

Charter Petition

Submitted to The State Charter Schools Commission of Georgia

with a statewide attendance zone and located in Fulton County

May 15, 2014 (2015 – 2016 Academic Year)

STATE CHARTER SCHOOL PETITION COVER PAGE

Part I. Proposed Charter School Information

Name of Proposed Charter School: International Charter School of Atlanta								
Name of the Georgia nonprofit corporation that will hold the charter if granted:								
International Charter School of Atlanta								
Check one:								
The proposed charter school has a state-wide attendance zone.								
The proposed charter school has a state-wide attendance zone but offers only virtual instruction.								
The proposed charter school has a defined attendance zone that is not state-wide.								
LEA in which the School will be Located: Fulton County								
LEA(s) that will be Included in the Proposed Attendance Zone:								
Prospective Address for School Location: 1673 Hembree Road, Alpharetta, GA 30009								
Part II. Petition Contact Information								
Applicants must designate one individual to serve as the contact for official communications. Please hote th								
this information is often requested and provided pursuant to the Georgia Open Records Act. Potitioners sh	ould							
avoid listing personal numbers and email addresses whenever possible.								
Name: Marisa Kashapov Title: Governing Board Chairperson								
Physical Address: 2725 Brookside Court Phone Number: 678-667-7324	jii							
Alpharetta, GA 30004 Fax Number: N/A								
Email Address: icsatlanta@outlook.com								
Part III. Assurances and Signatures								
All assurances must be initialed in blue ink by the chairperson of the proposed charter school's governing by	and							
The charter petitioner (or school leader) and chairperson must sign below the final assurance in blue ink to								
further indicate understanding and agreement to the requirements of governing a state charter school.								
extstyle ext								
O.C.G.A. § 20-2-2084(c) on the following date: <u>Thursday, May 15, 2014</u>								
	MIC 2. This petition was approved by the governing board of the proposed charter school on the following							
date:Tuesday, May 13, 2014, M3. If a charter is granted the proposed charter school programs, services, and activities will operate in								
perpetuage with the terms of the classic and all and tack in factors and the first								
accordance with the terms of the charter and all applicable federal, state, and local laws, rules, and								
regulations.								
regulations. These assurances are agreed to by:								
regulations. These assurances are agreed to by: Solution 5/13/14/								
regulations. These assurances are agreed to by: Clear Houl								
regulations. These assurances are agreed to by: Solution 5/13/14/								

STATE CHARTER SCHOOL EXECUTIVE SUMMARY

Name of Proposed Charter School: International	Charter School of Atlanta
Proposed Opening Date: August 2015	Proposed Charter Term: 5 years
Grade Range: K-12 Will the School En	roll All Grades the First Year? (Yes/No): No
Expected Initial Enrollment: <u>572</u>	Proposed Full Enrollment: 1,100 by yr. 5
For each year of the proposed charter term, indica	te the number of students the charter school plans

For each year of the proposed charter term, indicate the number of students the charter school plans to serve. Please note that the SCSC reserves the right to condition expansion and increased enrollment on the charter school's ability to meet performance goals and compliance requirements.

		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	1	132	132	132	88	88									572
Yr 2	2	132	132	132	132	88	88								704
Yr 3	3	132	132	132	132	132	88	88							836
Yr 4	1	132	132	132	132	132	132	88	88						968
Yr 5	5	132	132	132	132	132	132	132	88	88					1,100

In the box below, use fewer than 350 words to state the charter school's mission and describe how the school will meet its statutory charge of increasing student achievement through academic and organizational innovation.

ICSAtlanta's mission is to foster an international perspective while promoting academic excellence via Georgia's educational standards in a bilingual language immersion model. By encouraging critical thinking and intellectual curiosity in an engaging environment that celebrates international discovery, ICSAtlanta will prepare tomorrow's leaders for success.

ICSAtlanta will empower each student to reach their academic and social potential by developing them into inquiring, bilingual, intercultural citizens of the global community. ICSAtlanta will implement a dual-language teaching model that is student-centered and inquiry driven. Instruction will be further reinforced with community projects to provide practical application of educational topics and make students aware of the impact their actions have upon our planet.

Within the dual-language teaching model, teachers will work together in teams of two to use both English and the target language to provide rigorous instruction that follows the Georgia education standards. The degree of immersion in the target language will depend upon the grade and previous exposure to the language of the class.

The classroom will be a student-centered environment where critical thinking, hands-on learning and self-reflection are at the core of all learning. This form of education strengthens student motivation and promotes active and long lasting learning. Placing students at the center of their education encourages peer communication and creates a sense of ownership in one's own learning.

Inquiry based learning will be the focus for lesson plans and trans-disciplinary teaching. The teacher will plan the environment and plan for the inquiries to take place thus encouraging students to take ownership of their learning.

In the box below, use fewer than 350 words to describe the charter school's academic program, specifically focusing on its innovation and need for flexibility and any special characteristics, such as a special population, a special curriculum, or some other feature or features which enhance educational opportunities.

In order to achieve our fundamental curriculum and mission, ICSAtlanta needs flexibility to create and support a schedule that enables teacher collaboration. At ICSAtlanta, Wednesdays will be an early release day to allow for enrichment programs and/or tutoring for those who choose to stay. This schedule also provides a half day of crucial time needed to plan, develop curriculum, discuss student issues, and conference with families. ICSAtlanta will foster a spirit of international mindedness at its core as well as attract and retain culturally diverse students and teachers. Our school will strive for a diverse student body and teaching staff with the belief that students learn and thrive best in diverse environments that are academically and socially enriching. As such, ICSAtlanta will seek the autonomy to hire staff that fits our program. Our teachers will need to pass high fluency testing in their teaching language in addition to meeting state mandated teacher requirements. Our teachers will augment the academics of our school with their culture and will be encouraged and driven to infuse their background into their teaching. They will be open and tolerant in order to model the same behavior in the students. We will also seek teachers that thrive in an environment infused with the spirit of innovation. ICSAtlanta will give constant attention to refining curriculum and instruction, using student data to make instructional changes. Teachers must be well-suited for a "changing for the sake of improving" environment.

In the box below, use fewer than 350 words to describe the charter school's organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational management organization (EMO) if any, and the school's community interest and need.

ICSAtlanta's governance will be led by the same effective and proven vision that drove the founding members to create our school as an independent, free, public K-12th grade charter school with high academic achievement, multilingual and internationally-minded students, and exceptional culturally-diverse and caring teachers. ICSAtlanta does not currently plan to develop a partnership with an educational management organization. The Governing Board members will be carefully selected for their passion for and focus on the school's mission as well as their expertise relevant to running the school. Every effort will be made to elect Board members that will sponsor a language taught at ICSAtlanta and to maintain a balance of those languages on the Board so as to have equal sponsorship for each language. Cultural tolerance and acceptance will be at the core of the Board's mission so as to model this throughout the school. ICSAtlanta's organizational structure needs are specific to its innovative curriculum and driven by our dual language immersion model. Our organizational structure reflects a principal, assistant principal, and a chief financial officer.

The Governing Board will be responsible for ensuring that the mission of ICSAtlanta is met by providing both financial and administrative oversight over the school's academic and operational functions. The Board will work closely with the school administration to ensure that academic excellence is achieved by all students and that all reporting requirements to the state of Georgia are met.

As of May 12, 2014, the attendance of our Town Hall meetings, teacher interest forms, and the number of "intent to apply" forms that we have received from prospective students total over seven hundred. Moreover, considering the significant change in demographics in the state of Georgia and shift in the global business community; a dual language immersion educational program is essential to our community's future. The future leaders of the state of Georgia need to be internationally minded, bilingual, and committed to global improvement.

STATE CHARTER SCHOOL PETITION CONTENTS

I. <u>INTRODUCATION</u>

Page 11

II. DESCRIPTION OF THE EDUCATIONAL PROGRAM

- 1. Page 13 Describe the focus of the curriculum.
- Page 17 Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.
- 3. Page 21 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
- 4. Page 22 Describe how the charter school will meet the needs of students identified as gifted and talented.
- 5. Page 24 Describe any extracurricular or other auxiliary educational activities the charter school may offer, including the description of any partnerships between the charter school and local school system or other agency addressing these activities.
- 6. Page 24 If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

III. STATE AND FEDERALLY MANDATED SERVICES

- 7. Page 25 For students with disabilities, describe how the charter school will provide state and federally mandated services under both the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, including the school's plans to evaluate and identify students with disabilities; to develop, review and revise IEPs; to integrate special education into the general education program; to deliver special education and related services; to ensure that the school facility meets the requirements of other related laws including the ADA and Section 504; to address student discipline; to handle programming disputes involving parents; to ensure confidentiality of special education records; to purchase services from special education vendors; and to secure technical assistance and training.
- 8. Page 33 For English Learners (ESOL), describe how the charter school will provide

state and federally mandated services.

