curriculum materials utilized, and professional development priorities.

Ensure Rigorous Curriculum Programs and Materials are Utilized Effectively

- Ensure all leaders and teachers have access to and are guided by clearly-articulated scope and sequence documents for each content area, at each grade level.
- Facilitate the effective adoption of new curriculum materials, through formal trainings and ongoing supports.
- Recommend investments in Common Core aligned, high-quality, evidence-based curriculum materials and technology that adequately support and challenge all students
- Contribute to network-wide processes to evaluate and improve the quality, rigor and accessibility of curriculum materials, as well as vertical and horizontal alignments.

Ensure ISCS Meets the Academic and Social Emotional Needs of All Students

- Support leaders and teachers to establish, implement and monitor a comprehensive, data-driven Response to Intervention (RtI) framework of tiered academic supports.
- Ensure all intervention resources and programs are meeting the needs of students.
- Ensure summer and afterschool programs meet the academic needs of the students.
- Create opportunities for academically advanced students to extend their learning.
- Monitor the assessments, service provisions and compliance requirements for all students formally identified within special populations (students with disabilities, English language learners, students who are homeless or otherwise at-risk).

Establish a Strong Culture and Community

- Establish and maintain a culture of mutual respect and excellence through dialogue and relationships with all stakeholders (students, families, school-based and network staff, community members).
- Be a visible presence and model, and communicate openly and often, with all community members.
- Ensures a safe environment for teaching and learning.
- Advance the social-emotional development, learning and practices of all students and staff members.
- Monitor student trends in behavioral challenges, incidents, discipline practices and trends.
- Collaborate with and support the Parent Association.
- Contribute to the cultivation of ISCS as an authentically diverse, equitable and inclusive organization.

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Minimum of 5 years as an effective, impactful classroom teacher, preferably in the elementary grades.
- Minimum of 2 years leading, coaching and consulting with teachers.
- Experience planning, developing, facilitating and evaluating high-impact professional development.
- Familiarity with remote learning systems (e.g. Google Classroom, on-line curriculum platforms).
- Strong command of all Microsoft Office and Google Suite programs.
- Track record of achieving impressive quantitative and qualitative outcomes.
- Experience in charter schools in urban communities strongly preferred.

Competencies:

- Solution-oriented. Maintains optimism, perseverance and patience around changes, challenges and ambiguity.
- Data-driven, ambitious and outcomes-oriented.
- Communicates clearly and persuasively.
- A high degree of comfort and confidence modeling effective classroom management and instruction.
- Knowledge of best practices in adult learning.
- Ability to prioritize and manage multiple obligations and initiatives, strong attention to detail and excellent time management.
- Knowledge of change management theory and practice, team building, and group dynamics.
- Models life-long learning through professional development and individual growth activities.

Assets:

- Holds a deep belief that all students can learn and achieve, and all families deserve access to high-quality public schools.
- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Entrepreneurial mindset with a commitment to preserving a bold, can-do culture that sustains the organization's core values.
- Collaborative decision-making style, with a proven track record of working effectively with individuals at all levels to drive decision-making and results.
- Commitment to leveraging the existing strengths and supporting the continuous evolution of our communities, students, families and staff members.
- Master's degree in an education field/administration and supervision.
- NYS Teacher certification. Administrative certification [SBL] preferred.
- Spanish-speaking strongly preferred.

Director of Operations

Position Overview:

The Director of Operations will oversee operational systems, facilities, manage purchasing, contracted services and compliance concerns and ensure the health and safety of all students, families and staff members at our East Harlem school. The Director of Operations will report to the Principal.

Oversee Operational Systems

- Ensure effective and efficient operational systems are in place, communicated and understood, and practiced consistently to best support teaching and learning.
- Manage, support and develop all school operations team members, including a building manager, operations associates and security personnel.
- Responsible for all student recruitment and enrollment efforts, including open houses, annual lottery, waitlist, orientation and registration.
- Plan and coordinate all necessary protocols and logistics for daily operations, such as arrival, transitions and dismissal, as well as school events and activities, including, but not limited to after school and special programs, field trips, and assemblies.
- Manage and monitor student information platforms [e.g. PowerSchool, ATS (Automate the Schools)] to track enrollment, attendance, etc. and support/partner with communications and data staff as needed.
- Manage and monitor family communication platforms (e.g. ParentSquare, email) to ensure parents/guardians are well-informed and receive timely support and guidance.
- Oversee the maintenance and inventory of the technology equipment in the building.
- Contribute to the onboarding of new staff members (e.g. time clock, technology, work space and materials).

Manage Purchasing and Contracted Services

- Oversee the school's non-instructional budget and finances.
- Conduct school-based purchasing, in alignment with the network fiscal and procurement policy and procedures.
- Coordinate the critical services at the school location, including but not limited to, food service, nurse, transportation, security and janitorial. Monitor and assess service delivery to ensure high quality and effectiveness.

Ensure Health, Safety and Compliance

- Ensure compliance with the federal school meals program.
- Coordinate with the Building Manager to ensure compliance with local, state and federal regulations and inspections (e.g. FDNY, Department of Environmental Protection, etc.) and maintain all documentation and certifications.
- Implement required fire and safety drills in collaboration with the Building Manager, and maintain documentation for and compliance with fire egress plans and fire drills.
- Work collaboratively with the Building Manager and school safety/operations staff to coordinate emergency responses.
- Collect and coordinate all NYSED data, including but not limited to, BEDS reporting and others.

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Minimum of 3 years experience as an effective director of operations, preferably in a school.
- Use of student information systems to report, track and monitor enrollment, attendance and ensure compliance and funding (e.g. ATS, PowerSchool).
- Familiarity with purchasing, procuring and inventorying a broad range of materials and resources.
- Assessing, vetting and engaging a variety of vendors (cleaning, food services, etc.).
- Comfort utilizing technology to communicate, track and organize work and information (e.g. Google Suite, documents, spreadsheets).

Competencies:

- Great time and task management; an ability to prioritize, manage multiple obligations and initiatives and follow through.
- Strong systems-thinker, a capacity to envision, plan, and implement new/revised protocols and practices that streamline or improve school operations functions.
- Ability to thrive in a fast-paced, results-oriented environment; flexible, able to work autonomously as well as on a team and to take direction as needed.
- Strong attention to detail; able to develop and maintain organizational and documentation systems.
- Strong analysis, negotiation and problem-solving skills.
- A deep sense of ownership and responsibility.
- The ability and commitment to lead and inspire a team that will ensure the health, safety and learning of all students and staff.

Assets:

- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Demonstrated agility communicating with a range of stakeholders (e.g. staff, parents & caregivers, students, vendors).
- Entrepreneurial mindset with a commitment to preserving a bold, can-do culture that sustains the organization's core values.
- Collaborative decision-making style, with a proven track record of working effectively with individuals at all levels to drive decision-making and results.
- Commitment to leveraging the existing strengths and supporting the continuous evolution of our communities, students, families and staff members.
- Bachelor's Degree required, Masters degree preferred. .

Assistant Principal

Duties and Responsibilities:

The Assistant Principal will formally report to the Principal.

Ensure a Strong School Culture and Community

- Passionately communicate and maintain high academic expectations, at or above grade level proficiency standards, for all students.
- Help develop and monitor progress towards achieving annual academic and organizational goals for the school.
- Contribute to the creation of a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its future and develop the necessary pathways to achieve it.
- Ensure that the school's policies, procedures and protocols for holding all students to high behavioral expectations as stated in the Code of Conduct are understood, promoted and reinforced, equitably and consistently, by all students and staff members.
- Supervise arrival, dismissal, transitions, lunch and/or recess as needed, ensuring the safety of the students.
- Maintain accurate and up-to-date student conduct data and records regarding interventions, including merits and demerits earned by students, conferences held, awards and acknowledgements, suspensions, and communication with families.
- Maintain monthly records to assist teachers in the classroom with promoting positive behaviors and mitigating problem behaviors.
- Closely track and prepare data and information regarding student behavior, consequences, supports and interventions to inform school-wide, subgroup and individual student strategies and decisions as a member of the school leadership team and school culture committee.
- Closely monitor and problem-solve student attendance challenges, in partnership with families and colleagues.
- Support student social-emotional development, learning of the AMBER Way core values and the recognition of growth and progress.
- Engage, communicate and partner with parents/guardians to ensure students are successful learners and community members.
- Contribute to the cultivation of ISCS as an authentically diverse, equitable and inclusive organization.
- Collaborate with and support the Parent Association.

Contribute to the Day to Day Success and Ongoing Evolution of the School

- Assume responsibility for school operations in the absence of the principal.
- Help to recruit, interview and onboard new instructional and operational team members.
- Manage and support individuals and teams as assigned.
- Represent the school leadership team at network-level/ Shared Service Team initiatives as assigned.
- Coordinate staff coverage as needed for daily and extended absences.
- Assign and monitor student teachers and interns.
- Contribute to extended learning beyond the typical school day (academic tutoring, summer school, etc.)
- Prepare and submit all reports required by authorizing agencies.
- Attend board meetings as assigned.

Facilitate the Professional Growth of All Staff

- Ensure professional development efforts contribute to school-wide, grade and content-specific student achievement absolute and growth goals.
- Review and analyze formative and summative assessment data and evidence at the student, class, grade and school levels to inform instructional and professional development plans.
- Plan and facilitate relevant network-wide and school-based professional development and provide ongoing guidance and support to ensure content, learning standards and curriculum materials are fully understood, and instruction is implemented in accordance with network and school expectations.
- Implement consistent instructional professional development protocols and plans (e.g. PD calendar, walkthroughs and observations, modeling, peer observations, data and student work product reviews, etc.).
- Formally evaluate staff and assist in the identification of growth goals in order to improve performance.
- Informally coach and provide evidence-based feedback to staff, appropriately balancing accountability and support.
- Leverage the strengths and develop the leadership capacities of the school's most effective teachers.

Support Instructional Staff to Develop and Implement Effective, Impactful Teaching Practices

- Contribute to the implementation and improvements of flexible and seamless in person and remote learning pathways that serve the learning needs of all students.
- Research and recommend NYLS-aligned, high-quality, evidence-based core and supplementary curriculum materials, resources and technologies to support the learning of all students, particularly those who are struggling, have identified or suspected disabilities and/or are English language learners.
- Ensure all leaders and teachers have access to and are guided by clearly-articulated scope and sequence documents for each content area, at each grade level.
- Support leaders and teachers to establish, implement and monitor a comprehensive, data-driven Response to Intervention (RtI) framework of tiered academic supports.
- Work with the data analyst to support teachers in effectively using data and evidence to inform instruction.
- Support teachers as they prepare for parent/teacher conferences and prepare trimester report cards and progress reports, ensuring appropriate alignment among data and evidence, ratings, comments and communications.

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Minimum of 5 years as an effective, impactful classroom teacher, preferably in the elementary grades.
- Minimum of 2 years leading, coaching and consulting with teachers.
- Experience planning, developing, facilitating and evaluating high-impact professional development.
- Familiarity with remote learning systems (e.g. Google Classroom, on-line curriculum platforms).
- Strong command of all Microsoft Office and Google drive programs.
- Track record of achieving impressive quantitative and qualitative outcomes.
- Experience in charter schools in urban communities strongly preferred.

Competencies:

- Solution-oriented. Maintains optimism, perseverance and patience around changes, challenges and ambiguity.
- Data-driven, ambitious and outcomes-oriented.
- Communicates clearly and persuasively.
- A high degree of comfort and confidence modeling effective classroom management and instruction.
- Knowledge of best practices in adult learning.
- Ability to prioritize and manage multiple obligations and initiatives, strong attention to detail and excellent time management.
- Knowledge of change management theory and practice, team building, and group dynamics.
- Models life-long learning through professional development and individual growth activities.

Assets:

- Holds a deep belief that all students can learn and achieve, and all families deserve access to high-quality public schools.
- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Entrepreneurial mindset with a commitment to preserving a bold, can-do culture that sustains the organization's core values.
- Collaborative decision-making style, with a proven track record of working effectively with individuals at all levels to drive decision-making and results.
- Commitment to leveraging the existing strengths and supporting the continuous evolution of our communities, students, families and staff members.
- Master's degree in an education field/administration and supervision.
- NYS Teacher certification. Administrative certification [SBL] preferred.
- Spanish-speaking strongly preferred.

Manager of Student Supports

Duties and Responsibilities:

Position Overview:

The Manager of Student Supports will ensure that all students, with a particular emphasis on those who are struggling or identified as at-risk, are appropriately supported to achieve grade level academic proficiency and maintain social emotional health and well-being.

Oversee the assessment, identification and progress tracking of student academic and social-emotional needs

- Help to establish, update and closely monitor a comprehensive system that tracks all student needs, as these needs intersect and change over time.
- Categorize and track the progress of students within each Rti (Response to Intervention) tier of support, based on reading and mathematics diagnostic assessment performance and other relevant evidence.

Ensure students identified with needs receive targeted and coordinated intervention and support

- Guide leaders and teachers to provide cycles of targeted and coordinated interventions, initially and adjusted, based on student needs, as they change throughout the year.
- Help instructional leaders and teachers to consider both academic and social emotional data (e.g. chronic attendance) into account when planning and implementing interventions and supports).
- Ensure all students receive mandated support and the school remains in compliance by developing or refining systems to closely track the evaluations, service provisions, family partnership and communication and progress monitoring for all students with disabilities (SWD), English language leaders (ELL) and those receiving Title I reading services.
- Routinely review and report progress of all students to school-based leaders and teachers, as well as network-level leaders.

Guide Instructional Staff to Develop and Implement Effective, Impactful Teaching Practices

- Provide guidance, training, and professional development of best practices for academic intervention and social-emotional support.
- In partnership with teachers and leaders, identify and develop supplementary academic materials and resources to support the learning of all students, particularly those who are struggling or at-risk.
- Help teachers modify, differentiate and extend learning experiences to engage all students.
- Monitor academic services in place for SWD and ELL, including interventions, tutoring, in-class accommodations, modifications and modified schedules.
- Review and analyze formative and summative assessment data and evidence at the student, class, grade and school levels to inform instructional and professional development plans.
- Plan and facilitate professional development and ongoing guidance and support to ensure content, learning standards and curriculum materials are fully understood, and instruction is implemented in accordance with network and school expectations.

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Minimum of 3 years experience as an effective, impactful classroom teacher.
- Teacher coaching and consulting experience.
- Experience planning, developing, facilitating and evaluating high-impact professional development.
- Deep knowledge of grade level proficiency expectations and pathways, and NYS learning standards.
- Familiarity with high-quality K-5 curriculum programs, particularly resources that support development of struggling and at-risk learners.
- Familiarity with remote learning systems (e.g. Google Classroom, on-line curriculum platforms).
- Strong command of all Microsoft Office and Google drive programs.

Competencies:

- Ability to prioritize and manage multiple obligations and initiatives, strong attention to detail and excellent time management.
- A high degree of comfort and confidence implementing and modeling effective instruction.
- Knowledge of best practices in adult learning.
- Knowledge of change management theory and practice, team building, and group dynamics..

Assets:

- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Entrepreneurial mindset with a commitment to preserving a bold, can-do culture that sustains the organization's core values.
- Collaborative decision-making style, with a proven track record of working effectively with individuals at all levels to drive decision-making and results.
- Commitment to leveraging the existing strengths and supporting the continuous evolution of our communities, students, families and staff members.
- Alignment to the ISCS mission and core values.
- Bachelor's Degree required, Masters Degree in the field of education preferred.
- NYS teaching certification, general and special education.
- Spanish-speaking strongly preferred.

Dean of Students

Duties and Responsibilities:

The Dean of Students will formally report to the Principal.

Ensure a Safe and Strong School Culture and Community

- Ensure that the school's policies, procedures and protocols for holding all students to high behavioral expectations as stated in the Code of Conduct are understood, promoted and reinforced, equitably and consistently, by all students and staff members.
- Supervise arrival, dismissal, transitions, lunch and/or recess as needed, ensuring the safety of the students.
- Facilitate the school's Child Study Team (attend weekly meetings, manage referrals, monitor recommended plans, and help determine students who are in need of an evaluation for special education services).
- Maintain accurate and up-to-date student conduct data and records regarding interventions, including merits and demerits earned by students, conferences held, awards and acknowledgements, suspensions, and communication with families.
- Maintain monthly records to assist teachers in the classroom with promoting positive behaviors and mitigating problem behaviors.
- Closely track and prepare data and information regarding student behavior, consequences, supports and interventions to inform school-wide, subgroup and individual student strategies and decisions as a member of the school leadership team and school culture committee.
- Closely monitor and problem-solve student attendance challenges, in partnership with families and colleagues.
- Evolve and facilitate a comprehensive advisory program for grades 6-8.
- Support student social-emotional development and the recognition of growth and progress.
- Engage, communicate and partner with parents/guardians to ensure students are successful learners and community members.

Support Instructional Staff to Develop and Implement Effective, Impactful Teaching and Classroom Management Practices

- Be present in classrooms often and actively coach teachers, providing them with timely constructive feedback.
- Guide teachers to modify, differentiate and extend learning experiences to engage all students.
- Provide timely classroom support to teachers when requested; follow established protocols to support students to re-engage in learning and teachers in applying appropriate behavior management strategies and consequences.
- Serve as the critical point person for acute or crisis student behavior concerns.
- Assign and oversee out of classroom consequences, including suspensions.
- Develop and monitor the implementation of behavior intervention plans in partnership with teachers, parents/guardians and students.

Contribute to the Day to Day Success and Ongoing Evolution of the School

- Serve as a key member of the instructional leadership team.
- Models the school's values and standards for professional conduct; consistently demonstrates best practices for communicating with students, staff, and families.
- Help to recruit, interview and onboard new instructional team members.
- Review trimester report cards, and specialist progress reports, ensuring appropriate alignment among ratings, comments and concrete data collected.
- Support teachers as they prepare for parent/teacher conferences and maximize family participation.
- Execute special assignments and other duties as designated by the principal.
- Contribute to extended learning beyond the typical school day (academic tutoring, summer school, etc.)

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Minimum of 3 years experience as an effective, impactful classroom teacher, preferably in the middle grades.
- Teacher coaching and consulting experience.
- Experience planning, developing, facilitating and evaluating high-impact professional development.
- Familiarity with remote learning systems (e.g. Google Classroom, on-line curriculum platforms).
- Strong command of all Microsoft Office and Google drive programs.

Competencies:

- A high degree of comfort and confidence modeling effective classroom management and instruction.
- Knowledge of best practices in adult learning.
- Ability to prioritize and manage multiple obligations and initiatives, strong attention to detail and excellent time management.
- Knowledge of change management theory and practice, team building, and group dynamics.

Assets:

- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Entrepreneurial mindset with a commitment to preserving a bold, can-do culture that sustains the organization's core values.
- Collaborative decision-making style, with a proven track record of working effectively with individuals at all levels to drive decision-making and results.
- Commitment to leveraging the existing strengths and supporting the continuous evolution of our communities, students, families and staff members.
- Alignment to the ISCS mission and core values.
- Bachelor's Degree required, Masters Degree in the field of education preferred.
- NYS teaching certification.
- Spanish-speaking strongly preferred.

Data Analyst

Duties and Responsibilities:

The Data Analyst will formally report to the Principal.

Guide and Support School Staff in the Use of Data and Digital Platforms, Programs and Resources

- Serve as an in-house expert on core and assessment materials, tools and resources.
- Collaborate with school leadership to train staff on analysis protocols and ensure timely collection of data.
- Create and refine trackers, templates, rosters and schedules.
- Ensure the effective management of various data platforms (set-up, sync, clean, update, monitor, etc.).
- Facilitate the implementation of flexible and seamless in person and remote learning pathways that serve the learning needs of all students.

Support Instructional Staff to Develop and Implement Effective, Impactful Data Driven Instruction

- Support teachers in effectively using data and evidence to inform instruction.
- Review, analyze and present formative and summative assessment data and evidence at the student, class, grade and school levels to inform instructional plans.
- Support teachers to analyze authentic student work with teachers for the purposes of assessing learning, modifying instruction and re-teaching content.
- Guide teachers to modify, differentiate and extend learning experiences to engage all students.
- Coordinate and schedule administration of all academic assessments, both in person and remote, accounting for all student testing accommodations (NYSTP, iReady, DRA, etc .)
- Order and organize all assessment materials to ensure they are accessible and utilized with fidelity and consistency.
- In partnership with instructional leaders and teachers, develop and refine high quality school wide, grade and classroom level learning assessments (benchmarks, exit tickets, etc.)
- Plan and facilitate professional development and ongoing guidance and support to ensure assessment tools and materials are fully understood and implemented in accordance with network and school expectations.

Contribute to the Day to Day Success and Ongoing Evolution of the School

- Serve as a key member of the instructional leadership team.
- Help to recruit, interview and onboard new instructional team members.
- Support the preparation and review of trimester report cards, and specialist progress reports, ensuring appropriate alignment among ratings, comments and concrete data collected.
- Supervise arrival, dismissal, transitions, lunch and/or recess as needed, ensuring the safety of the students.
- Execute special assignments and other duties as designated by the principal.
- Contribute to extended learning beyond the typical school day (academic tutoring, summer school, etc.)

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Experience as a data analyst, preferably in an urban charter or traditional public school setting.
- Minimum of 2 years experience in assessment, and evaluation services and data management.
- Minimum of 2 years experience as an effective, impactful classroom teacher.
- Minimum of 2 years leading, coaching and consulting with teachers.
- Experience planning, developing, facilitating and evaluating high-impact professional development.
- Familiarity utilizing a broad range of student information systems (e.g. PowerSchool), academic assessment tools and data housing (e.g. IReady, Illuminate) and survey platforms.
- Familiarity with remote learning systems (e.g. Google Classroom, curriculum platforms).
- Strong proficiency with Google Suite/ Microsoft Office and statistical applications such as Excel, PowerPoint
- Experience manipulating large datasets (working with raw data preferred)
- Intermediate (or stronger) visual design skills.
- Experience working on a cross-functional team / with multiple stakeholders.
- Deep knowledge of NYS learning standards.
- Familiarity with high-quality curriculum programs for English language arts, mathematics, science and social studies.

Competencies:

- Well developed quantitative and qualitative analytical skills.
- Ability to clearly communicate analysis and findings to different constituencies [leaders, teachers, families, trustees]
- Capacity to distill complex data and other information into easy-to-understand analysis with actionable next steps.
- Collaborative decision-making style, with a proven track record of working effectively with individuals at all levels to drive decision-making and results.
- Ability to prioritize and manage multiple obligations and initiatives, strong attention to detail and excellent time management.
- Experience planning, developing, facilitating and evaluating high-impact professional development.
- Knowledge of change management theory and practice, team building, and group dynamics.

Assets:

- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Commitment to leveraging the existing strengths and supporting the continuous evolution of our communities, students, families and staff members.
- Alignment to the ISCS mission and core values.
- Bachelor's Degree required, Masters Degree in a related field [research design; evaluation; assessment; statistical analysis] preferred.
- NYS teaching certification preferred.
- Spanish-speaking preferred.

Classroom Teacher

Duties and Responsibilities:

Plan and Deliver Rigorous and Engaging Instruction

- Assume personal responsibility for the academic progress of all students.
- Implement a coherent, research-based curriculum, aligned to content and grade level specific scope and sequence guiding documents.
- Document all syllabi, lesson plans, assignments, rubrics and other instructional materials and methods.
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom.
- Modify, differentiate and extend learning experiences to engage all students with disabilities, and integrate Instructional Education Plan (IEP) recommendations as appropriate.
- Modify, differentiate and extend learning experiences to engage all ELL students.
- Implement various methods to promote a student-led and student-centered classroom.

Comprehensively Assess Student Learning

- Track student proficiency and progress towards achieving learning objectives with formative and summative assessment tools.
- Analyze assessment results, utilizing data to inform and adjust instruction.
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Use student data to reflect on effectiveness of lessons in order to improve instruction and personal practice

Create a Safe and Responsive Learning Environment

- Teach and encourage the development of the ISCS core values.
- Develop and maintain a warm and firm learning environment that allows students to feel safe, take risks and be creative.
- Establish, model, practice and reinforce developmentally-appropriate rules and behaviors using clear and consistent procedures
- Formulate and implement behavioral management plans with individual students as needed
- Build positive and supportive partnerships with families.
- Communicate with families frequently and effectively, to provide them with information about instructional programs and student progress (report cards, parent/teacher conferences, etc.), maximize participation and respond to their concerns.

Contribute to a Collaborative and Cohesive Staff Learning Community

- Model life-long learning through professional development and individual growth activities.
- Show evidence of utilizing constructive feedback to enhance the quality of learning experiences for students.
- Demonstrate teamwork, actively modeling cooperation and helpfulness for students.
- Engage in respectful and critical dialogue to contribute to the school's evolution.
- Maintain optimism and flexibility throughout the year.
- Encourage and support the growth of colleagues.
- Serve on school based committees.

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Minimum of 2 years experience as an effective, impactful classroom teacher.
- Familiarity with high-quality curriculum programs.
- Comfort with remote learning systems (e.g. Google Classroom, on-line curriculum platforms).
- Strong command of all Microsoft Office and Google drive programs.

Competencies:

- A high degree of comfort and confidence planning and implementing rigorous, engaging and effective instruction.
- Commitment to create and maintain a safe and responsive learning environment.
- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Ability to prioritize and manage multiple obligations and initiatives, strong attention to detail and excellent time management.

Assets:

- Alignment to the ISCS mission and core values.
- Bachelor's Degree required, Masters Degree in the field of education preferred.
- NYS teaching certification is required:
 - Middle School: Generalist in Middle School Childhood Education (Grades 5-9) with Content Extension (Grades 5-9) strongly preferred.
- Spanish-speaking preferred.

Special Education Teacher

Duties and Responsibilities:

Plan and Deliver Rigorous and Engaging Instruction

- Assume personal responsibility for the academic progress of all students with disabilities.
- Implement a coherent, research-based curriculum, aligned to content and grade level specific scope and sequence guiding documents.
- Implement mandated special education services aligned with specific Instructional Education Plan (IEP) recommendations and requirements, ensuring compliance with all special education regulations.
- Modify, differentiate and extend learning experiences to engage all students with disabilities, and integrate IEP recommendations as appropriate.
- Provide direct support, guidance, and/or collaborate with colleagues to address the needs of at-risk learners as requested.
- Document all syllabi, lesson plans, assignments, rubrics and other instructional materials and methods.
- Maintain accurate records by completing any required session notes, trackers and/or logs, documenting academic and behavioral interventions and other anecdotal notes.
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom.
- Implement various methods to promote a student-led and student-centered classroom.

Comprehensively Assess Student Learning

- Track student proficiency and progress towards achieving learning objectives with formative and summative assessment tools.
- Analyze assessment results, utilizing data to inform and adjust instruction.
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals.
- Use student data to reflect on lesson effectiveness in order to improve instruction and personal practice.
- Assess students with respect to their special needs and academic risk factors using the appropriate assessment measures.

Create a Safe and Responsive Learning Environment

- Teach and encourage the development of the ISCS core values.
- Develop and maintain a warm and firm learning environment that allows students to feel safe, take risks and be creative.
- Establish, model, practice and reinforce developmentally-appropriate rules and behaviors using clear and consistent procedures
- Formulate and implement behavioral management plans with individual students as needed
- Build positive and supportive partnerships with families.
- Communicate with families frequently and effectively, to provide them with information about IEP services, instructional programs and student progress (report cards, parent/teacher conferences, etc.), maximize participation and respond to their concerns.

Contribute to a Collaborative and Cohesive Staff Learning Community

- Model life-long learning through professional development and individual growth activities.
- Show evidence of utilizing constructive feedback to enhance the quality of learning experiences for students.
- Demonstrate teamwork, actively modeling cooperation and helpfulness for students.
- Engage in respectful and critical dialogue to contribute to the school's evolution.
- Maintain optimism and flexibility throughout the year.
- Encourage and support the growth of colleagues.
- Serve on school based committees.

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Minimum of 2 years experience as an effective, impactful classroom teacher.
- Evidence of success advancing the learning of students identified with or suspected of having disabilities, as well as those at-risk.
- Familiarity with high-quality curriculum programs.
- Comfort with remote learning systems (e.g. Google Classroom, on-line curriculum platforms).
- Strong command of all Microsoft Office and Google drive programs.

Competencies:

- A high degree of comfort and confidence planning and implementing rigorous, engaging and effective instruction.
- Commitment to create and maintain a safe and responsive learning environment.
- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Ability to prioritize and manage multiple obligations and initiatives, strong attention to detail and excellent time management.

Assets:

- Alignment to the ISCS mission and core values.
- Bachelor's Degree required, Masters Degree in the field of education preferred.
- NYS Certification Required:
 - Middle School: NYS Students With Disabilities (Grades 1-6) teaching certification with SWD grade-level extension (Grades 7-8) OR Students With Disabilities (Grades 5-9) Generalist only.
- Spanish-speaking preferred.

Specialist Teachers (Art, Music, Physical Education, Spanish, Arabic, Technology, STEM)

Duties and Responsibilities:

Position Overview:

Specials teachers plan and deliver rigorous and engaging instruction, comprehensively assess student learning, create safe and responsive learning environments. ISCS offers Spanish or Arabic, STEM, art, physical education, music and technology, providing our students with creative and innovative avenues to learn, discover and express themselves.

Plan and Deliver Rigorous and Engaging Instruction

- Assume personal responsibility for the academic progress of all students.
- Implement a coherent, research-based curriculum, aligned to content and grade level specific scope and sequence guiding documents.
- Document all syllabi, lesson plans, assignments, rubrics and other instructional materials and methods.
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom.
- Modify, differentiate and extend learning experiences to engage all students with disabilities, and integrate Instructional Education Plan (IEP) recommendations as appropriate.
- Modify, differentiate and extend learning experiences to engage all ELL students.
- Implement various methods to promote a student-led and student-centered classroom.

Comprehensively Assess Student Learning

- Track student proficiency and progress towards achieving learning objectives with formative and summative assessment tools.
- Analyze assessment results, utilizing data to inform and adjust instruction.
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals.
- Use student data to reflect on effectiveness of lessons in order to improve instruction and personal practice.

Create a Safe and Responsive Learning Environment

- Teach and encourage the development of the AMBER core values.
- Develop and maintain a warm and firm learning environment that allows students to feel safe, take risks and be creative.
- Establish, model, practice and reinforce developmentally-appropriate rules and behaviors using clear and consistent procedures
- Formulate and implement behavioral management plans with individual students as needed
- Build positive and supportive partnerships with families.
- Communicate with families frequently and effectively, to provide them with information about instructional programs and student progress (report cards, parent/teacher conferences, etc.), maximize participation and respond to their concerns.

Contribute to a Collaborative and Cohesive Staff Learning Community

- Model life-long learning through professional development and individual growth activities.
- Show evidence of utilizing constructive feedback to enhance the quality of learning experiences for students.
- Demonstrate teamwork, actively modeling cooperation and helpfulness for students.
- Engage in respectful and critical dialogue to contribute to the school's evolution.
- Maintain optimism and flexibility throughout the year.
- Encourage and support the growth of colleagues.
- Serve on school based committees.

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Minimum of 2 years experience as an effective, impactful classroom teacher.
- Familiarity with high-quality curriculum programs, and grade/developmental expectations for specific content areas:
 - **For STEM:** NYS Science, Technology, Engineering, Arts and Mathematics Standards
 - **For Art and Music:** NYS Arts Standards
 - **For Physical Education:** NYS Physical Education Standards
 - **For Technology:**
 - **For Spanish or Arabic:** NYS LOTE World Language Learning Standards/ACTFL World-Readiness Standards for Learning Languages, Foreign Language in the Elementary School (FLES) program, AVANT STAMP 4SE proficiency benchmarks
- Comfort with remote learning systems (e.g. Google Classroom, on-line curriculum platforms).
- Strong command of all Microsoft Office and Google drive programs.

Competencies:

- A deep love of learning and expertise in a particular creative content area - ***STEM, music, art, physical education, technology, Spanish or Arabic.***
- An unwavering commitment to teaching and importing passion, skills and knowledge to students.
- A high degree of comfort and confidence planning and implementing rigorous, engaging and effective instruction.
- Able to employ approaches that address multiple types of learners (visual, sensory, kinesthetic, audio).
- Commitment to create and maintain a safe and responsive learning environment.
- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Ability to prioritize and manage multiple obligations and initiatives, strong attention to detail and excellent time management.

Assets:

- Alignment to the Amber Charter Schools mission and core values.
- Bachelor's Degree required, Masters Degree in the field of education preferred.
- Spanish-speaking preferred.
- NYS teaching certification required.
 - **STEM:** Generalist in Middle School Childhood Education (Grades 5-9) with Science, Technology, Engineering and Mathematics-related extension (Grades 5-9) strongly preferred. NYS Childhood Education (Grades 1-6) will also be considered.
 - **Music:** NYS Music (Pre-k - 12 All Grades) teaching certification required. Advanced methodology training, preferably in the Kodaly method (Orff or Dalcroze may also be considered).
 - **Art:** NYS Visual Arts (Pre-k - 12 All Grades) teaching certification.
 - **Physical Education:** NYS Physical Education (Pre-k - 12 All Grades) teaching certification required.
 - **Technology:**
 - **Spanish:**
 - Middle School: NYS Spanish Middle Childhood (Grades 5-9) or Generalist in Middle School Childhood Education (Grades 5-9) with Spanish Extension (Grades 5-9) teaching certification required.

School Counselor/Social Worker

Duties and Responsibilities:

Provide Students with Mandated and At-Risk Counseling and Family Supports

- Provide individual and group mandated school-based counseling as designated by student IEPs
- Provide individual and group at-risk counseling for students as needs arise
- Ensure the school remains in compliance with all federal and state regulations in regards to counseling and mandatory reporting.
- Maintain accurate, confidential, detailed, and current individual student records.
- Address and support students under stress or in crisis, and follow up with appropriate family members, staff and external programs and agencies.
- Facilitate student academic and behavioral progress conversations and guide staff to identify goals and actionable steps for improvement.
- Develop and support the creation of individualized behavior plans with teachers, Dean of Students and other leaders.

Lead and Refine the Middle School Advisory Program

Key components include social and emotional development, support around academic performance and persistence, high school preparation and articulation and pathways to college and careers

- In 6th grade, the advisory experience will center on community-building, social-emotional development and academic monitoring and mentoring.
- 7th and 8th grade will build on the foundation described above, intentionally integrating high school readiness and articulation and pathways to college and careers (including the exploration, placement and related reflection and learning of internships).

Support School Staff to Develop and Provide Effective, Social Emotional Instruction and Supports

- Facilitate professional development and coach staff; teach and model as needed
- Support teachers as they partner and communicate with students and families
- Observe and assess students and develop informed support plans with teachers as needed
- Support teachers as they prepare for parent/teacher conferences and maximize family participation.
- Chair Child Study Team meetings and assist in writing IEP goals for eligible students.
- Oversee, monitor and support the implementation of all social emotional programs.

Contribute to the Day to Day Success and Ongoing Evolution of the School

- Supervise arrival, dismissal, transitions, lunch and/or recess as needed, ensuring the safety of the students.
- Execute special assignments and other duties as designated by the assistant principal.

We are seeking candidates with the following experience, competencies and assets:

Experience:

- Minimum of 2 years of experience as an effective, impactful counselor or social worker.
- Minimum of 2 years working with children and families, as well as teachers, preferably in an urban charter or traditional public school setting.
- Development, implementation, support and assessment of effectiveness/impact of programs for students and families.

- Providing staff professional development, consulting and coaching.
- Experience working on a cross-functional team, with multiple stakeholders.
- Familiarity with research-based, high-quality social emotional curriculum programs and approaches.
- Familiarity with remote learning platforms (e.g. Google Classroom, Zoom/Google Hangout).
- Strong command of all Microsoft Office and Google Suite programs.

Competencies:

- Deep understanding of the development needs of middle school students.
- Ability to contextualize the life and learning experiences of our students and families in order to provide targeted, appropriate support.
- Collaborative decision-making style, with a proven track record of working effectively with individuals at all levels to drive decision-making and results.
- Ability to prioritize and manage multiple obligations and initiatives, strong attention to detail and excellent time management.

Assets:

- Masters degree in school counseling, social work or related field required.
- New York State school counselor certification or social work license required.
- Capacity to develop strong relationships based on trust, respect, effective communication, and common goals.
- Commitment to leveraging the existing strengths and supporting the continuous evolution of our communities, students, families and staff members.
- Alignment to the ISCS mission and core values.
- Spanish-speaking preferred.

c. Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high-quality teachers including:

- The processes and policies to recruit and hire qualified teachers and other staff members that consider the specific quality and availability of talent in the proposed geographic area; and,
- The strategies for retaining high-quality teachers.

ISCS will intentionally invest in our teachers and their development to ensure that every student has a teacher of the highest quality. Our investment begins with recruiting, hiring, and retaining an instructional leadership team that is intentionally designed to support teachers in all aspects of their development. We believe deeply in a distributive leadership model where schools support staff members in recognizing and developing their inherent leadership skills. Through this model, teacher leadership is developed from within the school over time and teachers play an important role in the decision-making process.

Staff Recruitment

We seek to hire teachers who first and foremost share in our belief that all students can achieve at the highest levels regardless of race, ethnicity, disability, or native language. Upon authorization, we will begin actively recruiting and hiring staff (see R-22 – Action Plan).

Our staff recruitment efforts will be far-reaching, and we will leverage our professional networks to ensure these efforts are national. We plan to work with a number of local and national partners in our recruitment of staff. Examples of our staff recruitment strategies are below:

- ISCS website postings and social media sites
- Current staff members
- Online career websites including but not limited to indeed.com and idealist.org
- College and graduate school job boards, career fairs and alumni groups/associations
- NYC Charter School, NYC Charter Center and NYS Charter School Association Job Boards

In alignment with our commitment to distributive leadership, we aim to develop and identify – to the greatest extent possible – instructional leadership from inside our school as we grow. When we conduct an external search for an instructional leadership position, we will use online job postings and a national search to cast the widest net possible.