- 9. Page 34 Describe how the charter school will provide supplemental educational services, or a flexible learning program when required by the Elementary and Secondary Education Act (ESEA) or applicable waiver thereof.
- 10. Page 35 Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and ESEA or applicable waiver thereof.

IV. <u>DESCRIPTION OF ASSESSMENT METHODS</u>

- 11. Page 35 Describe the charter school's assessment plan to obtain student performance data for each student, including the students' baseline achievement data, which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.
- 12. Page 36 Explain how the charter school will ensure all students participate in all state-mandated assessments.
- 13. Page 36 Describe how the charter school's assessment plan will measure student improvement and over what period of time.
- 14. Page 39 Describe how the charter school will use this assessment data to monitor and improve achievement for students.

V. PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

- 15. Page 40 Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and to the extent possible, should be developed in connection with the students' baseline achievement levels.
- 16. Page 40 Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System.
- 17. Page 54 Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

VI. WAIVERS

18. Page 54 State whether the charter school will utilize the broad flexibility from law,

rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter school will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.

19. Page 55 If the school will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals and to increase student achievement.

VII. <u>DESCRIPTION OF SCHOOL OPERATIONS</u>

20. Page	59	Describe how the charter school intends to fulfill all responsibilities of acting as its own LEA.
21. Page	59	Describe the attendance zone for the charter school.
22. Page	59	Describe the rules and procedures that will govern the admission of
22.1 480	33	students to the charter school.
23. Page	62	Describe whether the charter school will use any enrollment priorities
2011 450	0_	pursuant to O.C.G.A. § 20-2-2066(a)(1).
24. Page	62	Describe the steps that the school will take to reach students
_		representative of the racial and socioeconomic diversity in the attendance zone for the charter school.
25. Page	63	Describe the charter school's plan for recruiting students and for maintaining/increasing enrollment.
26. Page	63	Describe the rules and procedures concerning student discipline and
		student dismissal (including code of conduct and student due process
		procedures).
27. Page	64	Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board will play in resolving such grievances and
		complaints.
28. Page	65	Describe generally the charter school's employment procedures and policies.
29. Page	70	State whether certification by the Georgia Professional Standards
		Commission will be required, and if not, describe the training and
		experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in
20 Daga	71	which he/she will teach as required by ESEA.
30. Page	71	Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.
31. Page	72	Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.
32. Page	72	Describe the charter school's insurance coverage, including the terms and

- conditions and coverage amounts thereof.
- 33. Page 73 Describe whether transportation services will be provided and, if so, briefly describe the transportation program for the school. If transportation services are not provided, describe how this will not be a barrier to eligible students to attend the school.
- 34. Page 74 Describe whether the charter school will provide food services (including participation in federal school meals programs), and if so, briefly describe the proposed food services programs.
- 35. Page 74 State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. § 20-2-880 and § 20-2-910.

VIII. PARENT AND COMMUNITY INVOLVEMENT

36. Page 74 Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school, including involvement with the governing body of the school. This may include letters of support, signed petitions, sign-in sheets from town hall meetings discussing the proposal, or other indicia of community interest.

IX. DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

- 37. Page 76 Describe the level of autonomy the charter school will have over budgets and expenditures.
- 38. Page 77 Describe the plans for ensuring that the charter school will be subject to an annual financial audit by an independent Georgia-licensed certified public accountant.
- 39. Page 78 Identify the school's chief financial officer and describe how that person's credentials comply with requirements of the State Board of Education.
- 40. Page 79 Provide a proposed timeline as to when the charter school will begin to receive state funding to when operations begin.
- 41. Page 81 Describe the charter school's plans for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

X. <u>DESCRIPTION OF GOVERNANCE STRUCTURE</u>

- 42. Page 82 Describe how the governing board will comply with the provisions of O.C.G.A. §§ 50-14-1 et seq. and 50-18-70 et seq..
- 43. Page 82 Describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.
- 44. Page 83 Identify each member and describe the composition of the governing

		board, how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
45. Page	87	List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
46. Page	88	Disclose any potential conflicts of interest of the founding board members.
47. Page	88	Describe how the governing board will ensure that current and future board members avoid conflicts of interest.
48. Page	88	Describe how the governing board will ensure effective organizational planning and financial stability.
49. Page	89	Describe the method that the local board and the charter school plan to utilize for resolving conflicts.
50. Page	89	State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.
51. Page	89	Describe the decision making process and due diligence exercised by the founding/governing board in choosing to contract with the educational management organization.
XI. <u>FACILI</u>	TIES	
52. Page	89	Describe the school facility that the charter school will use and its location. State whether the school facility is new or existing. If the facility plans for the charter school have not been finalized, the petition should describe prospective facilities and the steps the charter school is taking to attain a permanent facility.
53. Page	92	Describe any modifications necessary for utilizing the space for

53. Page 92

Describe any modifications necessary for utilizing the space for educational purposes.

54. Page 93

Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation.

55. Page 93

Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility.

56. Page 93

Provide the school's emergency safety plan, or a timeline for preparing a safety plan in accordance with O.C.G.A. § 20-2-1185 and submitting it to the Georgia Emergency Management Agency.

APPENDICES

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- PAGE 107 Appendix D3 Sample Middle School Schedule
- PAGE USB Appendix E Monthly Cash Flow Projections Based on 100% Enrollment
- PAGE USB Appendix F Monthly Cash Flow Projections Based on 65% Enrollment
- PAGE USB Appendix G Budget Spreadsheets
- PAGE N/A Appendix H Sources of Revenue Documentation
- PAGE N/A Appendix I Copy of Local School Agreements
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- PAGE 144 Appendix L2 Education Advisory Committee Resumes
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- PAGE 157 Appendix N Job Descriptions for the School Principal, Assistant
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I. <u>INTRODUCTION</u>

As a statewide, dual-immersion charter school in Georgia, the International Charter School of Atlanta (ICSAtlanta) will be available to all children in Kindergarten through 4th grade upon opening for the 2015-2016 academic school year. After year one, we will add one grade each year. This will enable our students to continue with their acquired languages through high school, in order to deliver the most effective education model possible which includes reinforcing the learned language skills. ICSAtlanta will deliver academic excellence and develop culturally astute, bilingual citizens who can compete in Georgia's global economy, across the country and around the world.

ICSAtlanta will foster an international perspective in our students while also meeting Georgia's education standards. By encouraging critical thinking and intellectual curiosity in an engaging environment that intentionally celebrates international discovery, we will prepare tomorrow's leaders for success.

***** The Georgia Business Landscape

According to the Georgia Economic Development Council, "More than 3,500 international companies own and maintain facilities and offices in the state. [In addition, more than] sixty five nations operate consulates, trade offices, and bi-national chambers of commerce in Georgia."

In 2010, \$28.7 billion in exports and \$60.2 billion in imports passed through the Georgia ports of Brunswick and Savannah, making Georgia the 12th-largest export state and 9th-largest import state in the U.S. It's no wonder roughly 50 Fortune 1000 companies call Georgia home and that only New York City, NY and Houston, TX have more Fortune 500 headquarters than Atlanta, GA.

With such diversity, yet in the midst of economically challenging times, Georgia has shifted its focus to growing global trade. In an effort to increase economic growth, Georgia has sprung up international offices in the following countries: Brazil, Canada, Chile, China, Germany, Israel, Japan, Korea, Mexico, United Kingdom and Ireland.

Georgia strives not only to find new trade opportunities abroad but to also encourage greater international investment in the state. Government officials understand that there is a strong drive to increase international trade. Companies that sell overseas:

- reate twice as many jobs as those only selling in the U.S. market
- > grow an average of 18% faster
- have a workforce that is 10-15% more productive

By 2030, the population is projected to increase by 46%. According to the National Center for Educational Statistics, more than one in five school-aged children (21%) speak a language other than English at home. That number of bilingual speakers is projected to increase in the coming years. In Georgia, more than 12% of the population speaks a language other than English at home.

When it comes to workforce development, Atlanta is 3rd in the nation, 4th in North America, and 15th globally. However, our workforce initiatives train workers to work, but not how to communicate with the global companies from whom we hope to gain business.

In 2010, business leader Alfred Mockett, CEO of American Managements Systems, a multinational tech corporation with annual sales of nearly \$1 billion stated that "business may be global but markets are multilocal." That is, business markets are scattered geographically and have different demands. But by being multi-local many localized business centers operating in synch--global corporations understands on-the-ground sensitivities of local markets. And that [type of cross-border understanding and cooperation] needs to start in K-12."

Likewise James F. Collins, former U.S. Ambassador to Russia, pointed out that the world has changed drastically since the Cold War days and the U.S. diplomacy needs to evolve and adapt as well. "We, as a nation, have to train people in languages that are in demand, so we are ready to speak to the world and to be heard in their languages."