Hiring

As we seek to hire teachers who are mission aligned and eager to receive coaching and feedback, our hiring process will be designed to identify high-quality candidates that will drive our school's mission forward. We believe deeply that evaluation begins at hiring, as it is incumbent upon the school to not only seek out teachers with the deepest alignment to the school's mission and prioritized teacher competencies - but also to be open and honest with teachers about the school's expectations, operating style, and values. Early in the planning year, the Principal will refine and finalize hiring practices.

We will implement a multi-phase hiring process that at a minimum includes:

- Resume screen
- Initial phone screen
- In-person interview including a demonstration lesson
- Reference checks

If it is determined that a candidate is a strong fit for an open role, they will receive both a phone call from the Principal, with an offer. ISCS plans to offer competitive salaries and benefits packages to complete with other local schools..

Retention

The best hiring strategy is retaining the strongest and most philosophically aligned staff members. TNTP's "The Irreplaceables"¹ articulates a number of strategies that are known to retain the most effective, most impactful educators. These include:

- Ongoing feedback and development
- Plenty of recognition
- Opportunities to assume responsibility and advance
- Provision of resources

¹ TNTP. "The Irreplaceables: Understand the Real Retention Crisis in America's Urban Schools," 2012. <https://tntp.org/publication/the-irreplaceables-understanding-the-real-retention-crisis/>

Ibn Sina Civics and Sciences Charter School

2025-2026 Staff Handbook

DRAFT

1. AT-WILL STATEMENT & DISCLAIMER

PLEASE READ CAREFULLY

The contents of this Employee Handbook (“Handbook” or “Manual”) summarize the current benefits and guidelines within (“the School The Ibn Sina Civics and Sciences Charter School”) and are intended as guidelines only. The School reserves the right to change, delete, suspend, or discontinue any part or parts of this Handbook at any time, without prior notice, and any such action shall apply to existing as well as future employees. All employees should be aware that depending upon the circumstances of a given situation, the School’s actions may vary from the provisions of this Handbook. As such, the contents of the Handbook do not constitute the terms of a contract of employment.

It should be noted that nothing contained in this Handbook is, nor should it be construed as, a guarantee of continued employment; but rather, employment with the School is on an at-will basis. This means that either the employee or the School, with or without cause, may terminate the employment relationship at any time, with or without notice, for any reason not expressly prohibited by law. Any exception to the policies contained within must be expressly authorized and signed by an appropriate officer of the School.

This Handbook supersedes and replaces all prior personnel policy and benefit statements, whether oral or in writing. While some of the provisions contained herein refer specifically only to federal law, employees should be aware that the School will comply with all federal, state and local laws. Should any provision in this Handbook be found to be unenforceable and/or invalid, such finding does not invalidate the entire Handbook, but only the subject provision.

The Board of Trustees reserves the right to amend this handbook at any time, within its sole discretion, with or without notice.

This Employee Handbook takes effect on the date the employee either physically or electronically signs the acknowledgement form/statement.

2. NATIONAL LABOR RELATIONS ACT DISCLAIMER

Nothing in this Handbook is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raising complaints about working conditions, and/or engaging in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

DRAFT

3. INTRODUCTION

Welcome

Thank you for joining the Ibn Sina Civics and Sciences Charter School. (hereinafter, the "School"). We hope you agree that you have a great contribution to make to the education of our children by way of our community, and that you will find your employment at the School a rewarding experience. We look forward to the opportunity of working together to create a more successful School. We also want you to feel that your employment will be a mutually beneficial and gratifying one.

You have joined an organization that is establishing an outstanding reputation for quality. Credit for this will go to everyone in the organization. We hope you will find satisfaction and take pride in your work here. As a member of the School's team, you will be expected to contribute your talents and energies to further improve the environment and quality of the School.

We extend to you our personal best wishes for your success and happiness at the School.

Sincerely,

Principal

Board Chair

4. AN OVERVIEW OF THE SCHOOL

The goal of the School is to create one of the finest charter schools in the nation. We hope to serve the children of our community and to create a role model for charter school design that can be replicated everywhere that new educational alternatives are needed.

A broad cross-section of the community has joined together to create this unique School: parents, educators, social service executives, elected officials, community leaders and business people. At the same time, the deep need for better educational alternatives is longstanding and well known.

Creating an outstanding School that meets the needs of all of its children and families is difficult work. Ultimately, however, parents and children have a right to quality educational alternatives and a fair chance at life. For this reason, the best-designed charter schools will succeed and will raise the quality of traditional non-chartered schools along with them. We are glad you have joined us in this most worthy and noble effort.

4.1 WHAT YOU CAN EXPECT FROM THE SCHOOL

The School believes in creating a professional working relationship between all employees. In pursuit of this goal, the School is working towards meeting the following employee relations objectives:

1. Provide an exciting, challenging, and rewarding workplace experience.
2. Provide employment opportunities on the basis of skill, training, ability, attitude, character, and business need, without discrimination with regard to race, color, religion, creed, ancestry, sex pregnancy, gender (including gender nonconformity and status as a transgender or transsexual individual), familial status, sexual orientation, national origin, age, marital status, domestic partnership or civil union status, military status, alienage or citizenship, disability that can be reasonably accommodated without undue hardship, veteran status, genetic predisposition, atypical hereditary cellular or blood trait, status as a victim of domestic violence, or any other characteristic or status protected by federal, state, or local law.
3. Compensate all employees according to their effort and contribution to the success of the School.
4. Review wages, employee benefits and working conditions regularly with the objective of being as competitive in these areas as possible, consistent with the various demands on the School's limited resources.
5. Assure employees an opportunity to discuss any issue or problem with the Principal, representative from Human Resources, or any other manager with whom employees feel comfortable speaking.
6. Take prompt and fair action to investigate and resolve any complaint that may arise in the everyday conduct of the School's business, including complaints of discrimination based on a protected trait or retaliation.
7. Respect individual rights, and treat all employees with courtesy and consideration.
8. Maintain mutual respect in our working relationships.

9. Promote employees on the basis of their ability and merit.

4

10. Keep all employees informed of the progress of the School, as well as its overall goals and objectives.

11. Promote an atmosphere in keeping with the School's vision, mission, and goals.

12. Maintain an atmosphere that is free from harassment or discrimination on the basis of any protected classification or characteristic and free from retaliation for engaging in any activity protected by law.

4.2 WHAT THE SCHOOL EXPECTS FROM YOU

The School needs your help in making each working day enjoyable and rewarding. Your first responsibility is to know your own duties and how to do them promptly, efficiently, correctly and pleasantly. Second, you are expected to cooperate with management and work collaboratively with your fellow employees. However, nothing in this Handbook is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raising complaints about working conditions, and/or engaging in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

How you interact with fellow employees and those whom the School serves, and how you accept direction can affect the success of our School. In turn, the performance of one faculty member can have an impact upon the entire School. Consequently, whatever your position, you have an important assignment: perform every task to the very best of your ability.

You are encouraged to grasp opportunities for personal development offered to you. This Manual offers insight into how you can perform positively and to the best of your ability to meet and exceed the School's expectations.

We strongly believe you should have the right to make your own choices in matters that concern and control your life. We believe in direct access to management. We are dedicated to making the School an educational institution where you can approach your supervisor to discuss any problem or question. We expect you to voice your opinions and contribute your suggestions to improve the quality of the School. We're all human, so please communicate with each other and with management in a professional and constructive manner.

4.3 OPEN COMMUNICATION POLICY

The School encourages you to discuss any issue you may have with a co-worker directly with that person. If a resolution is not reached or if that is not possible, or if you feel uncomfortable speaking with your co worker, then you should arrange a meeting with your direct supervisor. To the extent practicable, the School will preserve the confidentiality of information discussed in a meeting, consistent with the School's responsibility to investigate any conduct that is potentially unlawful or in violation of this manual. Retaliation against any employee for appropriate usage of open communication channels is forbidden. Please remember you are more likely to resolve work-related issues by speaking directly with your co workers or by using the School's Open Communication Policy, speaking with the Principal or Director of Operations immediately with any questions, and if that is not appropriate, to contact your school's Assistant Principal or Principal.

4.4 VISION

Ibn Sina Civics and Sciences Charter School is committed to building a community of lifelong learners who are curious, innovative and equipped with the skills needed to reach their potential. Our unique integration of civics and sciences into our curriculum provides students with a well-rounded education to help them become active and engaged citizens.

4.5 PHILOSOPHY

We create a warm and inclusive learning environment that is hands-on, inquiry-based, and student-centered with an emphasis on problem-solving, critical thinking, and creativity. By instilling a keen sense of morals and principles and creating an environment that encourages exploration and a profound understanding of the world, students develop a strong sense of community and the value of making positive contributions in the world.

4.6 THE ROLE OF THE TEACHER

The role of the teacher is to provide for children a high-quality education, in an environment that is not only safe, but also in an atmosphere that promotes opportunities to expand their educational horizons and develop understanding and acceptance of other members of the school community. It is the obligation of the teacher to work in concert with all staff members and to follow the guidelines and policies as set down by the School. The Principal will be responsible for the ongoing evaluation and monitoring of the classroom teaching. The responsibilities of teachers shall include, but not be limited to, those listed below:

4.6.1 TEACHER RESPONSIBILITIES: CURRICULUM:

- a. To work with the Principal, Assistant Principals, co-teachers, and other support staff to develop and implement curriculum and projects that meet State standards, reflect the school's philosophy and address the educational needs of the students.
- b. To be prepared for teaching by having each week's lesson plans developed and ready for review/deployment in the School's online database at the start of each work week on Monday morning by 8:00 am.
- c. To evaluate the individual needs of the students and develop classroom practices and differentiated lessons that address those needs and reflect the curriculum.
- d. To develop lesson plans using strategies for higher learning based on theories and practice.
- e. To provide for classroom learning opportunities that are child-centered, age appropriate and challenging for each student.
- f. To create a classroom environment that reflects enthusiasm for learning and the creativity of the teacher.
- g. To help develop and teach Advisory to foster the development of the whole child.
- h. To research and utilize the community resources available to the school and plan and organize field trips that is curriculum appropriate and expands the learning opportunities of children.
- i. To ensure that planning, lesson implementation, and assessments prepare students for grade

level proficiency.

6

- j. To report data from student assessments each year and work collaboratively with colleagues analyzing data and formulating a plan of action to improve performance.

4.6.2 TEACHER RESPONSIBILITIES: COMMUNICATION

- a. To maintain regular communication with all parents. This communication may take the form of newsletters, e-mails, phone calls, and special notes home.
- b. To share all correspondence dealing with parental and home communication with the school administration using the School's online database.
- c. To communicate to students and parents the classroom expectations regarding academic performance, conduct, and classroom interaction with other students and the teacher.
- d. To work with the parents and administration in the development of short- and long-term goals for students.
- e. To communicate with fellow teachers, respect differences, and learn from one another.
- f. To communicate professionally and regularly with the administration, addressing any concerns directly to him/her.

4.6.3 TEACHER RESPONSIBILITIES: CLASSROOM AND SCHOOL

- a. To create a classroom environment that establishes clear, consistent expectations for students.
- b. To create opportunities for students to learn proper classroom decorum through modeling, affirmation, language and role playing.
- c. To treat all students with respect, dignity and to, by example, show the students how individuals learn to get along with others.
- d. To allow students the opportunity to learn how to solve their problems independently with appropriate level of interaction from the teacher.
- e. To maintain the same expectations out of the classroom as in the classroom.
- f. To be active in the supervision of students, both in the classroom and throughout the school.

4.6.4 TEACHER RESPONSIBILITIES: ADDITIONAL

- a. To work with the Principal and Director of Operations in the preparation and execution of safety procedures: fire, earthquake, and other potential disaster situations such as shelter ins, lock downs, fire drills, bus drills and any other procedure ensuring the safety of staff and students.
- b. To work with staff to maintain a clean, healthy environment.

7

- c. To encourage parent participation in the classroom, volunteering, sharing particular talents and sharing learning opportunities outside the classroom.
- d. To attend all scheduled faculty meetings and in-services.
- e. To develop, in consultation with the Principal, goals and objectives for each school year.
- f. To meet regularly with the Principal to review and evaluate these goals and objectives.
- g. To review student data and outcomes with assistant principals and coaches in order to plan for changes in student instruction.
- h. To receive evaluations and feedback from the Principal.
- i. To maintain an open classroom, understanding that the school has many visitors and that classrooms reflect who we are and what we do.
- j. To participate in general parent meetings and special evening presentations sponsored by the school.
- k. To exemplify the best ideals of the teaching profession.
- l. To work to improve the academic achievement of each and every student.
- m. To adjust work hours to meet the needs of the school (i.e during Regents).

5. EQUAL OPPORTUNITY & ANTI-DISCRIMINATION

5.1 EQUAL OPPORTUNITY EMPLOYMENT

The School is committed to Equal Employment Opportunity (EEO) and diversity in the workplace, and it will comply with federal, state and local anti-discrimination laws in all areas of employment, including, but not limited to, hiring, termination, retention, promotion, tenure, recruitment, or compensation. No person should encounter discrimination in employment on the basis of race, color, religion, creed, sex (including pregnancy), gender (including gender nonconformity and status as a transgender or transsexual individual), familial status, sexual orientation, national origin, age, marital status, domestic partnership or civil union status, military status, disability (including certified patients with a serious condition who are prescribed medical marijuana, as defined by New York State law), genetic information, atypical hereditary cellular or blood trait, ancestry or ethnicity, alienage or citizenship status, veteran status, status as a victim of domestic violence, or any other protected category under federal, state or local laws (these categories may be referred

to herein collectively as “protected categories” or “protected classes”). School policy also prohibits discrimination against people applying for a job or internship on the basis of marital status, race, color, religion, creed, age, domestic partnership or civil union status, sex (including pregnancy), familial status, sexual orientation, national origin, gender (including gender identification, gender nonconformity and status as a transgender or transsexual individual), disability, genetic information, atypical hereditary cellular or blood trait, ancestry or ethnicity, status as a victim of domestic violence, alienage or citizenship status, veteran status, domestic violence victim status, arrest record, or prior criminal convictions, or any other protected category, and to the extent provided by laws dealing with educational providers to minors.

8

School employees should model best practices and professional behavior of a diverse team. It is against School policy for our employees to intentionally:

- Discriminate against anyone in a legally protected class in recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment;
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual’s membership in a legally protected class; or
- Deny a person any service, other program benefits, or financial aid based on the individual’s legally protected classification.

Any employee aware of violations of this policy must report the conduct to the Director of Operations, or any other manager with whom the employee feels comfortable, and, in writing, to the Board of Trustees.

5.2 AMERICANS WITH DISABILITIES ACT/ACCOMMODATIONS POLICY

The School shall comply with the intent of the Americans with Disabilities Act of 1990, as amended. This means that the School won’t discriminate against anyone with a disability, as defined by federal, state, and/or local law, who’s otherwise qualified for employment. Reasonable accommodation will be given to anyone with a known physical or mental limitation, including a temporary disability or a disability related to pregnancy, childbirth or lactation, of an otherwise qualified person with a disability who’s an employee or applying for a job, if such accommodation would not impose an undue hardship on the School and would enable the person to apply for or perform the essential functions of the position in question.

Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his/her job should notify the Director of Operations and request an accommodation. The School will identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation. The person must fully cooperate with the School to seek out and evaluate accommodation options. The School may require medical verification of the disability and need for accommodation. For further information, please contact your Director of Operations.

The School recognizes that certified patients with a serious condition who are legally prescribed medical marijuana in accordance with New York State law constitute individuals with a disability that are entitled to the protections set forth in this Policy. Notwithstanding, the use of medical marijuana on employer property or during work hours is strictly prohibited and does not qualify as a reasonable accommodation under this Policy.

5.3 RELIGIOUS ACCOMMODATION POLICY

The School complies with Title VII of the Civil Rights Act of 1964, the New York Human Rights Law, and all applicable state and local fair employment practices laws, and is committed to providing equal employment opportunities to all individuals, regardless of religion. Consistent with this commitment, the School will provide a reasonable accommodation of an applicant or employee's sincerely held religious belief unless doing so would create an undue hardship for the School.

If you believe you need an accommodation based on your religious beliefs, please contact the Principal. The School encourages you to suggest specific reasonable accommodations. However,

9

the School is not required to make the specific accommodation requested by you and may provide an alternative, effective accommodation, to the extent any accommodation can be made without imposing an undue hardship on the School.

Individuals will not be retaliated against for requesting an accommodation in good faith. The School expressly prohibits any form of discipline, reprisal, intimidation, or retaliation against any individual for requesting an accommodation in good faith.

5.4 PROHIBITED DISCRIMINATION & HARASSMENT POLICY

5.4.1 The Policy

The School's policy is to prohibit discrimination and harassment based on inclusion in a protected class from occurring in the workplace or anywhere else that a School-sponsored event takes place. This policy's goal is not to regulate personal morality or to invade employees' personal lives, but to show the School's commitment to maintaining a workplace environment that's free of harassment of and by its employees, as well as contractors, vendors, and guests.

5.4.2 Defining Harassment

- The School intends to provide a work environment that's pleasant, professional and free of intimidation, hostility or other offenses that may interfere with work performance. Harassment of any sort, whether verbal, physical or visual, based on a protected characteristic will not be tolerated. These characteristics include, but are not necessarily limited to, race, color, creed, religion, gender (including gender nonconformity and status as a transgender or transsexual individual), sex (including pregnancy), familial status, sexual orientation, age, national origin, citizenship status, ancestry, veteran status, military status, physical or mental disability (including certified patients with a serious condition who are prescribed medical marijuana, as defined by New York State law), marital status, domestic partnership or civil union status, genetic information, atypical hereditary cellular or blood trait, status as a victim of domestic violence, or any other legally defined status.
- Harassment is defined as verbal, physical, or written conduct, to include posts on social media or other internet venues – including but not limited to slurs, remarks, epithets, jokes, or intimidating or hostile acts – based on an employee's membership in a protected class under federal, state, or local law, when such conduct has the purpose or effect of: 1) substantially interfering with an individual's work performance, or creating an intimidating, hostile, or offensive working environment; 2) otherwise adversely affecting an individual's employment opportunities; or 3) unreasonably interfering with an individual's work performance.
- Harassment that violates this policy may take many different forms including, but not limited to: ▪ Any

conduct that creates a hostile environment or that embarrasses or humiliates another person; ▪ Verbal conduct, such as epithets, derogatory comments, slurs or unwelcome comments or jokes; ▪ Visual conduct, such as derogatory posters, photographs, pictures, e-mails, screensavers, cartoons, drawings or gestures;

- Physical conduct, such as assault, blocking normal movement, restraint, touching or physical interference;
- Threats or demands to submit to certain non-work related actions in order to keep or get a job, to avoid some other loss or as a condition of receipt of job benefits, job security or promotion; and ▪ Retaliation for having reported harassment or discrimination, or having assisted another employee in reporting harassment or discrimination.

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10

If any employee feels that they've been the target of harassment by a co-worker, supervisor, board member, contractor, guest or vendor of the School, they must immediately report the harassment to their Director of Operations, any other manager with whom the employee feels comfortable.

5.5 SEXUAL HARASSMENT

Like any other kind of harassment, sexual harassment is not tolerated. Unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, explicitly or implicitly, a term or a condition of employment;
- Submission to or rejection of such conduct is used as the basis for employment decisions; or
- Such conduct has the tendency, purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment.
- Sexual harassment refers to behavior: (1) that's not welcome; (2) that is or would offend a person of reasonable sensitivity and sensibilities; (3) that does not respect the rights of another; and (4) that unreasonably interferes with an employee's work performance and effectiveness or creates an intimidating, hostile or offensive work environment. It doesn't make a difference if the harassment is "just joking," "teasing" or "playful." This type of conduct could be equally offensive to someone just like any other type of harassment.

Specific behaviors considered to be sexual harassment in violation of School policy include, but are not limited to, the following:

1. Verbal

- Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors.
- Abusive language related to an employee's sex, including, but not limited to, sexual innuendoes, slurs, suggestive, derogatory or insulting comments or sounds, whistling, jokes of a sexual nature or concerning gender-specific traits, sexual propositions, and threats.
- Use of demeaning or offensive words when referring to an individual's gender.
- Demands for sexual favors or sexually-oriented comments about an employee's body or appearance, sexual habits, sexual preference or sexual desirability.

2. Visual

- Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, graphic commentaries or obscene gestures in the workplace.

3. Physical Contact

- Any sexual advance involving physical contact that is not welcome, including touching, petting, pinching, massaging, coerced sexual intercourse, assault or persistent brushing up against a person's body.

Any form of harassment is banned, which includes harassment by administrators, certified and support personnel, students, vendors and other people in School or at School related events. Under this policy, retaliation against any individual who reports harassment or other inappropriate behavior or who cooperates in an investigation of a complaint is unlawful and will not be tolerated by the School.

11

If any employee feels that they've been the target of harassment by a co-worker, supervisor, board member, contractor, guest or vendor of the School, they must immediately report the harassment to the Director of Operations, or any other manager with whom the employee feels comfortable. Persons who engage in harassment or retaliation may be subject to disciplinary action up to and including termination.

5.6 INVESTIGATION & REMEDIATION

If any employee believes that they've experienced or witnessed sexual or any other form of harassment, they are required to immediately notify their supervisor, the Director of Operations, or any School leader that they feel comfortable with. All reports of sexual harassment will be promptly investigated by a School official not involved in the allegation. If a School official or their designee is involved in the reported conduct, or for some reason the employee feels uncomfortable making a report to a School official the employee should make a report directly to the Board of Trustees.

If the investigation confirms that harassment has occurred, appropriate corrective action will be taken, which may include, but not be limited to, an official memorandum in an employee's personnel file or termination of the offending employee.

All reports of harassment will be treated seriously and kept confidential to the extent practicable. However, absolute confidentiality is not promised nor can it be assured.

No employee shall be subject to employment-based retaliation, intimidation, or discipline because they made a sexual harassment complaint in good faith. However, disciplinary action, up to and including termination, may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

5.7 WHISTLEBLOWER POLICY

The School requires its directors, officers and employees to observe high standards of business and personal ethics while performing their job duties and responsibilities. Everyone must practice honesty and integrity in fulfilling their job responsibilities and comply with all applicable laws and regulations.

This policy is not a vehicle to report violations of the School's human resources policies, problems with co workers or managers, or issues related to alleged employment, sexual, or other discrimination or harassment. These complaints should be reported following the procedure set forth in the policy

corresponding to the type of complaint.

Issues that should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the School's assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations.

5.7.1 Reporting Responsibility

All directors, officers and employees must report in good faith violations or suspected violations of the School's ethical standards, or any regulatory or compliance standards, in accordance with this Whistleblower Policy.

5.7.2 Reporting Violations

Questions, concerns, suggestions, or complaints regarding the ethical and legal standards noted above should be addressed directly to the School's to the Director of Operations, or any other manager with whom the employee feels comfortable.

12

5.7.3 Non-Retaliation

If any employee reports a violation in good faith, they shall not suffer harassment, retaliation or adverse employment consequences because of their report. If another employee retaliates against someone who has reported a violation in good faith, they may be subject to discipline, up to and including termination of employment.

5.8 INVESTIGATIONS

The Board of Trustees may delegate the investigation of a reported violation to one or more School employees or to any other individual, including those who aren't employed by the School. The Board won't delegate this responsibility to the employee or anyone else who's the subject of a reported violation. The Board of Trustees will determine the scope, manner and parameters of any investigation of reported violations and the School and its employees will need to cooperate as necessary in regards to any kind of investigation.

5.8.1 Acting in Good Faith

Anyone reporting a violation must do so in good faith and have reasonable grounds to support their accusation. Any allegations made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

5.8.2 Confidentiality

When an employee reports a violation, they can request that it be handled confidentially, including that the School takes the necessary steps to ensure that their identity remains anonymous. The School takes this policy seriously and encourages employees reporting violations to identify themselves as this will facilitate any resulting investigation. Employees may, however, report violations anonymously. Reports will be kept confidential to the extent possible, consistent with the need to conduct a thorough investigation and to comply with all statutory and legal requirements.

5.8.3 Handling of Reported Violations

A School official will acknowledge receipt of violation reports if the sender discloses their identity or provides

a return address. All reports will be investigated promptly and their scope is at the sole discretion of the Board of Trustees. Appropriate corrective action will be taken if warranted by the investigation.

5.8.4 Records

The School, on a strictly confidential basis, will retain all records regarding any reports, investigations, and resolutions for seven (7) years (or as required under the School's record retention policies). All of these records will be considered privileged and confidential.

5.9 COMPLAINTS UNDER SECTION 2855 OF THE CHARTER SCHOOLS ACT

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) states that any individual or group may bring a complaint directly to the Board of Trustees alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of the School. All such complaints should be in writing and include the following:

1. Name, address, and phone number of the complainant;
2. Detailed statement by the complaint, including the specific provision of the School's charter or law that allegedly has been violated;

13

3. The relief sought by the complainant; and
4. The response, if any, received from the School thus far.

The Board of Trustees will respond to the complaint in a reasonable amount of time. Where possible, determinations will be made in 30 days or by the next regularly-scheduled Board meeting unless extenuating circumstances in the complaint require an expedited review.

If the complainant believes that the Board of Trustees hasn't resolved the complaint, they may present the complaint to the School's authorizer, the SUNY Charter Schools Institute.

Nothing in this policy is designed to, nor should be construed to, alter your status as an at-will employee. You or the School may, at any time, with or without notice, for any reason not expressly prohibited by law, terminate the employment relationship.

6. COMMENCEMENT OF EMPLOYMENT

6.1 BACKGROUND CHECKS

The purpose of background checks is to keep students, employees, vendors and visitors safe. Therefore, we need to understand if there is something in any potential employee's background that puts others at risk. All job applicants shall be subject to general background checks, conducted strictly under the requirements of the Fair Credit Reporting Act and in accordance with federal, state and local laws. Managerial positions also require credential verification.

6.1.1 EMPLOYMENT OF PERSONS WITH CONVICTION HISTORY

In accordance with the law, the School will not deny employment to, or take adverse employment action against a person who has previously been convicted of one or more criminal offenses in this state or in any other jurisdiction, whose conviction(s) preceded his/her employment or application for employment with the

School, except where permitted or mandated by law.

When applicable to determining whether an offer of employment will be made or continued employment is appropriate, the School will weigh all factors set forth by the law concerning an applicant's or employee's previous criminal conviction(s).

6.1.2 Convictions & Arrests During Employment

Employees have a continuing obligation to inform the School of any subsequent convictions. Additionally, the School will receive any updates about arrests or convictions from state and federal authorities. If a conviction is reported or discovered, the School must investigate and determine whether termination is appropriate.

Employees must notify the Principal within 48 hours of being arrested or charged with any local, state or federal crime, misdemeanor or other offense, unless the criminal action or proceeding has already been terminated in favor of the employee. Such notification will not necessarily disqualify you from continued employment.

6.2 FORM I-9

The School is required to maintain employment eligibility verification on the U.S. Citizenship and Immigration Service's Form I-9 for each employee. If an employee fails to provide the required supporting documentation confirming their identity and authorization to work in the United States within three (3) days after the date of hire, the employee will be terminated in compliance with the law.

6.3 EMPLOYMENT TYPE

Instructional

Instructional employees are hired to work in accordance with the Board approved academic calendar including annual pre-service professional development. Compensation for instructional employees is based on the amount of days they work in accordance with the school academic calendar. Salaries are annualized and paid over a twelve-month period, also known as "annualized compensation." For the purpose of this employment type, the employee's annualized salary is stretched over twenty-six (26) pay periods in order to receive income during the summer recess and throughout the in-school breaks.

Non-Instructional

Non-instructional employees' job duties do not identify specific, regular instructional duties relating to students and these employees are required to work the Board approved administrative calendar.

6.4 POSITION CLASSIFICATIONS

At the time you are hired, you are classified as either:

- * temporary, full-time or part-time;
- * exempt or non-exempt; and
- * instructional or non-instructional (defined at Section 9.1.12 herein)

You will be advised as to your classification at the time of hire.

6.4.1 Temporary Employment

From time to time, the School may hire employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a temporary employee. The job assignment, work schedule and duration of the position will be determined on an individual basis. Temporary employees are not eligible for paid holidays, paid leave or any other benefit to which employees with regular status are entitled during the time spent as a temporary employee.

Normally, a temporary position will not exceed six (6) months in duration. Summer employees, interns and seasonal employees are also considered temporary employees.

6.4.2 Full Time Employment

An employee whose regular workweek is at least 40 hours in length is considered a full-time employee. Unless otherwise expressly stated in this Manual or required by law, benefits apply only to full-time employees.

6.4.3 Part Time Employment

An employee whose regular workweek is fewer than 40 hours in length is considered a part-time employee. Part-time employees who are scheduled to work fewer than 30 hours per work week are not entitled to benefits or leave unless otherwise specified herein or required by law.

6.4.4 Exempt vs. Non-Exempt Employees

Positions that employees hold will also be classified as either exempt or non-exempt pursuant to the Fair Labor Standards Act. An employee is exempt from the overtime provisions of the Fair Labor Standards Act when s/he holds a position that meets specific standards for executive, administrative or professional categories provided by FLSA. An employee who is considered exempt is not paid overtime for hours worked in excess of forty (40) per week.

A non-exempt employee is one which occupies a position which is covered by the overtime provisions of the FLSA and must be paid time and one half for hours worked in excess of forty hours actually worked per week. The computation for hours worked in excess of forty does not include holidays, vacation, sick leave, or other paid or unpaid time off.

Please refer to the "Work Hours Policy" located at Section 4.5 below for more information about exempt/non-exempt classifications.

6.5 COMPENSATION SCHEDULE

Our payroll work week begins Saturday and ends on Friday and employees are paid bi-weekly. There are twenty six (26) pay periods each year and contributions for benefits are allocated across twenty six (26) paychecks. Employees who begin employment in the middle of a pay period will be paid on a prorated basis from the first day they work.

Part time employees are only paid for time worked. Your supervisor or the Director of Operations will distribute paychecks. If you choose to have your paycheck directly deposited into a bank account, electronic pay statements will be available on a per pay period basis.

Changes will be made and announced in advance whenever School holidays or closings interfere with the normal pay schedule.

6.6 MOVING EXPENSE REIMBURSEMENT

The School will reimburse a maximum of \$1,000 in moving expenses incurred by an employee who relocates more than 100 miles to a new city in order to assume a teaching or principal position at the School. The School will pay this reimbursement to the faculty member only upon receipt of an original invoice or appropriate documentation from a moving company or other suitable source.

Employees should submit invoices and necessary documentation in the form of an Employee Expense Reimbursement Form to the school Operations Leader for approval.

If after receiving a relocation reimbursement of any amount from the School the faculty member resigns from or is terminated by the School before the conclusion of two academic years, the School may reclaim a percentage of the total moving expenses in accordance with the Reclamation Schedule below.

6.6.1 Reclamation Schedule

- A faculty member who receives a relocation reimbursement from the School but remains an employee of the School for only one academic year shall be liable to the School for 50% of the total of the relocation reimbursement.
- A faculty member who receives a relocation reimbursement from the School but remains an employee of the School for less than one academic year shall be liable to the School for 75% of the total of the relocation reimbursement.
- A faculty member who receives a relocation reimbursement from the School but resigns from the

School before the beginning of the first academic year at the new location shall be liable to the School for the relocation reimbursement in its entirety.

16

6.7 TIME & PLACE OF PAYMENT

If you would like to set-up direct deposit of your pay, please visit the “Payroll” area in your portal profile and add your banking information. After one pay cycle, your pay will be deposited into your account using the account information that you provide. If you do not elect direct deposit, your paycheck will be mailed to your home address on record with the School.

6.8 WAGE GARNISHMENT

The School complies with any and all court orders, the Consumer Credit Protection Act, and any other applicable laws or orders with regards to wage garnishments and/or wage attachments. On receipt of a court order, the School will notify the employee immediately, begin withholding the specified portion of the employee’s wages, and provide the employee a copy of the order.

6.9 POLICIES FOR ERRORS IN PAY

Every effort is made to avoid errors in your paycheck. If you believe an error has been made for any reason, including, but not limited to, an overpayment, underpayment, or improper deduction, please contact the Director of Operations immediately. Paycheck errors (underpayments) of less than \$200.00 will be corrected on the next regularly scheduled payroll period. Paycheck errors (underpayments) over \$200.00 will be handled on an individual basis depending on the circumstances. Overpayments will be handled in accordance with applicable law.

6.10 ENTITLEMENT PAY

Whenever an instructional employee goes on a leave of absence or separates from the School, an entitlement payment will be calculated to reconcile the employee’s compensation. The calculation aligns the number of required instructional days actually worked with the salary already paid to the employee. For the purpose of this calculation, any sick and personal days used will be counted as days worked.

A separating employee’s final paycheck will include any monies owed in accordance with the School academic calendar. However, in the event that the calculation results in the employee owing money to the School, the employee will be required to repay any overpayment that has been made to them. Pursuant to the law, refusal to repay any outstanding balance due will not result in disciplinary or retaliatory action by the School; however, if the employee does not repay these amounts the School would be within its legal rights to file a legal claim to recover the owed funds. For information regarding the calculation of entitlement pay, please contact the Director of Operations.

6.11 EMPLOYMENT RECORDS

6.11.1 Employment Records

In keeping with the growing recognition of individual rights to privacy, we maintain only those records and collect only personal information that is necessary for organizational purposes. We make every effort to maintain the confidentiality of all personal information. However, the School will cooperate with and provide access to personnel files to local, state and federal agencies in accordance with applicable laws. Personnel and medical files are the property of the School and access to the information is restricted. Employees will not be allowed to view investigation records, letters of reference, or other materials in personnel files, except

when required by law.

17

We need to maintain up-to-date information about you to enable us to aid you and/or your family in emergencies. Please keep your information updated via your portal profile. Examples of information that you should update in the Nest include home address, emergency contacts, home telephone number, personal email, marital status (for benefits purposes), number of dependents (for benefits purposes), beneficiaries, tax form exemptions, certification and professional license information.

6.11.2 Medical Records

Confidential health and medical records are not included in your personnel file. The School will safeguard such records from disclosure and will divulge only that information: (1) as allowed by law, as referenced in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") or other federal or state law; (2) to the employee's personal physician upon written request of the employee; (3) as required for Workers' Compensation cases; (4) on a need-to-know basis, in connection with matters in which the employee has put his/her health or ability to perform his/her job in issue; or (5) as otherwise required or permitted by law.

6.11.3 Verification of Employment

The School does not respond to oral requests- please fax or email all employment verification requests to the Director of Operations. Dates of employment and job title will be provided when employment verification is requested. Wage/salary information will only be provided if the appropriate authorization and/or release is received. The School will not provide recommendations and/or terms of separation and/or rehire status unless required by law.

6.12 ANNIVERSARY DATE

The first day you report to work is your "official" anniversary date. Your anniversary date is used to compute various conditions and benefits described in this Manual.

7. WORK SCHEDULE

7.1 WORK DAYS & WORK WEEK

All employees are required to work according to a schedule determined by the School. Regular attendance is essential to the School's efficient operation and is a necessary condition of employment. Employees are expected to report to work as scheduled and on time. The standard work week for the School will be Monday to Friday 7:50 a.m. to 4:00 p.m. As noted above, the School may change your hours to meet the needs of the School such as during Regents Examinations.

Absences: Except as otherwise provided by law or this Handbook, days off must be requested 7 days in advance and be approved by the Principal. In the event of an unforeseeable absence, you must call the Administrative Assistant to the Principal by 6:30 am. Should your absence extended beyond one day, the employee must notify the Director of Operations of the expected return date. Absence for three consecutive workdays without notifying the Director of Operations shall be deemed job abandonment and constitute a voluntary resignation. If you are unable to call in yourself because of an illness, emergency or for some other reason, you are required to have someone call for you. Failure to adhere to the above policy will result in disciplinary action, which may include termination of employment.

If you cannot report for work as scheduled and your inability to report is foreseeable, please provide

reasonable advanced notice to the Administrative Assistant to the Principal and please advise the Administrative Assistant to the Principal when you expect to arrive for work. If such advanced notice cannot be provided, as much notice as is practical should be provided. If the absence is to continue beyond

18

the first day, the employee must notify the Director of Operations on a daily basis unless otherwise arranged. It is the responsibility of each employee to notify the Director of Operations. Absence for three consecutive workdays without notifying the Director of Operations shall be deemed job abandonment and constitute a voluntary resignation. If you are unable to call in yourself because of an illness, emergency or for some other reason, you are required to have someone call for you.

7.1.1 Lateness

If an employee will arrive to work late, in addition to informing the Administrative Assistant to the Principal by 6:30 a.m. on the day the employee is scheduled to work, they should advise their supervisor by phone at least one hour prior to their expected start time. Employees should notify their supervisor of when they expect to arrive for work. Failure to adhere to the above policy will result in disciplinary action, which may include termination of employment.

7.1.2 Early Dismissal

Employees needing to leave work prior to the end of their workday must submit a request to their Supervisor in advance, typically at the start of the employee's work day. The approval or denial of the request will be at the discretion of the Supervisor and subject to the operational needs of the school. Supervisors are not required to approve an early dismissal. Excessive unexcused absences and lateness are unacceptable and can result in disciplinary action, up to, and including suspension and/or termination.

7.1.3 Temporary Work Schedule Changes

Notwithstanding any other provision of this Policy, any employee that works 80 or more hours per calendar year, and who has worked for the School for more than 120 days, shall be entitled to two "temporary changes" to their work schedules per calendar year for qualifying "personal events," which include:

- To act as a caregiver and provide direct and ongoing care to a "care recipient", which is defined as a minor child or disabled family member who relies on the employee for medical care or to meet the needs of daily living;
- To attend a legal proceeding or a hearing for government assistance benefits, to which the employee, employee's family member, or a "care recipient" is a party; or
- Circumstances that qualify for sick time use under the New York City Earned Sick Time Act.

7.2 PRE- SERVICE

Pre-service is the education, training and preparation provided to instructional staff before they have undertaken any **teaching for a new school year**. All instructional staff, administration, and supervisory staff are required to report to work for the annual pre-service meeting typically held ten (10) days prior to the start of the first day of school for students. These days are included in the School academic calendar. Employees will receive the same compensation for participation in Pre-Service as they will receive during the upcoming year.

7.3 SUMMER SCHOOL, SATURDAY ACADEMY & AFTERSCHOOL TEACHING PROGRAM

At the school's discretion, the School may institute a "Summer School, Saturday Academy or Afterschool" Teaching Program. The School will select teachers from interested teachers who apply for the positions. This Program is optional and teachers are not required to apply to teach during these Teaching Programs.

19

Selection of teachers for these programs shall be made based on the skill set and work history of the applicants. It is intended that as many qualified teachers as possible have the opportunity to apply for and be assigned to these teaching programs.

7.4 SUMMER RECESS

During summer recess, full-time instructional staff will continue to receive their scheduled bi-weekly salary through the summer months in accordance with the calculation of an entitlement pay. Instructional staff will not receive additional compensation during the summer for classroom preparation or planned professional development. Any work performed during summer or in-school recess on items other than classroom preparation or professional development will be compensated at a rate established in advance and in accordance with an executed supplemental agreement between the School and the employee. The 10-month Assistant Principal and supervisory staff must work the first week of the Summer Recess without additional compensation.

7.5 WORK HOURS POLICY

7.5.1 Non-Exempt Employees

Non-exempt employees (those employees who are subject to the minimum wage and overtime provisions of the Fair Labor Standards Act) include security guards, operational support staff, maintenance employees and school aides. When such Non-Exempt employees work over forty (40) hours in any particular week, they will be paid overtime for those additional hours at the rate of time and one-half their regular rate of pay, unless state law dictates otherwise. All non-exempt employees are required to use the School's time clock to track their attendance time showing their daily hours worked. Time records cover one workweek and must be completed by the close of each workday. The following points should be considered by non exempt employees in filling out time records:

1. Employees are required to clock in at the school time clock upon start time, and are required to clock out for any breaks, including lunch breaks. Employees must also clock out the end of their workday and record their total hours worked of each workday.
2. Employees' time records should be reviewed and approved by the employee on a schedule provided by the Operations Leader. Time not worked for which an employee is entitled to be paid (i.e., paid absences, paid holidays or paid vacation time) should be reported on time record.
3. Overtime must be authorized in advance and in writing by the Principal before over forty hours are worked in a particular week.
4. The Principal will assign overtime (if any) to non-exempt employees as needed. Employees are not permitted to work overtime without the prior approval of the Principal. If the School finds that an employee has worked overtime hours that were not approved in advance, appropriate disciplinary

action will be taken.

5. Non-exempt employees will be compensated for attendance at lectures, meetings and training programs if such attendance is requested by management.

7.5.2 Exempt Employees

Personnel employed in executive, administrative, professional or certain computer-related capacities, including teachers, guidance counselors, administrators, and social workers, are generally exempt from the overtime and minimum wage provisions of the Fair Labor Standards Act. These employees are required to use the School's time and attendance system to track their attendance in order to account for daily

20

attendance. Allocation of time must be recorded on the appropriate form as "Regular," "Vacation," "Sick," "Personal," "Bereavement" or "Jury Duty."

Exempt employees are expected, by the nature of their positions, to complete their job responsibilities regardless of the constraints of a standard work week.

7.6 TIMEKEEPING POLICY

All school employees are required to use the time clock for attendance/compensation purposes. All non exempt employees must record their work hours upon commencing work, leaving for a break, returning from a break, and upon departing from work. Non-exempt employees should not clock in more than seven (7) minutes prior to his/her scheduled start time or scan out more than seven (7) minutes after his/her scheduled departure time without the Principal's pre-approval. Non-exempt employees must not begin work before their scheduled starting time or work beyond their scheduled check-out time, unless overtime has been specifically authorized in advance. Overtime must be pre-approved by the employees' supervisor and will be reported via a payroll exception report. In addition, non-exempt employees should not access job-related emails or conduct other job-related activities outside work unless specifically authorized in advance by his/her supervisor.

7.7 OVERTIME

For non-exempt employees, hours worked in excess of forty (40) per week must have the Principal's advance approval in writing.

7.8 LUNCH HOURS

The School provides employees with a work-free unpaid meal break during which time employees are free to leave the premises, and no work shall be performed.

Employees will have a 30-minute lunch break between 11:00 a.m. to 2:00 p.m. An employee who works a shift of more than six hours which extends over that noon day meal period will have at least a thirty-minute meal period. Employees who work a shift starting before 11:00 a.m. and ending after 7:00 p.m. will also have a 20-minute dinner break between 5:00 p.m. and 7:00 p.m. Employees working more than a six-hour shift that starts between 1:00 p.m. to 6:00 a.m. will be given a 45-minute meal period meal break midway through the shift.

Accurately recording time worked is the responsibility of every nonexempt employee. Federal and state laws require the School to keep an accurate record of time worked in order to calculate employee pay and

benefits. Time worked is all the time actually spent on the job performing assigned duties.

Nonexempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. It is the employees' responsibility to sign their time records to certify the accuracy of all time recorded. Hours worked must be submitted to, and approved by, the supervisor prior to processing in accordance with established procedures.

Altering, falsifying, tampering with time records, or recording time on another employee's time record is strictly prohibited and may result in disciplinary action, up to and including termination of employment.

7.9 NURSING MOTHERS POLICY

The School will abide by the "Breastfeeding Mothers Bill of Rights" which requires employers to provide a reasonable break time for an employee to express breast milk for her nursing child for up to three (3) years

21

after the child's birth each time that employee has need to express milk. The School will make a concerted effort to accommodate mothers who choose to continue to breastfeed after returning to work.

The School will provide a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from coworkers and the public, or space that is sanitary and close to an employee's work area, to express milk during work hours. The School will endeavor to provide a room with an electrical outlet, comfortable chair and nearby access to running water. Employees who have a private office area may use it for breastfeeding or milk expression.

Employees will provide their own breast pump. Employees may use their own cooler packs to store expressed breast milk or may store milk in a designated refrigerator/freezer. Employees should provide their own containers, clearly labeled with their name and the date.

Lactation breaks under this policy are unpaid. However, employees who use other break time to express breast milk should let their supervisor know and will be compensated in accordance with the School's policy on said breaks.

Employees who are required to record time under the School's timekeeping policy must accurately record the start and end of lactation breaks on their time sheets in and out for their lactation breaks in accordance with the School's timekeeping policy. Uninterrupted lactation breaks do not count as hours worked.

Employees may begin work before the regularly scheduled start of their shift or continue working past the regularly scheduled end of their shift to make up any time used for lactation breaks. Employees who choose to do this should speak with their supervisor in advance to make appropriate arrangements.

Exempt employees may be provided break time with pay when necessary to comply with state and federal wage and hour laws.

The Director of Operations is responsible for the administration of this policy. Employees with questions about this policy or about lactation breaks that are not addressed in this policy should contact the Director of Operations. Any employee who is subjected to conduct that he/she believes violates this policy should promptly speak to, write or otherwise contact the Director of Operations who will ensure that a prompt investigation is conducted and take prompt corrective action, if appropriate.

The School expressly prohibits any form of discipline, reprisal, intimidation, retaliation or discrimination against any individual for requesting or taking lactation breaks, or filing a complaint for violations of this policy, the Fair Labor Standards Act or applicable state or local law.

7.10 PREGNANCY ACCOMMODATION

The School will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment based on pregnancy. The School will also make reasonable accommodations for the known limitations or needs of an otherwise qualified pregnant individual or individual who suffers from a pregnancy-related medical condition who is an applicant or an employee unless undue hardship to the School would result.

An applicant or employee who requires such an accommodation for needs related to pregnancy should contact their supervisor or the School Operations Leader and make such an accommodation request.

The accommodation request can be written or oral and can be made by the employee or by someone else on the employee's behalf. The accommodation request should specify the accommodation the employee needs to perform the job.

22

Accommodations shall be granted on a case-by-case basis, in the sole discretion of the School, pursuant to an interactive process. As part of the accommodation process, the School may require verification from the employee's medical physician.

Individuals will not be retaliated against for requesting an accommodation in good faith. The School expressly prohibits any form of discipline, reprisal, intimidation, or retaliation against any individual for requesting an accommodation in good faith.

7.11 INCLEMENT WEATHER

It is the policy of the School to remain open during most periods of inclement weather; however, where extraordinary circumstances warrant, due to weather or other unforeseen business interruption, the School reserves the right to close the facility. To find out if the School is open or closed, employees should refer to the School's voicemail system or website. The School will make a closure decision by 6:00 a.m.. Generally, the School will close whenever the local Department of Education closes its schools, but employees are responsible for calling in/checking the website to confirm whether the School is closed or open.

Facility Closed

If the School is closed on an adverse weather day, all exempt and full-time non-exempt staff will receive regular pay for the day of closure.

Full-time non-exempt employees will not be required to use accumulated paid vacation time during days on which the facility is closed due to inclement weather events in order to receive their regular pay for day of closure.

Facility Open

If the School is open on an adverse weather day, employees who report to work will receive their normal pay for the day. Exempt staff will receive their regular salary and non-exempt employees will be paid at their base rate, plus any incentives, for all time worked.

If the School is open but an employee is unable to report to work due to inclement weather, the employee will not be paid. If a non-exempt employee has any accrued paid vacation or other paid time off, they may use such time for which they qualify to receive pay for the day. Exempt employees will be required to use any available accrued paid time off in such instances. In the event that an exempt employee is unable to report to work for the full day and has no remaining accrued paid time off, the employee will not be paid for the day and thus shall perform absolutely no work of any kind during the day.

Regardless of whether the facility remains open or closed, it is each employee's decision to determine if they can safely arrive at work. If an employee elects not to work, the School requires the courtesy of a phone call or email to your supervisor advising as to your status for the day, before the start of your work day.

Questions about this policy should be addressed to the Director of Operations.

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8. PERFORMANCE & PROFESSIONAL DEVELOPMENT

8.1 PERFORMANCE REVIEW & EVALUATION

Because we want you to grow and succeed in your job, employees are informally evaluated throughout the year. In addition, the School will conduct at least one formal review for each employee per year. New employees may also be reviewed near the end of their first 90 days of employment, and a review may be conducted in the event of a promotion or change in duties and responsibilities. During a formal performance review your supervisor may cover the following areas:

- The quality of your work
- Strengths and areas for improvement
- Attitude and willingness to work
- Initiative and teamwork
- Attendance and punctuality
- Problem solving skills
- Ongoing professional growth and development

Additional areas may also be reviewed as they relate to your specific job.

Your review provides an opportunity for collaborative, two-way communication between you and your supervisor. This is a good time to discuss your interests and future goals. Your supervisor is interested in helping you to progress and grow in order to achieve personal as well as work-related goals. Perhaps he/she can recommend further training or additional opportunities for you. The performance review gives your supervisor an opportunity to suggest ways for you to advance and make your job at the School more fulfilling, and to address difficulties you might be having.

Your supervisor can answer any questions you may have about the performance review process. **8.1.1 Compensation Reviews**

The School compensation reviews are usually given with performance reviews. Notification of annual salary increases and/or bonuses are usually made at the end of the school year and are applicable in the following school year. Compensation increases may be retroactive in the case of late reviews. Having your performance review does not necessarily mean that you will be given an increase; a compensation increase will depend upon, among other things, your individual performance and the economics of the School at the time.

8.2 INTENT TO RETURN PROCESS

It is important for the school to gather an employee's intent to return to the School for the following year. The school encourages all staff members to participate in this annual intent to return process to begin the staff planning for the following school year. The process will be communicated in May of every school year. Please note that communicating your desire to return is not a guarantee of future employment.

8.3 TUITION REIMBURSEMENT

The School's tuition reimbursement rewards employees for their contributions, adds to a great work environment and promotes the shared responsibility between employee and the School for individual and student achievement.

The School offers tuition reimbursement to full-time employees who wish to pursue education and training in areas related to their current positions or that will prepare them for more advanced positions within the School. Eligible employees may enroll in courses at any fully accredited college,

university, trade or technical school. Tuition will be reimbursed, up to the limits specified below, to eligible employees who meet all of the requirements of this policy and follow all of the procedures set forth below. Degree or certificate programs must be approved in advance of taking any courses by the Principal.

1. Eligibility

- a. All full-time employees who have completed twelve (12) months of continuous service or more are eligible to participate in the School's reimbursement program.
- b. Full-time employees with less than 12 months of continuous service with the School are also eligible to participate in the School's tuition reimbursement program, however, such employees will not be eligible to receive the reimbursement unless and until they have completed 12 months of continuous service with the School. Thus, where an employee with less than 12 months of continuous service with the School applies for and is granted tuition reimbursement as set forth in this Policy, the actual reimbursement will remain contingent upon the employee completing 12 months of continuous employment. No reimbursement payments will be made to such employee until the completion of the 12 months and the employee will not be entitled to any reimbursement if they are no longer employed by the School (for any reason) at the time the tuition reimbursement would have otherwise been due.
- c. Continued eligibility and reimbursement are contingent upon full-time employment with the School and continued good performance, conduct, and attendance.

2. Approved Programs/Courses

- a. Tuition reimbursement is available for courses offered by fully accredited colleges, universities, professional, and trade or technical schools. This includes independent, self-study and online and video courses.
- b. Individual courses not taken as part of a degree or certificate program must be related to the employee's current position or prepare the employee for more advanced positions within the School.
- c. Degree or certificate programs must prepare the employee for more advanced positions within the School.
- d. Tuition for courses not specifically related to employment with the School, but required to complete a degree or certificate program that is related to employment with the School, may be reimbursable under this policy provided the appropriate approvals are obtained.

3. Eligible Educational Programs

- Associate's, Bachelor's, Master's and Doctoral degree programs; eligible courses include all coursework required to complete an approved degree.
- Professional Certification Programs (programs must have a measurable course completion requirement beyond attendance and participation).
- Other programs as approved at the schools' discretion.

4. Eligible Educational Providers

- a. Degree programs and individual courses must be provided by a nationally or regionally accredited educational provider that results in college credit.
- b. Accreditation is a status granted to educational institutions found to either meet or exceed academic quality standards established by an accrediting agency through an assessment process. Accreditation assures the School that the course and/or educational institution meet academic quality standards, including academic core values of performance, integrity and quality assurance.
- c. Certification programs must be provided by an agency that has met the standards of the credentialing organization and is authorized to grant certification.

5. Reimbursement

- a. Tuition will be reimbursed in accordance with this policy upon successful completion of courses, up to the following amounts:
 - 1) \$800 per course for a maximum of two courses per school calendar year (July 1 - June 30) or up to \$1,600 per calendar year for all eligible employees. The sum total of all courses cannot exceed \$1,600 per fiscal year.
 - 2) Reimbursement amounts for courses that begin in one year but are completed in a subsequent year will be calculated as part of the reimbursement limit for the year in which the course is completed. For example, reimbursement for a course that began June 2014 and was completed in July 2015 will count towards the reimbursement limit for 2015.
 - 3) Employees must be on the School’s payroll upon completion of their courses in order to qualify for tuition reimbursement.
 - 4) If a course is offered only as "pass-fail," a passing grade must be obtained. Courses will be granted reimbursement according to the reimbursement schedule in section “5.a.6” below, of this policy. If an employee has the option of choosing to be graded under either a "pass-fail" or a letter grade system, the letter grade system must be used. If no grades are given, the employee must provide proof of successful completion of the course.
 - 5) A dropped course no longer qualifies for reimbursement.
 - 6) Employees who are approved for tuition reimbursement will be reimbursed after the completion of the course, submission of a copy of the employees transcript as stated below in this policy and according to the following schedule:

Associate and Bachelor Degree Grade Road Map

Course Grade	Percentage Reimbursement
A	100%
B	75%
C	50%

Masters and Doctorate Grade Road Map

Course Grade	Percentage Reimbursement
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A	100%
B	50%

“Pass/Fail” Grade Road Map

Course Grade	Percentage Reimbursement
Pass	100%
Fail	0%

Applying for Tuition Reimbursement

1. Individual Courses

- a. An application must be submitted for each course prior to course enrollment. Applications are processed online in the portal. The application is reviewed and processed by the Director of Operations. Approved applications will be required for reimbursement at the end of the course.
- b. Copies of the program curricula must be uploaded as an attachment.
- c. To receive reimbursement, the employee must submit a Tuition Reimbursement application on the portal within ninety (90) days of class completion or within thirty (30) days of receiving his/her grade for the course, whichever is later, along with the following:
 - 1) Itemized invoice of tuition and fees.
 - 2) Itemized receipt showing proof of payment. **Amounts covered by grants or scholarships are not reimbursable and will be deducted from tuition amounts before any reimbursement is paid by the School.**
 - a. Receipts should identify the employee and the educational institution attended. The receipts must also:
 - Provide an itemized breakdown of tuition, books and fees. (If the school does not itemize, then the receipt must have documentation from the school explaining this each time you submit for reimbursement.)
 - Show covered expenses have been paid in full
 - 3) The official transcript, original document or electronic transcript issued by the university or school, of a passing grade, or a “pass” for a pass/fail course, or a certificate or documentation indicating achievement of professional certification for a certification program. At the discretion of the school, an unofficial transcript can be submitted for reimbursement, the official transcript will need to be required at a later date, not to

exceed forty-five days following completion of the course.

- d. Employees are responsible for submitting copies of original, unaltered documents and fully disclosing all required information (e.g. receipt of scholarship money) as required during the application and/or reimbursement processes. Falsification and/or purposeful omission of required information may result in disciplinary action up to and including suspension or termination of employment.

2. Degree or Certificate Programs

- a. Once a program has been approved by the Principal, the employee must follow the procedures outlined above under "Individual Courses" for each course he/she wishes to take. b. Course work must be completed outside of the employee's normal working hours unless otherwise approved by the employees' supervisor or the School Principal.

3. Deadlines

In order to be eligible for tuition reimbursement, employees must complete an online application no later than the following dates:

		Tuition
Fall	September 15 th	February 15 th
Spring	January 15 th	July 15 th
Summer	June 15 th	October 15 th

Payment

Once approved, an employee will be reimbursed through payroll on a regular paycheck, typically within two to four pay periods after the approval. An employee must be active at the time of payment of reimbursement benefit to be eligible for reimbursement.

Overpayment

You are expected to reimburse the School the full amount of any reimbursement overpayment, regardless of the reason for the overpayment.

Separation or Rehire

If an employee's employment ends before the successful completion of a course and payment of the reimbursement benefit, they are not eligible for reimbursement for the course.

Rehired employees must re-satisfy the twelve (12) months of the continuous service requirement upon return to the School to be eligible for tuition reimbursement. Prior periods of service do not count for establishing eligibility for tuition reimbursement.

Exceptions

1. This policy covers tuition only. Costs for books and fees will not be paid by the School. 2. The School reserves the right to deny any application or tuition reimbursement request. 3. The School reserves the right to modify or cancel its tuition reimbursement program at any time, with or without notice to employees.

9. TRAINING & DEVELOPMENT

As resources permit, School will provide its employees with opportunities for professional development.

9.1 TRAINING

In-service training will provide staff with the skills, training and experience necessary to enable job performance. Attendance at approved training is recognized as an important means for staff development. In-service may be mandatory at the Principal's discretion based upon workloads, time schedule and need for such training.

9.2 CONFERENCES

In order to encourage professional development, staff shall be eligible for attendance at professional conferences as approved by the Principal within the limitation of funds availability. Staff members may, with approval from the Principal, attend professional conferences or conventions on the School's time at their own expense. School leadership or any member of the Board of Trustees may also be eligible to attend conference and to be reimbursed for expenses upon approval by the Board of Trustees.

10. EMPLOYEE BENEFITS

10.1 BENEFITS

The School is committed to sponsoring a comprehensive benefits program for all eligible employees. In addition to receiving an equitable salary and applying for other compensation (e.g. tuition reimbursement) and having an equal opportunity for professional development and advancement, you may be eligible to enjoy other benefits, which will enhance your job satisfaction. We are certain you will agree that the benefits program offered represents a very large investment by the School.

All employees normally scheduled to work thirty (30) or more hours per workweek will be eligible to receive insurance and other benefits offered by the School. Part-time and temporary employees who are regularly scheduled to work fewer than thirty (30) hours per week are not eligible for benefits, unless otherwise specified herein or required by law. Eligibility, coverage, deductibles and carriers of such benefits are subject to modification or termination at any time at the sole discretion of the School or the respective insurance carriers. These benefits may be modified or discontinued at the sole discretion of the School at any time.

Benefits information can always be found in the online portal.

10.1.1 Commuter Benefits Plan

The School provides eligible employees a choice of nontaxable transportation benefits. The Commuter Benefits Plan allows eligible employees to set aside a portion of their pre-tax pay toward qualified transportation expenses for mass transit and commuter parking expenses. For more information, please portal.

11. TIME OFF BENEFITS

11.1 HOLIDAYS

The School will observe various holidays each year. Separate listings of these paid holidays will be distributed to employees based on their employment classification, each year. Part-time employees will only receive holiday pay when the holiday falls on their regularly scheduled workday. In order to receive holiday pay, employees must work the full scheduled workday before and after the holiday, unless they have previously approved time off on one or both of those days. If a holiday falls on a day when an employee is on approved vacation, that day will not be counted against the employee's vacation time. Employees on leave are not eligible to receive holiday or recess pay. The School reserves the right to make changes to its holiday schedule at any time as business needs dictate.

11.2 VACATION TIME

11.2.1 Accrual & Rollover

School Staff shall only take vacation during School recesses. In accordance with their job descriptions, some employees are expected to work for certain periods during School breaks and summer recess. All school staff are expected to be available for professional development during the two weeks before School opens for students and, if needed to fulfill their responsibilities, the week after school ends.

In general, depending upon the School's calendar, vacation for each position is as follows:

- a. Instructional Staff (full-time, regular, salaried): eligible for 3 weeks in-school paid vacation pursuant to the school calendar.
- b. Administration, Operations and Support Staff (full-time, regular, salaried):
 - i. 12-Month Employees: Eligible for 3 weeks in-school paid vacation pursuant to the school calendar and 3 weeks summer vacation upon completion of year-end work.
 - ii. 10-Month Employees: Eligible for 3 weeks in-school paid vacation pursuant to the school calendar.
- c. Maintenance (full-time, regular, salaried): Eligible for 1 week in-school paid vacation pursuant to the school calendar and 1 week of summer vacation.

In order to receive the vacation pay, Staff must work the full scheduled work day before and the full scheduled work day immediately following any applicable vacation break set forth above, except where: (i) they have the written permission of the School Principal at least 1 week in advance of the requested day off, (ii) the employee provides a doctor's note demonstrating a legitimate medical basis for the absence or partial absence, or (iii) the employee is absent due to an approved leave of absence in accordance with this Handbook.

11.2.2 Requests & Scheduling Vacation

Employees should submit vacation requests to their manager or the Principal at least two (2) weeks in advance of the requested time off to allow for adequate time to plan for the employees' absence. Requests must be approved by the Principal prior to the time off being taken. Non-instructional employees are expected to schedule vacation time during in-school breaks or the summer when the school schedule is flexible as defined by the non-instructional calendar. Eligible employees may not take more than 10 consecutive days of paid vacation.

11.2.3 Illness or Injury Before Vacation

If an employee is absent from work on the day before a vacation is scheduled to begin because of a verifiable personal illness or injury (doctor's note required), the employee may attempt to postpone the vacation period to a later date.

11.2.4 Payment In Lieu Of Vacation

An employee may not waive his/her vacation time and receive pay in lieu of vacation usage.

11.2.5 Breaks In Service/Rehires

Rehired employees will be treated as new hires for the purpose of vacation accrual if their period of absence is greater than their period of employment with the School as a full-time employee. Should an employee's break in service be less than their period of service they will be given an adjusted seniority date for the purpose of future vacation accrual.

11.3 SCHOOL & SUMMER RECESS FOR NON-INSTRUCTIONAL STAFF

The non-instructional calendar (as it may be amended at any time at the School's discretion) establishes the School recess periods and holidays for School non-instructional employees. Non-instructional employees may take vacation during the School's in-School breaks with the prior approval of the Principal. Non-instructional employees are required to report to work during the summer recess, specifically the two weeks before pre-service and two weeks after the last day of School at the end of the School year. Non-instructional employees will not receive additional compensation for work during any School recess.

11.4 SICK TIME

Eligible regular, full-time employees accrue three quarters of a day (0.75%) of sick leave per month from September through June, for up to a maximum of six (6) sick days each school year. All other employees that work 80 or more hours per calendar year, shall be entitled to accrue up to forty (40) hours of sick leave per calendar year (September 1 through August 31) at the rate of one (1) hour of sick leave for every thirty (30) hours worked. Employees eligible for sick time may not use accrued paid sick time until after their 120th day of employment.

Employees can use sick leave for absence from work due to:

- The employee's mental or physical illness, injury, or health condition
- The employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition
- The employee's need for preventive medical care
- Care of a family member who needs medical diagnosis, care, or treatment of an illness, injury, or health condition, or who needs preventive medical care

- Closure of employee's place of business due to a public health emergency (as declared by the Commissioner of the New York City Department of Health and Mental Hygiene or the Mayor)
- The employee's need to care for a child whose school or child care provider is closed due to a public health emergency

The term "family member" as used in this Section shall include the following:

- Child (biological, adopted, or foster child; legal ward; child of an employee standing in loco parentis)
- Grandchild
- Spouse
- Domestic partner
- Parent
- Grandparent
- Child or parent of an employee's spouse or domestic partner
- Sibling (including a half, adopted, or step sibling)

If the need is foreseeable, the School requires the employee to provide advanced notice to the Principal of an employee's intention to use sick leave. If the need is unforeseeable, the school requires the employee to provide notice to the Principal as soon as practicable, allowing reasonably enough time for the Principal to secure appropriate coverage.

- a) Employees can carry over unused accrued sick time from year to year without limit. However, employees may not use more than forty-eight (48) hours of sick time in any one year.
- b) Employees are entitled to be paid for accrued, unused sick time upon separation from employment at a 2:1 ratio (for every 2 accrued, unused sick days, the employee shall be entitled to be paid for 1 sick day).
- c) Holidays occurring during the time of paid sick leave shall not be charged against any such leave.
- d) Paid sick leave should be used when an employee is ill or caring for an ill family member.
- e) An employee who is absent due to illness may be required to provide acceptable proof that the absence was illness-related. However, none of the proof should identify the underlying medical condition, only that there was a medical need for the employee to take the time off.
- f) Individuals who have used all of their earned sick time and then become or remain ill will be classified as absent without pay. These employees may be entitled to short-term disability benefits with proper documentation from a physician.
- g) Employees on a leave of absence do not accrue sick time.
- h) An employee may not waive his/her sick time to receive pay in lieu of sick time usage.
- i) Rehired employees will be treated as new hires for the purposes of sick time accrual unless they are rehired within six (6) months of their separation and had not reached the required 120 days to begin using accrued sick time. In this case, the employee shall be credited at least his/her previous calendar days towards their 120 day waiting period.

11.5 PERSONAL DAYS

Personal days are provided to all full-time and part-time employees to celebrate religious holidays or to attend to other personal matters that cannot be attended to outside of normal work hours. Temporary employees are not entitled to personal days under this policy.

Eligible employees will receive two (2) paid personal days on July 1st of each year. Personal days will be prorated for employees who begin work after July 1st. An employee is not entitled to use personal days until he/she has completed one month of continuous employment with the School. Personal days can be carried over from one year to the next without limit. To the extent possible, the use of personal days should be approved at least two weeks in advance by the employee's supervisor.

Employees are entitled to be paid for unused personal days at 2:1 ratio upon separation from employment.

BEREAVEMENT LEAVE

If an employee suffers the loss of an immediate or non-immediate family member, the employee will be entitled to the following bereavement pay.

- A death in the immediate family – Leave not to exceed three (3) consecutive work days per incident, including the day of the death and the day of the funeral. Immediate family is defined as a relative through blood, marriage or legal adoption. This includes spouses, domestic partners, civil union partners, same-sex committed partners as provided by New York Civil Rights Law § 79-n, parents, stepparents, children, stepchildren, grandchildren, siblings, grandparents and mothers and fathers in-law, as well as such relatives of a spouse, domestic partner, civil union partner, and/or same-sex committed partner as provided by New York Civil Rights Law § 79-n.
- The death of a relative not in the immediate family (e.g., aunts, uncles, nieces, nephews, cousins, sisters and brothers in-law, step-parents) – Leave not to exceed two consecutive work days per incident, including the day of the death and the day of the funeral.

At the discretion of the employee's Principal, the employee may be granted additional time without pay or may use accrued, unused vacation or personal time off, if applicable, for additional paid leave. The employee is expected to notify their Principal as soon as possible for the reason for and expected length of the employee's absence.

An employee will be required to provide acceptable documentation of his/her relationship to the deceased, the date of death and his/her attendance at the funeral upon returning to work.

For the purpose of this policy, if documentation is not submitted by an employee requesting bereavement, the employee must use their accrued, unused vacation or personal paid time off.

11.6 JURY DUTY LEAVE

The School recognizes that employees have a civic responsibility when called for jury duty and will not penalize any employee because he/she is required to attend court for jury service.

Full-time employees who are called for and report to jury duty will be paid their regular rate of pay for the first 5 days of jury duty service. Any non-travel allowance that an employee may receive in connection with serving jury duty is to be reimbursed to the School during the time period that the employee is receiving compensation from the School or as required by state or local law.

An employee must provide their supervisor and the Principal with written notification of the jury duty obligation as soon as possible (preferably the next business day or within 48 hours of receiving jury summons)

following receipt of notice. At the end of jury duty, employees must provide certification of having served jury duty and the amount of money that was received in connection with such service, if any.

Employees who have the option to serve “on call” for a jury are required to do so, but must report to work if they are not called for the day.

All non-exempt employees who report to work during any period of jury duty service will be paid for all time worked in accordance with applicable laws.

Employees must report to work when excused or dismissed from jury duty.

11.7 VOTING LEAVE

The School encourages all employees to fulfill their civic responsibilities and to vote in public elections. Most employees’ schedules provide sufficient time to vote either before or after working hours.

Employees will receive time off to vote where they do not have sufficient time outside of their working hours to do so. Up to two (2) hours of time off for this purpose will be without loss of pay. However, if the polls are open for at least four consecutive hours before or after the employee’s scheduled workday, the employee is deemed to have sufficient time outside of work hours to vote.

Employees intending to take leave to vote should inform their supervisor that they will need leave to vote at least two (2) working days prior to the election. The School will not penalize any employee for properly requesting leave or properly taking leave under this policy.

11.8 WORKERS’ COMPENSATION INSURANCE

Injuries resulting from accidents that occur while performing official duties on behalf of the School are covered by workers’ compensation insurance. Any employee who suffers an injury as a result of such an accident must notify the Principal and file an incident report with the Operations team as soon as possible. The employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Failure to report a work-related disability claim may result in the delay or denial of workers’ compensation benefits. Workers’ Compensation insurance provides employees with cash benefits and/or medical care when employees are injured or become ill as a direct result of their job. Every accident or injury must be reported, no matter how minor it may seem. Benefits for lost wages related to a job-related injury or illness will be paid in accordance with the law.

12. LEAVES OF ABSENCE

NOTICE: Some of the leave policies and laws referenced below and in this Handbook can run concurrently. When this is permitted by law, employees will be required to take all leaves for which they are eligible concurrently. For example, if an employee is eligible for both unpaid leave under the federal Family and Medical Leave Act and paid leave under the New York State Paid Family Leave Program, the School will designate both leaves to run at the same time. To the extent that employees have any available paid time off, to the extent permitted by law, employees will be required to use that paid time off while on any type of leave of absence that is unpaid or partially paid. However, an employee shall not be able to collect pay or wage replacement in excess of 100% of base pay from all sources combined during his or her leave. The use of any paid time off while on any type of leave of absence does not extend the employee’s length of leave.

12.1 FAMILY AND MEDICAL LEAVE

12.1.1 Entitlement & Coverage

The federal Family and Medical Leave Act of 1993 (“FMLA”) entitles employees to take unpaid, job protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Employees eligible are entitled to twelve (12) work weeks of leave in any twelve (12) month period for:

- the birth and care of a newborn child (“Bonding Leave”);
- the placement of a child with the employee for adoption or foster care and for bonding with the newly-placed child (“Bonding Leave”);

34

- to care for an immediate family member (spouse, child or parent) with a serious health condition (“Family Care Leave”);
 - when the employee is unable to perform the essential functions of his/her job due to the employee’s own serious health condition (“Serious Health Condition Leave”);
 - any “qualifying exigency” for military operations arising out of the fact that the employee’s spouse, child or parent is on active duty or has been notified of an impending call or order to active duty in the US National Guard or Reserves in support of a “contingency operation” declared by the U.S. Secretary of Defense, President or Congress, as required by law (“Military Exigency Leave”); or
 - twenty-six (26) workweeks of leave during a single 12-month period to care for a covered service member who is a spouse, child, parent or next of kin (nearest blood relative of an individual) who is an Armed Forces member with a serious injury or illness incurred in the line of duty while on active duty that may render the individual medically unfit to perform his/her military duties (“Military Caregiver Leave”)
- employee’s to address certain qualifying exigencies due to the employee’s spouse, child or parent being on covered active duty or call to covered active duty status (“Military Family Leave”) In addition, some states have their own state family and medical leave laws, which may provide leave benefits different than or in addition to those outlined below. If you have any questions about family and medical leave coverage under federal or state law or about your eligibility for coverage, please contact the Director of Operations.

12.1.2 Scope

This policy is applicable to all requests for family and medical leaves of absence under the

FMLA. 12.1.3 Eligibility

To be eligible for FMLA leave and benefits, an employee:

- Must be employed and work at a worksite within 75 miles of which the school employs at least 50 people;
- must have worked for the School for at least twelve (12) months (which need not be consecutive) prior to the date on which his/her leave is to begin; and
- must have worked at least 1,250 hours during the previous twelve (12) months preceding the leave;

12.1.4 Length of FMLA Leave

An eligible employee may take up to a maximum of twelve (12) workweeks of unpaid leave in a “rolling” twelve-month period measured backward from the date that the employee’s FMLA leave begins, when the leave is taken for: (1) Bonding Leave; (2) Family Care Leave; (3) Serious Health Condition Leave; (4) Military Exigency Leave; and/or (5) Military Family Leave.

The maximum amount of FMLA leave available for an employee who needs to take Military Caregiver or Military Family Leave will be a combined leave total of twenty-six (26) workweeks in a single twelve-month period. A “single twelve-month period” begins on the date of the employee’s first use of such leave and ends twelve (12) months after that date.

12.1.5 Advance Notice

An employee requesting a leave pursuant to the FMLA must submit a written leave request to the Director of Operations at least thirty (30) days before the date that the leave is expected to begin. The School recognizes that unexpected emergencies can arise where it is not possible to provide thirty days’ notice of the intended leave. In such situations, employees are expected to provide as much advanced notice as possible. Employees may be required to explain why they provided less than thirty days’ notice of the need for foreseeable leave. If an employee fails to give timely advanced notice with no reasonable excuse when

thirty days’ notice is required for foreseeable leave, the School may delay FMLA coverage. The employee must provide sufficient information to enable the School to determine if the leave is FMLA-qualifying and must advise the School of the anticipated timing and duration of the leave. If the employee fails to respond to the School’s reasonable inquiries for additional information, the leave may be denied.

12.1.6 Medical Certification

In cases where an employee is requesting a medical leave because of the employee’s own serious health condition or that of a spouse, child or parent, the School will require the employee to submit a written medical certification from a healthcare provider verifying the need for the leave. The employee must provide a complete and sufficient certification within fifteen calendar days after the Schools’ request, unless it is not practicable despite the employee’s diligent, good faith efforts. The failure to provide the required medical certification within the time allotted may result in the denial of the FMLA leave. If a certification is incomplete or insufficient, the Operations Leader will notify the employee in writing of what information is necessary to complete the medical certification and provide the employee with at least seven calendar days to furnish the additional information. Failure to cure the deficiencies identified by the Operations Leader may result in the denial of the FMLA leave.

The School, at its own expense, may require the employee to receive a second opinion from a healthcare provider designated and approved by the School. If this opinion conflicts with the first opinion, the School, again at its own expense, may request a third opinion from a healthcare provider mutually agreed upon by both the School and the employee. The third opinion will be binding on both parties.

If an employee’s request for leave is for a qualifying exigency, the employee will be required to provide a copy of the covered military member’s active duty orders or other documentation issued by the military. The employee will also be required to complete a Certification of Qualifying Exigency form. If the request is for Military Caregiver Leave, the employee must provide a certification from an authorized health care provider, which means a U.S. Department of Defense (DOD) healthcare provider, a U.S. Department of Veteran Affairs healthcare provider, a DOD TRICARE network authorized private healthcare provider, a DOD non-network TRICARE authorized private healthcare provider; or a non-military-affiliated health care provider.

During the employee’s leave, the employee may also be required to provide the School with additional physicians’ statements at regular intervals, upon request from the School, attesting to the employee’s or family member’s continued serious health condition and inability to work.

12.1.7 Substitution of Paid Leave

Employees must use all of their accrued, unused time off concurrently with FMLA prior to entering an unpaid status. After an employee has exhausted his/her paid time off balance(s), any remainder of the twelve-week FMLA leave period will be unpaid. The use of paid time off concurrent with FMLA leave does not extend the duration of FMLA leave to which an employee is entitled. Furthermore, employees will not be entitled to receive more than 100% of their base pay.