The same message is being conveyed within our own state. In Macon, GA, Bibb County's Haitian-born superintendent, Romain Dallemand brought with him to his new job a bag of changes he calls "The Macon Miracle." He has instituted longer school days, year-round instruction and mandated Mandarin Chinese for every student, pre-K through 12th grade. In the same NPR interview Dallemand is quoted as saying," Students who are in elementary school today, by 2050 they'll be at the pinnacle of their career.....They will live in a world where, if they cannot function successfully in the Asian culture, they will pay a heavy price." Source is NPR September 08, 2012 6:06 am ET from GA Public Broadcasting

Speakers emphasized the need for students to become more international, in order to succeed in the new economy at a recent Economic Development Summit hosted by North Georgia University. "Even if our students plan to work only in the North Georgia region following their graduation," North Georgia President, Bonita Jacobs, states, "they need to be able to understand other cultures and conduct business with people in other parts of the world."

In 2012, U.S. Ambassador to China, Gary Locke told a group of Chinese-language students in New York that are part of Asia Society's International Studies School's Network or the Confucius Classrooms Network, "[In the 21st century], learn about history. Learn about culture, and language," he advised. "If you can speak Chinese or Spanish, you are practically guaranteed a job in your chosen field."

The Georgia International Workforce Initiative is working closely with the Georgia Department of Education to ensure the state's future workers are multilingual (in languages such as Spanish, French, German, and Chinese), culturally astute and beginning their learning at the elementary school age. Companies have indicated that these skill sets are a critical component for Georgia's economic future. According to a Global Atlanta April 18, 2013 article, "based on feedback from economic developers around the state, the above languages plus Portuguese, were deemed vital to the state's economic future, Mr. Jon Valentine, program manager for languages and global initiatives at the Georgia Department of Education, said. For that reason, State School Superintendent John Barge aims to institute 20 dual-immersion programs in Georgia by 2020."

"These programs will help ensure a Georgia workforce that is fluent in languages and skilled at cultural interactions that are necessary for the economic development of our state and region," Dr. Barge said in a statement.

Based on the feedback ICSAtlanta has received on our website from parents who have already filled out online forms to convey their intent to enroll their children in our school, we know that the demand for foreign language immersion in our schools exists now. With this is mind, ICSAtlanta will provide an education focused on world language acquisition and cultural understanding to every child in the state of Georgia without geographic barriers related to their county of residency.

Developing Students without Borders:

In order to become a more competitive country, every state will need to begin to train its future workforce to become more globally-minded. ICSAtlanta will do exactly this by teaching the Georgia curriculum bilingually (target language and English). When it comes to bilingualism and/or multilingualism, research shows that once a child has mastered the common components of a language when they learn a second one, they merely transfer this knowledge to the second language; hence not needing to relearn all the concepts again. (Center for Applied Linguistics)

Our changing world requires that students develop the skills needed to recognize and accept other cultures, understand that they can learn from them, and engage in identifying ways they can help countries grow economically and socially. Our school intentionally celebrates cultural differences and teaches our students in an environment that focuses on the acceptance of each other's differences.

***** Learning Languages

Research on the Use of First (L1) and Second (L2) Languages in Education

A comprehensive review of research on the use of first and second languages in education, carried out for the World Bank (Dutcher, 1994) drew the following conclusions:

- > The development of cognitive/academic language requires time (four to seven years of formal instruction).
- ➤ Cognitive/academic language skills, once developed and content subject material, once acquired, transfer readily from one language to another.
- ➤ Children learn a second language in different ways depending upon their culture and their individual personality.
- ➤ If the goal is to help the student ultimately develop the highest possible degree of content mastery and second language proficiency, time spent instructing the child in a familiar language is a wise investment.

Common Threads of Successful Programs

In the research review conducted for the World Bank (Dutcher, 1994), the following common threads were identified in successful programs that aimed to provide students with multiple language proficiency and with access to academic content material:

- ➤ Development of the mother tongue is encouraged to promote cognitive development and is considered the basis for learning the second language.
- Parental and community support and involvement are essential.
- > Teachers are well trained, have cultural competence and subject-matter knowledge, and continually upgrade their training.

Source: Center for Applied Linguistics; G. Richard Tucker, Carnegie Mellon University

II. DESCRIPTION OF THE EDUCATIONAL PROGRAM

1. Describe the focus of the curriculum.

In accordance with ICSAtlanta's mission of preparing students for a successful future by promoting academic excellence through rigorous instruction, bilingualism, the integration of cultural awareness and respect throughout all aspects of the curriculum which will enable students to make the most of their individual talents, our curriculum will have the following focus at its core:

- 1) **Dual-Language Immersion Classrooms:** Bilingual program in all grades. Curriculum will be taught as a dual-immersion model in two languages chosen at enrollment from four possible tracks. The following language tracks will be offered and each student will strictly adhere to that language track for their tenure at ICSAtlanta.
 - English(L1) Mandarin(L2)
 - English(L1) German(L2)
 - English(L1) Spanish(L2)
 - English(L1) French(L2)
- 2) Curriculum Aligned with Georgia Education Standards: Rigorous instruction through the Standards set by the Georgia Department of Education which are mapped to transdisciplinary units. ICSAtlanta will utilize a software system to track progress of standards and students will move to the next standard once the student meets or exceeds that standard.
- 3) **International Mindedness:** Through planned activities in their language classes and during school-wide celebrations and events, the students will be immersed in different cultures and grow a deeper understanding of cultural differences and similarities.

❖ Dual-Language Immersion Model

At the core of ICSAtlanta is our dual-language immersion model. ICSAtlanta believes that by providing a bilingual environment, its students will:

- Be afforded more opportunities in life
- Achieve higher results academically
- Have better communications skills
- Attain more connections to the world
- Learn tolerance and respect towards likeness and differences in others
- Participate in meaningful actions to better the community and world around them

Research into language acquisition has revealed many benefits and is one reason why ICSAtlanta strongly supports dual language instruction. According to *Michal B. Paradowski*, "The advantages that multilinguals exhibit over monolinguals are not restricted to linguistic knowledge only, but extend outside the area of language. The substantial long-lived cognitive, social, personal, academic, and professional benefits of enrichment bilingual contexts have been well documented." Children and adults learning foreign languages have been demonstrated to:

- have a keener awareness and sharper perception of language. Foreign language learning "enhances children's understanding of how language itself works and their ability to manipulate language in the service of thinking and problem solving" (Cummins 1981);
- learn more rapidly in their native language (L1), e.g. to read, as well as display improved performance in other basic L1 skills, regardless of race, gender or academic level;

- be more efficient communicators in the L1;
- be consistently better able to deal with distractions, which may help offset age-related declines in mental dexterity;
- develop a markedly better language proficiency in, sensitivity to, and understanding of their mother tongue.
- develop a greater vocabulary size over age, including that in their L1;
- have a better ear for listening and sharper memories;
- be better language learners in institutionalized learning contexts because of more developed language-learning capacities owing to the more complex linguistic knowledge and higher language awareness;
- have increased ability to apply more reading strategies effectively due to their greater experience in language learning and reading in two or more different languages;
- develop not only better verbal, but also spatial abilities;
- parcel up and categorize meanings in different ways;
- display generally greater cognitive flexibility, better problem solving, and higher-order thinking skills;
- "a person who speaks multiple languages has a stereoscopic vision of the world from two or more perspectives, enabling them to be more flexible in their thinking, learn reading more easily. Multi-linguals, therefore, are not restricted to a single world-view, but also have a better understanding that other outlooks are possible. Indeed, this has always been seen as one of the main educational advantages of language teaching" (Cook 2001);
- multi-linguals can expand their personal horizons, being simultaneously insiders and
 outsiders they are able to see their own culture from a new perspective not available to
 monoliths, enabling the comparison, contrast, and understanding of cultural concepts;
- better understand and appreciate people of other countries, thereby lessening racism, xenophobia, and intolerance, as the learning of a new language usually brings with it a revelation of a new culture;
- learn further languages more quickly and efficiently than their hitherto monolingual peers:
- benefit from the social and employment advantages of being bilingual offering the student the ability to communicate with people he/she would otherwise not have the chance to interact with, and increasing job opportunities in many careers.

Thus, just like Latin once was taught as an academic exercise, mental gymnastics with the aim of cognitive training, it has been demonstrated that people who know more than one language usually think more flexibly than monolinguals. Many celebrated bilingual writers such as John Milton, Vladimir Nabokov, Samuel Barclay Beckett, or Iosif Brodsky attest that knowing a second language enhances the use of the first.

(Source: "The Benefits of Multilingualism," Michał B. Paradowski, Institute of Applied Linguistics, University of Warsaw - http://www.multilingualliving.com/2010/05/01/the-benefits-of-multilingualism/)

Enrolling a child in a Dual-Language Immersion program requires a commitment on behalf of the entire family. The vitality of our school's program is enhanced by the involvement of parents whose creativity and dedication are recognized throughout the school. Parental feedback and ideas are encouraged by both the school's staff and teachers alike as a means of ensuring that our program meets the needs of our families. For program reinforcement and instructional support to our school model, parent participation will be

required. Strong parental involvement will be encouraged through various avenues to include, but not limited to: community service projects, volunteering as native speaker assistants in the classrooms, library helpers, mystery readers, assisting with fundraising, and organizers of cultural celebrations and events.

ICSAtlanta is focused on the multi-nationalism of our community and believes that with a dual-language model it will foster support, and further the use of all languages and cultures of its students and those of the general community. In order to foster a union of multiple countries with multi-languages and multi-cultures, the European Union passed a resolution to be trilingual and has multilingualism at its core as a principle of law. ICSAtlanta believes that this is inherently why students in the European Union learn multiple languages with such ease. We will strive to create an environment that models that ease and desire to attain bilingualism and even multilingualism.

Dr. Jim Cummins stated, "When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language, and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. More than 150 research studies conducted during the past 35 years strongly support what Johann Wolfgang von Goethe, the German philosopher, once said: "The person who knows only one language does not truly know that language."

❖ Curriculum Aligned with Georgia Education Standards

ICSAtlanta is a proponent of aligning our school curriculum to the standards set by the state of Georgia and plans to teach all subjects according to these standards - Language Arts, Math, Science, Reading, Social Studies. These standards may change over the years, but ICSAtlanta will build our curriculum around the state standards to help our students achieve at the same or a higher level on standardized tests than their monolingual peers.

According to her research, Tara Williams Fortune from the Center for Advanced Research on Language Acquisition (CARLA) wrote, "Without question, the issue investigated most often in research on language immersion education is students' ability to perform academically on standardized tests administered in English. This question emerges again and again in direct response to stakeholder concerns that development of a language other than English may jeopardize basic schooling goals, high levels of oral and written communication skills in English, and grade-appropriate academic achievement. The research response to this question is longstanding and consistent: English-proficient immersion students are capable of achieving as well as, and in some cases better than, non-immersion peers on standardized measures of reading and math. This finding applies to students from a range of socioeconomic and ethnic backgrounds, as well as diverse cognitive and linguistic abilities. Moreover, academic achievement on tests administered in English occurs regardless of the second language being learned. In other words, whether learning through alphabetic languages (Spanish, Hawaiian, French, etc.) or character-based languages (Mandarin, Japanese, Cantonese), English-proficient students will keep pace academically with peers in English-medium programs."

ICSAtlanta has at its core, language immersion standards that will enable its students to become bilingual. Ofelia Garcia wrote in her book, *Bilingual Education in the 21st Century: A Global Perspective*, "Bilingual children's cognitive functioning appears to impact not only their language knowledge, but also their critical thinking and socio-linguistic development in many aspects of their education and lives in general."

Throughout all grades, teachers will develop and utilize existing materials in each language to follow the Georgia Education Standards. Teachers will work together and meet every week as a team and as subgroups by grade to accomplish this task. All developed lesson plans, curriculum, and worksheets will be captured electronically and made available to all staff. The teachers will be required to work very closely as a team of two when it comes to each student. Together they will monitor the progress of each child they teach together. They will meet with the parents as a team as they are both partners in the student's learning alongside the families. At the beginning of each unit, the teachers of each grade will meet for 3 hours to set up the curriculum for the unit and choose in what order they will teach the standards set forth by the curriculum map that would be determined in the beginning of each year. They will decide and share what activities and what assessments will be given throughout the unit. Throughout the week, the teachers will have some planning time as well as meeting time to readjust what is being taught and share with each other on the progress of the students, the strategies, and activities that were successful. The teachers are required to provide weekly lesson plans and to hand over a copy of their planning journal to the principal before the week starts. Two lesson plan examples can be found in Appendix W.

In addition, ICSAtlanta will utilize a variety of tools to teach the Georgia education standards including but not limited to: textbooks (potential textbooks include the Houghton Mifflin Harcourt GoMath books, Pearson's Envision books, and the Ready Common Core series), workbooks, and online resources. Each language teacher will be encouraged to join online resources in their target language.

❖ International Mindedness

Education for international mindedness values the world as the broadest context for learning. It develops conceptual understanding across a range of subjects, and offers the opportunities to inquire, act, and reflect. International mindedness goes hand-in-hand with multilingualism and intercultural understanding. It helps in building the students' self-awareness of the attitudes, perceptions, abilities and actions that are necessary for the development of critical literacy and positive interpersonal relationships. The students learn to recognize and reflect on their own perspective as well as the perspective of others.

The students will be taught to respect and learn the family heritage, culture, backgrounds of themselves, of their classroom peers, their school, and their community. They will learn to listen to other perspectives with an open mind as they see and understand the differences and similarities between themselves and the people around them.

Students from diverse backgrounds will have the opportunity to engage in topics that connect to their prior knowledge from their family of upbringing or experience in their country of origin. The goal is to enrich the students' shared experiences among their different cultures together with the art, literature, and home country traditions.

The diversity of our student body gives us the opportunity to investigate, share, and celebrate the richness of different cultures and student experiences through the international mindedness approach and pedagogy.

2. Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.

In order to implement the ICSAtlanta curriculum, the teaching staff will be trained to utilize the following instructional methods under the framework of the International Baccalaureate (IB) methodology:

- 1) **Dual-Language Teaching Model:** Teachers will work together in teams of two to use both English and the target language as the means to teach the Georgia Education Standards within the classroom. The division of classroom instruction between the two languages will depend on the grade being taught and the student's prior knowledge of the target language (L2).
- 2) **Student-Centered**: Student-centered environment where critical thinking, hands-on learning, and self-reflection are at the core of all learning. This form of education strengthens student motivation, and promotes active and long lasting learning. To have the students at the center of their education encourages peer communication and helps build responsibility towards one's own learning. The children are engaged in what they are about to learn and how they will be assessed. They are able to ask questions according to their interest and this will determine the lines of inquiry.
- 3) **Inquiry-Driven**: Focus on inquiry-based learning for lesson plans and trans-disciplinary teaching. The teacher will prepare the environment and plan for inquiries to take place thus encouraging students to take ownership of their learning.
- 4) **Community Projects**: Community projects will guide learning so that students will take care of our planet and contribute to a more peaceful world.

Dual-Language Teaching Model

ICSAtlanta will implement instruction through dual-language immersion classrooms for all students in every grade. In order to ensure success, the Governing Board has established the following language immersion percentages for the first 5 years of the charter. This model takes into account the age of the students and assumes that most students will not be exposed to their target language prior to enrollment.

	K	1 st	2 nd	$3^{\rm rd}$	4 th	5th	6 th	7 th	8 th
Year 1	80% L2-	80% L2-	50% L2-	20% L2-	20% L2-				
	20% L1	20% L1	50%L1	80%L1	80%L1				
Year 2	80% L2-	80% L2-	80% L2	50% L2-	20% L2-	20% L2-			
	20% L1	20% L1	20% L1	50%L1	80%L1	80%L1			
Year 3	80% L2-	80% L2-	80% L2-	50% L2-	50% L2-	20% L2-	20% L2-		
	20% L1	20% L1	20% L1	50%L1	50%L1	80%L1	80%L1		
Year 4	80% L2-	80% L2-	80% L2-	50% L2-	50% L2-	50% L2-	20% L2-	20% L2-	
	20% L1	20% L1	20% L1	50%L1	50%L1	50%L1	80%L1	80%L1	
Year 5	80% L2-	80% L2-	80% L2-	50% L2-	50% L2-	50% L2-	30% L2-	20% L2-	20% L2-
	20% L1	20% L1	20% L1	50%L1	50%L1	50%L1	70%L1	80%L1	80%L1

According to J.Cummins, spending instructional time in two languages entails no long term adverse effects on the students' academic development of L1. The most successful dual immersion programs are those that aim to develop bilingualism and literacy. They promote both L1 and L2 literacy throughout the primary school years.

Furthermore, some of the most successful bilingual programs in the United States have divided instructional time equally. And programs that have initially emphasized on the L2 over the L1 have demonstrated a high

level of success. There is a consensus however that at least 50% of the instructional time should be spent through the L2 as long as possible in the primary school years.

Sample school class schedules can be found in Appendix D with the daily classroom schedules varying based on the language immersion percentages being implemented as follows:

- Classrooms utilizing the 80%L2/20%L1 model will receive the bulk of curriculum in L2 instruction and will receive L1 instruction in Language Arts, Reading and Specials (such as PE, music, art and technology) for a small portion of every school day.
- Classrooms utilizing the 50%L2/50%L1 model will alternate days of instruction in each language.
- Classrooms utilizing the 30%L2/70%L1 model will receive the bulk of curriculum in L1 instruction and will receive L2 instruction in various subjects when co-taught between the L1 teacher and L2 teacher during the school day.

ICSAtlanta will work towards incorporating Pearson's EnVision Math program, Junior Great Books, Foundations, and subscribe to The Global Citizen. ICSAtlanta will also use authentic language materials and develop some curriculum materials in the five languages of study. Materials will be developed in each language to follow the Common Core Standards. Teachers will work and meet every week as a team and as subgroups by grade to accomplish this task. Additional resources will be bought in the countries of origin of the teachers to allow true access to the culture. All developed materials will be captured electronically and made available to all staff. Teachers will collaborate with schools around the world via Skype to complete student led projects and global initiatives.