12.1.8 Status of Benefits While on Leave

While an employee is on family or medical leave pursuant to the FMLA, he/she will continue to be covered under the applicable health insurance plan to the same extent and under the same terms and conditions as would apply had he/she not taken leave. The employee must continue to pay whatever employee portion of the premium costs is normally required. If paid leave is used for any portion of the family or medical leave, employee premiums will be deducted from the leave payments in accordance with the practice applicable to an employee not on leave.

During any period of unpaid FMLA leave, in lieu of a payroll deduction for payment of health benefits, the employee will write a check to the School (due the first day of each month following their leave) to cover their portion of the health insurance premium. Failure to timely remit this payment will result in cancellation of coverage. Please note that during unpaid leave, retirement contributions will cease since there will be no payroll and hence, no payroll deduction. Employees may choose to temporarily increase their retirement contributions (in accordance with all applicable rules) before or after their unpaid leave to cover this period.

12.1.9 Intermittent and Reduced Schedule Leave

FMLA leave for an employee's own serious health condition or for the serious health condition of the employee's spouse, parent or child may be taken intermittently or on a reduced schedule basis when medically necessary.

If the need for intermittent leave is based on planned medical treatment, the employee is required to consult with his/her supervisor or the Operations Leader to make a reasonable attempt to schedule the treatment in a manner that does not unduly disrupt the School or School's operations. Leave to care for or bond with a newborn child or for a newly placed adopted or foster child may only be taken intermittently with one's supervisor's approval and must conclude within 12 months after the birth or placement.

When an employee requests an intermittent leave or reduced schedule leave, the School reserves the right to temporarily transfer the employee, where possible, to an alternative position that better accommodates the employee's leave schedule. 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.

12.1.10 Leave During School Closings

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within a week taken as FMLA leave has no effect; the week is counted as a week of FMLA leave. However, during extended School closings where the School's activities have temporarily ceased and employees generally are not expected to report for work for one or more weeks (e.g., winter vacation, summer vacation), the days the School is closed do not count against the employee's FMLA leave entitlement, unless the employee is one who would otherwise work year-round on an administrative schedule.

12.1.11 Reporting in While on Leave

During a FMLA leave, an employee is expected to maintain periodic contact with the Director of Operations to advise them of his/her progress and anticipated return-to-work date. Approximately two weeks prior to the anticipated end of the employee's leave period, the employee is expected to notify the Director of Operations of his/her expected return-to-work date.

12.1.12 FMLA Leave for Instructional Employees Near the End of an Academic Term

Special FMLA rules apply to employees who work in an instructional capacity. For purposes of this policy, instructional employees are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

Instructional employees will be required to continue their FMLA leave until the end of the semester under the following circumstances:

- If the leave is scheduled to begin more than five weeks prior to the end of the semester, and (i) the leave will last at least three weeks and (ii) the employee's scheduled return to work would occur during the three-week period before the end of the semester;
- If the leave is scheduled to begin within five weeks prior to the end of the semester because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, child, or parent with a serious health condition; or to care for a covered service member, and (i) the leave will last for more than two weeks, and (ii) the employee's scheduled return to work would occur during the two-week period before the end of the semester (this does not apply to medical leave for the employee's own serious health condition); or
- If the leave is scheduled to begin within three weeks prior to the end of the semester because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, child, or parent with a serious health condition; or to care for a covered service member and the leave will last more than five working days (this does not apply to medical leave for the employee's own serious health condition).

In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The School has the option not to require the employee to stay on leave until the end of the school term. Therefore, any additional leave required by the employer to the end of the school term is not counted as FMLA leave; however, the School shall comply with the special FMLA rules for school employees set forth in 29 C.F.R. § 825.600, *et seq.*, and shall maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

An instructional employee who needs intermittent leave or leave on a reduced schedule to care for a family member or for the employee's own serious health condition is subject to special rules when the employee would be on leave for more than twenty percent (20%) of the number of working days over the period that the leave would extend. These special rules include being required to take leave for periods of a particular duration or to transfer temporarily to an alternative, equivalent position that better accommodates the leave. The Director of Operations should be consulted in such situations.

If an employee chooses to take leave for periods of a particular duration (*i.e.*, a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed) in the case of intermittent or reduced schedule leave, all leave time taken will count as FMLA leave.

12.1.13 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 healthcare provider before returning to work, stating that the employee is able to resume his/her position; however, employees will not be required to provide said certification for each absence taken on intermittent or reduced schedule leave unless otherwise permitted by law. The certification must address specifically the employee's ability to perform the essential functions of his/her job. The failure to provide an appropriate fitness-for-duty certification will delay the employee's ability to return to work. If an employee never provides such a certification, he/she may be denied reinstatement.

12.1.14 Restoration of Position and Benefits

During the leave, all existing accrued benefits will be retained. An employee on family or medical leave is not entitled to the accrual of any seniority or employment benefits (*i.e.* holidays) during any period of leave, except as expressly stated herein or as otherwise required by law.

At the conclusion of an employee's family or medical leave, the employee will be restored to the same or an equivalent job with equivalent pay unless the following conditions apply:

- The total FMLA-related absences from work exceed twelve (12) weeks:
- The employee would not otherwise have been employed at the time reinstatement is requested: ▪ The employee cannot perform the essential functions of the job at the conclusion of FMLA leave with or without reasonable accommodation:
- The employee advises the School of his/her intent not to return to work:
- The employee fraudulently obtained leave: or
- The employee is a key employee as defined under the FMLA, whose reinstatement would cause substantial and grievous economic injury to the operations of the School.

If the employee's position is not available, the employee will be placed in a position that is equivalent in pay, benefits and other terms and conditions of employment to the employee's prior position.

If the employee exhausts all leave under this policy and is still unable to return to work, the employee must notify the School as soon as possible. The situation will be reviewed to determine what rights and protections might exist under other School policies and the law.

Restoration to work can be delayed if the employee fails to provide a fitness-for-duty certificate to return to work, if the FMLA leave was occasioned by the employee's own serious health condition.

12.1.15 Miscellaneous

The FMLA does not affect any state or local law that provides greater family or medical leave rights. Please

contact the Executive Officer with any questions concerning individual state laws.

Unless state law requires otherwise, FMLA leave runs concurrent with, not in addition to, time off due to a worker's compensation injury or disability, or any other applicable leave policy or law, such as the New York State Paid Family Leave Program.

12.1.16 Explanation of Terms

"Covered Active Duty" means 1) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with Armed Forces to a foreign country; and 2) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty (or notification of an impending call or order to active duty) in support of a contingency operation as defined by applicable law.

"Covered service member" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred or aggravated in the line of duty while on active duty that may render the individual medically unfit to perform his/her military duties; or a person who, during the five years prior to the treatment necessitating the leave, served in the active military, Naval or Air Service, and who was discharged or released under conditions other than dishonorable (a "veteran" as defined by the Department of Veteran Affairs), and who has qualifying injury or illness incurred or aggravated in the line of duty while on active duty that manifested itself before or after the member became a veteran. For the purposes of determining

the five-year period for covered veteran status, the period between October 28, 2009 and March 8, 2013, is excluded.

A "serious injury or illness" in connection with military leave is one that was incurred by a covered service member in the line of duty on active duty that may render the service member medically unfit to perform the duties of his/her office, grade, rank, or rating.

"Immediate family member" under the FMLA means the employee's spouse (including employees in legal same-sex marriages), child or parent. For purposes of the School's FMLA policy, "immediate family member" will also include the employee's domestic partner, stepparent, or stepchild.

"Key Employee" under the FMLA a key employee is a salaried, eligible employee who is among the highest paid ten percent of all salaried employees of the School or within a 75-mile radius of the School. Under the FMLA, the School may refuse to reinstate a key employee on a FMLA leave if it determines that the denial of reinstatement is necessary to prevent substantial and grievous economic injury to the operations of the School.

"Qualifying exigency" includes:

- Issues arising from a covered military member's short notice deployment (i.e., deployment on seven or less days of notice) for a period of seven days from the date of notification;
- Military events and related activities, such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to duty status of a covered military member;
- Certain childcare and related activities arising from the active duty or call to active duty status of a

- covered military member, such as arranging for alternative childcare, providing childcare on a non routine, urgent, immediate need basis, enrolling or transferring a child in a new School or day care facility, and attending certain meetings at a School or a day care facility if they are necessary due to circumstances arising from the active duty or call to active duty of the covered military member;
- Making or updating financial and legal arrangements to address a covered military member's absence;
 - Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member, the need for which arises from the active duty or call to active duty status of the covered military member;
 - Taking up to five days of leave to spend time with a covered military member who is on short-term temporary, rest and recuperation leave during deployment;
 - Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of ninety (90) days following the termination of the covered military member's active duty status, and addressing issues arising from the death of a covered military member; or
 - Any other event that the employee and the School agree is a qualifying exigency.

"Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

- Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical-care facility, including any period of incapacity (i.e., inability to work, attend School, or perform other regular daily activities) or subsequent treatment in connection with such inpatient care; or
- Continuing treatment by a health care provider, which includes:
 - a. A period of incapacity lasting more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also includes:
 - treatment two or more times by or under the supervision of a health care provider (i.e., in person visits, the first within seven (7) days and both within thirty (30) days of the first day of incapacity);
 - one treatment by a healthcare provider (i.e., an in-person visit within 7 days of the first day of incapacity) with a continuing regimen of treatment (e.g., prescription medication, physical therapy);
 - b. Any period of incapacity related to pregnancy or for prenatal care a visit to the health care provider is not necessary for each absence;
 - c. Any period of incapacity or treatment for a chronic serious health condition, which continues over an extended period of time, requires periodic visits (at least twice a year) to a health care provider, and may involve occasional episodes of incapacity. A visit to a health care provider is not necessary for each absence;
 - d. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective; only supervision by a health care provider is required, rather than active treatment;
 - e. Any absences to receive multiple treatments for restorative surgery or for a condition that would likely result in a period of incapacity of more than three (3) days if not treated.

12.2 SHORT-TERM DISABILITY

The School provides a paid short-term disability (STD) plan to all eligible employees. Under STD, the carrier will provide 60% of an employee's weekly earnings (up to \$1,500) if he/she becomes disabled. This includes illnesses, injuries, and pregnancy. The School believes providing STD benefits allows employees the peace of mind they need to focus on getting better and returning to work.

To verify eligibility, your doctor will need to assist you with the medical certification of your claim. Employees may elect to supplement STD benefits with their accrued, unused paid time off. STD has a five (5) business day unpaid waiting period unless the beginning of an employee's STD leave coincides with hospitalization. If an employee's STD leave starts at the same time he or she is hospitalized, the STD benefit will begin to pay based on the employee's first day of certified disability and the waiting period will be waived. STD will pay 60%, up to \$1,5000, of the employee's pre-disability gross weekly wages for the period of disability (up to 26 weeks). If an employee's STD leave does not start at the same time they are hospitalized, the employee may elect to use his or her accrued, unused paid time off to be paid during the carrier's waiting period.

Employees must notify the School Principal as soon as possible about an upcoming disability.

12.3 New York State Paid Family Leave Policy

We participate in New York's Paid Family Leave ("PFL") program to provide partial wage replacement to eligible employees for bonding with a child, caring for a relative with a serious health condition, or in certain situations dealing with active military service. As part of this policy, eligible employees will generally be returned to their job upon return from leave. Your health insurance will be maintained if you continue to pay your portion of the premium while on PFL. While specifics of the policy are below, note that not every aspect can be detailed here, and the provisions of the law will prevail. If you have any questions, please contact the Director of Operations.

Eligibility

Employees working in New York State are eligible for PFL if they:

- have a regular work schedule of 20 or more hours per week and have been employed for 26 consecutive weeks.
- have a regular work schedule of less than 20 hours per week are eligible after 175 days worked.

Citizenship status and immigration status do not affect PFL eligibility.

Eligible Uses For Leave

1. Maternity and Paternity Leave. Eligible employees may take PFL during the first 12 months after the birth, adoption, or fostering of a child. This includes children born, fostered or adopted in 2017, as long as the leave is taken within the first 12 months of the birth, adoption, or fostering.

In the case of the birth of a child, PFL may not be used for pre-natal care and is only available after the birth of the child. Employees may opt to receive disability and PFL during the post-partum period but may not receive both benefits at the same time.

In the case of placement or adoption, an employee may take PFL before the actual placement or adoption if an absence from work is required for the placement for adoption or foster care to proceed. Such instances would include attending counseling sessions, appearing in court, consulting with attorneys or doctors representing the birth parent or travelling to another country to complete an adoption.

2. Caring for a Relative with a Serious Health Condition. Employees may take PFL to care for the following relatives suffering from a serious health condition:

- Spouse
- Domestic partner
- Child
- Parent
- Parent-in-law
- Grandparent
- Grandchild

A serious health condition is generally an illness, injury, impairment, or physical or mental condition that involves:

- inpatient care in a hospital, hospice, or residential health care facility; or
- continuing treatment or continuing supervision by a health care provider.

In most cases, conditions like the common cold, the flu, ear aches, upset stomach, minor ulcers, routine dental or orthodontia problems, periodontal disease, and the like do not meet the definition of a serious health condition.

3. Active Military Duty Deployment. An eligible employee may take PFL under the military provisions of the Family and Medical Leave Act (“FMLA”) when a spouse, child, domestic partner or parent of the employee is on active duty or has been notified of an impending call or order of active duty. Some instances in which an employee may take PFL are to: make child care arrangements for a child of the deployed military member; attend eligible military ceremonies and briefings; and make financial or legal arrangements for addressing the military member’s absence.

Reinstatement After Leave

Generally, employees have a right to return to their same or comparable job upon return from PFL.

Ineligible Uses

1. PFL cannot be used for the employee’s own disability or qualifying military event. In these instances, other leave or wage replacement policies may apply. Please consult with the Director of Operations.
2. You may not receive both disability benefits and PFL benefits for the same period of time. An employee who is eligible for both disability benefits and PFL during the same period of 52 consecutive calendar weeks will not receive more than 26 total weeks of disability and PFL benefits during that period of time.
3. You are not eligible for PFL if you are not working and collecting workers’ compensation.

When Both Spouses/Partners Work For Us

If both you and your spouse work for us, PFL will be authorized for one of you if you have both requested the same period of time off to bond with the same child or to care for the same eligible relative.

Benefits

The amount of PFL pay will be phased in, beginning on January 1, 2018, through 2021 per this schedule:

Year	Weeks Available For Leave	Maximum Percentage of Employee’s Average Weekly Wage	The Employee Benefit is Capped at The Following % of NY State Average Weekly Wage
2018	8	50%	50%
2019	10	55%	55%
2020	10	60%	60%
2021	12	67%	67%

As the above chart shows, the maximum benefit is eight (8) weeks of PFL during the first year, 10 weeks in 2019 and 2020, and 12 weeks in 2021 and beyond. Employees may take their maximum benefit in any 52-week period. The 52-week clock starts on the first day the employee takes PFL. Eligible employees are entitled to receive the applicable percentage of their average weekly wage unless that amount exceeds the cap set by New York State. The State will establish its average weekly wage each year. The State “average weekly wage” for 2018 is \$1,305.92 per week. Thus, the maximum PFL benefit payment an employee could receive in 2018 is 50% of \$1,305.92, or \$652.96 per week.

If applicable, your health insurance coverage will be maintained while you’re on PFL so long as you continue to pay your health insurance premium contributions. Upon approval of your PFL, you will be notified as to how to make these required payments.

Weekly and Daily Leave

You may take your PFL in weekly increments for the maximum number of weeks of leave in any 52-consecutive week period.

You may also take your PFL in daily increments. When you do so, your maximum period of PFL is calculated based on the average number of days worked per week. For example, an employee that works 3 days per week will receive:

- On January 1, 2018, the equivalent of 3 days per week for 8 weeks, or a maximum of 24 days in any 52-consecutive week period.
- On January 1, 2019, the equivalent of 3 days per week for 10 weeks, or a maximum of 30 days in any 52-consecutive week period.
- On January 1, 2021, the equivalent of 3 days per week for 12 weeks, or a maximum of 36 days in any 52-consecutive week period.

Other Pay During PFL

You are permitted, but not required, to use available/eligible sick, vacation, or personal time to make your pay whole during your leave. In other words, you may supplement your PFL pay with your available sick, vacation, or personal time pay, so that your wages during your leave equal your wages while working. When combining all sources of pay, employees may not receive more than 100% of their normal wages.

PFL shall also run concurrent with any Paid Parental Leave, however, no employee shall receive more than 100% of their normal wages during the time that they are receiving both PFL and Paid Parental Leave. Such employee is entitled to the full amount of the PFL benefits, which will then be supplemented (up to 100% of the employee's normal wages) by the Paid Parental Leave benefits.

Note: You will not continue to accrue Paid Time Off while you are out on PFL.

How To Apply For PFL

Please email the Director of Operations at least 30 days before starting PFL when the leave is foreseeable. If the event leading to your PFL request is not foreseeable, you must give notice as soon as is practical. When the need for PFL is foreseeable and you do not give 30 days advance notice, your request may be denied for a period of up to 30 days from the date notice is provided.

You must also complete and return a PFL claim form, which is available directly from our insurance carrier, CIGNA, at 1-888-244-6224. Please also provide the supporting documentation required by your claim form. The completed form and supporting documentation must be submitted to CIGNA (follow the form's instructions or call CIGNA at 1-888-244-6224 if you have any questions). CIGNA will pay or deny a claim within 18 calendar days of receipt of the completed claim. If denying the claim, CIGNA must provide an explanation in writing.

You will receive your PFL payments directly from CIGNA.

Payment for PFL

PFL is funded by a payroll deduction from your pay. A maximum rate of employees' contribution will be established each year by the State. In most cases, if you will not work the 26 continuous weeks or 175 days needed to be eligible for PFL (such as seasonal employees, for example), you will be notified of your right to waive coverage. In such cases, you will need to complete a waiver. Please contact the Director of Operations for more information.

Federal Family and Medical Leave and New York PFL

To the extent permitted, leaves covered by the Federal Family and Medical Leave Act (FMLA) will run concurrent with New York PFL. In such instances, you will be notified of this concurrent leave. If you are informed of your right to collect New York PFL benefits while on FMLA leave, but you decline to apply for PFL benefits, your leave will still be counted against your maximum duration of PFL.

If you work partial days due to FMLA leave, when the total hours taken for FMLA in less than full day increments reach the number of hours in your usual work day, one day of PFL benefits will be deducted from your annual available New York PFL benefit.

Special Rules Pertaining to PFL for Instructional Employees

The special rules that are applicable to employees working in an instructional capacity for purposes of taking intermittent FMLA leave shall also be applicable to instructional employees seeking to take intermittent leave under the PFL.

Discrimination or Retaliation

No employee will be discriminated against or retaliated against for taking PFL. If you have any concerns in this regard, please contact the Director of Operations Leader and/or the Principal.

Questions

If you have any questions about this policy or PFL, please e-mail the Director of Operations.

12.4 PAID PARENTAL LEAVE

The School recognizes that employees may need to be absent from work to care for a newborn child or newly adopted or foster child (referred to as Parental leave in this policy). If you are eligible for and granted PFL Leave for Maternity or Paternity as set forth in Section 12.3 above, the School will supplement your pay for the first two weeks of PFL Leave so that you will receive 100% of your base salary during this two-week period.

12.5 ADOPTIVE PARENTS LEAVE

Adoptive parents are eligible for the benefits set forth in Section 12.4 above for the adoption of a child, upon the start of the parent-child relationship, provided that the adopted child is either: 1) of preschool age or younger or 2) is under the age of 18 and deemed to be "hard to place" or handicapped under State or local law.

12.6 UNPAID PERSONAL LEAVE ABSENCE

The School does not offer any unpaid personal leave.

12.7 INSURANCE PREMIUM PAYMENT DURING LEAVES OF ABSENCE

Employees on paid or unpaid leave are responsible for paying their benefits premiums. If the school pays the employee while he/she is on leave, deductions will come out of your paycheck as usual. If on unpaid leave, you will be responsible for sending the School payments to cover your benefits premiums. Failure to make payments within the provided deadline will result in loss of coverage. If this occurs, you will have the option to continue coverage of eligible benefits by enrolling in COBRA. Please consult with the Director of Operations to set up a payment schedule.

12.8 LEAVE TO APPEAR AS VICTIM OR WITNESS IN A CRIMINAL PROCEEDING

An eligible employee may take time off from work, without pay, for any of the following reasons:

- To comply with a subpoena to testify in a criminal proceeding (including time off to consult with the district attorney);
- To give a statement at a sentencing proceeding;
- To give a victim impact statement at a pre-sentencing proceeding; or
- To give a statement at a parole board hearing.

12.8.1 Leave Eligibility

An employee is eligible for time off under this policy if he/she is:

- The victim of the crime at issue in the proceedings;
- The victim's next of kin, if the victim is deceased as a result of the offense;
- The victim's representative;
- A "Good Samaritan;" or
- Pursuing an application or the enforcement of an order of protection, as provided under relevant law.

For purpose of this policy, a "Good Samaritan" is someone who acts in good faith to apprehend a person who has committed a crime in his/her presence, to prevent a crime or an attempted crime from occurring, or to aid a law enforcement officer in effecting an arrest. A victim's representative is a person who represents or stands in the place of another person, including, but not limited to, an agent, attorney, guardian, conservator, executor, heir or parent of a minor.

12.8.2 Notice & Certification

An employee must notify his/her supervisor of the need to take a leave under this policy no later than the day before the absence. In addition, the employee must provide the supervisor with verification of his/her service upon request.

The School will not retaliate or tolerate retaliation against any employee who seeks or obtains leave under this policy.

12.9 LEAVE FOR VICTIMS OF DOMESTIC VIOLENCE, SEX OFFENSES OR STALKING

Employees may be eligible to take time off from work, without pay as specified below.

12.9.1 Leave Eligibility

An employee is eligible for time off under this policy if he/she is:

- The victim of domestic violence;
- The victim of sexual assault or
- The victim of stalking

For purpose of this policy, “Acts or threats of violence” shall include, but not be limited to, acts, which would constitute violations of the penal law. A “victim of domestic violence” shall mean a person who has been subjected to acts as defined by Section 812 of New York’s Family Court Act, committed by a current or former spouse of the victim, by the victim’s parent or child, or by a person in the victim’s family or household, including anyone who is not related by consanguinity or affinity and who is or has been in an intimate relationship, regardless of whether such person lives with or has lived with the victim.

12.9.2 Notice & Certification

An employee must notify his/her supervisor of the need reasonable accommodation under this policy no later than the day before the absence. In addition, the employee must provide the supervisor with certification that the employee is a victim of domestic violence, sex offenses or stalking. Certification to be provided should be documentation from an agency, an attorney, a volunteer of a victim services organization or a medical or other professional service provider, from whom the employee or employees’ family member has sought assistance in addressing domestic violence, sex offenses or stalking and the effects of the violence of stalking; a police or court record, or other corroborating evidence.

The School will not retaliate or tolerate retaliation against any employee who seeks or obtains leave under this policy.

12.10 MARROW DONATION LEAVE

Eligible employees will be granted unpaid leaves of absence if they seek to undergo a medical procedure to donate bone marrow. Only employees who work for the School for an average of twenty or more hours per week are eligible for leave under this policy. The total length of the leave for each employee will be determined by the physician, but may not be longer than 24 work hours without the School’s approval. An employee who seeks leave under this section must provide verification from a physician of the purpose and length of the leave.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking bone marrow donation leave.

12.11 BLOOD DONATION LEAVE

Eligible employees will be provided with up to three hours of leave time in each calendar year to donate blood. Only employees who work for the School for an average of twenty or more hours per week are eligible for leave under this policy. Employees seeking leave to donate blood must give reasonable notice to their supervisors of at least three working days prior to taking leave for blood donation.

Non-exempt employees will receive paid leave to donate blood if the donation occurs at a blood drive at the School or at a School sponsored blood drive. Leave to donate blood will be unpaid, however, if the non exempt employee’s donation occurs at a blood drive or facility that is not sponsored or otherwise connected with the School. As required by the Fair Labor Standards Act, exempt employees taking leave to donate blood under this policy will do so without a loss or reduction in pay. All employees taking leave to donate blood through a non-School-sponsored blood drive or at a blood drive away from the School may be required to provide proof of their blood donation.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking blood donation leave.

12.12 MILITARY LEAVE OF ABSENCE

Uniformed Services Employment and Reemployment Rights Act (USERRA)

The School recognizes that employees may need to be absent from work to serve in the US military. The School provides military service leaves of absence to all full-time and part-time employees in compliance with the Uniformed Services Employment and Reemployment Rights Act (USERRA) and applicable state laws.

Administration of this Policy

The School Operations Leader is responsible for the administration of this policy. If you have any questions regarding this policy or if you have questions about military service leave that are not addressed in this policy, please contact the School Operations Leader.

Procedures

An employee who needs to take military service leave should provide advance notice to management. When possible, employees should give at least 30 days' notice of a request for leave. If 30 days' notice is not possible because of military necessity or for other reasons, employees should give as much advance notice to the School as possible.

Written notice is preferred, but not required. Where possible, employees should please submit a copy of their military orders, training notice or order to active duty, along with a Request for Leave of Absence Form, to management.

Eligibility Requirements

Eligible Employees: All full-time and part-time employees are eligible for military service leave if they are absent from work because of eligible military service. Independent contractors and employees who were only employed for a brief, non-recurrent (one-time only) period before the start of military service are not eligible for leave under this policy.

Eligible Military Service: For purposes of this policy, eligible military service means certain types of service (listed below) in the following branches of the US military:

- Armed Forces (Army, Navy, Air Force, Marine Corps and Coast Guard), including the Reserves.
- National Guard, when the employee is engaged under federal authority in active duty for training, inactive duty training or full-time National Guard duty.
- Commissioned Corps of the Public Health Service.
- Any other category of persons designated by the President in time of war or national emergency.

Eligible employees may take leave under this policy for the following types of military service: ●

Active duty.

- Active duty for training.
- Initial active duty for training.
- Inactive duty training.
- Full-time National Guard duty.
- Funeral honors duty performed by National Guard or Reserve members.
- Submitting to an examination to determine your fitness for any of these services.

- Service as an intermittent disaster response appointee of the National Disaster Medical System when you are activated under federal authority or attending authorized training in support of a federal mission.

Compensation During Leave

Military service leave is unpaid, except exempt employees who are paid on a salary will be paid for any workweek in which the employee performs work. Employees may use any or all of their accrued but unused paid vacation or personal days during their military service leave.

Benefits During Leave

During military service leave, all benefits provided under an employee benefit plan are governed by the terms and conditions of the applicable employee benefit plan documents in accordance with applicable law. The School will continue the qualified employee's health benefits during the first 24 months of military leave. If the leave is longer than 30 days, the employee may have to pay up to 102% of the health insurance premium. For all other non-seniority benefits, except for the pay differential under this policy, an employee on military service leave will receive the same rights and benefits as employees on an unpaid leave of absence.

Reemployment

Employees may be eligible for reemployment after their military service leave is complete. Employees who would like to return to work must report to work or submit an application for reemployment to the School, including their military discharge documentation, if available, as follows:

- Employees whose military service was for less than 31 days must report to work on the first regularly scheduled workday that is at least eight hours after their return home from military service.
- Employees whose military service was for 31 to 180 days must apply for reemployment within 14 days following completion of military service.
- Employees whose military service was for more than 180 days must apply for reemployment within 90 days following completion of military service.

Employees who are unable to comply with this schedule through no fault of their own or if they are injured or recovering from an injury should speak with the School Operations Leader as soon as possible to determine if they are eligible for additional time to apply for reemployment. Employees who do not report to work or apply for reemployment within the applicable timeframe will be subject to the School's rules about unexcused absences.

Nothing in this policy requires the School to reemploy individuals who are not eligible for reemployment rights under applicable law.

Discrimination and Retaliation Prohibited

The School prohibits and will not tolerate discrimination or retaliation against any employee or applicant because of that person's membership in or obligation to perform service for any branch of the US military. Specifically, no one will be denied employment, reemployment, promotion or any other benefit of employment or be subjected to any adverse employment action based on that person's membership in or

service for any branch of the US military. In addition, no one will be disciplined, intimidated or otherwise retaliated against because that person exercised rights under this policy or applicable law.

The School is committed to enforcing this policy against discrimination and retaliation. However, the effectiveness of its efforts depends largely on employees reporting inappropriate workplace conduct. Employees who feel that they or someone else may have been subjected to conduct that violates this policy should report it immediately. If employees do not report such conduct, the School may not become aware of a possible violation of this policy and may not be able to take appropriate corrective action.

State or Local Military Service Leave Laws

Where state or local military service leave laws offer more protections or benefits to employees, the protections or benefits that are more favorable to the employee, as provided by such laws, will apply.

New York Military Service Leave

The School will provide the necessary time off to all non-temporary employees who are required to fulfill military obligations in any Armed Forces, National Guard, other uniformed services or state military, as required by federal and state law. If employees return to work or apply for reemployment on a timely basis, they will be reinstated in accordance with federal and state law. Military leave will be unpaid, except exempt employees who are paid on a salary basis will be paid for any workweek in which the employee performs work. Employees may choose to use accrued vacation for military leave in lieu of unpaid leave. If you need to take military leave, you must give advance notice of your service obligations to your supervisor, unless military necessity makes advance notice impossible. Military orders must be presented to your supervisor as soon as practicable. Benefits may continue to accrue during the period of leave in accordance with the law.

Please contact the Director of Operations as soon as you receive notice that you are being activated.

12.13 MILITARY SPOUSE LEAVE

An employee who works an average of twenty (20) hours or more per week and is the spouse of a member of the United States armed forces, national guard or reserves who has been deployed during a period of military conflict (to a combat zone of operations or a combat theater) may be allowed up to ten days unpaid leave to be used when the employee's spouse is on leave. An employee who seeks leave under this section may be required to provide documentation to support their request for leave.

For purposes of this policy, "period of military conflict" means a period of war declared by the U.S. Congress or in which a member of a reserve component of the armed forces is ordered to active duty.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking military spouse leave.

12.14 VOLUNTEER EMERGENCY RESPONDER LEAVE

Eligible employees will be allowed time off from work to perform duties as a volunteer emergency responder. To be eligible, employees will be required to submit written documentation regarding their volunteer status related to the declared emergency to the School's Director of Operations prior to their leave being granted. The leave will not be provided if it imposes an undue hardship on the School's operations. The leave will be unpaid but the employee may choose to use his/her accrued and unused time off.

For the purpose of this policy, "volunteer emergency responder" includes a volunteer firefighter or member of a volunteer ambulance service in the event of a declared local or state emergency.

13. WORKPLACE CONDUCT & ENVIRONMENT

13.1 CODE OF CONDUCT

Each employee has an obligation to observe and follow the School's policies and to maintain proper standards of conduct at all times. The conduct of our employees reflects on the School, so employees are encouraged to observe the highest standards of professionalism and integrity. The School expects all its employees to conduct themselves ethically and appropriately.

Note that the following list of Unacceptable Activities is by no means an exhaustive list of all types of conduct that can result in disciplinary action, up to and including suspension without pay and/or termination, and that nothing in this section of the Manual or on this list alters the at-will nature of your employment.

1. Violation of any School rule or policy.
2. Violation of security or safety rules or failure to observe safety rules or the School safety practices; failure to wear required safety equipment; tampering with the School's equipment or safety equipment; unauthorized possession of dangerous or illegal firearms, weapons or explosives on School property or while on duty.
3. Negligence or any careless action which endangers the life or safety of another person, including careless or negligent operation of a School vehicle.
4. Possession, use or sale of alcohol or controlled substances (except medications prescribed by a physician that do not impair work performance) during working time or while on School property; being intoxicated or under the influence of alcohol or a controlled substance in any quantity while on School premises.
5. Engaging in acts of violence or making threats of violence toward anyone on School premises or when representing the School; fighting, or provoking a fight on School property, or negligent damage of property.
6. Insubordination or refusing to obey instructions properly issued by your supervisor or the Principal pertaining to your work; refusal to help out on a special assignment.
7. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.
8. Engaging in an act of sabotage; negligently causing the destruction or damage of School property, or the property of fellow employees, suppliers, or visitors in any manner.
9. Theft or unauthorized possession of School property or the property of fellow employees; unauthorized possession or removal of any School property, including documents, from the premises without prior permission from School's management; unauthorized use of School equipment or property for personal reasons; using School equipment for profit.
10. Dishonesty; falsification or misrepresentation on your application for employment, other work records, or status of teacher certification; lying about the need for sick or personal leave; falsifying the reason for a leave of absence or other data requested by the School; alteration of School records or other School documents.
11. Violating the equal employment opportunity, anti-discrimination or unlawful harassment policies.
12. Violating the confidentiality policy or agreement; giving confidential or proprietary School

information to other organizations or to unauthorized School employees; working for an entity that creates a conflict of interest.

13. Immoral conduct or indecency on School property.
14. Unsatisfactory or careless work; failure to meet performance standards as explained to you by the Principal
15. Unexcused excessive lateness or absences; leaving work before the end of a workday or not being ready to work at the start of a workday without approval of the Principal; stopping work before time specified for such purposes.
16. Sleeping or loitering during working hours or excessive use of School telephone for personal calls.
17. Creating or contributing to unsanitary conditions.
18. Obscene or abusive language toward any affiliate of the School; indifference or rudeness towards parents, students or fellow employees; any disorderly/antagonistic conduct on the School premises.
19. Failure to report immediately injury or harm to a student, or damage to or an accident involving School equipment.
20. Alteration or falsification of any timesheets, attendance documents, or other records; failure to accurately record time worked.
21. Violation of the Dignity Act (see separate policy in the Nest).
22. Having inappropriate contact with students.

13.2 POLITICAL ACTIVITIES

Employment shall not be offered as a consideration or reward for the political support of any political party or candidate for public office. Furthermore, no employee may engage in any political activity at any time as a representative of the School. This will be kept in the file of each employee.

No employee may use work time, property or materials of the School to try to affect proposed legislation. The School may respond to requests for information from local, state and federal officials. All such responses shall be issued from the Principal's office.

13.3 APPEARANCE & PERSONAL HYGIENE

Employees serve as role models for students of successful and serious professionals and should always demonstrate this through their appearance and actions. This helps to create a professional atmosphere and projects a positive image of both you and the School. Employees are expected to present a neat, professional appearance at all times. A neat appearance and personal hygiene are required regardless of whether you are a member of the administrative staff or work in a classroom. Guidelines for personal hygiene, grooming and attire are outlined below. Any employee that requires a reasonable accommodation with regard to this Appearance & Personal Hygiene policy for reasons based on religion or disability should contact his/her supervisor and/or the School Operations Leader in accordance with the School's accommodation policies. The School prohibits any form of discipline, reprisal, intimidation, or retaliation for a good faith request for a reasonable accommodation.

13.3.1 Hygiene

- Maintain personal cleanliness by bathing daily.
- Oral hygiene (brushing of teeth) required.
- Clean body and minimized body odors.
- Use deodorant / anti-perspirant to minimize body odors.
- No heavily scented perfumes, colognes and lotions.
- Neat and well-groomed hair, sideburns, mustaches and beards. No artificial colors that would be considered “extreme” and outside of the norm.
- Moderate make-up.
- Clean and trimmed fingernails (¼ inch long or less).
- Wash hands after eating, or using the restrooms.

13.3.2 Grooming

- Clothing must be clean, pressed, in good condition and fit appropriately.
- Clothing must not interfere with the safe operation of equipment.
- No dark glasses (unless prescribed by a physician).
- Limited jewelry and no dangling or large-hoop jewelry that might create a safety hazard to self or students.
- Body piercing must be limited to three per ear. Other visible body piercing is unacceptable, unless demanded by religion/culture.
- Tattoos that are perceived as offensive, hostile or diminish the effectiveness of the employee as a role model for our students must not be visible to students and staff.

13.3.3 Dress Code

Employee work attire should complement a workplace environment which is professionally operated, efficient, orderly, and pleasant. The School reserves the right to change, extend, revise, revoke or continue this policy at its discretion. Any questions about interpreting our dress code should be directed to the Director of Operations.

Neat and Well-Groomed - Employees should appear neat and professional at all times. Employees are expected to be suitably attired and well groomed, and to ensure that their clothing is clean, ironed, and not torn, ripped or stained.

Professional Attire - Employees should use common sense and good judgment in determining what to wear to work. Generally if the employee is doubtful about some clothing, it is not appropriate. Examples of appropriate work attire include:

- Dress shirts with collars or banded collars

- Neck ties worn around the neck
- Button down shirts
- Blouses
- Polo Shirts
- Pullover or cardigan sweaters
- Vests with shirts
- Slacks, trousers or khakis
- Dresses or skirts of an appropriate length

- Dress shoes and socks or stockings

Prohibited Attire - Some attire is unacceptable for work. The following are examples, not an exhaustive list, of what is prohibited:

- Jeans, sweatpants, work pants, athletic attire or shorts
- T-shirts, rugby shirts, shirts without collars, sweatshirts, untucked shirts
- Sneakers, work boots, sandals, flip-flops, moccasins, slippers, crocs, etc.
- Inordinately revealing, tight or suggestive clothing
- Hats, caps, head gear for non-religious purposes, doo-rags, bandanas, etc.
- Halter tops, tube tops, tank tops, cropped shirts, shirts with spaghetti straps, off the shoulder tops or low-cut tops
- Lycra stretch pants, leggings or spandex pants
- Shorts or skorts of any kind
- Short dresses or mini skirts
- Sweat clothes, jogging suits or workout clothes
- Any clothing that reveals the employee's stomach, full back, cleavage or chest, or otherwise revealing/suggestive attire
- Beachwear including flip flops
- Flashy jewelry

Violations of these guidelines may subject employees to disciplinary action, up to and including termination of employment. If you report to work dressed or groomed inappropriately, you may be prevented from working until you return to work dressed and groomed in an appropriate manner.

Nothing in this policy is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raising complaints about working conditions, and/or engaging in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

13.4 CELL PHONE

While you are at work, you are expected to perform your job duties and responsibilities. The use of any and all personal electronic devices including cell phones, smart phones, and blackberries are prohibited during the work day, except during non-working hours, such as during meal and break periods. Flexibility will be provided in emergency circumstances demanding immediate attention. The use of any such devices must not interfere with the normal course of the School day and must not interfere with your job duties or School policies.

The School is not liable for the loss of or damage to personal cellular phones in the workplace.

13.5 PERSONAL USE OF SCHOOL-PROVIDED TECHNOLOGY

Where job or School needs demand immediate access to an employee the School may issue a School owned cell phone or laptop to an employee for work-related communications. To protect the employee from incurring a tax liability for the personal use of this equipment, such phones are to be used for business reasons only. However, this does not prohibit or limit an employee's right to use a School-owned cell phone or laptop to engage in legally protected activities, including those protected by the National Labor Relations Act, such

as discussing wages, benefits, or other terms and conditions of employment, raise complaints about working conditions, and/or engage in other activities for their and their fellow employees' mutual aid or protection. Phone logs will be audited regularly to ensure appropriate use.

Employees in possession of School equipment are expected to protect it from loss, damage or theft. Employees are required to immediately notify the Director of Operations if the equipment is lost or damaged. The Employee may be responsible for the cost of replacing or repairing the equipment. At any time, the employee may be asked to produce the equipment for return or inspection.

There should be no expectation of privacy for School-owned/School-provided technology and the School reserves the right to search, monitor, review and read all such content on the technology at any time, with or without notice.

13.6 CAMERAS & PHOTOGRAPHS

Cameras, cameras on cell phones, or cameras on PDAs may not be used to take photographs of students except by an employee who is specifically required to do so. Due to privacy concerns, employees cannot post photographs on the School's social media site(s) unless authorized by the Principal. Anyone improperly using electronic devices during work hours or placing photographs of students, co-workers, or any other aspect of the School without permission on social media may be subject to disciplinary action.

13.7 SUBSTANCE ABUSE

The School seeks to maintain a safe workplace and learning environment by eliminating the hazards to health and safety created by alcohol and other drug abuse. Therefore, all employees and contractors are prohibited from the use, manufacture, distribution, sale and/or possession of any drug that is illegal under federal, state or local law, any controlled substance (as defined by federal, state or local law), or alcoholic beverage during work hours (including lunch and break time) in the School, on School property or in a School vehicle. Employees are prohibited from being under the influence of, selling, offering to sell, trading, purchasing, using or possessing any illegal drug or alcohol while performing School business or job related duties, while on School property or while operating School equipment or vehicles. [Note: School sponsored activities that may include the service of alcoholic beverages are not included in this provision.] In addition, employees are prohibited from consuming prescription drugs that are not prescribed in their name on School property or while performing School business. Soliciting or distributing prescription drugs for or to other employees is also strictly prohibited.

Employees who engage in the above-prohibited activities in violation of this policy are subject to disciplinary action, up to and including termination of employment.

Each employee taking a legal drug which could affect job safety or performance is responsible for notifying the School's Human Resources Department without disclosing the identity of the substance and for providing a physician's certificate stating the substance does not adversely affect the employee's ability to safely and efficiently perform the employee's job duties and/or provide any work restrictions. This certificate must be provided to the School's Human Resources Department before the employee reports to his/her work area.

The School reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of all school property and personal items brought onto school property, shelves, desks or other suspected areas of concealment, as well as an employee's personal property when the School has reasonable suspicion to believe that the employee has

violated this substance abuse policy.

13.8 RELATIONSHIP WITH PARENTS

The School's success depends upon the quality of the relationships between the School, our educators, parents, students and the general public. The parents' impression of the School and their interest and willingness to enroll their children in such an establishment depends to a large extent on the people who serve them. In a sense, regardless of your position, you are the School's ambassador. The more goodwill you promote, the more parents and students will respect and appreciate the School and the quality of the education that the School provides.

Below are several things you can do to help give parents and students a good impression of the School. These are the building blocks for our continued success.

1. Act competently and deal with parents and students in a courteous and respectful manner.
2. Follow up on concerns and questions promptly, and provide professional replies to inquiries and requests.
3. Take great pride in your work and enjoy doing your very best.
4. The School strongly discourages romantic relationships with parents.

Employees are prohibited from giving, offering or promising, directly or indirectly, anything of value to any currently enrolled student's parents.

13.9 RELATIONSHIPS WITH STUDENTS

School employees are strictly prohibited from engaging in personal relationships with students, which are outside the scope of a professional adult/student relationship or which may give the appearance of being outside the scope of a professional adult/student relationship. This prohibition applies both on and off School grounds, including on social media, unless prior permission is obtained from the Director of Operations.

Employees are prohibited from giving, offering or promising, directly or indirectly, anything of value to any currently enrolled student.

Employees who violate this policy may be subject to disciplinary action, up to and including immediate termination. Employees who violate this policy may also be subject to being reported to law enforcement authorities, if the conduct is believed to constitute a crime under state law. If disciplinary action is taken against an employee, a report may be made to law enforcement and/or a child abuse report may be made for violation of this policy. In addition, the parents of the student involved will be notified of the situation and the actions taken by the School.

13.10 STAFF RELATIONSHIPS

The School recognizes that employees may develop personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, disputes, misunderstandings and/or potential sexual harassment claims, supervisory employees are not permitted to date or engage in sexual relationships with subordinate employees. In the event that a dating or sexual relationship does develop between a supervisor and a subordinate, then the supervisor must promptly report the relationship to the Director of Operations. One of the parties may be required to have their job reassigned, if a position is available, or they may be required to choose which of them will resign. Violation of this

policy may result in disciplinary action, up to and including termination of employment. Furthermore, co workers are strongly discouraged from dating or pursuing romantic or sexual relationships with each other.

13.11 NEPOTISM & FAMILY MANAGEMENT

Any action that can be viewed as or gives the appearance of nepotism is not allowed. No individual may be hired if she/he has an immediate family member on the Board of Trustees, in an administrative capacity (such as Head of School, Operations Leader), or in a supervisory capacity that exercises authority over the position sought. For the purpose of this policy, immediate family is defined as spouse, domestic partner, civil union partner, sibling, parent, grandparent, child, "in-law", and grandchild. Additionally, this policy extends to prescribe management relations between immediate family members.

Management

- Employees cannot be directly managed by a family member.
- Employees may be in a position where they are coached and supported by a family member.

Evaluation

- Evaluations for all employees must be completed by someone other than a family member.

Promotion

- Only non-family members can recommend an employee for promotion.
- The School's Director of Operations must discuss transparency and create a plan to communicate any changes to staff.
- Unless there is a conflict of interest, the Head of School must perform the evaluation with significant input from the Board of Trustees.

Salary

- Salary recommendations may not be made for employees by a family member. The Head of School and/or Board of Trustees may or may not choose to solicit input from the employee's supervisor.

13.12 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights & Privacy Act of 1974 and implementing regulations ("FERPA") is a Federal law designed to protect the privacy of a student's education records. FERPA affords parents and students over 18 years of age certain rights with respect to the student's education records. Employees are responsible for abiding by the School's FERPA policy, which can be found in the portal.

13.13 Relationships with Students

The School recognizes that there are special risks in any sexual or romantic relationship between individuals in inherently unequal positions. In our School, such positions include any School employee and any student, even if that student has reached the legal age of consent. School employees are in a position of authority relative to students. Such relationships are often less consensual than the individual that is in the position of power or authority believes. Accordingly, the School's policy on relationships with students is as follows:

B. School employees are strictly prohibited from engaging in personal relationships with students, which are outside the scope of a professional adult/student relationship or which may give the appearance of being outside the scope of a professional adult/student relationship. This prohibition applies both on and off School grounds.

C. Romantic, physical or sexual relationships between a School Employee and a student, without regard to the age of the student, are strictly prohibited and may subject the Employee to criminal liability

and/or termination of employment.

D. Other actions by a School Employee that also constitute a violation of this Policy and are subject to termination are the following:

1. Dating a Student;
2. Having any interaction/activity of a sexual nature with the student, including any discussions or conversations of a sexual or inappropriate nature;
3. Attempting to induce a student to engage in any conduct that is prohibited by this policy. For example, asking a student out on a date is a violation of this policy even if the School Employee and Student never actually go out on a date.
4. Committing, or attempting to induce students to commit an illegal act or act of immoral conduct that may be harmful to others or bring discredit to the School.
5. Supplying alcohol or an illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

E. To reiterate, all the conduct that is prohibited by School Employees in this Policy is prohibited with respect to any student of the School, even if that student has reached the legal age of consent.

F. Employees are also prohibited from giving, offering or promising, directly or indirectly, anything of value to any currently enrolled student.

Employees who violate this policy may be subject to disciplinary action, up to and including immediate termination. Employees who violate this policy may also be subject to being reported to law enforcement authorities, if the conduct is believed to constitute a crime under state law. If disciplinary action is taken against an employee, a report will be made to law enforcement and/or a child abuse report will be made for violation of this policy. In addition, the parents of the student involved will be notified of the situation and the actions taken by the School.

14. SAFETY & SECURITY

14.1 HEALTH & SAFETY

The health and safety of employees and others on School property are of critical concern to the School. We strive to attain the highest possible level of safety in all activities and operations. The School intends to comply with all health and safety laws applicable to School operations, and to adhere to the School's safety plan and related policies.

To this end, the School must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees should be conscientious about workplace safety, including proper operating methods and known dangerous conditions or hazards. You should report any unsafe conditions or potential hazards to the Director of Operations immediately even if you believe that you have corrected the problem. If you suspect a concealed danger is present on the School's premises or in a product, facility, piece of equipment, process or business practice for which the School is responsible, you should immediately bring it to the attention of the Director of Operations. The School should arrange for the correction of any unsafe condition or concealed danger immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. All employees

should familiarize themselves with these rules and guidelines, as strict compliance will be expected. Contact the Director of Operations for copies of current rules and guidelines. Failure to comply strictly with rules and guidelines regarding health and safety or negligent work performance that endangers health and safety will not be tolerated and may result in disciplinary action, up to and including termination.

Any student, teacher or staff member injury, accident or illness must be reported to the Director of Operations as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Please be alert at all times and report the presence of any suspicious persons to the Director of Operations and/or security personnel immediately. You should also maintain in your possession at all times your keys, computer, security passes and identification badge(s). Do not lend these items to anyone who is not authorized to possess them. Similarly, computer passwords, electronic door codes and any other security access information must not be disclosed to anyone who is not authorized to have that information.

14.2 PARKING

Employees are encouraged to use the parking areas designated for School employees. Employee should remember to lock their car every day and park within the specified areas.

Employees should exercise common sense and courtesy to prevent accidents, personal injuries, and damage to their vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have to the Director of Operations.

The School is not responsible for any loss, theft or damage to your vehicle or any of its contents in the designated parking area(s) or elsewhere.

14.3 POLICY AGAINST WORKPLACE VIOLENCE

It is the School's intent to provide a safe and secure workplace for employees, students and visitors. The School expects all employees to conduct themselves in a non-threatening, non-abusive manner at all times. No direct, conditional or veiled threat of harm to any person or property is acceptable. Acts of violence or intimidation of others will not be tolerated. Any employee who commits or threatens to commit a violent act against any person while on the School's premises or while engaged in the School's activities may be subject to immediate discharge.

Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on the School's premises, regardless of the relationship between the employee and the parties involved.
- All threats or acts of violence occurring off the School's premises by someone acting as a representative of the School.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening to harm an individual or his/her family, friends, associates, or property.
- Intentional destruction of, or threatening to destroy, School property.
- Making harassing or threatening phone calls, sending threatening, or harassing emails.

Harassing surveillance or stalking (following or watching someone).

- Unauthorized possession or use of firearms or weapons in the workplace or while engaged in School business.

School employees share the responsibility to identify and report threatening or violent behavior. Any employee who is subjected to or threatened with violence, or who is aware of another individual who has been subjected to or threatened with violence, must immediately report this threat or act to the Principal or Operations Leader. Employees must assume that any threat is serious. All reports will be carefully investigated and employee confidentiality will be maintained to the fullest extent possible, taking into consideration the need to address the substance of the report.

The School expressly forbids the possession of firearms while on the School's property or while engaged in the School's business. The School has "zero tolerance" for possession of any type of weapon, firearm, explosive, or ammunition.

The possession of firearms on the School's property or while engaged in the School's business may be cause for discipline. In enforcing this policy, the School reserves the right to request inspections of any employee and their personal effects. Any employee who refuses to allow inspection will be subject to the same disciplinary action as being found in possession of firearms.

An employee who witnesses or suspects another individual of violating this policy should immediately report this information to the Principal or Operations Leader.

In order to ensure the safety and welfare of employees, and other people on the School's property, the School reserves the right, on reasonable suspicion that the School policy is being violated, to conduct searches or inspections of employees and their desks, personal effects, lockers, packages, purses, baggage, and any other property located on the School's premises. Entry on the School's premises by an employee constitutes consent to searches or inspections.

14.4 WEAPONS

The School believes that it is important to establish a clear policy that addresses weapons in the workplace. Specifically, the School prohibits all persons who enter School property from carrying a handgun, firearm, knife, chemical, explosive or detonating device or other weapon of any kind regardless of whether the person is licensed to carry the weapon.

The only exception to this policy will be police officers, security guards or other persons who have been given written consent by the School to carry a weapon on School property. Any employee who violates this policy will be subject to immediate termination.

14.5 CLASSROOM SAFETY

Classrooms and offices present their own safety hazards. Please be sure to:

- Leave desk, file or cabinet drawers firmly closed when not in use
- Open only a single drawer of a file cabinet at a time
- Arrange the classroom/ office to avoid tripping hazards
- Keep aisles, stairways, exits, electrical panels, fire extinguishers, and doorways clear at all times
- Remember to lift things carefully and to use proper lifting techniques
- Keep your desk and work area neat and orderly at all times
- Do not leave tools, materials, or other objects on the floor which may cause others to trip or fall.
- Place all garbage and waste in the appropriate receptacles and containers

- Report anything that needs repairing or replacing to the Director of Operations immediately.

14.6 MANDATORY ABUSE INCIDENT REPORTING

School employees are required by most state laws to know the procedures for reporting suspected child abuse and/or neglect. State laws require that all professional employees report suspected child abuse to the proper authorities. Failure to do so may result in termination and/or prosecution. Employees must review the separate policy in the portal.

15. SOCIAL MEDIA

Social media technology can serve as a powerful tool to enhance education, communication and learning. This technology can provide both educational and professional benefits, including preparing ISCS students to succeed in their educational and career endeavors. The School is committed to ensuring that all ISCS stakeholders that utilize social media technology for professional or educational purposes, do so in a safe and responsible manner. The School strives to create professional social media environments that mirror the academically supportive environment of our School.

The School understands that social media can be a fun and rewarding way to share your life and opinions with family, friends and co-workers around the world. However, use of social media also presents certain risks and carries with it certain responsibilities. To assist you in making responsible decisions about your use of social media, we have established these guidelines for appropriate use of social media.

This policy applies to all employees who work for the School and provides guidance regarding recommended practices for professional social media communication between School employees, as well as social media communication between School employees and students. In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, this policy also addresses the School's recommended practices for use of personal social media by School staff.

Professional social media is a work-related social media activity that is either school-based (i.e. Principal establishes a Facebook page for the School or a teacher establishes a blog for his/her class) or non-school based (i.e. Principal establishes a web site to facilitate employees' ability to review school policies).

Personal social media is a non-work-related social media activity, such as an employee establishing a Facebook page or Twitter account for his/her personal use.

GUIDELINES

In the rapidly expanding world of electronic communication, *social media* can mean many things. *Social media* is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, internet websites, internet forums, and wikis. It includes all means of communicating or posting information or content of any sort on the Internet, including to your own or someone else's web log or blog, journal or diary, personal web site, social networking or affiliated web site, web bulletin board or a chat room, whether or not associated or affiliated with the School, as well as any other form of electronic communication. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google+, Instagram, SnapChat, and Flickr.

The same principles and guidelines found in School policies and three basic beliefs apply to your activities online. Ultimately, you are solely responsible for what you post online. Before creating online content, consider some of the risks and rewards that are involved. Keep in mind that any of your conduct that

adversely affects your job performance, the performance of fellow employees or otherwise adversely affects students, parents, and people who work on behalf of the School or the School's legitimate business interests may result in disciplinary action up to and including termination.

Know and follow the rules

Carefully read these guidelines, the School Property Policy and the School's Prohibited Discrimination & Harassment Policy, and ensure your postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence or similar inappropriate or unlawful conduct will not be tolerated and may subject you to disciplinary action up to and including termination.

Be respectful

Always be fair and courteous to fellow employees or people who work on behalf of the School. Also, keep in mind that you are more likely to resolve work-related complaints by speaking directly with your co-workers or by utilizing our Open Communication Policy than by posting complaints to a social media outlet. Nevertheless, if you decide to post complaints or criticism, avoid using statements, photographs, video or audio that reasonably could be viewed as malicious, obscene, threatening or intimidating, that disparage employees, students, or parents, or that might constitute harassment or bullying. Examples of such conduct might include offensive posts meant to intentionally harm someone's reputation or posts that could contribute to a hostile work environment on the basis of race, sex, disability, religion or any other status protected by federal, state, or local law or School policy.

Be honest and accurate

Make sure you are always honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Be open about any previous posts you have altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that you know to be false about the School, its employees, students, teachers, and people working on behalf of the School.

Post only appropriate and respectful content

- Maintain the confidentiality of the School's and students' private or confidential information. Do not post internal reports, policies, procedures or other internal school-related confidential communications. Do not post personal information about a student.
- Do not create a link from your blog, website or other social networking site to a School website without identifying yourself as a School employee.
- Express only your personal opinions. Never represent yourself as a spokesperson for the School without authorization. If the School is a subject of the content you are creating, be clear and open about the fact that you are a School employee and make it clear that your views do not represent those of the School, fellow employees, students, parents, or people working on behalf of the School. If you do publish a blog or post online related to the work you do or subjects associated with the School, make it clear that you are not speaking on behalf of the School. It is best to include a disclaimer such as, "The postings on this site are my own and do not necessarily reflect the views of the School."
- Do not post pictures of students, or befriend students, on social media.

Using social media at work

Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your supervisor or consistent with the School Property Policy. Do not use a School provided/School-owned email addresses to register on social networks, blogs or other online tools utilized for personal use.

Additional Guidelines Applicable to Professional Social Media Use

1. Maintenance of Separate Professional and Personal E-mail Accounts: Employees who decide to engage in professional social media activities should maintain separate professional and personal e mail addresses and should not use their personal e-mail address for professional social media activities. The professional social media presence should utilize a professional e-mail address and should be completely separate from any personal social media presence maintained by the employee. Regular and continuous use of a personal e-mail address for professional purposes, including social media use, will result in the School considering the e-mail address, and the corresponding use of that e-mail address, as a professional account.
2. Communication with Students: Employees that work with ISCS students and communicate with students through professional social media sites must follow these guidelines:
 - a. Professional social media sites that are school-based should be designed to address reasonable instructional, educational or extra-curricular program matters;
 - b. Professional social media sites that are non-school based should have a reasonable relationship to the mission and function of the School;
 - c. To the extent possible, based on the social media site being used, the Principal or designee should be given administrator rights or access to the professional social media accounts established by School staff;
 - d. Employees must obtain their supervisor's approval before setting up a professional social media presence;
 - e. The School shall maintain a list of all professional social media accounts within the School.
 - f. Employees shall treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in the school setting are expected on professional social media sites. Employees should exercise caution, sound judgment, and common sense when using professional social media sites.
 - g. Employees should use privacy settings to control access to their professional social media sites to ensure that professional social media communications only reach the employees' intended audience. Employees, however, should be aware that there are limitations to privacy settings. Private communications published on the internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees have an individualized responsibility to understand the rules of the social media site being utilized.
 - h. Employees are prohibited from posting any personally identifiable student information on professional social media sites. This includes the posting of student photographs without the consent of students' parents. Students that participate in professional social media sites may not be permitted to post photographs featuring other students.

- i. Employees using professional social media have no expectation of privacy with regard to their use of such media. The School will regularly monitor professional social media sites to protect the school community.
- j. The Principal or designee reserves the right to remove, disable and provide feedback regarding professional social media sites that do not adhere to the law or this policy.

Additional Guidelines Applicable to Personal Social Media Use

1. In order to maintain a professional and appropriate relationship with students, employees should not communicate (includes “friending,” “following,” “commenting,” and posting messages) with students on personal social media sites, except in the case of an emergency, in which case the employee should notify his/her supervisor of the communication as soon as possible.
2. Employees should use appropriate privacy settings to control access to their personal social media sites. Employees, however, should be aware that there are limitations to privacy settings. Private communications published on the internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees have an individualized responsibility to understand the rules of the social media site being utilized.
3. Personal social media use, including off-hour use, has the potential to result in disruption at school and/or the workplace. Accordingly, all personal social media use by employees must be in compliance with all ISCS guidelines and policies. Violation of any policy through personal social media usage may result in disciplinary action.
4. Employees are prohibited from disclosing personally identifiable student information or confidential information via personal social media sites.

Retaliation is prohibited

The School prohibits taking negative action against any employee for reporting a possible deviation from this policy or for cooperating in an investigation. Any employee who retaliates against another associate for reporting a possible deviation from this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

16. SCHOOL PROPERTY

16.1 CONFIDENTIALITY & WORK PRODUCT

The School has and will develop, compile and own certain confidential information, which has great value to the School’s work (referred to collectively as “Confidential Information”). The School may disclose Confidential Information to the staff member in the course of his/her employment or in the process of applying for or commencing employment. Confidential Information includes not only information disclosed by the School but also non-public information developed or learned by a staff member during the course of his employment with the School. Confidential Information is to be broadly defined, and includes all proprietary information which has or could have commercial value or other utility due to its confidentiality in the work in which the School is engaged or contemplates engaging or the unauthorized disclosure of which could be detrimental to the interests of the School, whether or not such information is identified as Confidential Information by the School. Confidential Information includes, but is not limited to, all information concerning databases, source code, object code and other computer programs, products,

processes, formulae, trade secrets, innovations, inventions, specifications, data know-how, formats, marketing plans, business plans, strategies, forecasts, unpublished financial statements, budgets, projections, and customer and supplier identities, needs, characteristics and agreements.

Employees agree that at all times during or subsequent to employment, they will hold in trust, keep confidential and not disclose to any third party or make any use of the Confidential Information, except for the benefit of the School and in the course of their employment with the School. Staff members further agree not to cause the transmission, removal or transport of Confidential Information from the School's facilities, without prior written approval of the Principal.

16.2 COPYRIGHTS

Copyrights, payments and/or royalties that occur as a result of a project of any employee or employees of the School remain the property of the School. The School may assign copyrights, royalties, or other payments to the author, authors, or project participants.

16.3 ELECTRONIC RESOURCES

"Electronic Resources," for which employees shall have no expectation of privacy, means all of the following:

- Any and all School-issued and/or School-owned device, including, but not limited to, computer, cell phone, land line, tablet, or other electronic device;
- Any and all School-issued and/or School-owned account, including but not limited to, email accounts, voicemail accounts, cell phone or landline accounts, text message accounts, instant messaging accounts, social media accounts, software accounts, application accounts, Internet account, or other accounts, regardless of the device used to access them; and
- File servers, application servers, communication servers, mail servers, web servers, workstations, software, data files and all internal and external computer and communications networks (i.e., internet services and e-mail systems).

The Electronic Resources are the sole property of the School. Employees are permitted access to these resources to assist them in the performance of their job duties; however, employees have the right to use Electronic Resources for protected communications during nonworking time. "Users" refers to all people to whom the School provides Electronic Resources or access thereto. At all times, Users must use these Electronic Resources in a professional, ethical, and lawful manner.

Employees shall not use Electronic Resources to transmit, retrieve, reproduce, or store any communications of a defamatory, discriminatory, or harassing nature or materials that are of an obscene or offensive nature. Employees shall not use Electronic Resources to transmit messages with derogatory or inflammatory remarks about an individual or violate the School's policies or procedures, including its Prohibited Discrimination and Harassment Policy and Confidentiality & Work Product policy. E-mail and other electronic communications accessed, transmitted through, or stored on Electronic Resources is not guaranteed to be private or confidential. Accordingly, anything you desire to be kept private should not be accessed, transmitted, or stored using Electronic Resources as defined herein. The School reserves the right to monitor or review any information, documents, data, and communications, that are accessed, stored, or transmitted on Electronic Resources.

The School offers Internet access to employees with the primary goal of supporting our educational mission and expects that employees will use the internet in a manner consistent with this purpose. While the Internet

is a tremendous resource for electronic information, it has the potential for abuse. The School makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the School's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

Users do not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received or stored on the School's computer network, stored in the user's directory or on a disk drive, or otherwise accessed on a School-owned or School-provided device and/or School-owned or School-provided account (regardless of the device used to access it). The School reserves the right to examine all data stored involved in the user's use of the School's Internet service, a School owned or School-provided device and/or School-owned or School-provided account (regardless of the device used to access it), including e-mail and/or social media accounts.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Employees must always comply with intellectual property, copyright, privacy, fair use, and other applicable laws. Failure to observe copyright or license agreements may result in disciplinary action from the School or legal action by the copyright owner.

The School reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including dismissal for violations of this policy. The School will advise appropriate law enforcement agencies of illegal activities conducted through the School's Internet service. The School also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

16.3.1 No Expectation of Privacy

The Electronic Resources are made available to employees of the School solely to assist them in the performance of their job responsibilities. Users, therefore, should not and do not have an expectation of privacy in anything they create, store, send or receive on or with the School's Electronic Resources. The computer system, phone system and related hardware and software should be used solely for business purposes, except as otherwise expressly stated in this Policy, and except that employees have the right to use Electronic Resources for protected communications during nonworking time. All Electronic Resources, including school equipment, systems, and files (including personal and deleted), are subject to search and monitoring.

Nothing in this policy is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally-protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raise complaints about working conditions, and/or engage in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

16.3.2 Waiver of Privacy Rights

By signing the acknowledgment forms of this Handbook, Users expressly waive any right of privacy in anything they create, store, send or receive, or access on a School-owned or School-provided device and/or School-owned or School-provided account, including e-mail and/or social-media accounts (regardless of the device used to access it). Users consent to allowing personnel of School or their authorized and designated

agents, to access and review all files, attachments, websites, e-mails, voicemails or any other transmissions or materials that they or others create, store, send or receive on the computer, over the Internet or any other a School-owned or School-issued device and/or School-owned or School issued account (regardless of the device used to access it). Users understand and agree that the School may use human or automated means to monitor the use of the Electronic Resources.

16.4 PROHIBITED ACTIVITIES INVOLVING ELECTRONIC RESOURCES

16.4.1 Prohibited Uses

The School's Electronic Resources are to be used by employees for business purposes. Electronic Resources must be used in a manner that does not violate the Family Education Rights and Privacy Act that the School is bound to follow. Personal use of the School's Electronic Resources during non-working time, in a manner that does not violate this policy or any other policy, is permitted.

16.4.2 Misuse of Software

Without prior written authorization from the School, users may not do any of the following: (1) copy School or third-party software for use on their home computers; (2) provide copies of software to any independent contractor or to any other third party; (3) modify, revise, transform, recast or adapt any software; (4) reverse-engineer, disassemble or decompile any software; (5) download from the Internet or otherwise install software on their School workstation, desktop or laptop computer, School-provided cell phone, blackberry or other device. Employees who become aware of any misuse of software or violation of copyright law should immediately report the incident to their supervisor. All software must be loaded by the School and must be for business purposes only.

16.4.3 Communication of Trade Secrets

Sending, transmitting or otherwise disseminating proprietary data, trade secrets or other confidential information of the School or its students, its clients or vendors is strictly prohibited. Unauthorized dissemination of this information may result in disciplinary action being taken, up to and including termination of employment, in addition to substantial civil liability as well as severe criminal penalties under the Economic Espionage Act of 1996.

16.5 PASSWORDS

Users are responsible for safeguarding their passwords for access to any Electronic Resources. Individual passwords should not be printed, stored online or given to others. Users are responsible for all transactions made using their passwords. No User is permitted to access any Electronic Resources with another User's password or account.

The use of passwords to gain access to Electronic Resources or to encode particular files or messages does not imply that Users have an expectation of privacy in the material that they create, transmit or receive on these Electronic Resources. The network provider has access to all material stored on its Electronic Resources regardless of whether that material has been encoded with a particular user's password.

16.6 SECURITY

16.6.1 Accessing Other Computers & Networks

A user's ability to connect to other computer systems through the network, VPN or otherwise does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems.

16.6.2 Security

Users may not attempt to circumvent the School's data protection measures or to uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files or directories. Users who engage in this type of activity may be subject to immediate termination.

16.6.3 Portable Storage Devices

Portable storage devices (i.e., flash drives, zip drives, iPods or other storage devices) can be used for business purposes only and under the following conditions: Employees must comply with all policies, including the Confidentiality & Work Product policy. Documents stored on a portable storage device should be copies of documents that exist in other locations on the School's network. Nothing should exist solely on a portable storage device.

Social security numbers, and other confidential personnel information, health records (or any information that would violate HIPAA), student records and/or trade secrets or other confidential information relating to the School must never be transported or saved on a portable storage device.

Vendors and visitors may not use a flash drive or other portable storage device on any School network computer.

If you lose a portable storage device containing School information, please notify your supervisor immediately.

16.7 VIRUSES

Viruses can cause substantial damage to computer systems. To ensure security and avoid the spread of viruses, Users accessing the Internet through a computer attached to the School network must do so through an approved internet firewall. Each user is also responsible for taking reasonable precautions to ensure that he/she does not introduce viruses to the network. To that end, all material received on flash drives, downloaded from the Internet or from computers or networks that do not belong to the School must be scanned for viruses and other destructive programs before being placed onto any computer system.

16.8 ENCRYPTION SOFTWARE

Users may not install or use encryption software on any computers provided by the School without first obtaining written permission from the School. Users may not use passwords or encryption keys that are unknown to the School. The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside of the United States without prior written authorization from the School.

16.9 E-MAIL

The School considers email to be any technology used to transfer business messages. Thus, for purposes of this policy, "email" may include text messages, instant messages and e-mail transmitted from smart phones or similar devices. Users are responsible for conducting themselves in an ethical and lawful manner when using e-mail. When creating e-mail messages, the School expects you to follow the same standards required in all written School-related communications.

As with all other School Electronic Resources, all School-provided and School-owned e-mail accounts, including the software, servers, work stations, School supplied smart phones or other portable devices, and all e-mail accounts maintained on the School's computer systems are the sole property of the School, and

are provided solely for the purpose of conducting School-related business, regardless of if the School account is on a personal or School-provided/owned device. The School and Little Bird retain the right to access, monitor, intercept, review and copy any and all e-mail messages composed, transmitted, received or stored with or on School Electronic Resources and a User's use of School Electronic Resources constitutes consent to such. Users, therefore, have no expectation of any right of privacy in their use of any School--provided and School-owned e-mail accounts.

Users must understand that e-mail access is provided for the purpose of increasing productivity and not for non-business-related activities. That means that the School expects you to use your e-mail account primarily for business-related purposes (i.e., to communicate with co-workers to research relevant topics and to obtain useful information relevant to your work at the School). Whenever possible, non-business related use should be limited to employee meal and break periods. Excessive use of e-mail for personal purposes or personal usage that interferes with the performance of your work or the work of other employees may subject you to discipline, up to and including termination. The following are specific provisions regarding prohibited and authorized use of your School e-mail account.

Nothing in this policy is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally-protected activities, including those protected by the National Labor Relations Act, such as discussing wages, benefits, or other terms and conditions of employment, raise complaints about working conditions, and/or engage in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

16.9.1 Prohibited Uses

Below are some examples of the uses that are prohibited under the e-mail usage policy. This is not intended to be an exhaustive list and employees are asked to use their best judgment when using a School provided or School-owned e-mail account. Users shall not use such to create, view, save, receive or send material related to the following:

- Creating, exchanging, sending, or storing offensive, sexually explicit, profane or obscene messages of any kind, including, but not limited to, pornographic material.
- Creating, exchanging, sending, or storing e-mail that promotes discrimination or may be harassing or offensive on the basis of race, gender, national origin, age, marital status, sexual orientation, religion, disability or any other category protected by law.
- Creating, exchanging, sending, or storing e-mail that contains a threatening or violent message or is intimidating or defamatory.
- Creating, exchanging, sending, or storing e-mail that is fraudulent.
- Exchanging proprietary information, trade secrets or other confidential information, including, but not limited to, confidential student information, to anyone not affiliated with the School or Little Bird or with employees who do not have the authority or need to see or receive such information.
- Creating, forwarding or exchanging SPAM, chain letters, solicitations or advertising.
- Users may not, under any circumstances, use "spoofing" or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, newsgroups or chat groups while using a School-provided or School owned account. Without express permission of their supervisors, Users may not send unsolicited ("spamming") e-mails to persons with whom they do not have a prior relationship or bona fide business purpose.

- Altering a message from another user without their permission.
- Improperly using someone else's e-mail account as your own.
- Opening e-mail from an unknown source without performing a virus scan.
- Forwarding your School e-mail to your personal account for usage outside of the School. E-mail can be accessed via the School's webmail account and can be forwarded to authorized users.
- Do not bcc parties. In the spirit of transparency and openness, it is the School's policy not to use the bcc function.

16.9.2 Guidelines for Authorized Use

- Passwords are your best defense against unauthorized use of your e-mail account. Do not compromise your account by giving your password to others or displaying it in public view.
- Users must also understand that any connection to e-mail offers an opportunity for non-authorized users to view or access School information. Therefore, it is important that all connections be secure, controlled and monitored.
- Long-term message retention is important only if it is relevant for business or legal purposes. If you desire to keep less important messages for longer than ninety days, please archive the e-mail to your allotted server storage space. The e-mail system is designed to delete messages older than ninety days.
- Avoid sending School-wide messages. E-mail "blasting" can cause a system to slow down and affect performance. If you have a School-wide message to deliver, you should send it to your Principal who has access to the "all School" e-mail grouping.
 - Very few instances require a "reply all." Respond only to the parties who require your response.
- Large e-mail attachments can drastically slow system performance. Attachments that exceed 20 MB in size will be removed by the server and not sent.
 - Users should take care in addressing e-mail messages so that they reach the desired recipient. Also, spelling and grammar should be checked by the e-mail sender before sending the message.
- Subscribing to distribution lists and other forms of e-mail subscription services related to your job function is allowed. If the service does not pertain to your job function seek approval from the Principal before signing up.
- E-mail use must not interfere with the performance of your work responsibilities. It is a tool that should enhance productivity, not reduce it.
- Only cc those parties who truly need to be on the e-mail. A cc can shame the recipient even if that was not the intent.

16.9.3 E-mail Disposal

Unless directed to the contrary by the Principal, employees should discard inactive e-mail after ninety (90) days. Information subject to federal and/or state laws and regulations governing mandatory retention of records and electronic communication may require you to maintain certain files or documents for a specified period of time. It is the employee's responsibility to know which records are subject to these conditions and to comply with these laws and regulations.

16.9.4 Drafting E-mails

Because they may appear informal, e-mail messages are sometimes treated like a conversation and are not as carefully thought out as a letter or memorandum. Like any other written document, an e-mail message can later be used to indicate what an employee knew or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you delete an e-mail message or close a computer session, it is still recoverable and may remain on the system.

16.9.5 Privileged Attorney-Client Communications

Confidential e-mail sent from or to in-house counsel or an attorney representing the School should include this warning header on each page: "The information contained in this e-mail has been sent by or to an attorney and may be confidential and/or legally privileged. It has been sent for the sole use of the intended recipient(s). If the reader of this message is not an intended recipient, you are hereby notified that any unauthorized review, use, disclosure, dissemination, distribution or copying of this communication or any of its contents is strictly prohibited. If you have received this communication in error, please contact the sender by reply e-mail and destroy all copies of the original message."

16.10 MISCELLANEOUS

Disclaimer for Liability for Use of the Internet: The School is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information, some of which include offensive, sexually explicit and inappropriate material. Users accessing the Internet do so at their own risk.

Compliance with Applicable Laws and Licenses: In their use of the School's Electronic Resources, users must comply with all software licenses/copyrights and all other state, federal and international laws governing intellectual property and online activities. Users should not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files and downloaded information) through the e-mail system or by any other means unless they have confirmed in advance from appropriate sources that the School has the right to copy or distribute such material. Failure to observe a copyright may result in disciplinary action by the School as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the Principal or Director of Operations.

No Additional Rights: This Policy is not intended to and does not grant users any contractual rights.

13. Partner Organization(s)

a. Partner Information

Describe any partner organization(s) that will have a significant relationship with the proposed school. Explain the due diligence process used to select the partner(s) and its role in the development of this proposal. Include the following information in relation to the partner organization:

- The name of the partner organization(s);
- The name, address, phone number, and e-mail of a contact person(s);
- A description of the nature and purpose of the relationship;
- Names of proposed school board members affiliated with the organization(s); and, •

Evidence of the organization's ability to do business in New York.

NOTE: Applicants submitting a proposal in conjunction with a CMO do not need to include information about the CMO in this response, as such applicants must submit a separate Business Plan in conjunction with the proposal.

Not all non-CMO partner organizations are required to submit a Business Plan with the school proposal. Please refer to the Business Plan Requirements section in the Introduction as well as Appendix C herein for further information. The Institute encourages applicants to contact our office well in advance of the application submission deadline to ensure a full understanding of the proposed legal structure and operational aspects.

What to Submit:

- Submit the response to Request 13(a) as Microsoft Word® file named: **R-13a - Partner Organizations**

Not applicable.

13. Partner Organization(s)

b. Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the proposed school.

If the school would provide compensation to the partner(s) for any goods or services (e.g., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services will be provided to the school at or below fair market value.