In addition, ICSAtlanta will use immersion pedagogy to teach curriculum in the five languages effectively. In the February 2001 edition of the American Council on Immersion Education (ACIE) newsletter, Kara Schuft posted an article "How do I become an immersion teacher?" She wrote, "The institute also made me more aware of the importance of all of the elements of effective immersion pedagogy: the parents, the participants, the practitioner, the curriculum specialist, and the supporting research. I was able to begin accumulating a list of strategies to employ in my classroom. These strategies are varied and have a strong focus on the use of all of the senses." For example, she mentions the importance of attending to the language. While the students are learning subject matter in the target language, there is still a need to focus on the language itself.

Henn-Reinke reported that U.S. schools are better suited than any other country to teach a bilingual model if writing and implementing the SIOP. She stated that, "each of the U.S. international schools employed very well trained ESL teachers, who were able to provide English language support to students who were newly arrived to their schools. EL and bilingual teachers are trained in second language acquisition and have a good sense of how to integrate language and content in meaningful and authentic ways. Training in specialized methodologies, such as SIOP (Echevarria, Vogt, & Short, 2010a, 2010b), prepares teachers to integrate language, content, learning strategies, and critical thinking skills in authentic and meaningful curriculum."

Based on this research and information from Henn-Reinke's study, ICSAtlanta plans to train teachers on immersion teaching methodologies. Through organizations such as the American Council of Immersion Education (ACIE) and CARLA, ICSAtlanta will identify meaningful training for all of its teachers. This training will be a core component of the curriculum development and implementation. As all other Georgia immersion public schools, ICSAtlanta will require all teachers to attend the annual Southeast Dual Immersion Institute (SEDII). In addition, ICSAtlanta will utilize, as well as develop, checklists to ensure

proper immersion training. The example of the Immersion Teaching Strategies Observation Checklist can be found as Appendix O.

Furthermore, ICSAtlanta also plans to integrate language-specific content into its curriculum. Each language taught at ICSAtlanta has specific and individual components that must be added, in order to achieve fluency. These components will be developed in a collaborative effort between the Assistant Principal, the teachers, the language coordinators and any additional personnel allocated to this task and implemented into daily activities.

Student-Centered Education

The ICSAtlanta education program is centered on the students' interests and their abilities. Starting from what the students already know, the class, with the help of their teacher, put together a plan of action to answer the questions they might have regarding a topic. Together with their teacher, the students define their lines of inquiry based on what they already know and what they are looking to learn and further develop. The students also decide on the ways they will assess their progress and their learning. Through student-centered education, the students become more active and responsible for their learning. They are true participants in their learning which increases their motivation and their participation in class.

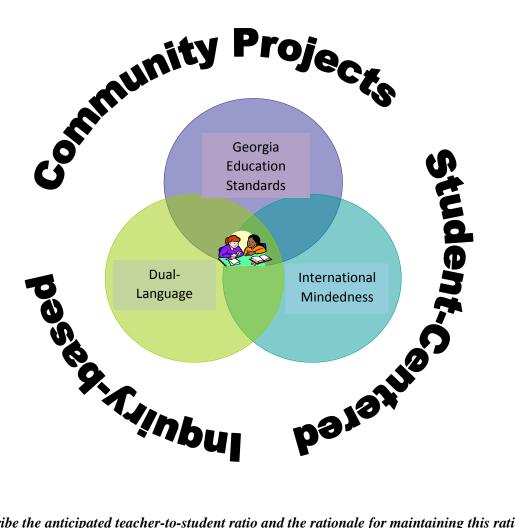
❖ Inquiry-Driven Instruction

ICSAtlanta plans to institute goals and expectations of excellence from ICSAtlanta students. ICSAtlanta will emphasize the attitudes that nurture active, thoughtful and internationally-minded citizens of the world through student-centered instruction. ICSAtlanta will empower each student to reach their academic and social potential by educating them to become inquiring, bilingual, and intercultural citizens.

Inquiry will be at the center of all learning and the units of study will be based on the Georgia Education Standards. Teachers and administrators will implement inquiry strategies into their curriculum to foster student-centered learning. Students will be encouraged to think, evaluate, observe, wonder, and reach conclusions for themselves. Inquiry strategies will enable ICSAtlanta students to increase their academic achievements by providing different ways of viewing the world, communicating with it, and successfully introducing new questions and issues of daily life while finding answers to them.

Community Projects

ICSAtlanta will emphasize culture and community projects that impact the community as a whole. Students will achieve the school goals relating to International Mindedness and cultural proficiency, through meaningful group and personal activities. The teachers will encourage the discovery of human similarities and differences through local perspectives to better prepare the students in the knowledge and skills they will need in the changing world of the 21st century. Through those community projects, the students become more aware of the wider world and come to respect and value diversity as they participate locally to make a change.



3. Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.

At the elementary school level, our approach to the teacher-to-student ratio revolves on an evenly distributed bilingual language model with two teachers working together to teach their group of students. At ICSAtlanta, there will be one teacher for up to 22 students in a class for our K-5th grade classrooms. This model allows for teachers to adapt and tailor the content taught based on each child's specific learning style and knowledge base. Students will also build peer relationships with their classmates in order to develop a sense of community.

The average class size will increase slightly in the middle school grades similar to a traditional district school. By combining students from different language tracks in various academic subjects, we are promoting the opportunity for students to hear a variety of perspectives and learn how to navigate among their peers who may or may not have the same background from a language and cultural perspective. This environment will further foster students to continue to become more internationally focused and build their cultural competencies.

ICSAtlanta will introduce paraprofessionals in the classrooms to help the teacher and to work with smaller groups of children. This will allow for more language presence and more help in the class for class projects as well as daily activities. The extra hands will allow the teacher to have the opportunity to better monitor

the students' progress and recognize their difficulties and strengths. The teacher can then tailor his/her teaching to better help the students in need. Working in smaller groups with a native speaker will allow the students to develop their language skills in a more productive way. Additionally parents or college students can volunteer to help in the classrooms. These individuals will be native or near-native proficient speakers and will follow an in-house training program to help them concentrate their abilities in helping every child in the classroom.

4. Describe how the charter school will meet the needs of students identified as gifted and talented.

ICSAtlanta believes that all children are gifted in varying capacities and recognizes the importance of providing additional enrichment opportunities, above and beyond the standard curricular opportunities, for students who exhibit an unquestionable gifted capacity in certain areas.

ICSAtlanta's goal is to meet the needs of all students including those who are gifted and talented. The ICSAtlanta Gifted Program will identify students consistent with the Georgia Board of Education (1988) Rule 160-4-2-.38.

ICSAtlanta's theory of learning is based on the constructivist concept in which learning is achieved through making relevant and meaningful connections within the constructs of society. Increased knowledge, academic skills proficiencies, and higher order thinking is achieved through project-based learning, and these philosophies will inform and guide both our general education and gifted programs.

The ICSAtlanta Gifted Program will:

- Teach Georgia State Education standards with appropriate enrichment, acceleration, and in-depth study.
- Cultivate and encourage higher order thinking, intellect, and creative abilities in a stimulating and challenging learning environment.
- Foster self-awareness, social awareness and respect for diversity and individuals, with consideration of the needs and resources in the local community.
- Emphasize higher-order thinking, creativity, and concept development and construct processes through project and direct application to curriculum.

**All gifted classes will be conducted in English, with the exception of Advanced Placement classes in other world languages.

Students will be identified and referred for evaluation via the referral process outlined by the Georgia Department of Education (See Appendix U). Students who are referred for gifted evaluation will be diagnosed for gifted services via the eligibility criteria put forth by the Georgia Department of Education and will be in compliance with all laws and regulations.

Students must qualify for the gifted program through one of two processes as follows:

Process A (Must meet each of the criteria- Mental Ability and Achievement)	
Mental Ability	Achievement
K – 2nd: 99th percentile on composite or full scale score of a standardized test of mental ability	K – 12th: 90th percentile (or higher), on total reading, total math or total battery score of a standardized achievement test
3rd – 12th: 96th percentile (or higher) on composite or full scale score of a standardized test of mental ability	A superior rating (numerical score of 90 or better on scale of 1-100) on a student generated product or performance as evaluated by a panel of three or more qualified evaluators

Process B (Must meet 3/4 criteria)			
Mental Ability	Achievement	Creativity	Motivation
96th percentile (or higher) by age on a composite or full scale score or appropriate component score of a standardized test of	90th percentile on total reading, total math or total battery score of a standardized achievement test	90th percentile (or higher) on the total battery of a standardized test of creativity	90th percentile (or higher) on a standardized characteristics rating scale (motivational)
mental ability	OR	OR	OR

Students who qualify for gifted services will receive a total of 225 minutes a week of gifted instruction in grades K-2. Gifted students in grades 3-5 will receive 250 minutes of gifted instruction a week.