What to Submit:

- Attach the letter(s) of commitment from the partner organization(s) as a Microsoft Word® or Adobe® Acrobat file named: **R-13b - Partner Commitment**

Not applicable.

14. Governance

What to Submit:

- Submit the response to Request 14(a-d) as Microsoft Word® file named: **R-14ad - Governance**

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

- Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “Treasurer,” “CMO Representative,” “Parent Representative,” etc.
- Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve (e.g., “Academic Committee,” “Finance Committee,” etc.).
- Include any currently vacant seats that the board would fill at a later date and specify the date. For example, if the board intends to add the head of the school’s parent teacher organization as an *ex-officio* member after PTO elections in December of the first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether the role would be “Voting” or “Non-Voting and/or “*Ex-Officio*.”

NOTE: Paid employees of the school, including administrators and teachers generally may not serve as voting members of the board, except in limited circumstances.

The ISCS Founding Board of Trustees reflects the diversity of skills, experiences, and expertise necessary to ensure the successful launch of the proposed school and the ongoing rigorous financial, academic, and organizational oversight necessary to maintain a high-performing, financially viable charter school. Our Founding Board reflects deep ties to Staten Island.

The lead applicant conducted several months of outreach and recruitment to seat the inaugural board. Two are community and industry leaders, one is an educator and he is a business officer for NYS.

Board members were identified and selected through a rigorous process involving multiple phone calls and meetings a consideration of each candidate’s applicable professional skill set needed for the board, the ability to dedicate the time to the work of a Founding and Governing Board, clear belief in school accountability, unwavering commitment to students and families in northern Staten Island, and a deep belief in the mission and vision of Ibn Sina Civics and Science Charter School. If authorized, the ISCS Founding Board of Trustees will continue to recruit additional board members to ensure effective governance and oversight in the opening years of the school and beyond.

The proposed board and board positions are detailed in the table below. Brief biographies of each member are provided below the table. All board members plan to immediately transition to and serve on the Board of Trustees upon authorization. Board member resumes can be found in R-14h - Board Member Resumes; RFI forms can be found in §-14i.

SUNY CSI Application for Ibn Sina Civics and Science Charter School
R-14ad Governance

Name	Position on the Board (officer, constituent representative)	Committee Affiliations (if any)	Expertise and Role at the School (Parent, Staff, etc.)	Voting or Ex-officio
Ahmad Hussein	Chair	Finance	parent, finance	Voting
Samir Ibrahim	Secretary	Academic	parent, educator	Voting
Naeem Malik	Treasurer	Finance	community member	Voting
Mohamed Adam	Member	Finance	community member/leader	Voting
Thierry Thesatus	Member	Academic	higher education leader	Voting
Flora Edwards	Member	Governance	legal/real estate	Voting
Name - TBD	Member	Academic	community leader	Voting
Name - TBD	Member/Staff	All	Principal - educational leadership	Ex-officio

Ahmad Hussein has worked in the NYS Office of People with Developmental Disabilities in various capacities since 2010. He now serves as a business officer, administering a \$7 million budget and overseeing financial reporting and contract management. He has worked with at-risk communities for a number of years, volunteering and facilitating programs for community outreach and assistance. Ahmad studied urban policy and leadership at Hunter College and earned a master’s degree in environmental studies and bachelor’s degree in environmental health, both from Stony Brook University.

Samir Ibrahim has been a high school teacher since 2016, in both charter and traditional public schools. He has taught U.S. history, government and economics and led a school program that connects students with community stores to initiate an arts program. Samir earned a B.A. in History Education, an M.S.Ed. Special Education Generalist 7-12, and an SBL/SDL post-masters certificate, all from the College of Staten Island.

Naeem Malik is an accomplished business management executive with proven expertise and capabilities. Extensive and diversified global experience in technology & telecom, program management, strategic consulting services, technical & business operations, business development, and sales management. He is currently the general manager of Mayship Repair and Contracting. Naeem earned his MSEE and BSET in electrical engineering from Fairleigh Dickinson University and his B.Sc. in Physics and Mathematics, from the D.J. Science College of University of Karachi, Pakistan.

Mohamed Adam¹ has served as the president of Mayship Repair and Contracting Corporation for the past four decades. He earned his Bachelors of Science in Naval Architecture and Marine Engineering from Alexandria University, Egypt. He is also the president of the Noor Al-Islam Society and the Islamic Society of Monmouth County, a board member/advisor to the Staten Island Industrial Alliance and the

¹ <https://www.linkedin.com/in/mohamed-adam-aa432840>

president of Harbor Light. He was recently named to the City and State NY's 50 over 50 Power List², which noted:

“Mohamed Adam is committed to growing Staten Island, not just as part of the borough's thriving maritime industry but also through community empowerment. He has led his company, May Ship Repair Contracting Corp., in spurring innovation in the maritime sector, with new barges and ferry landings across the region. He is a leader in Staten Island's nonprofit sector, with a focus on improving community health and wellness. Adam believes that helping others is the “ultimate achievement” and has focused his attention on doing that in Staten Island commerce and volunteerism.”

Thierry Thesatus is currently the associate dean of career and student success at Southern Connecticut State University. He has facilitated and led student exploration and pathways to career efforts at the Borough of Manhattan Community College, LIU Brooklyn's Office of Career Services and Monroe High School in Brooklyn. Thierry earned his AA in Liberal Arts at Kingsborough Community College, his BA in History and MA in Liberal Studies from SUNY Stony Brook, and is currently pursuing a doctoral degree in Educational Administration and Instructional Leadership at St. John's University.

Flora Edwards, Esq. is an attorney in private practice in New York City. Her practice is focused in the areas of construction law. She holds B.A., M.A., Ph.D degrees from New York University and a J.D. from Seton Hall Law School. She is admitted to the bar in New York, New Jersey and Florida. She offers legal services to non-profit organizations such as the AECI Charter School Network and the NJ Aid for Animals where she serves as a Board Member and General Counsel. She has served as President of Hostos Community College of the City University of New York and as President of Middlesex County College in New Jersey. She has taught at the graduate and undergraduate levels at the City University of New York and has served as a visiting professor in the doctoral program at the Inter-American University of Puerto Rico. She is a retired member of the Board of Directors of the Teachers Insurance Company and a former trustee of Iona College and was Counsel to the Bronx Democratic Party of the Bronx. She has served as a member of the New York-New Jersey Joint Planning Commission.

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- Selecting school leader(s) (and partner or management organizations, if any);
- Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail and what sources of data it will use to assess that the school is meeting its mission, accountability, fiscal, and operations goals; and,
- Evaluating school leaders (and partner or management organizations including CMOs, if any) and holding them accountable for the achievement of the school's mission and goals.

If authorized, ISCS will be an independent charter school governed by its Board of Trustees (the board). The board, which will legally hold the charter, will be formally installed along with its officers, at an organizational planning meeting shortly after authorization. In exchange for the autonomies that the charter provides, the board will be accountable for results and therefore responsible for ensuring that the school meets or exceeds all academic and organizational goals, complies with all federal, state, and local laws, and operates on a sound financial basis in the short-and long-term. The board holds the legal duties of care, duty, and obedience, meaning that they are charged with caring for the organization

²https://www.cityandstateny.com/power-lists/2024/01/2024-50-over-50/393583/?oref=csny_powerlist_nl#mohamed-adam

without any self-interest, with discharging all governance responsibilities in all years of service, and obeying both the decisions of the board and all laws which apply to it and to the school.

All board members will be trained on, and accept, the legal duties of care, loyalty, and obedience. To ensure the successful execution of the school's mission and the viability of the organization long-term, the board primarily will:

- Establish and oversee the mission, vision, and values as set forth in the charter application
- Establish the job description of, set compensation for, and hire the principal
- Conduct annual formal annual evaluation to measure effectiveness of the principal
- Conduct annual self-evaluation to assess strengths and weaknesses on the board
- Approve all policies for the board and the school
- At least annually, review and update as needed Bylaws and all board, Fiscal, Personnel, and School policies
- Monitor school's academic performance and govern the policies impacting school performance
- Serve as school's fiscal agent, overseeing financial operations of the school
- Ensure the organization is fiscally sound, viable, and a responsible steward of public funds
- Conduct annual analysis of school's organizational strengths and weaknesses

To ensure the successful launch and ongoing viability of the school, the board is responsible for distinct bodies of work, as outlined below, in both the startup and ongoing operation the school.

Mission and Vision

The board establishes and oversees the mission, vision, and values of the school as detailed in the charter application. Upon authorization, the board will be responsible for monitoring progress towards the mission and will approve the school's Accountability Plan (established in R-06g – Accountability Plan) detailing the mutually agreed upon metrics to which the school will be held accountable.

Setting Policy

Board members are charged with functioning in accordance with specific Board Bylaws (as proposed in R-14e – By-Laws) which will be formally approved at the board's first Governing Board Meeting upon authorization. At this meeting, the board will also approve the organization's Conflict of Interest and Code of Ethics policy (as proposed in R-14f – Code of Ethics). Beginning in the school planning year, the board will be responsible for reviewing and approving - on an ongoing and annual basis - all governance, staff, financial, school, and family policies, including but not limited to:

- Fiscal controls and segregation of duties policies as captured in the Fiscal Manual
- All personnel policies as captured in the Staff Handbook
- All school and student policies as captured in the Student and Family Handbook (expected to include policies governing attendance, discipline, promotion, school uniform, school enrollment, and complaint)

Selecting the Principal and Approving a Succession Plan

Upon authorization, the board will review and approve the job description for the Principal, establish annual compensation for that position, and vote to hire the strongest candidate for the role.³⁴

³ The recruitment process for and selection criteria of the Principal are detailed in R-11ab – School Leadership and Management. The hire of the Head of School will be contingent upon a criminal background check in compliance with Part 87 of the Regulations of the Commissioner of Education and the Safe Schools Against Violence in Education (SAVE) legislation (Chapter 180 of the Laws of 2001).

⁴ <http://www.nyccharterschools.org/sites/default/files/resources/FAQs-Open-Meetings-Law.pdf>

To ensure the long-term viability of the school, the board will approve a School Leadership Succession Plan during the school's planning year. This plan, drafted by the principal and approved by the Board, will codify a concrete process for leadership transition in the event of a planned or unplanned principal or other leader departure. This plan will define the process for recruitment, search and selection of a new principal and will identify the most appropriate designee from the school's leadership team to serve in an interim capacity while the board conducts a formal search for a successor. It will identify all key responsibilities of the Head of School and who within the organizations will be prepared to accept those responsibilities as needed.

Evaluating and Supporting the Development of the Principal

On an annual basis, the Principal will be formally evaluated by the board prior to the end of each year's contract, based on the criteria in the school's Accountability Plan (proposed in R-06g –Accountability Plan) and the job description. An Evaluation Committee will be convened for this purpose. The Evaluation Committee will consist of at least three members – the Board Chair, and one member each from the Finance and the Academic Committees. The committee will solicit the input of the entire board through a survey but will be responsible for conducting and completing the Head of School's annual evaluation. The Committee will utilize multiple data sources in its evaluation, including the academic performance data reviewed by the Academic Committee, financial data reviewed by the Finance Committee, and family, staff, and student feedback data as captured through the school's annual participatory surveys. The board will engage in dialogue with the principal to identify areas of strength and priorities for development, and support the principal in identifying opportunities for learning and growth.

Ensuring Facilities

The board will be responsible for evaluating all viable facility options for temporary or permanent space and will negotiate lease terms on behalf of the school. The board will approve any final agreements related to facilities, renovation, and planning before the opening of the school in August 2025 (details on our Facilities plan are in R-16ac – Facilities). Board members with perceived or real conflicts of interest will recuse themselves from any and all of these processes and voting.

Monitoring Student Enrollment

During the planning year, the board will monitor the recruitment and enrollment efforts to ensure that the school sets and meets clear enrollment targets to achieve our planned enrollment of 100 6th graders. The principal will routinely update the board on the progress of community outreach, collection of enrollment forms, acceptance of offered seats. The principal will discuss and adjust the plan as necessary based on tracking toward planned enrollment outcomes. Recruitment, enrollment and retention will be key indicators on a data dashboard the principal updates and shares with the board on a monthly basis at each board meeting.

Hiring Staff and Conducting Governance Responsibilities

The principal will be the sole employee hired, evaluated, and managed by the board. The principal will be the sole staff member formally reporting to the board and all hiring decisions for all other positions will be delegated to the Head of School. The board will take on the following responsibilities as it relates to personnel:

- Approve and annually review and update the school's organizational chart
- Approve salary ranges for each role and corresponding budget line as part of the annual budget

approval process

- Approve and annually review and update the school's personnel handbook
- Hear any staff grievances as dictated by the staff grievance policy

Budget Approval and Financial Oversight

The board is awarded the charter and as public stewards is responsible in its full membership for the financial oversight of the school, including:

- Review and approval of the annual budget
- Review of monthly financial statements (chart of accounts, projected and actual monthly cash flow, 3-month financial projections, year to actual budgets)
- Review of the monthly financial dashboard, which will report key financial indicators, including days of cash on hand, net surplus or deficit compared to budget, and fund development
- Assurance of adequate financial resources for all short- and long-term needs
- Education by the Finance Committee of all board members with respect to the organization's budget, fiscal policies, and financial performance
- Hiring of the auditor, review of the annual audit, ownership of the action steps and response to audit (as needed)
- Partnering with the principal to complete and ensure submission of all necessary financial records to the authorizer
- Compliance of the School with all state and local regulations related to procurement for charter schools
- Approval of all major spending (greater than \$5,000) that impacts finances of the school
- Ensuring the school has appropriate bank accounts with appropriate signatories
- Approval of fiscal policy on investment, and training all board members on the policy
- Approval of fiscal policy to include fiscal controls and segregation of duties, and ensuring training for all required management positions
- The financial committee and the principal will work together, using an iterative process from January to June of each year, to build the budget for the following fiscal year.
 - In January and February, the principal will establish the priorities and needs for upcoming fiscal year in alignment with the schools' mission, leveraging the input of other school staff as necessary to draft a working budget.
 - In March of each year, the principal will present the proposed budget to the Finance Committee, which will review it to determine if the budget is balanced, is aligned with the mission, plans for healthy and responsible cash flow and reserves, contains clear, full, and conservative assumptions, and serves the needs of all learners. The Finance Committee will provide recommendations for changes to the budget, and the Treasurer will work with the principal and other leaders as needed to ensure that the budget is ready for recommendation to the board.
 - In April, the Treasurer on behalf of the Finance Committee will present the final budget to the full board for consideration and discussion.
 - In May, the board will take a vote to approve the annual budget and ensure that management submits, as needed, the approved annual budget to any other entities as required by the charter. The budget is expected to be complete and finalized by June 30 of each year and submitted to the SUNY Charter Schools Institute by this date.

Establishing Fund Development

The board will play a pivotal role in raising money on behalf of the ISCS mission. The activities the board will undertake for this fundraising will evolve from the planning year through the maturity of the school. All board members are aware that they will make an individual donation that is meaningful to them on

an annual basis. The board will plan annual events and fundraising drives to attract and involve individuals who believe in our mission and will be willing to contribute to it financially. In addition, the board will seek fundraising opportunities from local philanthropic organizations and foundations known to support educational reform and other charter schools.

Conducting Academic Oversight

The board will delegate the management of ISCS to the principal and will oversee the academic performance of the school via monthly review of reporting from the school. This reporting will include absolute performance and growth of all students, and by various subgroups (grade, race, gender, SWD, ELL, ED, etc.)

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Ex-officio* members (voting and non-voting);
- Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable;
- New trustee orientation process; and,
- Board/trustee training and development including the self-evaluation tool the board intends to use.

As detailed in the board bylaws (R-15), the founding board intends to grow to 7 voting members in 2024, and strategically increase over time to build general and committee capacity in ways that most effectively support the school and its leader. In terms of ex-officio members, only the principal will be a non-voting member of the board.

The principal will deliver an oral and written report on a monthly basis to the board, and more frequently as may be requested by the board. The board will also receive formal dashboards with information on a range of academic, disciplinary, operational, and financial measures of the school's performance, provided by the principal and/or appropriate designees. Different committees will closely examine data and information relevant to their areas of focus and to fulfill regulatory obligations.

The ISCS board will meet on a monthly basis. Committee meetings will typically be scheduled on a routine basis based on the area of focus, available data and information, and necessary tasks to be completed. For example, the finance committee will likely meet more often between January and April to draft, review, revise and finalize the annual budget. The academic committee will align its meeting schedule with the student assessment calendar.

Procedures for Publicizing and Conducting Monthly School Board Meetings in Accordance with the Act and the NY Open Meetings Law

ISCS is committed to operating our board in full compliance with the Open Meetings Law ("OML") and the Charter Schools Act of 1998 (the "Act"). We will exercise the following practices for all meetings of the committees of the school and its committees and subcommittees.

1. We will publicize when and where meetings take place with at least one week of notice. The notice will provide the date, time, and location of the meeting. We will send this notice to the news media, post it publicly in a designated location, and post it on our website. For meetings with a regular meeting place and time, we may exercise the allowance in the law to create a yearly schedule and post it at the

start of the year. We will follow the procedures for an individually scheduled meeting for any modification of a meeting previously scheduled in an annual notice.

2. We will publish all materials subject to the Freedom of Information Law (FOIL) prior to the meeting on our website, including the agenda and any proposed resolutions or policy.
3. We will hold meetings in a space accessible to the public and ensure that the space can accommodate members of the public. To the extent possible, we will make efforts to ensure individuals with disabilities are not presented with barriers to attendance of our meetings.
4. We will keep a summary of all motions, proposals, actions taken, and votes of the members of the board as our minutes. These minutes will be made available once they are formally approved.
5. The board will, at times, enter executive session. Executive session can only be entered into after the board meeting has officially started with the public. If a board member makes a motion in public to enter into executive session, it must indicate that the issue falls into one of the following categories and name the relevant category explicitly:
 - a. matters which will imperil the public safety if disclosed;
 - b. any matter which may disclose the identity of a law enforcement agent or informer;
 - c. information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - d. discussions regarding proposed, pending, or current litigation;
 - e. collective negotiations pursuant to article fourteen of the civil services law;
 - f. the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
 - g. the preparation, grading, or administration of a corporation; or
 - h. the proposed acquisition, sale, or lease of real property or proposed acquisition of securities or sale or exchange of securities held by such a public body, but only when publicity would substantially affect the value thereof.

Trustee Recruitment, Selection Process, and Criteria

For vacant positions on the board, the Governance Committee will be responsible for identifying qualified candidates and presenting these candidates to the board. We will establish a rigorous selection process to set high expectations for board members, targeting prospective members who fill areas of need for the board to be able to carry out its duties effectively. The expectations of board members are as follows:

- Advocate for the mission and vision of Ibn Sina Civics and Sciences Charter School
- Capitalize on personal/professional networks for the benefit of ISCS
- Use specific expertise for the governance of ISCS
- Commit five hours monthly to board-related work, including meetings, phone calls, and emails
- Represent ISCS publicly in support of initiatives that support its mission
- Disclose any potential conflicts of interest to the Board Chair, principal, and the full board

Qualifications of all Board members are as follows:

- Belief in charter schools and in the mission of ISCS.
- Belief that all children can achieve the highest levels of academic excellence
- Availability to participate meaningfully in the founding process
- Expertise in law, real estate, financial management, governance, marketing, fundraising, advocacy, community organizing /outreach, education, or strategic planning
- Personal experience with entrepreneurship and/or working on diverse teams
- Willingness to use personal and professional networks on behalf of ISCS

- Commitment to improving the quality of education for children from traditionally marginalized communities in Staten Island

Candidates meeting these criteria will meet with the Governance Committee, and in most cases, will attend a board meeting as members of the public. The Governance Committee will recommend a prospective board member to the full board in its meeting for their review. As outlined in the By-laws, new board members will be selected by a 2/3 vote of the entire board after the presentation of the prospective member.

New Trustee Orientation Process

Under the guidance of the Governance Committee, all accepted Trustees will review and sign our Conflict of Interest Policy and Code of Ethics and will review all required items of Open Meeting Law. They will receive the Board Bylaws, charter school application, and Accountability Plan, minutes of previous board meetings, and board policies at least two weeks before the next board meeting to ensure they have the requisite time to prepare for their role in governance. They will attend an orientation with the Board Chair and Governance Committee to answer any questions not answered during the interview process or by the review of the Bylaws, Conflict of Interest, and charter.

Board/Trustee Training and Development

The board will conduct an annual self-evaluation as a whole and as individual members. The Governance Committee will manage this process, based on assessment of the stated duties of the board from the charter document and on at least one external guide for best practices for charter school boards.

d. Stakeholder Participation

Explain how the board will effectively collaborate with parents, the community, and school staff in the governance of the educational corporation.

ISCS extends its commitment to centering the voices of our community stakeholders – including families, students, and staff – to engagement with the Board of Trustees. We are committed to ensuring that our stakeholders are informed of and have access to multiple venues for feedback to be considered by school leadership and the Board of Trustees. While we cannot ensure that every stakeholder will see the desired outcome of their feedback, we will listen and consider all feedback in our decisions. Ultimately, all decisions of leadership and the board must be driven by the calculation of what best serves the mission of the organization. We will solicit feedback from all stakeholders using the following approaches:

We will ensure families, staff, and students will have multiple and varied opportunities for feedback via our annual surveys focused on all key stakeholders: Families, staff, and students will have multiple opportunities to provide feedback – either via survey, focus group, or interview. The feedback gleaned will be considered by school leadership and by the board as a part of our full program evaluation annual process.

We will dedicate a portion of each meeting of the board to public comment: Any member of the public may give comment during this portion for consideration by the board.

We will encourage families and staff to participate in ad hoc and standing committees and ensure they have the support to be successful therein: Families, teachers, and other staff will be welcomed to participate in both standing and ad hoc committees that the board creates to support academic achievement, fundraising, enrollment, and other key activities. All roles will be advisory in nature. We will ensure that committee opportunities are communicated by the Head of School through our regular communication processes, including newsletters and meetings. In order to ensure that all stakeholders feel comfortable leveraging their voice and navigating the committee process, we will ensure that all non-board members have the opportunity to complete an orientation on committee function and member responsibilities if invited to join a committee.

While we do not reserve a seat on the Board of Trustees for a parent of an enrolled student, any adult family member is invited to express their interest in serving on the board and would go through the same vetting process and consideration as any other board candidate. The school will establish a family staff association, and will give opportunities for families to meet at the school monthly, share their thoughts with the principal, propose, support, and facilitate school-based initiatives aligned to our mission, and once annually share their thoughts with the board on their experience in the school.

14. Governance

e. Bylaws

Provide a draft of the proposed education corporation’s governing bylaws. Applicants should reference the [Institute’s Board Governance Guide](#) in developing bylaws.

What to Submit:

- Attach Board Bylaws as a Microsoft Word® file : **R-14e - Bylaws.**

PROPOSED BYLAWS

ARTICLE I

Name, Location, Mission, and Objectives

Section 1: The name of the organization is Ibn Sina Civics and Sciences Charter School (hereinafter “The Corporation”).

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter School (the “Charter School”) to ensure academic success for students in grades 6-8 in northern Staten Island. Ibn Sina Civics and Sciences Charter School is committed to building a community of lifelong learners who are curious, innovative and equipped with the skills needed to reach their potential. Our unique integration of civics and sciences into our curriculum provides students with a well-rounded education to help them become active and engaged citizens. We create a warm and inclusive learning environment that is hands-on, inquiry-based, and student-centered with an emphasis on problem-solving, critical thinking, and creativity. By instilling a keen sense of morals and principles and creating an environment that encourages exploration and a profound understanding of the world, students develop a strong sense of community and the value of making positive contributions in the world.

ARTICLE II

Membership

The Corporation has no members. The rights which 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.

ARTICLE III

Board of Trustees

Section 1: The Board of Trustees shall consist of at least seven (7) Trustees and no more than fifteen (15) Trustees. The exact number of Trustees will be set by the Board. All Trustees shall have identical rights and responsibilities.

Section 2: Board members shall be sought who reflect the qualities, qualifications, and diversity determined by the Board and delineated in the Job Description of the Board of Trustees.

Section 3: The Corporation’s nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2026), at least two Trustees who will serve a two-year term (ending in Spring 2027), and at least three Trustees will serve a three-year term (ending in Spring 2028).

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, Officer, or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity, or neglect of duty, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee by Registered Mail.

Section 9: Members of the Board of Trustees:

- a. Shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.
- b. Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- c. Shall ensure that all participation in Board work is bound by the Code of Conduct, Conflict of Interest, and Confidentiality policy statements.
- d. Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at 3045 Richmond Terrace, Staten Island, NY, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

Meetings of the Board

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 12 regular monthly meetings of the Board held each year. Notice of Annual

Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.

Section 2: Special Meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the objective, date, and hour therefore. Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or email. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the state of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote by video conference and not by phone conference.

7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - a. The date and time of the meeting.
 - b. A list of Trustees in attendance and those absent, either excused or otherwise;
 - c. A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
 - d. A record of how each Trustee voted on each matter; and
 - e. In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.

8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.

9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered.

10. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.

11. No public funds may be appropriated during an executive session.

12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - a. Matters which imperil the public safety if disclosed;
 - b. Any matter which may disclose the identity of a law enforcement agent or informer;
 - c. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - d. Discussions regarding proposed or pending litigation;
 - e. Matters which apply to school employees or collective negotiations that are within the scope of Article 14 of the Civil Service Law;
 - f. The medical, financial, credit, or employment history of a particular person or corporation;
 - g. The preparation, grading, or administration of examinations; and
 - h. The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at The Corporation's principal office, which will be the school site once the school has opened.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: 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

Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The chair of each committee will be appointed by the Board Chair, with the advice and consent of the Board.

Section 3: The duties of the Governance Committee shall be:

- a. To study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
- b. To present a slate of nominees for Officers to the Board for election at the annual meeting;
- c. To recommend candidates to the Board to fill vacancies that arise outside of the regular nominating process;
- d. To provide orientation and ongoing governance development to Trustees;
- e. To oversee a Trustee assessment process to ensure optimum performance; and
- f. To recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

ARTICLE VII

Action by the Board

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty 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 whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants 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 The Corporation's Charter of Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, 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 execute the standard of care described in Article VII Section 2 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.

Section 3: 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 inspections 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.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any discussion before a Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relations 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.

Section 5: Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VIII

Officers

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

1. Chair. Subject to Board control, the Chair 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 Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such 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 Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the 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 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; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 2: The Governance Committee shall present nominations for Officers to the Board for Board review and vote. The nominated Officers shall be Trustees.

Section 3: 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.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

ARTICLE IX

Non-Liability of Trustees

The Trustees shall not be personally liable for The Corporation's debts, liabilities, or other obligations.

ARTICLE X

Indemnification of Corporate Grants

The Charter School 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 judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

Self-Dealing Transactions

The Board Members shall not engage in any self-dealing transactions, except as approved by the Board. Definition of "Self-Dealing Transactions" and relevant procedures can be found in the Board of Trustees' Code of Ethics policy.

ARTICLE XII

Other Provisions

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing 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.

Section 3: Except as otherwise specifically provided by Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Head of School, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Section 4: 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. 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.

Section 5: 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 constructed 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.

Section 6: Whenever any provisions of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII
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 Charter School, an education Corporation duly organized and existing under the law 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 not in full force and effect.

_____, Secretary

Date: _____

f. Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation's code of ethics and conflict of interest policy. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees but also to officers and employees of the school in conformity with N.Y. General Municipal Law. Please see the [Board Governance Guide](#) for more details.

What to Submit:

- Attach the Code of Ethics as a Microsoft Word® file named: **R-14f - Code of Ethics.**

IBN SINA CIVICS AND SCIENCES CHARTER SCHOOL CODE OF ETHICS POLICY

The Board of Trustees ("Board") and senior staff of Ibn Sina Civics and Sciences Charter School ("ISCS") must: conduct their affairs in the best interest of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of ISCS; and ensure that they do not receive improper personal benefit from their positions. Accordingly, ISCS has adopted the following procedures to govern ISCS decision-making processes.

Moreover, Board members, experts, advisors, and ISCS staff of any level are subject to the gift policy set forth below.

- Trustees, Officers, or Employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Not more than 40 percent of the Board of Trustees may be comprised of: (a) people currently being compensated by ISCS for services rendered to it within the previous 12 months, whether as a full-time, part-time employee, independent contractor or otherwise; or (b) any person in a Trustee's family.
- Trustees, Officers, or Employees shall not receive nor enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school Board.¹
- Trustees, Officers, or Employees shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Trustees, whereby the compensation is to be dependent or contingent upon any action by ISCS 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.²
- Trustees shall make all appropriate financial disclosures whenever a grievance of Conflict of Interest is lodged against them.

¹ General Municipal Law § 805-a(1)(c).

² General Municipal Law § 805-a(1)(d).

- Trustees, officers, and employees may never ask a subordinate, student, or parent of a student to work on or give to any political campaign.
- Trustees, Officers, and Employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
 - o Student records
 - o Financial information
 - o Personnel records
 - o Payoff records
- Trustees, Officers, and Employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - o Theft or inappropriate removal or possession of property
 - o Falsification of documents
 - o Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - o Use of tobacco or tobacco products on school grounds
 - o Insubordination or other disrespectful conduct
 - o Violation of safety or health rules
 - o Sexual or other unlawful or unwelcome harassment
 - o Excessive absenteeism or any absence without notice
- Trustees, Officers, and Employees shall not engage in, solicit, negotiate for our promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.³
- Trustees, Officers, and Employees shall not invest or hold any investment directly in financial, business, commercial or other private transaction that creates a conflict with his or her official duties.⁴
- Trustees, Officers, and Employees shall not, after the termination of service or employment with the Board of Trustees, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timeline filing by a present or former Trustee, officer, or employee of any claim, account, demand or suit against ISCS on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.⁵
- Trustees, Officers, and Employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board of Trustees. If this occurs, the Trustee, officer, or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

Self-Dealing Transactions

³ General Municipal Law § 806(1)(a).

⁴ Ibid.

⁵ Ibid.

- The Board of Trustees defines a “self-dealing transaction” as a transaction to which ISCS is a party in which one or more of the individual Trustees, officers, or employees has a financial interest.
- Neither Trustees nor the employees of ISCS shall engage in any self-dealing transactions, except as approved by the Board of Trustees in compliance with the Conflict of Interest Policy. 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 ISCS, if the transaction (a) is approved or authorized by the Board of Trustees in good faith and determined by the Board to be in the best interest of ISCS and without favoritism and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

R-14g – Complaint Policy

Provide a draft of the proposed school’s complaint policy. The complaint policy must include procedures for handling formal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints.

IBN SINA CIVICS AND SCIENCES CHARTER SCHOOL CONFLICT OF INTEREST POLICY⁶

ARTICLE I PURPOSE

Section 1. The purpose of this Conflict of Interest Policy (the “Policy”) is to protect the interests of Ibn Sina Civics And Sciences Charter School (the “Corporation”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Trustee, Officer, or Key Person of the Corporation or one of their relatives. The Corporation will not enter into any such transaction or arrangement unless it is determined by the Board in the manner described below to be fair, reasonable and in the best interests of the Corporation at the time of such determination.

Section 2. This Policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to not-for-profit and charitable organizations.

Section 3. Definitions of “Key Person,” “Related Party,” and other capitalized terms used in this policy can be found in Article X below.

ARTICLE II RELATED PARTY TRANSACTIONS AND DUTY TO DISCLOSE

Section 1. Under this Policy, if the Corporation contemplates entering into a Related Party Transaction, the Governance Committee must determine if the transaction is fair, reasonable, and in the best interests of the Corporation. A Related Party Transaction is not necessarily a prohibited transaction.

⁶ This draft policy is modeled after the Lawyers Alliance for New York exemplar conflict of interest policy.

Section 2. If at any time during his or her term of service a matter for decision or approval comes before the Board in which a Related Party has a Financial Interest, that Financial Interest must be promptly disclosed in writing to the Board Chair as the Chair of Governance Committee, together with all material facts. The Governance Committee will then follow the procedures set forth in this Policy. Failure to disclose to the Board a known Financial Interest or a known potential Related Party Transaction may be grounds for removal from the Board or termination of employment by the Corporation.

ARTICLE III DISCLOSURE AND VOTING

Section 1. Disclosure. Any Related Party shall disclose in good faith all material facts of his or her Financial Interest to the Board.

Section 2. Non-Participation and Review. All transactions, agreements, or any other arrangements between the Corporation and a Related Party, and any other transactions which may involve a potential conflict of interest, shall be reviewed by the Board Governance Committee. No Related Party shall vote, act, or attempt to influence improperly the deliberations or voting on any matter in which he or she has been determined by the Board to have a Financial Interest. Any attempt by a Related Party to vote, act, or improperly influence deliberations or voting by a Related Party on any matter with which such person has a Financial Interest may be grounds for removal from the Board or termination from the Corporation.

All Related Parties with a Financial Interest shall leave the room while such deliberations and voting are conducted, although at the request of the Board Governance Committee they may provide information regarding the transaction prior to the deliberations.

Section 3. Consideration of Alternate Transactions and Comparability Data. If the contemplated Related Party Transaction pertains to compensation for services or the transfer of property or other economic benefit to a Related Party, prior to entering into the transaction the Board Governance Committee must determine that the value of the economic benefit provided by the Corporation to the Related Party does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data, including by considering alternative transactions to the extent possible.

Section 4. Voting. The Corporation will not enter into any Related Party Transaction unless it is determined to be fair, reasonable, and in the best interest of the Corporation and is approved by not less than a majority vote of the Trustees present at the meeting. The Board Governance Committee shall document the meeting contemporaneously as described in this Policy, including its consideration of any alternative transactions. Only Independent Trustees shall vote on Related Party Transactions.

Section 5. Compensation for Services. A voting member of the Board of Trustees or an Officer who receives compensation directly or indirectly from the Corporation for services or a Trustee serving as a voting member of any Committee whose jurisdiction includes compensation matters is precluded from voting or acting on matters pertaining to that Trustee's or Officer's compensation.

However, a voting member of the Board or any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually

or collectively, may upon request of the Board or Committee provide information regarding compensation.

Section 6. No Loans. No loans shall be made by the Corporation to its Trustees or Officers, or to any other entity in which any of the Corporation's Trustees or Officers holds a Financial Interest, except to another charitable organization.

ARTICLE IV GOVERNANCE COMMITTEE REVIEW

The Board may delegate to the Governance Committee, which shall be composed solely of Independent Trustees, the adoption, implementation of, and compliance with this Policy. The Board may delegate to the Governance Committee review and approval of any Related Party Transaction involving a Related Party and the Corporation, as contained in this Policy, provided that if the Related Party Transaction would otherwise require full Board approval, the Committee shall submit the Related Party Transaction to the Board for consideration, providing its recommendation as to whether or not to approve it.

ARTICLE V RECORDS OF PROCEEDINGS

The minutes of all meetings of the Board and all Committee meetings at which a Related Party Transaction is considered shall contain:

- The names of the persons who disclosed or otherwise were determined to have a potential or actual Financial Interest and/or Conflict of Interest, the nature of the potential or actual Financial Interest and/or Conflict of Interest, any action taken to determine whether a Financial Interest or Conflict of Interest exists, and the Governance Committee's determination as to whether a Financial Interest and/or Conflict of Interest exists.
- The names of the persons who were present for deliberations and votes relating to any determinations under this Article, including whether the Related Party and any Trustees who are not Independent Trustees left the room during any such deliberations, the content of such deliberations, including consideration of alternative transactions, and whether or not the transaction with the Related Party was approved by the Board Governance Committee.
- The minutes shall document contemporaneously the deliberations and determination regarding any Financial Interest or conflict of interest.

ARTICLE VI INITIAL AND ANNUAL WRITTEN DISCLOSURES

Section 1. Prior to a Trustee's initial election to the Board, or an Officer or Key Person's employment by the Corporation, and thereafter on an annual basis, all Trustees, Officers, and Key Persons shall disclose in writing to the Board Chair.

i. Any entity of which the Trustee, Officer, or Key Person is an Officer, Trustee, Voting Member, Owner (in whole or in part), or employee and with which the Corporation has a financial relationship.

ii. Any transaction in which the corporation is a participant and in which the Trustee, Officer, or Key Person, or one of his or her relatives might have a conflicting interest.

Section 2. A copy of each disclosure statement shall be kept in Corporation's files and made available to any Trustee, Officer, or Key Person upon request.

ARTICLE VII

CONFLICTS OF INTEREST UNDER THE GENERAL MUNICIPAL LAW

The General Municipal Law (the "GML") further defines prohibited conflicts of interest for school Trustees, Officers and Employees.

Section 1. General Prohibitions. Under the GML, no school Trustee, Officer or Employee may have an interest, direct or indirect, in any contract with the School, when such Trustee, Officer or Employee, individually or as a member of the Board, has the power or duty to: (a) negotiate, prepare, authorize, or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Section 2. Express Prohibitions. In addition, the GML clearly states that a school Trustee, Officer or Employee may not:

- a) Directly or indirectly, solicit any gift, or accept or receive any gift, having a value of \$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 or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
- d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Section 3. Exceptions. Prohibitions on Conflict of Interest pursuant to the GML do NOT apply to:

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the Chief Fiscal Officer, Treasurer, or

his/her Deputy or Employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;

b) A contract with a person, firm, corporation or association in which a Municipal Officer or Employee has an interest which is prohibited solely by reason of employment as an Officer or Employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the Governing Board;

e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;

f) A contract with a membership corporation or other voluntary non-profit corporation or association;

g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;

h) A contract in which an Officer or Employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such Officer or Employee, but this does not authorize a renewal of any such contract;

i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the Board of Trustees;

j) A contract with a corporation in which an Officer or Employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;

k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an Officer or Employee when the same are used in the performance of his/her official duties and are so designated as an office;

m) A contract for the payment of a portion of the compensation of a private employee of an Officer when such employee performs part-time service in the official duties of the office;

n) A contract in which a school Officer or Employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;

o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Section 4. Disclosure of Interests.

a) Any Trustee, Officer or Employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

b) Written disclosure of all interests shall be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

ARTICLE IX ANNUAL STATEMENTS

Each Trustee, Officer, and Key Person shall annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

ARTICLE X DEFINITIONS

Affiliate. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.

Board of Trustees or Board. The body responsible for the management of the Corporation.

Financial Interest. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement (including direct or indirect remuneration as well as gifts or favors that are not insubstantial), or other arrangement involving the Corporation.

Independent Trustee. A member of the Board of Trustees (the "Board") who:

- is not and has not been an Employee or a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;
- does not have a Relative who is or has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three years;

- has not received and does not have a Relative who has received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three years (not including reasonable compensation for services or reimbursement for expenses reasonably incurred as a Trustee of the Corporation, as set by the Corporation);
- does not have a substantial Financial Interest in and is not an employee of, and does not have a Relative who has a substantial Financial Interest in or is an Officer (as defined below) of, any entity that has provided payments, property or services to, or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the following, as applicable: (i) the lesser of \$10,000 or 2% of the entity's consolidated gross revenue in any of the last three fiscal years if such consolidated gross revenue was less than \$500,000; (ii) \$25,000 if the entity's consolidated gross revenue in any of the last three fiscal years was \$500,000 or more but less than \$10,000,000; or (iii) \$100,000 if the entity's consolidated gross revenue in any of the last three fiscal years was \$10,000,000 or more;
- is not and does not have a relative who is a current Owner, whether wholly or partially, Trustee, Officer, or Employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
- is not in an employment relationship under control or direction of any Related Party (as defined below) and does not receive payments subject to approval of a Related Party; or
- does not approve a transaction providing economic benefits to any Related Party who in turn has approved or will approve a transaction providing economic benefits to the Trustee.

Key Person. A Key Person is a person who:

- Has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of Trustees and Officers;
- Manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or
- Alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

Officer. A person who has the authority to bind the Corporation as designated in the bylaws of the Corporation.

Related Party. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:

- Trustees, Officers, or Key Persons of the Corporation or an Affiliate of the Corporation;
- Relatives of Trustees, Officers, or Key Persons;
- any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership

interest in excess of 5%;

- Founders of the Corporation;
- Substantial contributors to the Corporation (within the current fiscal year or the past five fiscal years);
- Persons owning a controlling interest (through votes or value) in the Corporation;
- Any non-stock entity controlled by one or more Key Persons;
- Any other person who is, or has within the last five years, been in a position to exercise substantial influence over the affairs of the Corporation.

Related Party Transaction. Any transaction, agreement or any other arrangement with the Corporation or an Affiliate of the Corporation in which a Related Party has a Financial Interest. Any Related Party Transaction will be considered a Conflict of Interest for purposes of this Policy.

Relative. A Relative is a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestor, child (whether natural or adopted), grandchild, great grandchild, sibling (whether whole or half-blood), or spouse or domestic partner of a child (whether natural or adopted), grandchild, great grandchild or sibling (whether whole or half-blood).

Trustee. Any voting or non-voting member of the Board of Trustees, whether designated as a Trustee, Manager, Governor, or by any other title.

g. Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints. Please refer to the [Guidelines for Complaint Policies and Procedures](#) available on our website.

What to Submit:

- Attach Complaint Policy as a Microsoft Word® file named: **R-14g - Complaint Policy.**

IBN SINA CIVICS AND SCIENCES CHARTER SCHOOL COMPLAINT POLICY AND PROCEDURES

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, emergency, or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancies or missed assignments. This policy is to comply with applicable state laws and regulations governing these subjects to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be or become knowledgeable about the matters that they are assigned to investigate. Ibn Sina Civics and Sciences Charter School ("ISCS" or "the School") shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter School Institute, New York State Education Department, and the mission and charter of Kwenda Collegiate Girls.

In addition, ISCS maintains that this policy will serve as a uniform complaint procedure for investigating complaints of:

- (1) discrimination on the basis of age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; and
- (2) complaints related to personnel issues, academic issues, any single person or combination of persons of staff, student, fellow parent, family, volunteer matters that appear to compromise and/or conflict with the school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education, and nutrition services. The school will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirements and are governed by state and/or federal authority. Either of these complaint procedures, however, is intended to govern every type of complaint about a school of the Department of Education. To the contrary, these complaint procedures address only those complaints that fall within the policy's specified scope.

ISCS encourages informal resolution to informal complaints whenever possible. Any issues unrelated to the law or fulfillment of the charter are regarded as informal complaints and are best resolved through communication between the parties most immediately involved. We encourage informal complaints to

first be voiced to the parties involved and, if unresolved, voiced to the Head of School. Any parties who believe that an informal complaint has not been adequately addressed by the Head of School may bring such a complaint to the Board of Trustees in public comment, but the Board is not required to address any such complaints directly. If a member of the Board believes that such an informal complaint constitutes a performance concern in its management of the Head of School, a member of the Board may raise the discussion of the complaint as new business for the full Board. If the Board believes that disciplinary action is justified, it may vote to pursue such action pursuant to the personnel policy.

In the case that any party believes that there has been a violation of the law or of our charter, a formal complaint should be filed. Pursuant to the requirements of New York State Education Law § 2855(4), the legally required procedure for formal complaint to a single authority of the School will be followed.

Responsibilities and Records in the Formal Complaint Process

The Board of Trustees will delegate the responsibility of review and decisions regarding complaints to the Head of School. Complaint forms will be available at the main office and, if submitted, will be forwarded to the Head of School, or his/her delegate. The Head of School, or his/her delegate, will leverage the assistance of other members of the Leadership Team, staff, and/or student(s) in identifying specifics to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint. Kwenda Collegiate Girls will distribute the complaint policy and complaint form to staff via the staff handbook, to parents/guardians via the Student and Family Handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Head of School will maintain a detailed record of all complaints, including the date the complaint was received and the results of any investigation necessitated by the complaint. All complaints and responses shall be public records. Complainants, or student(s) of complainants, shall not be subject to retaliation as a result of the filing of a complaint. The Head of School shall provide a copy of the disposition to the Board of Trustees and to the Charter Schools Institute upon request, if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated.

Complaints shall be processed in accordance with the steps below. In addition, any Title 1 complaints received shall be processed, resolved, and tracked in accordance with the steps below and will be identified as a Title 1 parent complaint.

Step 1: Filing the Complaint

Complaints are registered on the complaint form by complainant. Complaints may also be verbally communicated with the Head of School and/or appropriate Leadership Team member(s); however, a record of a complaint must be in written form as indicated. If for any reason a complainant is unable to put a complaint in writing, the appropriate Leadership Team member(s) shall allow the complainant to record their complaint onto a recorder to be transcribed and/or translated and affirmed by the complainant. Complaint forms shall be available in the main office of the school. The complaint should state the date of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as s/he feels is necessary to explain the complaint. The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one.

Step 2: Investigation of the Complaint

The Head of School and/or appropriate Leadership Team member(s) will make all reasonable efforts to investigate the complaint/problem within his/her authority. Investigation shall include, but not be limited to, interviews with the complainant and/or complainant's representative and any other person(s) believed to have relevant knowledge concerning the complaint.

Step 3: Response and Final Decision

The Head of School and/or appropriate Leadership Team member(s) shall remedy a valid complaint within a reasonable time period not to exceed ten (10) working days from the date the complaint was received. The Head of School or appropriate Leadership Team member shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy in complaint log teacher/student file, if applicable.

The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law.

The complainant's right to a prompt and equitable resolution of the complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Appeal Process

If a complainant does not believe that the Head of School has adequately addressed a formal complaint, or the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter School Institute, which shall investigate and respond, if so determined by them. If, after presentation of complaint to SUNY Charter School Institute, the individual or group determines that SUNY Charter School Institute has not adequately addressed the complaint, the complainant may present the case to the SUNY Board of Trustees, which shall investigate and respond, if so determined by them. SUNY Charter School Institute and the Board of Regents have the power to take appropriate remedial action, if so determined.

h. Board Member Resumes

Submit current resumes for all board members that include each board member's professional experience and educational background.

What to Submit:

- Attach board member resumes as Microsoft Word® or Adobe Acrobat® files named: **R-14h - Board Member Resumes.**

Please find the resumes of proposed board members on the following pages.

AHMAD HUSSEIN



Samir Ibrahim, Assistant Principal/School Leader

[Redacted]

[Redacted]



NAEEM MALIK

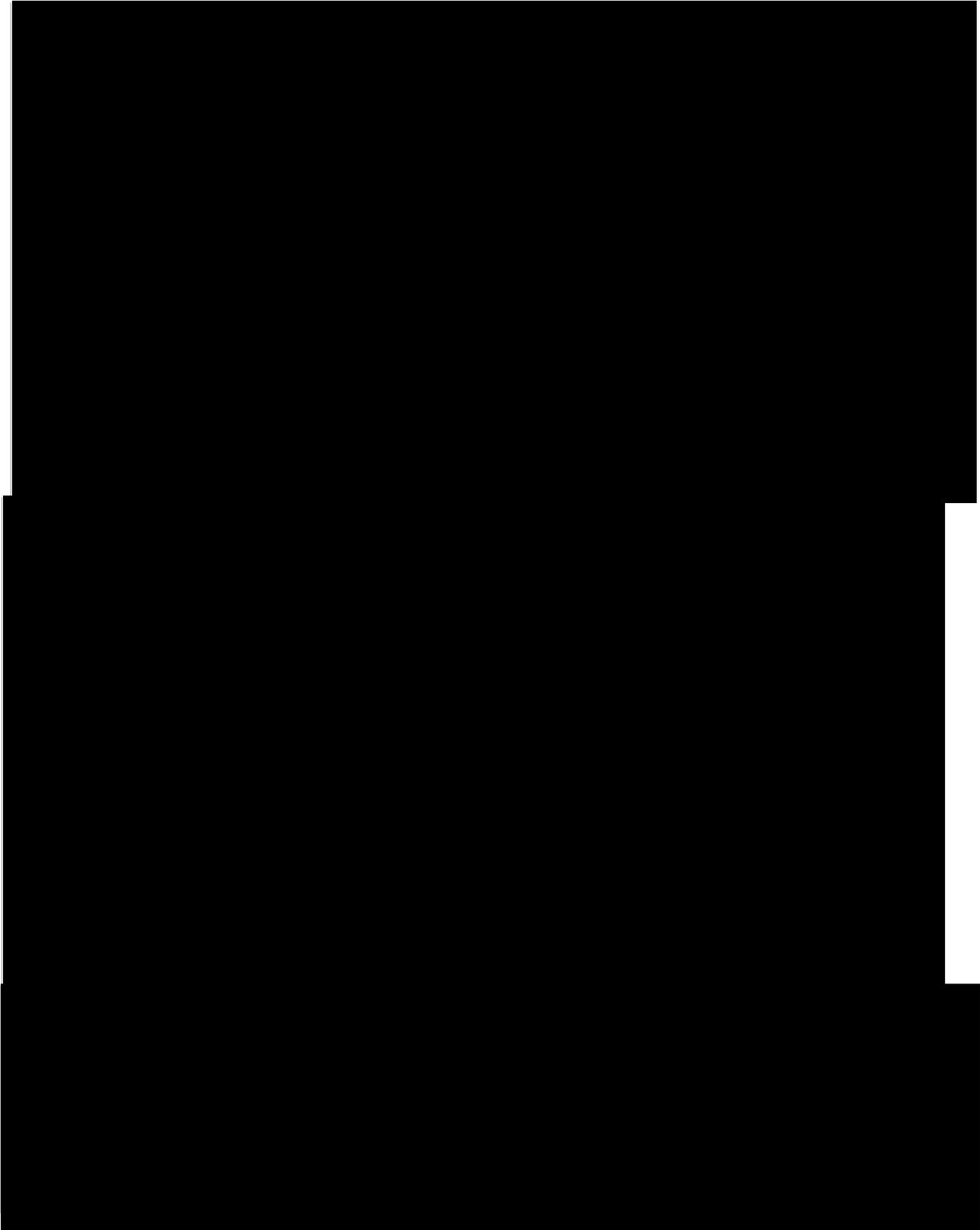
SUMMARY OF QUALIFICATIONS & EXPERIENCE

Highly accomplished business management executive with proven expertise and capabilities. Extensive and diversified global experience in technology & telecom, program management, strategic consulting services, technical & business operations, business development, and sales management.

Achieved significant revenue growth in project management and project delivery services to private industry as well as U.S. federal, state, and local government clients. Proven success record in creative solution development. Managed multi-million portfolio of advanced technological products & services and large customer engagements with P&L responsibilities, leveraging extensive business transformation experience.

Developed strategic business growth plans to successfully launch multiple ground-up operations. Executed competitive strategies to maintain market edge and create new business opportunities. Established long-term CxO level customer relationships, strategic partnerships & alliances.

Established excellent credibility with industry leaders and accomplished consistent success in meeting and exceeding Key Performance Indicators (KPIs). Received outstanding performance reviews throughout professional career and received numerous leadership recognition awards for exceeding revenue & customer satisfaction goals.



SUNY CSI Application for Ibn Sina Civics and Sciences Charter School R-14h Board Member Resumes



MOHAMED ADAM



PROFESSIONAL SUMMARY

Mohamed Adam is the Founder, Owner & President of May Ship Repair Contracting Corporation (MSR) in Staten Island, New York. For over forty years under Adam's leadership, MSR has become one of the New York Metro Area's premier ship repair & construction operations. His work through MSR has successfully spanned the spectrum of construction, repair, maintenance & consulting services. The shipyard operation spreads over 15 acres and has 3 drydocks with the capacity to drydock ships up to 300' in length. MSR is equipped with an excellent project management team capable of undertaking the most complex projects with ease. MSR have experience in constructing passenger ferries as well as vehicle ferries and barges of all types.



[Redacted]

[Redacted]

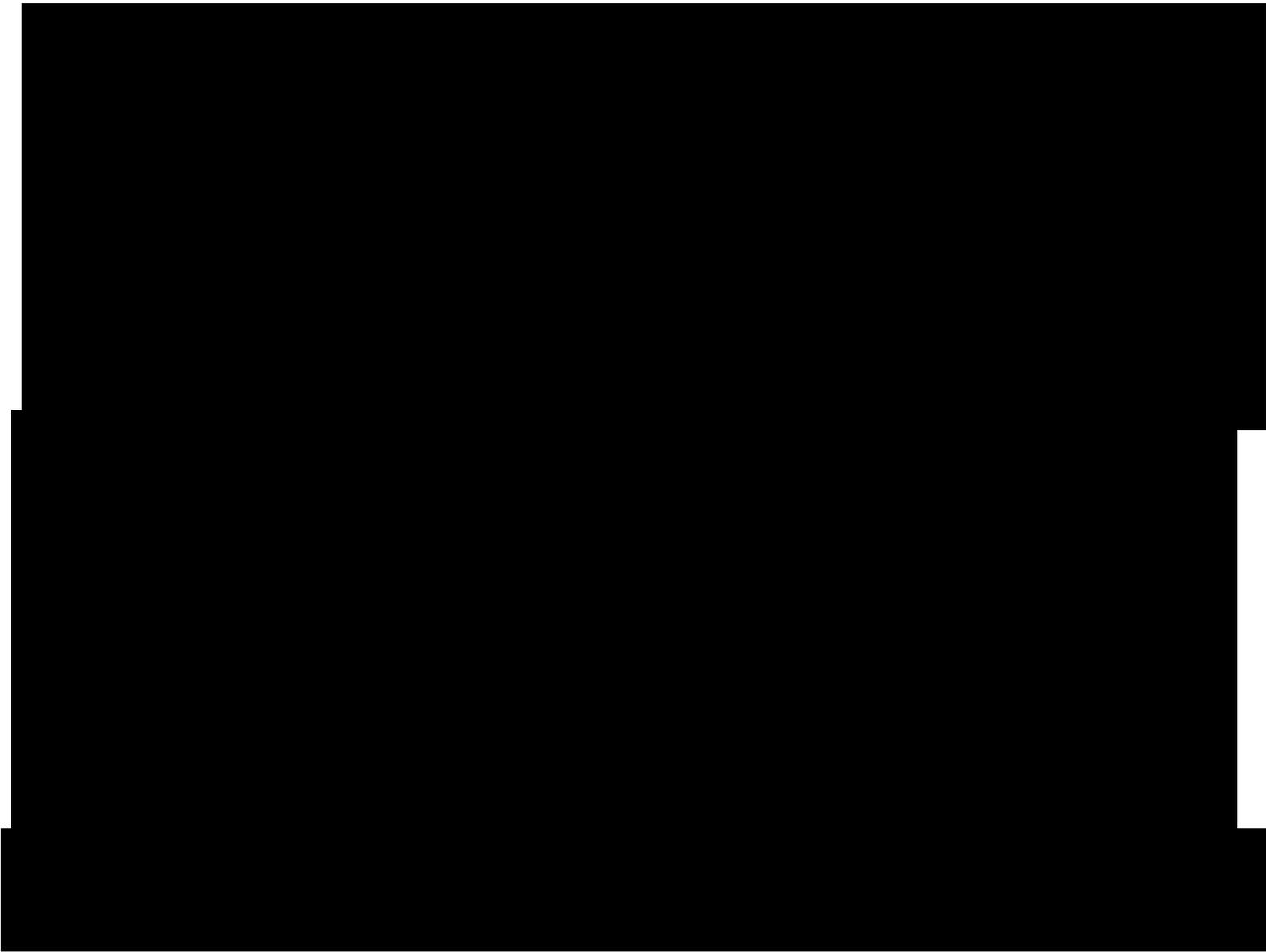
[Redacted]

Thierry Thesatus

SUMMARY OF QUALIFICATIONS

- Experienced higher education professional with proven programmatic effectiveness, operational, staff and budgetary oversight
- Highly collaborative professional with ability to maintain positive working relationships with all stakeholders including, but not limited to students, alumni, employers, community-based organizations, administrators, and faculty at all levels
- Cultivate relationships with employers, partner organizations, government agencies, and workforce development leaders to promote career development and support students, especially traditionally underrepresented populations, in developing professional skills and create equitable pathways to new job and career opportunities
- Efficient at planning and implementing school wide development and professional oriented programming in partnership with varied stakeholders
- Winner of 2018-2019 BMCC Employee Appreciation Leadership Award, recognizing outstanding achievement, performance,





Flora Edwards, Esq. is an attorney in private practice in New York City. Her practice is focused in the areas of construction law. She holds B.A., M.A., Ph.D degrees from New York University and a J.D. from Seton Hall Law School. She is admitted to the bar in New York, New Jersey and Florida. She offers legal services to non-profit organizations such as the AECI Charter School Network and the NJ Aid for Animals where she serves as a Board Member and General Counsel. She has served as President of Hostos Community College of the City University of New York and as President of Middlesex County College in New Jersey. She has taught at the graduate and undergraduate levels at the City University of New York and has served as a visiting professor in the doctoral program at the Inter-American University of Puerto Rico. She is a retired member of the Board of Directors of the Teachers Insurance Company and a former trustee of Iona College and was Counsel to the Bronx Democratic Party of the Bronx. She has served as a member of the New York-New Jersey Joint Planning Commission.

i. Board Members Request for Information Forms

Each proposed board trustee must complete, sign, and attach the [Request for Information Prospective Charter School Trustees](#) (“RFI”) form available on the Institute’s website.

NOTE: Existing SUNY-authorized education corporations submitting an application to open a new school are not required to submit RFI forms for existing trustees.

What to Submit:

- Attach board member RFI forms as Microsoft Word® or Adobe Acrobat® files named:
R-14i - Board Member RFI Forms.

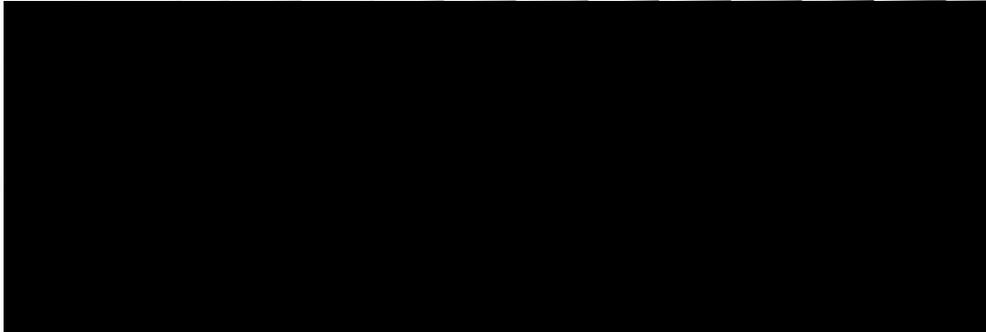
Attached please find completed RFI forms for all founding board members.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Ibn Sina Civics and Sciences Charter School

2. Full name: Thierry Thesatus



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Ibn Sina Civics and Sciences Charter School

2. Full name: ~~Fbn Sina Charter School~~ Mohamed Adam



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

*Staten Island Industrial
Alliance*

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

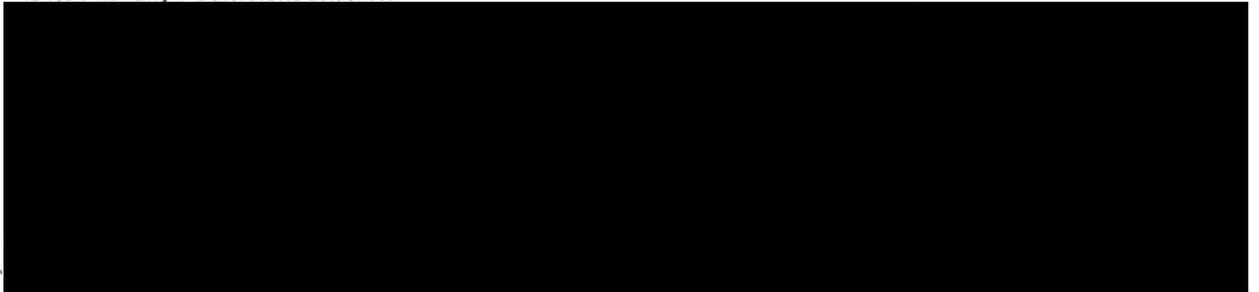
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.



Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I,  certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of *Ibn Sina School* is true and correct in every respect.

Signature

Date

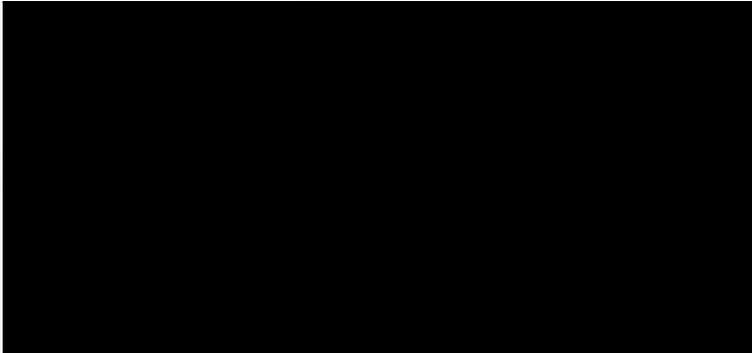
2/06/2024

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Ibn Sina Civics and Sciences Charter School

2. Full name: Ahmad Hussein



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:



9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

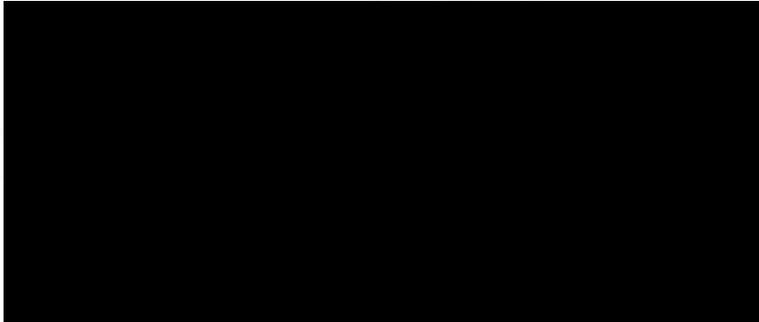
None.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Ibn Sina Civics and Sciences Charter School

2. Full name: Samir Ibrahim



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:



9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

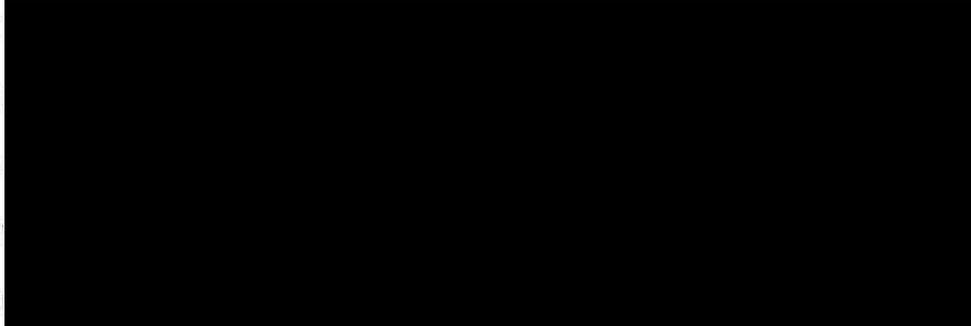
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Ibn Sina Civics and Sciences Charter School
2. Full name: Naeem Malik



3. A brief educational and employment history (or you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

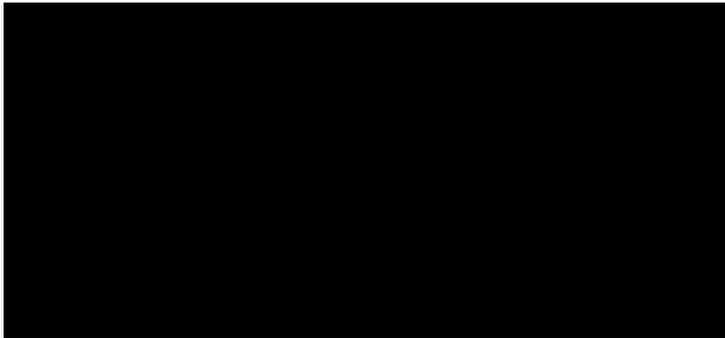
None.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Ibn Sina Civics and Sciences Charter School (ISCS)

2. Full name: Flora Edwards



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

Former Trustee Iona College, New Rochelle, NY
Former Board Member TIAA-CREF
Board Member, NJ Aid for Animals

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.

Details:

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.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:

I know Mohamed Adam and Ahmed Hussein.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

I a general counsel to the AECI Charter School Network at 838 Brook Avenue, Bronx, NY

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

As a first step I would advise the Trustee to make a full disclosure to the Board in Executive Session. In the absence of full disclosure I would present my concerns in writing to both the Chair and to counsel for the Board and ask that the Board review the allegation and take appropriate action. Depending on the nature of the conduct I would recommend that the Board engage independent counsel to investigate the conduct and make a recommendation to the Board.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, [REDACTED], certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Ibn Sina Civics and Sciences Charter School (ISCS) [REDACTED] is true and correct in every respect.

[REDACTED]

M. Sweeney
Date 7, 2024

15. District and School Relations

What to Submit:

Submit the response to Requests 15(a-b) as a Microsoft Word® file named: **R-15 - District Relations.**

a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges. Include any evidence of efforts taken to establish a relationship with the district and the results of such outreach.

Relationships take time to develop, but building trust and opening doors to each other has the potential to improve the strategies we all use to engage students and families in our schools and in the learning process. ISCS leaders will outreach to each of the schools in the areas to get acquainted, asking questions, listening and learning. We will open our doors and encourage low stakes visits. We will aim to develop mutually beneficial partnerships.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations.

Descriptions of low-performing schools in northern Staten Island are included in R-01ac Community Need and Proposed School Impact. NYC DOE CSD 31 schools, including IS 051 Edwin Markham, IS 027 Anning Prall, IS 61 William Morris and IS 49 Berta Dreyfus are also 6-8 middle schools, and although we will seek out partnerships, building relationships may take some time given ISCS will be new and serving the same population.

The two charter schools in the area may be more eager to connect. ISCS leaders will seek out the leaders of New World Prep and Bridge Prep to explore sharing instructional practices.

Interestingly, one of the Catholic schools, St. Teresa-St. Rita Academy offers STREAM (Science, Technology, Religion, Engineering, Art, and Math) and may be interested in collaborating to strengthen overlapping enrichment in these areas.

16. Facility

What to Submit:

- Submit the response to Request 16(a-c) as a Microsoft Word® file named: **R-16ac - Facilities.**

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter term including any unique features necessary to implement the school design and academic program including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;
- Space requirements for administrative functions, food services, a nurse's office, and physical education; and,
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program including overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

The building located at 3045 Richmond Terrace provides up to 40,000 square feet, which ISCS intends to grow into over the first 3 years. The founding team is also working to identify alternative space should it be needed. Plans are being made with the current building in mind; however, the team believes it could incubate in a small space if needed.

Academic Year	Enrolment	Grades Served	Approximate Square Footage
2025-26	100	6	10,000
2026-27	200	6-7	20,000
2027-28	325	6-7-8	40,000
2028-29	350	6-7-8	40,000
2029-30	375	6-7-8	40,000

SUNY CSI Application for Ibn Sina Civics and Sciences Charter School
R-16ac Facilities

The chart below indicates the number of rooms or spaces ISCS will need to adequately serve its students in a manner that aligns with the instructional program, staffing and intentions to best support the learning of all students.

Room/Space Requirement	Y1 2025-26	Y2 2026-27	Y3 2027-28	Y4 2028-29	Y5 2029-30	Notes
Grades Served	6	6-7	6-7-8	6-7-8	6-7-8	
Enrollment	100	200	325	350	375	
Standard Classroom	4	8	15	15	15	Y1/Y2 4 (25sts) Y3-Y5 5 (20-21 sts)
Flex Small Learning Spaces	3	3	4	4	4	SWD, ELL, PT, OT, Rtl
STEM Classroom	1	1	2	2	2	
Science Lab	1	1	1	1	1	
Specialist Classrooms	2	2	2	2	2	Music, Art, SEL/Health, Languages
Cafetorium	1	1	1	1	1	meals, community circle
Gymnasium	1	1	1	1	1	PE
Teachers Room	1	1	1	1	1	
Main Office	1	1	1	1	1	
Admin Offices	3	3	4	4	4	P, AP, DS, MSS, DA
SW/Counselor Offices	1	1	2	2	2	
Nurse's Office	1	1	1	1	1	
Student Restrooms	2	2	3	3	3	Handicapped Accessible
Adult Restrooms	2	2	3	3	3	Handicapped Accessible

b. Facility Selection

Describe the efforts to date to secure a facility for the school including:

- If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;
- How the proposed facility will be able to meet NYSED (outside of NYC), or New York City

Department of Buildings School Use (sometimes denoted as use “G”), and state sanitary specifications by the commencement of the first year of operation;

- If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;
- If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has *not* been located *unless* all necessary governmental approvals for the facility have been obtained;
- If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,
- If another organization is assisting the applicants in obtaining facilities, provide information about the organization.

The founders have identified the facility located at 3045 Richmond Terrace. If authorized, our founding team will employ the services of an inspector or consultant familiar with the legal requirements of public school space, including compliance with all disability access laws, including Titles I and III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. As modifications to the space are determined, we will ensure compliance with all applicable regulations.

c. Facility-Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

Mohamed Adam, the president of Richmond Holdings, owns the 3045 Richmond Terrace building. As an ISCS board member, he and the board understand that he must recuse himself from related board discussions, lease negotiations and formal voting.

16. Facility

d. Additional Facility Information

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.), to use a particular facility, as part of this response.

NOTE: If the applicant has identified a facility, include certification from an architect that the proposed facility meets NYSED or NYC specifications, as applicable, by the date the school would commence instruction and the cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed startup budget.

What to Submit:

- Submit the response to Request 16(a-c) as a Microsoft Word® file named: **R-16ac - Facilities.**
- Attach supporting documents as Microsoft Word® or Adobe Acrobat® files named: **R-16d - Facility Documents.**

Please see the attached memorandum of understanding, representing a commitment of 3045 Richmond Terrace, should the ISCS charter application be approved.

Memorandum of Understanding

This Memorandum of Understanding (the "MOU") is entered into February 2, 2024 (the "Effective Date"), by and between Richmond Holdings LLC, the Owner of the Property located at 3075 Richmond Terrace, Staten Island NY 10303 and Richmond Industrial Center ("RICI"), Inc. with an address at 3075 Richmond Terrace Staten Island, New York 10303, also individually referred to as "RICI", and "Owner", collectively "the Parties."

WHEREAS, the Parties desire to enter into an agreement to lease approximately 10,000 sq. ft. on the (describe what portion if the building is being leased) located at 3075 Richmond Ter commencing July 1, 2025.; and;

WHEREAS, the Parties desire to memorialize certain terms and conditions of their anticipated endeavor;

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the Parties agree as follows:

1. **Purpose and Scope.** The Parties intend for this MOU to provide the foundation and structure for an anticipated binding agreement related to the lease of the property to house the prospective Ibn Sina Civics and Science Charter School.
2. This MOU does not establish or create any type of formal agreement or obligation. Instead, it is an agreement between the Parties to work together in such a manner to encourage an atmosphere of collaboration and alliance in the support of an effective and efficient partnership to establish and maintain objectives and commitments with regards to all matters related to the lease a portion of the Owner's property for the purposes of providing a suitable educational environment for the students at the Ibn Sina Civics and Science Charter School which is presenting its proposal for a SUNY Charter to operate a Charter Middle School in the Mariner's Harbor Community of Staten Island.
3. Execution of the lease is contingent upon selection of ibn Sina's proposal by SUNY for a Charter. To operate a Charter School. It is anticipated that applicants will be notified as to whether their proposal has been selected for a Charter in March, 2024.

4. If selected by SUY for a Charter, the school's anticipated enrollment is as follows:

September 2025	100 Students	10,000 sq ft.
September 2026	200 Students	20,000 sq. ft.
September 2027	375 students	40,000 sq. ft.

5. The Parties agree that:

- a. Upon issuance of the charter the lease will be assigned to the Sina Civics and Science Charter School and will be guaranteed by the per pupil funds received by the school pursuant to the NYS Formula for per pupil funding for each year of the lease.
- b. The rent for the period September 1, 2025 through June 30, 2026 will be [REDACTED] a portion of which shall be underwritten by the State of New York pursuant to Education Law §2853(3).
- c. Tenant shall have the option of extending the lease and amending to include additional space as follows:

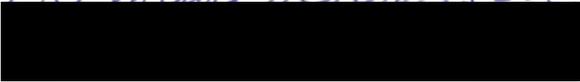
July 1, 2026 – June 30, 2027 - 20,000 sq ft. subject to an amended lease which reflects an annual rent of [REDACTED] of which shall be underwritten by the State of New York pursuant to Education Law §2853(3).

July 1, 2027 – June 30, 2028 – 40,000 sq. ft at an annual rent of \$ [REDACTED]

6. This Agreement shall commence upon the Effective Date, as stated above, and will continue until April 30, 2024.
7. Representations and Warranties. Both Parties represent that they are fully authorized to enter into this Agreement. The performance and obligations of either Party will not violate or infringe upon the rights of any third-party or violate any other agreement between the Parties, individually, and any other person, organization, or business or any law or governmental regulation.
8. Limitation of Liability. UNDER NO CIRCUMSTANCES SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY OR ANY THIRD PARTY FOR ANY DAMAGES RESULTING FROM ANY PART OF THIS AGREEMENT SUCH AS, BUT NOT LIMITED TO, LOSS OF REVENUE OR ANTICIPATED PROFIT OR LOST BUSINESS, COSTS OF DELAY OR FAILURE OF DELIVERY, WHICH ARE NOT RELATED TO OR THE DIRECT RESULT OF A PARTY'S NEGLIGENCE OR BREACH.
9. Governing Law and Jurisdiction. The Parties agree that this Agreement shall be governed by the State of New York. Venue shall be laid in Richmond Country

10. Entire Agreement. The Parties acknowledge and agree that this Agreement represents the entire agreement between the Parties. In the event that the Parties desire to change, add, or otherwise modify any terms, they shall do so in writing to be signed by both parties.

The Parties agree to the terms and conditions set forth above as demonstrated by their signatures as follows:

Name : *Richmond Holdings LLC*
Signed By:  Date: 02-02-24

Name: Richmond industrial Center
Signed By: Mohamed Adam, President Date: 02-02-24

17. Food Services

Describe the plans for food services the school will provide. Indicate if the school will participate in the Federal school lunch and/or breakfast program. While food service plans are at the discretion of the school, please note that many school districts allow charter schools to participate in district food service contracts or programs.

What to Submit:

Submit the response to Request 17 as a Microsoft Word® file named: **R-17 - Food Services.**

ISCS intends to contract with Revolution Foods,¹ a New York City-based healthy school meal provider, to offer daily breakfast, lunch and snack to all students.

Meals will be in compliance with New York City Department of Education and National School Lunch program regulations. Students may elect to bring their own lunch and not partake in the school lunch program on any given day.

ISCS will participate in the Federal School Breakfast Program and National School Lunch Program. Revolution Foods offers food programs at or below the Federal reimbursement rate. To ensure compliance with the School Breakfast Program and the National School Lunch program and to ensure proper reimbursement from the Federal government for meals received by students eligible for free- or reduced-priced lunch, ISCS will work with families to complete the online School Meals Application to establish eligibility for free and reduced-price meals. The school will make computers available and provide assistance to ensure every student's eligibility is documented.

ISCS will discreetly track school breakfast and lunch meals eaten by children on a daily basis. This information will also allow ISCS to bill parents or guardians of children not eligible for free lunch for the cost of school lunches received by their children as dictated by federal guidelines. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

All students, however, will be provided with a free school breakfast whether or not they are eligible to receive free meals. No families will be billed for breakfast served to their children. Per federal regulations, any student with a disability that restricts his/her diet will be served meals at no extra charge.