Delivery Model (K-5th):

Resource Class: Students will be pulled out of their general education class either one full day out of the week or every day for 45-50 minutes. During this time, students will have a GA Certified Gifted teacher who will provide differentiated instruction based on each student's need. The Gifted teacher will provide interdisciplinary enrichment activities and will not focus on any one specific content area.

Advanced Content: Students are homogeneously grouped on the basis of achievement and interests (English language arts, fine arts, mathematics, science, social studies, and world languages). Students will be pulled out of their general education class either one full day out of the week or every day for 45-50 minutes.

Delivery Model (6th-8th):

Gifted students for the middle school grades will be served by a gifted teacher in the academic courses in which they qualify.

Progress will be measured using benchmark academic assessments, academic portfolios, and leadership portfolios. In addition, students' progress will be monitored through both the Curriculum Based Assessments and Criterion Referenced Competency Testing. Students' progress will be reviewed annually.

If a student fails to maintain above average performance in both general and gifted education services, the student will be placed on probation for a period of six months and outreach to parents will be initiated. If at the end of the six-month probation, a student has not made adequate progress, the student may be dismissed from gifted eligibility until the student maintains above-average performance in general education for a period of six months.

5. Describe any extracurricular or other auxiliary educational activities the charter school may offer, including the description of any partnerships between the charter school and local school system or other agency addressing these activities.

In order to allow for auxiliary educational activities, ICSAtlanta will offer a variety of extracurricular and auxiliary educational activities. Based on demand, we will offer afterschool activities such as art, music, chess, orchestra, choir, or more language instruction. In addition, after-school tutoring will be offered for students needing extra help with homework or additional practice. ICSAtlanta will contract with reputable, high quality outside vendors to teach the aforementioned classes. Participating students will pay for the costs associated with these programs.

Furthermore, for students who want or need tutoring for their classes, we will engage in partnerships with higher educational institutions, such as the University of North Georgia, that have strong world language departments to establish a homework buddy system. This program will pair college student interns with our students. This "buddy system" will in turn prove beneficial for the interns who may receive college credit and ICSAtlanta students who will reinforce their learning.

6. If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

The long term vision for ICSAtlanta is to be a K-12th grade program. The first 5 year charter term will span the school's growth into a K-8 grade school which is reflected in this petition. In order to ensure that ICSAtlanta creates an up-to-date high school model that incorporates the dual language immersion model that will best suit our students after 5 years of dual-language instruction, the high school program will be included in the school's next charter petition application.

III. STATE AND FEDERALLY MANDATED SERVICES

7. For students with disabilities, describe how the charter school will provide state and federally mandated services under both the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, including the school's plans to evaluate and identify students with disabilities; to develop, review and revise IEPs; to integrate special education into the general education program; to deliver special education and related services; to ensure that the school facility meets the requirements of other related laws including the ADA and Section 504; to address student discipline; to handle programming disputes involving parents; to ensure confidentiality of special education records; to purchase services from special education vendors; and to secure technical assistance and training.

The goal of special education at ICSAtlanta is consistent with the goal of regular education: to support children in developing the knowledge and skills they require in order to live meaningful, self-fulfilling lives with as much independence as possible in their communities.

ICSAtlanta will comply with all regulatory special education requirements of and rights of children with disabilities guaranteed in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA).

As per the requirements of the IDEA, ICSAtlanta will ensure that all children with disabilities have a Free Appropriate Public Education (FAPE) available which emphasizes special education and related services designed to meet their special needs. Each child with a disability will be educated in the Least Restrictive Environment (LRE) with the regular classroom setting as the first choice of placement. ICSAtlanta will also provide children with disabilities an equal opportunity to participate in nonacademic and extracurricular services and activities. ICSAtlanta will ensure that a full continuum of alternative placements is available to meet special education related service needs of children with disabilities.

As mandated by state and federal laws, ICSAtlanta will operate "Child Find" in an effort to identify, locate and evaluate all children who require special education and will provide an appropriate program for these children. Those children with existing Individualized Educational Plans (IEPs) in place will be provided services consistent with their existing IEPs; however, when necessary IEPs will be adjusted to account for dual-language instruction.

Provision of State and Federally Mandated Services

***** Identification

Prior to school opening, an IEP committee will be formed for collection of all records related to each child's education, including any documentation of special educational needs and services rendered, from previous schools. The school will use this information, as well as a special needs survey completed by the parent(s)/guardian(s) during registration, to identify children who have already been determined to have special educational needs.

If learning difficulties are perceived in children who have not been identified by their previous schools as requiring special education services, the teacher and other applicable support staff will appropriately

document specific instances and areas of concern to discuss with the parent(s)/guardian(s) to determine if the issues are situational or possibly innate. The teacher or parent(s)/guardian(s) can recommend a referral for further consideration and evaluation by the Student Support Team (SST). Parental consent will be obtained before referring a child for evaluation by a SST.

In compliance with IDEA guidelines, an SST will be identified to review individual strengths and areas of concern. The SST shall include at a minimum the referring teacher and at least two (a parent/guardian can be one of the two participants) of the following participants, as appropriate to meet and address the specific needs of the child:

- 1) Principal
- 2) General Education Teacher
- 3) Counselor
- 4) Lead Teacher
- 5) School Psychologist
- 6) Subject Area Specialist
- 7) ESOL Teacher
- 8) Special Education Teacher
- 9) School Social Worker
- 10) Central Office Personnel
- 11) Section 504 Coordinator (deals with discrimination of individuals with disabilities)
- 12) Other appropriate personnel

Child referrals for comprehensive educational evaluation to determine eligibility and the need for special education shall be preceded by interventions recommended by the SST.

If the SST review and evaluation reports reveal that a child has a disabling condition and is in need of special education services, ICSAtlanta will follow the processes and procedures outlined by the IDEA, Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA for developing an Individualized Education Plan (IEP) for the child's education and ensuring that such a plan is fully implemented. In all cases, ICSAtlanta will implement the same identification, evaluation, placement, reporting, and due process procedures and use the same special education forms as other public schools.

Exceptions to the use of the SST process (as the SST is early intervention, not the actual special education services or IEP team, although SST members would be a part of the IEP team if one is necessary) may be warranted if school personnel and/or parent(s)/guardian(s) determine there is reasonable cause to bypass the SST process. Documentation in the child's record will clearly justify the action and include parental consent/agreement to bypass. If immediate referral for special education services is sought, the SST will still be required to determine what interim strategies, intervention, and modifications will be attempted until a decision is made about the special education services.

***** Evaluation

1. **Initial Evaluation**: Parent(s)/guardian(s) will receive written notice of recommendation and referral for special education evaluation. An informed consent will be obtained from the parent(s)/guardian(s) before the evaluation is conducted and before any special education or related support services are implemented. A comprehensive evaluation will be conducted by appropriate qualified personnel and professionals, to include review of existing data, to address the specific

areas of concern and determine the individual needs of the child. Notification, consent, reporting, and evaluation processes will be completed with the required timelines in accordance with SBOE Rule 160-4-7-.04. Parent(s)/guardian(s) will be strongly encouraged to contribute pertinent information during the initial referral/evaluation process as their perspectives and experiences with the child are of great value and will be considered throughout the evaluation process.

2. **Reevaluation**: ICSAtlanta will act in accordance with the IDEA and, after written parental consent has been obtained, will perform a reevaluation if conditions warrant a reevaluation or if the child's parent(s)/guardian(s) or teacher requests a reevaluation, but at least once every three (3) years.

❖ Procedural Safeguards Notice

In accordance with SBOE Rule 160-4-7-.09, ICSAtlanta will provide the parent(s)/guardian(s) a copy of the "Procedural Safeguards Notice" at least annually and in any of the following circumstances:

- upon initial referral or parent request for evaluation
- upon receipt of the first state complaint in a school year
- upon receipt of the first request for a due process hearing in a school year
- upon notice to the parent of a removal under discipline procedures when the removal is a change of placement
- upon request by the parent

The Procedural Safeguards Notice will include a full explanation of all the procedural safeguards available relating to:

- independent educational evaluations
- prior written notice
- parental consent
- access to education records
- opportunity to present and resolve complaints and a due process hearing
- the availability of mediation
- the child's placement during the pendency of any due process hearing
- procedures for children who are subject to placement in an interim alternative educational setting
- due process hearings, including requirements for disclosure of evaluation results and recommendations
- appeals of due process hearings, including the time period in which to file those actions
- notice provided in a language understandable to the parents

Determination of Eligibility

In determining if a child is a child with a disability, information will be drawn from a variety of sources, including aptitude and achievement tests, the parent(s)/guardian(s) input and teacher recommendations, as well as the information about the child's physical condition, social or cultural background and adaptive behavior. Upon completion of the administration of assessments and other measures, a group of qualified professionals and the parent(s)/guardian(s) of the child (Eligibility Team) will determine whether the child meets the eligibility criteria under the IDEA and needs special education and related services. If a

determination is made that a child has a disability, and the disability adversely affects educational performance (academic, functional and/or developmental) and therefore needs special education and related services, an IEP will be developed for the child in accordance with SBOE Rule 160-4-7-.06. An eligibility report, which documents their area of disability, will be completed and placed in the child's special education folder. A copy of the evaluation report and the documentation of the determination of eligibility will be provided at no cost to the parent(s)/guardian(s).

❖ Individualized Education Program (IEP)

An Individualized Education Program (IEP) will be written, within 30 calendar days after a determination of eligibility, in accordance with SBOE Rule 160-4-7-.06 for each child who meets any of the criteria established under the IDEA. An IEP Team will be formed which will include the parent(s)/guardian(s) of each child, at least one of the child's general education teachers, at least one special education teacher and a district representative. The IEP team will be responsible for developing, reviewing or revising an IEP for the child with a disability. Each child will receive individualized special education and related services as outlined in their IEP. The IEP for each child will include specific information as listed within the IDEA, which includes, but is not limited to:

- the child's present levels of academic achievement and functional performance
- annual goals for the child
- the specific special education and related services to be provided to the child, including supplementary aids and services and changes to the program or supports for school personnel
- a description of the extent to which the child will be able to participate in regular education programs and the extent to which the child will be able to participate with non-disabled children in nonacademic and extracurricular activities
- how (and if) the child is to participate in state and district-wide assessments, including test modifications
- the projected dates for initiation and the anticipated duration of services
- objective criteria, evaluation procedures and schedules for determining whether instructional objectives are being achieved

Each child's IEP will be reviewed at least annually to determine whether the annual goals are being achieved and will be revised as appropriate.

ICSAtlanta will ensure that the parent(s)/guardian(s) of each child with a disability are equal members of any group that makes decisions on the child's educational placement. Steps will be taken to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate. If neither parent can attend an IEP Team meeting, other methods to ensure parent participation will be used. Other members, as required, will be present, such as a translator when the child and/or parent is Limited English Proficient, the child when appropriate and other related service personnel or individuals that the parent(s)/guardian(s) or school deems appropriate to be present. ICSAtlanta will ensure that the IEP is accessible to each regular education teacher, special education teacher, and related services provider. The IEP will be given to the parent/guardian in their native language if requested by the parent/guardian. Each teacher and provider will be informed of their specific responsibilities related to implementing the child's IEP. The school leader will work diligently along with the teachers and providers to ensure that each child's IEP is being implemented efficiently and in its entirety.

Least Restrictive Environment (LRE)

ICSAtlanta will adhere to the Least Restrictive Environment (LRE) requirements and provide each child with a disability the opportunity to be educated with non-disabled peers to the greatest extent appropriate. Each child will be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers, with modifications as accommodations, as necessary to meet their individualized educational needs. ICSAtlanta will make every effort to implement a push-in model when providing services from the special education teacher unless otherwise noted on the IEP. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment will occur only when the nature or the severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In determining the educational placement of a child with a disability, ICSAtlanta will ensure that the placement decision is made by a group of persons, including the parent(s)/guardian(s), and other persons knowledgeable about the child, the meaning of the evaluation data and the placement options; and is in conformity with the LRE provisions. If the IEP dictates that ICSAtlanta cannot provide the appropriate services in the LRE, ICSAtlanta's SST will work in conjunction with the district to determine the appropriate placement of the child.

Accommodations

ICSAtlanta will provide appropriate accommodations, based upon individual child needs to enable children with disabilities to participate more fully in instruction and assessments and to better demonstrate their knowledge skills. This will include changes in how instruction is provided, how the child participates in classroom activities, how the child is expected to respond and/or in the kinds of instructional materials and how they are used.

IEP teams will consider what type of support(s) each child needs in order to receive an appropriate education in the general education setting to the maximum extent appropriate for that child. Supplementary aids and services, assistive technology or supports for school personnel necessary to provide appropriate access to, or involvement in, general education activities will be provided. Accommodations will be justified and documented in the child's IEP.

Response to Intervention (RTI)

ICSAtlanta will implement Response to Intervention (RTI) as a practice of reaching all children whose academic skills and/or behaviors are not up to expectations and providing high-quality instruction and interventions for each child's need(s) through a systematic and purposeful process. RTI will be based in the general education classroom where teachers will routinely implement a strong and rigorous standards-based learning environment.

ICSAtlanta will follow Georgia's RTI process which includes several key components:

- the Georgia Student Achievement Pyramid of Interventions, a 4-tier delivery model designed to provide support matched to child's need(s)
- evidence-based instruction

- evidence-based interventions of increasing levels of intensity based on frequent progress monitoring
- use of a variety of ongoing assessment data to determine which child is not meeting success academically and/or behaviorally
- purposeful allocation of instructional resources based on child assessment data

At ICSAtlanta, the number of children requiring interventions will decrease as the level of intensity of the intervention(s) increases.

❖ Positive Behavioral Interventions and Support (PBIS)

ICSAtlanta will implement Positive Behavioral Interventions and Support (PBIS) as a means for the following:

- to reduce disciplinary incidents
- to increase the sense of safety
- to support improved academic outcomes

ICSAtlanta will establish a foundation of behavioral supports to create a positive school environment and will provide continual teaching, combined with acknowledgement or feedback of positive child behavior, to reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. ICSAtlanta will utilize disciplinary data and principles of behavior analysis to develop school-wide targeted and individualized interventions and supports to enhance school atmosphere for all children.

Student Discipline

At ICSAtlanta, the code of student contact shall apply to all children unless a child's IEP specifically provides otherwise. ICSAtlanta will ensure that the parent(s)/guardian(s) and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline and suspension/expulsion upon the child's entry into a special education program or the annual IEP review.

ICSAtlanta will act in compliance with the discipline policies as stated in SBOE Rule 160-4-7-.10 and the IDEA and implement them to their fullest capacity. Special needs children will be disciplined according to their IEPs and modifications will be made in school activities if applicable.

As stated in SBOE Rule 160-4-7-.10, should a child with a disability violate a code of student conduct, ICSAtlanta will remove the child from his/her current placement to an appropriate interim alternative educational setting, or suspension, for not more than 10 consecutive school days.

A change of placement will occur:

- if the disciplinary removal is for more than 10 consecutive days
- if the removal is part of a series of removals that constitutes a pattern

On the date in which the decision is made for a removal that constitutes a change of placement, ICSAtlanta will notify the parent(s)/guardian(s) and provide the parent(s)/guardian(s) the procedural safeguards notice as stated in SBOE Rule 160-4-7-.09.

Within 10 days of any decision to change the placement of a child with a disability, ICSAtlanta, the parent(s)/guardian(s), and the relevant members of the IEP team will review all relevant information in the child's file and any relevant information provided by the parent(s)/guardian(s) to determine whether the conduct is a manifestation of the child's disability. If this is determined, a functional behavioral assessment (FBA) and a behavior intervention plan (BIP) will be developed, reviewed and/or modified in accordance with the Georgia DOE's guidance for implementation.

A FBA will be conducted prior to developing a BIP. This will involve defining and measuring the inappropriate behavior, which can include parent(s)/guardian(s), child and teacher interviews whenever possible. This may also include record reviews and observations of the child in different settings, in order to assist the IEP team in developing a BIP.

A BIP will include positive interventions, strategies and supports designed to address the behavior in question. A team approach that includes relevant district staff and the parent(s)/guardian(s) will develop a successful BIP which will address the problem behavior(s) identified in the FBA and provide positive strategies to avoid or prevent the behavior. The BIP will be monitored and modifications will be made as necessary.

Dispute Resolution

In the event of a dispute involving the parent(s)/guardian(s) of a disabled child, ICSAtlanta will work diligently to achieve a resolution in accordance with the SBOE Rule 160-4-7-.12. If a resolution cannot be worked out locally, ICSAtlanta will work in alliance with the Georgia DOE regarding other processes which are guaranteed to children with disabilities under the IDEA. These include:

- formal complaints
- mediation
- a due process hearing

Confidentiality of Educational Records

ICSAtlanta will adhere to all confidentiality requirements and parent(s)/guardian(s) and child rights provisions described in the Family Educational Rights and Privacy Act (FERPA) and as specified in the SBOE Rule 160-4-7-.08. All personnel will be governed by confidentiality requirements and will receive training regarding the procedures for handling and managing of confidential material.

ICSAtlanta will keep a record of parties obtaining access to education records collected or maintained, except access by the parent(s)/guardian(s) and authorized employees of ICSAtlanta, including the name of the party, the date access was given and the purpose for which the party is authorized to review or use the records. ICSAtlanta will also provide the parent(s)/guardian(s) with a list of the types and locations of education records collected, maintained or used at ICSAtlanta. Upon request, ICSAtlanta will also comply with the parent(s)/guardian(s) request to inspect and review all educational records of their child in accordance with the SBOE Rule 160-4-7-.08.