¹ <https://www.revolutionfoods.com>

18. Health Services

Describe the plans for health services the school will provide including provision for a school nurse, medical space and equipment, procedures for proper collection and storage of immunization and medical records, immunization records checks, and procedures for provision of medication to students who require it within applicable law. Applicants may wish to refer to [NYSED's School Health Services information](#) in developing this response.

Staffing: ISCS will work with the NYC Department of Education and the NYC Department of Health to provide a school nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured.

The nurse will be responsible for all record keeping and correspondence related to these responsibilities. The school will maintain on-site Automated External Defibrillator (AED) equipment and at least two staff members will be trained in use of the AED equipment and cardiopulmonary resuscitation (CPR). Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

Health Records: Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each student's file.

Immunizations: The school will ensure that all new students adhere to New York State requirements for immunization before they attend. All supporting documentation will be copied and placed in the students' cumulative health record and all updated information will be entered into ATS.

Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include:

- Diphtheria
- Tetanus
- Pertussis (DTaP, DTP, Tdap: 3 doses)
- Polio (IPV, OPV: 3 doses)
- Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella)
- Hepatitis B (3 doses)
- Varicella (1 dose)

Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Medications: ISCS will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents/guardians and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and

inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

The school will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include:

- student's name and date of birth
- name of medication
- dosage and route of administration
- frequency and time of administration
- conditions under which medication should be administered
- date written
- prescriber's name, title, and signature
- prescriber's phone number

The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed, and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

19. Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also, describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation that does not align with district options including days when the proposed school would be in session but the district schools would not be in session. This response should also include discussion of how the school would communicate the requirement that parents of students seeking transportation services must submit a written request no later than April 1st to the school district in which they reside, including how this would be ensured in light of the identified admissions lottery date from Response 5.

Ibn Sina Civics and Sciences Charter School will ensure that all enrolled students receive adequate and accessible transportation services in accordance with § 2853(4) (b) and § 3635 of New York State Education Law.

The New York Department of Education (NYC DOE) provides a variety of transportation options including half-fare MetroCards, full-fare MetroCards, and yellow bus services to students based upon the child’s grade and distance of their primary residence from the school. An overview of eligibility for transportation services options for each enrolled grade during our charter terms is included below.

Grade Levels	Distance: < 0.5 mile	Distance: ≥ 0.5 mile but < 1 mile	Distance: ≥ 1 mile but < 1.5 miles	Distance: ≥ 1.5 miles
Grades 3-6	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard
Grade 7-12	Not Eligible	MetroCard only	School Bus or MetroCard	School Bus or MetroCard

We recognize that all costs of transportation provided on days in which NYCDOE schools are not in session are the financial responsibility of the charter school; therefore, we have allotted such expenditures in all budget years accordingly and in alignment with our school calendar, to include five additional days in all years as part of our extended year calendar and 12 additional days starting in Year 3 for Saturday Academy for students who need additional supports beyond the regular school week.

ISCS will submit Transportation Request Forms and use ATS or NIPSIS to supply the NYCDOE with the necessary information about its students. The NYCDOE OPT will then determine the eligibility for MetroCards for our students. This eligibility is based on age and distance from the school facility, in accordance with the Chancellor's regulations (Regulation A-801). ISCS will not guarantee that a child will have half-fare or full-fare student MetroCards until such service eligibility has been confirmed by OPT. However, ISCS will share the OPT policy with prospective families and support them in the process of determining eligibility.

The school’s Director of Operations will be responsible for coordinating transportation, including submission of required eligibility forms, working with the Operations Associate to contact students’ families to inform them of their child’s eligibility and ensuring students receive their MetroCards.

With regard to the days that ISCS is in session and the regular NYCDOE public schools are not in session, transportation is, like any other day, the responsibility of the child's parents/guardians.

Parents/guardians of children who use student MetroCards to get to and from school are able to use those same student MetroCards on these days.

Parents/guardians or other authorized caretakers whose children do not qualify for half or full-fare MetroCards will be expected to drop off students in the morning and pick them up at the end of the school day, bearing the transportation cost of traveling with their child(ren).

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. ISCS students with disabilities will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635.

20. Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, personal injury, and any school-owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

What to Submit:

Submit the response to Request 20 as a Microsoft Word® file named: **R-20 - Insurance.**

1/31/2024



**RE: Insurance Coverage for Ibn Sina Civics and Sciences Charter School (ISCS)
Broker of Record – Arthur J. Gallagher & Co.**

To Whom It May Concern:

We are pleased to provide insurance services for Ibn Sina Civics and Sciences Charter School (ISCS). Our division specializes in education and schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of New York as required by law.

Our program utilizes the following carriers which are admitted in the State New York: The Hartford, AIG, Wright Specialty Insurance/Munich Re, Scottsdale Insurance Company, United States Fire Insurance Company.

We will only place this school with at least an “A-, VII” rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Ibn Sina Civics and Sciences Charter School (ISCS), the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit \$1,000,000 Personal and Advertising limit \$1,000,000 Products/Completed Operations limit \$1,000,000 Damage to Rented Premises \$10,000 Medical Expense limit
Workers Compensation Workers’ Compensation Part II (Employers’ Liability)	As specified by New York Statutes \$1,000,000
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit

SUNY CSI Application for Ibn Sina Civics and Sciences Charter School
R-20 Insurance

Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit
Fiduciary Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime	
Employee Dishonesty	\$1,000,000 per occurrence
Forgery or Alteration	\$1,000,000 per occurrence
Inside Premises – Theft of Monies & Securities	\$1,000,000 per occurrence
Outside the Premises	\$1,000,000 per occurrence
Computer Fraud	\$1,000,000 per occurrence
Money Orders/Counterfeit Papers	\$1,000,000 per occurrence
Bonds	Can secure a Fidelity and or ERISA bond if required
Property and Boiler Machinery Coverage	Building - \$7,600,000 Business and Personal Property - \$803,000 Business Income - \$5,804,415 Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$5,804,415 Extra Expense included Business Income as needed based upon cash flow

Student Accident Coverage* (including or excluding football)	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
Cyber Security Liability**	\$1,000,000 per loss or claim/aggregate limit
Coverage	Limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to \$25,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	
**Recommended coverage, however may not be required by charter authorizer	

Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by New York Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 10,000
Directors & Officers / Employment Practices / Fiduciary	\$ 5,000
Property	\$ 20,000
Excess \$10 million Limits (follow form over underlying)	\$ 10,000
Workers Compensation/Employers Liability	\$ 4,600
Total Annual Premium	\$ 49,600

Premiums are based upon 1st year projections of 100 students, 25 staff members, \$14,000,000 Bldg/contents

Coverage	Year 2 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 17,000
Directors & Officers / Employment Practices / Fiduciary	\$ 7,500
Property	\$ 20,000
Excess \$10 million Limits (follow form over underlying)	\$ 12,000
Workers Compensation/Employers Liability	\$ 7,200
Total Annual Premium	\$ 63,700

Premiums are based upon 2nd year projections of 200 students, 35 staff members, \$14,000,000 Contents,

Coverage	Year 3 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 22,000
Directors & Officers / Employment Practices / Fiduciary	\$ 10,000
Property	\$ 20,000
Excess \$10 million Limits (follow form over underlying)	\$ 15,000
Workers Compensation/Employers Liability	\$ 8,000
Total Annual Premium	\$ 75,000

Premiums are based upon 3rd year projections of 375 students, 50 staff members, \$14,000,000 contents

Tentative Timeline for Insurance Coverages

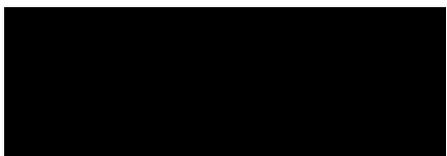
As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,

Rustin Godfrey CIC CSR
Regional Director, K-12 Education Practice
CA License No. P107157



21. Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup 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.

Due to ongoing uncertainty of economic conditions and enrollment pattern shifts, the Institute encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies. Discussion of these and any other safeguards should be included in this response.

NOTE: Schools that include at-risk designations, “preferences,” or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding. Additional information on funding opportunities is available on NYSED’s website.

IMPORTANT: Timing delays of start-up funds can cause significant obstacles for new charters. Recent CSP grant awards have experienced significant delays in the flow of payments to approved charter recipients. As a precaution, SUNY advises new charter applicants to take steps that include proactive planning of financial backstop measures to ensure financial stability.

Budget Template

Complete the 2024 RFP Budget Template which can be downloaded from [our resource page](#).

Newly formed applicant groups should submit one budget for each proposed school. Applicant groups that currently operate one or more SUNY authorized charter school(s) and are applying for authority to operate additional SUNY authorized charter schools must submit two five year budget templates, one for the new proposed school, and one for the overall education corporation should the new school(s) be approved.

Applicants should submit a budget that reflects the most likely facility cost scenario when the school is to begin operation. If a proposal includes a budget that assumes a district provided facility, and applicants later secure a private facility, the Institute will require a revised budget.

What to Submit:

- Submit the response to Requests 21(a-d) as a Microsoft Word® file named: **R21ad - Fiscal Soundness.**
- Attach the Budget Template as a Microsoft Excel® file named: **R-21e - Budget Template.**

Ibn Sina Civics and Sciences Charter School’s budget reflects a bottom-up analysis and approach to determining the required resources for achieving the educational goals and outcomes consistent with its focus on a rigorous yet inclusive education-oriented institution.

Start-Up Budget, First Year and Five Year Operational Budget and Cash Flows

Revenue

Ibn Sina Civics and Sciences Charter School has created a model that yields a sustainable institution providing superior outcomes that requires very modest fundraising outside of public reimbursement.

The startup budget, the first-year budget and each year of the 5-year budget are all developed to be cash flow positive utilizing primarily public monies. The pre-opening budget revenue assumes \$244,810 in Charter School Program (CSP) grant income, and no private fundraising income.

Per Pupil Income:

With student to teacher ratios of approximately 25 to 1 and with 4 classes or sections in each grade, Ibn Sina Civics and Sciences Charter School believes local needs and demand make an initial total student body of 100 highly achievable for its first year of operation. Given the demographics and local demand for the targeted district, an expansion each subsequent year (adding 100 in year 2 and 125 in year 3) will also be attainable. Ibn Sina Civics and Sciences Charter School's budget assumes a per-pupil funding of \$18,340 for its first year of operations and none thereafter for its five-year budget. We have chosen to budget conservatively, although historically there have been annual increases.

Other State and Federal Grants:

The budget reflects expected income from IDEA, Title funds and the School Lunch Program.

We expect to receive Charter School Program funding totaling \$1,250,000.

We expect to receive NYS lease assistance income each year, ranging between \$300,000 to \$1,158,750.

Revenue estimates for other government sources, such as state and federal funds for special education, Title I, etc. are reflected as increasing with student enrollment.

Other Revenue

The budget includes anticipated reimbursement monies from ERate.

We do not intend to collect payments directly from students who do not qualify for free and reduced-price lunch. It has been our experience that, given the population we have been and expect to serve, this number (and generated revenue) is quite small, and the monies are generally difficult and time-consuming to collect.

Plans for Shortfalls - Cash Flows

Under its detailed start up, first year and five-year operating budgets, Ibn Sina Civics and Sciences Charter School projects it will be cash flow positive. In the unlikely event that additional funding is required, ISCS leaders, in close coordination with the board finance committee, will adjust expenses and seek external support from public and private funders.

Expenses

The expenses incorporated in the Ibn Sina Civics and Sciences Charter School budget are conservative. Detailed, line-by-line assumptions for all expenses can be found in the Budget Template.

In the pre-operating year, a majority of the costs are for planning and hiring, and for the salaries of the principal (1 FTE) and director of operations (.50 FTE).

Expenses reflected in the 1 and 5-year budgets represent both market-based estimates of personnel and operating costs.

All of the school's budgets assume that all of the costs of occupancy as a stand-alone facility will be borne by ISCS.

Year 1 Budget:

Revenue: \$3,012,016. Opening with 100 6th grade students generates \$1,834,000 in per pupil revenue. The budget also assumes state and/or federal revenue for students with disabilities and low-income students. The school expects reimbursement for technology infrastructure through E-rate. ISCS expects to use the final portion of its CSP grant in Year 1.

Expenditures: \$ 2,772,075

- **Personnel:** \$1,599,850. This reflects salaries and benefits for 17 FTE.
- **Contracted Services:** \$459,650. This reflects financial and legal, security and janitorial, food, payroll and special education services and professional development consultants and trainers.
- **School Operations:** \$275,375. The operations budget covers curriculum materials, equipment and furniture as well as technology. Investments in classroom materials, office expenses and staff professional development and recruitment are also reflected in this category.
- **Facility:** \$405,600. Rent is estimated at \$300,000 for the first operational year. The school will also pay insurance and utilities.
- **Dissolution and Contingency:** The dissolution and contingency is \$25,000.

Five Year Budget

Ibn Sina Civics and Sciences Charter School projects a balanced budget for years 2-5 of the charter term and a growing surplus reaching \$1,889,149 by Year 5.

Revenue:

Year 1	Year 2	Year 3	Year 4	Year 5
\$3,012,016	\$5,411,925	\$7,973,444	\$8,586,786	\$9,200,128

The majority of revenue will continue to be per pupil funding based on a growing enrollment, assuming some attrition. The school anticipates using the remainder of its CSP funds in Year 1, though a portion may be rolled over to Year 2. Other state and federal funds are a function of enrollment with assumptions of student characteristics remaining constant across the five years. E-rate reimbursement is assumed to be 80% for technology infrastructure in Year 2, but 50% in subsequent years.

Expenditures:

Year 1	Year 2	Year 3	Year 4	Year 5
\$ 2,772,075	\$4,900,913	\$6,678,530	\$6,981,494	\$7,310,979

- **Personnel:** The Ibn Sina Civics and Sciences Charter School staff grows from 17 FTE in year 1 to 43 in year 5. Both instructional and operational staff at the school increases commensurate with the growth in enrollment.
- **Contracted Services:** As the number of staff members and students increase, expenses for payroll, special education and professional development consultants also increase.

- **School Operations:** Most cost lines in this category increase slightly over 5 years. Furniture and technology investments are larger in early years and decrease in later years.
- **Facility:** The budget assumes a private lease that increases each year, with annual rent reaching \$1,158,750 by year 5. The school will continue to invest in upgrades to the facility throughout the charter period. In addition, the school will continue to lease operations equipment, e.g., kitchen and office equipment.
- **Dissolution and Contingency:** In addition to the \$25,000 in year 1, the school will also add \$100,000 contingency in year 2.

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.

Key Budgeting Policies

- The school’s goal is to operate pursuant to its long-range financial plan. The school creates realistic budgets that are monitored and adjusted when appropriate. Actual expenses should be equal to or less than actual revenue with no material exceptions.
- An annual budget, prepared by the organization, is reviewed and approved by the Finance Committee and the Board of Trustees prior to the start of the fiscal year.
- The budget process starts early and input from the Board Members, school administration and staff is solicited and considered in developing the budget.
- Budget variances are analyzed routinely, and material variances are discussed and addressed at the Board level including any necessary budget revisions.
- If there are significant material changes in the school's financial spending or revenue projections, the changes to the operating budget are reviewed by the Finance Committee and approved by the Board of Trustees at the half-year/third quarter meeting.
- The school’s long-range fiscal plan is compared frequently to actual progress and adjusted to meet changing conditions.

School Procedures to Implement these Policies: Ibn Sina Civics and Sciences Charter School will develop an annual budget and budget monitoring process and document the process in writing. The table on the following page is a sample of the school’s process. The budget team consists of the Board Chairman, Board Treasurer, Director of Operations, Principal and other Staff/Board Members as deemed necessary.

FY July 1- June 30	Budget Development
Timeline	Activities/ Steps
Sept	Strategic Planning – Annual Update of Strategic Budget

FY July 1- June 30	Budget Development
January	Define Budget Goals
January	Create Budget Assumptions
February-March	Assemble Supporting Information: Expenses: # of employees, positions, salaries, benefits, cost of leases, etc. Income: per-pupil allocation and other revenue expectations
April	Create/Update Budget Templates: Multi-page spreadsheet with worksheets for staff salaries and allocations, revenues & contracts, expenses by site/grade level/or day vs after-school programs, admin expenses, full budget
April-May	Budget Expenses-- By Program/Site and Contract
April-May	Forecast Revenues--By Program Site and Contract
April-May	Finalize Draft Budget
May	Draft is presented and refined by management and board
May- June	Final Budget Adopted by Board of Trustees

Financial Monitoring

The Board will monitor individual school budgets throughout the year, paying close attention to budget to actuals and cash flow projections. On a quarterly basis, after discussion with the Treasurer, the Director of Operations will circulate the following information to the Board of Trustees one week(s) prior to the scheduled Board meeting:

- Statement of Financial Position
- Statement of Activities for the month to date and year to date
- Budget Comparison Report for the month to date and year to date, incorporating a variance analysis explaining variances in excess of 10% from the actual to the originally approved budget
- Updated cash flow model for the coming eighteen months, highlighting any periods of difficult cash flows

In addition to this package, the Executive Director provides a fundraising status update indicating the status of each school’s fundraising efforts, open proposals, etc. Below is the timeline for the monitoring process.

FY July 1- June 30	Budget Monitoring
Timeline	Activities/ Steps
July	Budget Team Adopts Annual Monitoring Process/Schedule
August	First Monthly Report Prepared for Budget Team, Reviewed
January	Internal Accounting System Annual Review and Update

October	First Quarterly Package Prepared & Discussed by Board
August-June	Monthly Budget Monitoring
January	Semi-Annual Budget Package Prepared -- Based on 6 month actual
February	Budget Revisions Proposed
Feb-March	Year-End budget projections and revised budget prepared & discussed.
March	Revised Budget and Final Budget Package Prepared, Reviewed and Adopted by Board of Trustees

d. Fiscal Audits

Describe the school’s plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Ibn Sina Civics and Sciences Charter School will arrange for and participate in a single audit. This mandate is in accordance with the Single Audit Act Amendments of 1996 and the Office of Management and Budget Circular A-133, Audits of States, Local Governments and Nonprofit Organizations. Single Audits performed under the A-133 Circular are slated to cover the entire operation of ISCS or at a minimum, the departments and/or units that receive and expend federal financial assistance.

The purpose of the audit is threefold:

1. To determine if Ibn Sina Civics and Sciences Charter School financial statements accurately reflect its true financial position and picture of operations, in accordance with Generally Accepted Accounting Principles.
2. To determine if Ibn Sina Civics and Sciences Charter School has internal accounting and control systems that provide a reasonable assurance that it administers federal awards in compliance with relevant laws and regulations.
3. To determine if Ibn Sina Civics and Sciences Charter School is in compliance with the laws, regulations, and agreements that may have a material effect on its financial statements and each major federal assistance program, as defined in the Act and revised A-133 Circular.

The Director of Operations is responsible for arranging for the performance of a required annual independent audit. Ibn Sina Civics and Sciences Charter School adheres to a policy of soliciting competitive bids for auditors once every five years. Following the selection of an appropriate bidder, Ibn Civics and Sciences Charter School mandates receipt of an audit engagement letter to identify the services, terms, and delegation of roles and responsibilities of the school and the auditor. The Director of Operations negotiates an audit timeline with the external auditor and coordinates with Ibn Sina Civics and Sciences Charter School staff who may be involved in the audit to schedule their roles in the audit.

Ibn Sina Civics and Sciences Charter School will be required to submit a copy of its completed audit reporting package along with a Data Collection Form to the Single Audit Clearinghouse. The

clearinghouse will retain a copy of the report and issue copies of the report to all federal awarding agencies identified on the Data Collection Form. ISCS staff must understand that the results from reviews of publicly funded programs have implications on the organization's ability to retain and secure funding. In accordance, ISCS staff actively undertakes any corrective actions needed to resolve deficiencies or discrepancies uncovered by all A-133 audit findings.

Ibn Sina Civics and Sciences Charter School follows the guidelines for annual audits of the financial statements of charter schools as set forth by the New York State Department of Education. The school completes and sends copies of its audited financial statements to the State Board of Education and to SUNY by November 1st of each year, following the Guidelines for Audits of the Financial Statements of Charter Schools.

Audits will follow these procedures:

- An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for ISCS.
- All statements required by Financial Accounting Standards Board (FASB).
- Statement No. 117, Financial Statements of ISCS, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Individual schedules are prepared for each school as well as the education corporation as a whole. Required note disclosures and others that are deemed appropriate should be included.
- The four main schedules contained in the annual audit (statement of financial position, activities, cash flow and functional expenses) are completed using the Institute's mandatory audit templates.
- A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.
- When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school's corrective action plan to address any weaknesses identified in the report or the management letter.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Applicants should refer to and incorporate elements of the [Institute's Closure Plan](#), in developing this response. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Ibn Sina Civics and Sciences Charter School will follow these procedures in the event of a school closure:

In the event of the dissolution and closure of the school, the school will follow a clear process to ensure all students find suitable alternative schools, all debts are satisfied, and all records are secured and disseminated in a timely and efficient manner.

Should the school plan to close, either under its own volition or the direction of its authorizer, the Board of Trustees will adopt a closure plan and form a Dissolution Committee, composed of Board members, to oversee the closure. This plan will be shared immediately with the authorizer and school leadership. The Board would expect to delegate to the school leader (initially the Principal) responsibility for managing the dissolution process; should the school leader be unavailable the Board will designate another school staff member to implement the closure plan.

The school will maintain the privacy of records and information that may personally identify students or staff members. The school will also convene one or more meetings for all parents and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.

After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts and notify benefit providers of pending termination of all employees. The school will collect all school property from staff before the termination date and ensure it has accurate contact information for all staff members.

The assets of the school will first be used to satisfy the school's debts and all property that the school has leased, borrowed, or contracted for use will be returned.

Dissolution Timeline

Within 10 Days:

- The School will send a current student roster to the SUNY Charter Schools Institute and each student's district of residence.
- Board and school leadership will meet with the authorizer to discuss the closure process and opportunities for student placement in alternative schools.
- The Director of Operations will contact all major vendors and partner organizations to inform them of the closure and arrange for services to be maintained until the end of the closure period.
- The Principal and Director of Operations will begin producing final financial statements through the closure and a preliminary process for identifying assets.
- The Principal and Board Chair will notify all parents and guardians in writing of the school closure and the placement process.
- School leaders will hold student meetings and share information about the school closure and the placement process.
- The School will host information sessions for families and students about other school opportunities and assist students in the application process.
- The School will post all official closure information on its website.

Within 20 Days:

- The School staff will meet with each student and their parents/guardians to determine placement options.

- The school will notify local public and private schools of the planned closure and placement needs of students.
- The Director of Operations will provide a status report to the Principal and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline.

Within 30 Days:

- The School staff will continue to meet with each student and their parents until placement is determined.
- The school will transfer students' records to the schools in which students are subsequently enrolled.
- Parents of the enrolled students will be informed of the transfer of student records and will be provided a copy.
- The Director of Operations will provide a final report to the Principal and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline, and final list of assets.

After 30 Days:

- The Board Finance Committee and remaining school staff will manage the closing of the financial records and resolution of outstanding obligations.
- Upon closure of financial records, the audit firm will complete a final audit and report to the Board of Trustees, which is furnished to the authorizer.

GENERAL INFORMATION				
Item	Description	Quantity	Unit	Value
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**IBN SINA CIVICS AND SCIENCES CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2024 - June 30, 2025**

**NOTE: Please enter financial data on "6" Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS	
Total Revenue	244,810		
Total Expenses	244,810		
Net Income	-		
START-UP PERIOD			
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus	-		
DYCD (Department of Youth and Community Developmt.)	-		
Other	-		
TOTAL REVENUE FROM STATE SOURCES	-		
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation	244,810	245K for start-up, 500K in year 1 and 505K for year 2	
Other	-		
TOTAL REVENUE FROM FEDERAL SOURCES	244,810		
LOCAL and OTHER REVENUE			
Contributions and Donations	-		
Fundraising	-		
E-rate Reimbursement	-		
Earnings on Investments	-		
Interest Income	-		
Food Service (Income from meals)	-		
Text Book	-		
OTHER	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-		
TOTAL REVENUE	244,810		
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	FTE No. of		
	Positions		
Executive Management	1.00	115,000	Principal/Head of School
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	36,000	Dir of Operations
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	1.50	151,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.50	151,000	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes	13,590	9% of total salaries	
Fringe / Employee Benefits	18,120	12% of total salaries	
Retirement / Pension	-		
TOTAL PAYROLL TAXES AND BENEFITS	31,710		
TOTAL PERSONNEL SERVICE COSTS	1.50	182,710	
CONTRACTED SERVICES			
Accounting / Audit	5,000	Initial Audit Statements, CSP Audit, and 990 filing	
Legal	5,000	501c3 and other filings	
Management Company Fee	-		
Nurse Services	-		
Food Service / School Lunch	-		
Payroll Services	900	\$75 per month (\$38 per staff)	
Special Ed Services	-		
Titlement Services (i.e. Title I)	-		
Other Purchased / Professional / Consulting	7,000	E-Rate, School Consulting Design	
TOTAL CONTRACTED SERVICES	17,900		
SCHOOL OPERATIONS			
Board Expenses	3,000	Board training and development	
Classroom / Teaching Supplies & Materials	-		
Special Ed Supplies & Materials	-		
Textbooks / Workbooks	-		
Supplies & Materials other	-		
Equipment / Furniture	-		
Telephone	2,400	Cell phones and internet	
Technology	11,600	desktops, printer and software and website design	
Student Testing & Assessment	-		
Field Trips	-		
Transportation (student)	-		
Student Services - other	-		
Office Expense	1,500	Supplies, postage, printing	
Staff Development	-		
Staff Recruitment	10,000	Job fairs and postings	
Student Recruitment / Marketing	10,000	Student mailings and marketing supplies	
School Meals / Lunch	-		
Travel (Staff)	1,200		
Fundraising	-		
Other	-		
TOTAL SCHOOL OPERATIONS	39,700		
FACILITY OPERATION & MAINTENANCE			
Insurance	4,500	Directors & Officers	
Janitorial	-		
Building and Land Rent / Lease / Facility Finance Interest	-		
Repairs & Maintenance	-		
Equipment / Furniture	-		
Security	-		
Utilities	-		
TOTAL FACILITY OPERATION & MAINTENANCE	4,500		
DEPRECIATION & AMORTIZATION			
-	-		
DISSOLUTION ESCROW & RESERVES / CONTINGENCY			
-	-		
TOTAL EXPENSES	244,810		
NET INCOME	-		

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education

A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2025-26)	100	18,340	1,834,000	1,178,016	3,012,016	22,300,000,000	0.014%
Year 2 (2026-27)	200	18,340	3,668,000	1,743,925	5,411,925	22,300,000,000	0.024%
Year 3 (2027-28)	325	18,340	5,960,500	2,012,944	7,973,444	22,300,000,000	0.036%
Year 4 (2028-29)	350	18,340	6,419,000	2,167,786	8,586,786	22,300,000,000	0.039%
Year 5 (2029-30)	375	18,340	6,877,500	2,322,628	9,200,128	22,300,000,000	0.041%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#looking-forward-fy-2024-school-funding
OTHER NOTES:	

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14) and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A

A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 2 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 3 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 4 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 5 (2029-30)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26) and paste into the FISCAL IMPACT Section of the New School Proposal.

21. Fiscal Soundness

f. Letters of Commitment

Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

What to Submit:

- Attach Letters of Commitment as a Microsoft Word® or Adobe Acrobat® file named: **R-21f - Letters of Commitment.**

Not applicable.

21. Fiscal Soundness

g. Non-SUNY Financials

This Request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out-of-state school that is currently associated with a replicating applicant:

- IRS Forms 990;
 - Audited financial statements; and,
 - Management or Advisory Letters from the independent auditor (if applicable).
-
- Attach Non-SUNY Financials as an Adobe Acrobat® file named: **R-21g - Non-SUNY Financials.**

Request is not applicable.

22. Action Plan

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful startup. In a well-organized chart, the action plan should include:

- All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to securing a facility inclusive of any necessary construction; hiring personnel; setting up organizational, legal, and financial structures; securing funding; and, selecting or developing critical aspects of the school's academic program including the curriculum;
- The start date and projected completion date of each task; and,
- The person(s) responsible for each task.

The Institute encourages applicants to take into account potential challenges (e.g., procurement delays, availability of materials, etc.) in the development of the action plan.

What to Submit:

Submit the response to Request 22 as a Microsoft Word® or Excel® file named: **R-22 - Action Plan**.

Below is an outline of steps to be undertaken between the time the charter is approved and the opening of the school. The individuals responsible for these tasks are:

- BOT: ISCS Board of Trustees, led by the Chair
- P: ISCS Principal
- DO: Director of Operations
- DS: Dean of Students

Start Date	Projected Completion Date	Focus Area	Task	Person(s) Responsible
2/24	ongoing	Development	Continue community relations and partnerships	BOT
2/24	ongoing	Facility	Continue researching facilities options	BOT
7/24	9/24	Leadership	Execute Principal search	BOT
8/24	12/24	Facility	Negotiate & finalize building lease Identify alternative facility option(s)	BOT
8/24	ongoing	Facility	Explore La Raza & Civic Builders financial support	BOT
12/24	2/25	Facility	Finalize facility work plan	BOT
9/24	12/24	Leadership	Principal hired, inform SUNY CSI	
9/24	12/24	Instruction Operations	Principal begins work	P
9/24	12/24	Operations	Execute Director of Operations search	P
9/24	12/24	Instruction Operations	Finalize job descriptions and post opportunities	P
9/24	12/24	Instruction	Study curriculum and other learning materials	P
9/24	12/24	Instruction	HQ MS visits - observe instruction and systems	P
9/24	ongoing	Operations Instruction	Build collaborative relationships with BOT, community leaders, authorizers	P
1/25	3/25	Operations	Director of Operations begins work	P/DO
1/25	7/25	Instruction Operations	Execute searches for teachers and staff	P/DO
1/25	2/25	Operations	Develop student recruitment plan/materials	DO/P

SUNY CSI Application for Ibn Sina Civics and Sciences Charter School
R-22 Action Plan

1/20	4/20	Operations	Build collaborative relationships with P, community leaders, vendors	DO
1/25	4/25	Operations	Student recruitment/applications	DO
1/20	6/20	Facility	Facility construction (as needed)	BOT/DO
2/24	4/25	Instruction	Develop resource purchase lists	P/DO
2/25	5/25	Instruction	Arrange instructional PD and partnerships	P
2/25	4/25	Instruction	Create/refine Instructional systems (schedules, planning, implementation, assessment, etc.)	P
2/25	3/25	Instruction Operations	Plan summer institute, family/student orientation	P/DO
3/25	3/25	Operations	Establish enrollment packet contents, assembly, distribution and collection processes	DO
3/25	7/25	Instruction Operations	Teacher interviews and demonstration lessons Teacher/leader/staff salary negotiations, offers	P
4/25	4/25	Operations	Conduct lottery	DO/P
4/25	4/25	Operations	Notify families of lottery results	DO
4/20	5/20	Operations	Establish billing system for school district funds, and other compliance systems	DO
4/25	6/25	Operations	Purchase furniture, supplies, books, technology	DO
5/25	5/25	Operations	Submit application and admission summary to CSI	DO/P
4/25	5/25	Operations	Obtain facility certificates of insurance	BOT/DO/P
5/25	5/25	Operations	Hold family orientation, distribute enrollment/registration packets	DO
5/25	8/25	Operations	Continue registering/enrolling students	
5/25	5/25	Facility	Facility plan/schedule to CSI	DO
5/25	6/25	Facility	Building signage & transition plans	DO
5/25	6/25	Instruction	Prep for 6 th grade orientation week	P
5/25	7/25	Instruction	Prep for staff summer institute (2 weeks)	P
5/25	6/25	Operations	Request DOH nurse Develop medication administration plan	DO
5/25	6/25	Operations	Develop health services plan	DO
5/25	6/25	Operations	C of O, or Temp C of O granted – submit to CSI Facility ready for move in and set up	DO/BOT
5/25	6/25	Operations	Prepare facility for move in/set up	DO/BOT
5/25	6/25	Operations	Create annual cash flow projections and submit to CSI by 6/30	DO/P
5/25	6/25	Operations	Finalize food services vendor	DO
5/25	6/25	Operations	Purchase food/beverage storage equipment, in accordance with vendor and legal requirements	DO
6/25	7/25	Operations	Doors open for operation	All
6/25	6/25	Operations	Set up locked storage for student academic & health records, files with proper FERPA protections/ procedures	DO
6/25	7/25	Operations	Arrange security services and finalize safety procedures	DO
5/25	7/25	Instruction Operations	Dean of Students begins work	P/DO/DS
7/25	8/25	Operations	Submit SAVE plan to CSI	DO
7/25	8/25	Operations	Prepare unaudited statements of income & expense to CSI by 8/15	DO

SUNY CSI Application for Ibn Sina Civics and Sciences Charter School
R-22 Action Plan

7/25	9/25	Instruction	Secure all students' IEPs, request student academic records from former districts/schools	DS/DO
8/25	9/25	Instruction	Contract with related services providers	DS/DO
7/25	9/25	Operations	Verify immunization status of all students	DO/DOH Nurse
7/25	8/25	Instruction Operations	Student/Family Orientation(s)	All
8/11	8/29	Instruction	Staff Summer Institute: All staff begin work	All
8/25	8/29	Instruction	6 th Grade/ New Student Orientation (1 week)	P/DS/DO/Ts

23. Supplemental Information

a. Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

What to Submit:

- Submit the response to Request 23(a) as a Microsoft Word® file named: **R-23a - Supplemental Narrative.**

Not applicable.

23. Supplemental Information

b. Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

What to Submit:

- Attach Supplemental and Support Documents as a Microsoft Word® or Excel, or Adobe Acrobat® file(s) named: **R-23b - Supplemental Attachments.**

Not applicable.

ASSURANCES REGARDING SPECIAL EDUCATION

The education corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- The education corporation will adhere to all provisions of federal law relating to students with disabilities including IDEA, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act (“ADA”) which are applicable to it.
- The Education Corporation will, consistent with applicable law, work with Local Educational Agency (“LEA”) school districts to ensure that all students with disabilities that qualify under the IDEA:
 - o Have available to them a free, appropriate, public education (“FAPE”);
 - o Are appropriately evaluated;
 - o Are provided with an Individualized Education Program (“IEP”);
 - o Receive an appropriate education in the least restrictive environment (“LRE”);
 - o Are involved in the development of and decisions regarding the IEP, along with their parents; and,
 - o Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.
- The Education Corporation will employ, at a minimum, a properly certified individual as the school’s special education coordinator, whose responsibilities will include coordinating with Committees on Special Education (“CSEs”); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator’s responsibilities to ensure the school’s compliance with the IDEA, Section 504, and Title II of the ADA.
- The education corporation will make available, as required by law, a student’s regular and special education teachers (and other required school personnel) for meetings convened by such student’s CSE and provide such teachers and personnel with copies of the student’s IEP.
- The education corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- The education corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (“FERPA”) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
- The school’s special education coordinator will retain such data and prepare such reports as are needed by each disabled student’s school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.
- The education corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection

therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.

- The education corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. The education corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.
- Appropriate education corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

ASSURANCES REGARDING THE PROVISION OF FISCAL AUDITS AND DISSOLUTION

The education corporation provides the following assurances regarding the provision of fiscal audits and dissolution of the education corporation.

FISCAL AUDITS

The Education Corporation will provide for an annual independent fiscal audit conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Education Corporation will ensure such consolidated audited financial statements include:

- A statement of income and expenditures and a balance sheet for the most recent fiscal year for each school of the education corporation for which the Education Corporation has received approval to operate. A separate income and expenditure statement and balance sheet should be included for each approved school or site in a startup phase, and for schools or sites for which opening has been delayed;
- A statement of income and expenditures and a balance sheet for the most recent fiscal year for any central or regional back-office component;
- A statement of income and expenditures and a balance sheet for the most recent fiscal year for any other distinct component of the Education Corporation;
- A consolidated statement of income and revenues and a consolidated balance sheet for the Education Corporation; and,
- A federal single audit report, if applicable.

An education corporation with the authority to operate multiple schools must provide specific procedures for conducting independent audits of consolidated financial statements for the education corporation and all of its schools.

DISSOLUTION PROCEDURES

The education corporation will:

- Create a communication plan for students, families, and staff. The communication plan shall take into account timing to ensure students are able to take advantage of other school choice options that may be available.
- Provide the Institute with the parent names and addresses of all students enrolled in the school, at the time, by grade to enable the Institute to communicate directly with families regarding the process as necessary.
- Transfer all student records, testing materials, etc. to the school district of location of the charter school and make available a copy of such records to each student's parent or legal guardian.
- Designate one or more trustees and/or employees to assist in the closure of the school, from an operational and financial perspective.
- Transfer the education corporation's fixed assets (if any, after the payment of all debts) in accordance with the law at the time of dissolution.
- Provide the procedures that the school would follow in the event of the closure and dissolution of the education corporation including the transfer of students and student records, execution of a SUNY Closure Plan, and for the disposition of school assets.
- Establish an escrow account, in the case of a single-school education corporation, of no less than \$75,000 to pay for the legal, final audit, and other wind-down expenses associated with a dissolution should it occur. The budget shall reflect this commitment and include funding of \$25,000 increments in the school's first three years of instruction. (Note that a separate reserve fund does need to be established and be reflected separately in the financial statements and notes to the financial statements.)
- In the case of an education corporation operating multiple charter schools, the education corporation must follow the dissolution reserve fund provisions in its charter agreement and reserve the appropriate amount of funds accordingly.

The education corporation understands that the above provisions largely apply to an education corporation operating one charter school and that the above provisions must be modified in the case where the Education Corporation operates multiple charter schools and some, but not all, of those schools close.