ICSAtlanta will not release information from education records without parental consent unless authorized to do so by federal law. Parental consent will be obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using this information in accordance with state and federal laws.

Assistive Technology for Children with Disabilities

During the development, review and revision of IEPs for children with disabilities, the IEP team will use a well-defined decision making process to consider assistive technology (AT) for each child based on the child's unique needs, determining whether or not assistive technology is required to accomplish the educational tasks required of the child within the child's curriculum. This includes AT devices as well as services. When considering a child's AT needs, the IEP team will analyze the available information about the child, the environments in which the child functions, the tasks that are required within each environment and the tools which are currently being used. After gathering information in each of these areas, the IEP team will then determine if the currently available solutions are meeting the child's needs or if additional devices and services are required.

When developing annual goals, benchmarks and objectives, the IEP team will determine whether or not the child requires AT. The goal(s) will first be developed then the need for AT will be include in the IEP as a means to achieving the set goal(s).

As identified in the IDEA, AT devices will include "any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities." AT services will include "any service that directly assists a child with a disability in the selection, acquisition and use of an assistive technology device." These services include but are not limited to evaluation, device acquisition, device maintenance and repair, training for the student, family and educators as needed and technical assistance.

Although ICSAtlanta, under the present legislation, is not responsible for maintaining, programming and/or replacing surgically implanted AT devices, as stated in the IDEA, ICSAtlanta will ensure that the external components of surgically implanted devices are functioning properly.

The IEP team will focus not only on the identification and documentation of required AT devices, but the services such as training and technical assistance which are critical to the child's successful use of the recommended AT.

Quality indicators for consideration of AT needs are indicated below:

- AT devices and services are considered for all children with disabilities.
- The IEP team will consistently use a collaborative decision-making process that supports systematic consideration of each child's possible need for AT devices and services.
- IEP team members have the collective knowledge and skills needed to make informed AT decisions and seek assistance when needed.
- Decisions regarding the need for AT devices and services are based on the child's IEP goals
 and objectives, access to curricular and extracurricular activities, and progress in the
 general education curriculum.

- The IEP team gathers and analyzes data about the child, customary environments, educational goals, and tasks when considering a child's need for AT devices and services.
- When AT is needed, the IEP team explores a range of AT devices, services and other supports that address identified needs.
- The AT consideration process and results are documented in the IEP and include a rationale for the decision and supporting evidence.

As mandated by the IDEA, the IEP team will clearly document a child's need for AT devices and services in one or more components of the child's IEP based on the child's need for and use of AT. The type of AT that the child requires and the manner in which it will be used will be specified so that all parties to the IEP, including the parent(s)/guardian(s), have a clear understanding of the AT and how it will be used. The supports needed to facilitate the child's use of technology and the staff responsibility for implementing the use of the technology will also be documented. The IEP team will also include documentation of how the effectiveness of the use of the provided technology will be monitored.

When addressing AT, the IEP team will document the instructional modifications that the child needs in order to participate in and benefit from the child's educational programs. Additionally, the IEP team will address the supports that ICSAtlanta staff requires in order to effectively provide AT devices and services to the child.

8. For English Learners (ESOL), describe how the charter school will provide state and federally mandated services.

ICSAtlanta will comply with all federal and state requirements regarding eligibility, service and exit from language assistance programs. Prior to entry into ICSAtlanta, each child's parent(s)/guardian(s) will complete a Home Language Survey to determine if a language other than English is used in the home or is the child's native language or first language. All children whose native language, first language or language of the home includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure. ICSAtlanta will use the WIDA-ACCESS Placement Test (W-APT) will be given within 30 days of the first day of the school year. If a child begins after the first 30 days of school, the W-APT must be given within two weeks of the child's first day of school. Initial eligibility for entry into and exit from language assistance will be determined by the child's score on the state-adopted English proficiency screen measures in accordance with SBOE Rule 160-4-5.02. Any child who scores below proficient on the state-adopted English proficiency screening measure will be determined to be an English Learner (EL) and will be eligible for language assistance services.

Grades K-3 = 45 minute daily segments or 225 minutes weekly

Grades 4-8 =50 minute daily segments or 250 minutes weekly

Grades 9-12 = 55 minute daily segments or 275 minutes weekly language

EL children will receive supportive services using one of the following delivery models:

- 1) **Push-in model** (within reading, language arts, mathematics, science or social studies) students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.
- 2) **Pull-out model** students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.

ICSAtlanta will provide English language assistance to all ELs which will be provided through the state-funded English to Speakers of Other Languages (ESOL) program or placement in a locally developed language assistance program approved in advance by the Georgia Department of Education. Language assistance curricula in the state-funded ESOL program (WIDA) will consist of plans of instruction which are adapted to the English language proficiency of children and are designed to develop the following:

- 1) listening, speaking, reading, writing and American cultural concepts; and,
- 2) the language of academic instruction used in language arts, mathematics, science and social studies

Students may also receive the following accommodations:

- one-on-one or small-group tutorials
- specialized reading instruction
- use of pictures, gestures and/or other visual aids in the regular classroom setting
- modification of class work and homework assignments
- alternative methods for assessing mastery or skills
- communication with the child's family in their native language
- extended time on classroom assignments and exams.

All ELs receiving language assistance shall be assessed annually for language proficiency, using the ACCESS test. Children who score at the proficient level on both the state-adopted English proficiency measure and on the state reading assessment shall be considered English proficient and shall be exited from language assistance services. All exited children will be monitored using the Coding guidance in accordance with ESOL/TITLE III for two (2) years after exit from the language assistance services in accordance with SBOE Rule 160-4-5.02.

9. Describe how the charter school will provide supplemental educational services, or a flexible learning program when required by the Elementary and Secondary Education Act (ESEA) or applicable waiver thereof.

In the event that ICSAtlanta is classified as a Title I charter school, ICSAtlanta will act in accordance with SBOE Rule 160-4-5-.03 and the ESEA or applicable waiver thereof and provide Flexible Learning Programs (FLP) rather than Supplemental Educational Services (SES). The FLP will offer extended learning programs with the ability to serve more children in need of additional support based on low-income status and/or individual student scores on state assessments. The FLP will include tutoring, remediation and other educational interventions designed to increase the quality of instruction in all subject areas for all students and define a system that will support continual improvement in student achievement and performance on state education standards.

ICSAtlanta will act in compliance with the state's performance standards and the ESEA or applicable waiver thereof and adopt challenging academic content standards in subjects that specify what children are expected to know and be able to do, contain coherent and rigorous content and encourage the teaching of advanced skills. The same knowledge, skills and levels of achievement will be expected of all students.

10. Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and ESEA or applicable waiver thereof.

ICSAtlanta will act in accordance with SBOE Rule 160-4-5-.01 and the ESEA or applicable waiver thereof and implement the Remedial Education Program (REP), as part of the Response to Intervention (RTI) framework, for any child in grades 6-8 who has identified deficiencies in reading, writing and/or mathematics to support the child's access to and mastery of the grade level curriculum. Eligibility for REP will include the following:

- the child meets two (2) or more of the following criteria:
 - o review and analysis of a formal Student Support Team (SST) process with evidence to support the placement in remedial placement
 - o retained in the grade in which he/she is enrolled
 - o is receiving Title I services
 - o recommended by the teacher who has documented low performance in reading and/or mathematics, inability to verbally express ideas or write or dictate a meaningful sentence
 - o current standardized test information indicates the child has scored at or below the twenty-fifth percentile in reading, writing or mathematics
- the most recent Criterion Referenced Competency Test (CRCT) scores indicate the child has a score in the "Does Not Meet" category in English/language arts or mathematics
- children receiving services under the special education program may participate in REP if their Individualized Education Programs (IEPs) specify that they meet the eligibility requirements as specified above and if their special education program is not designed to address their respective reading, mathematics or writing deficiencies

In accordance with SBOE Rule 160-4-5-.01, the number of children eligible for participation in REP shall not exceed twenty-five percent of ICSAtlanta's most recent full-time enrollment count for grades 6-8. ICSAtlanta will report the achievement results to Georgia Department of Education annually of all children who received instructional services through the REP in the content area(s) in which they were served. At a minimum, the evaluation will include a report of the number and percentage of children in grades 6-8 who pass the grade-level appropriate CRCT in reading, writing or mathematics.

All REP teachers at ICSAtlanta will meet the appropriate certification requirements as defined by the Professional Standards Commission and be fully qualified to teach reading, writing or mathematics.

IV. <u>DESCRIPTION OF ASSESSMENT METHODS</u>

11. Describe the charter school's assessment plan to obtain student performance data for each student, including the students' baseline achievement data, which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.

In order to design curriculum that will be most effective to teach all of the components and elements of the ICSAtlanta program, we will need to establish incoming levels for our students including, but not limited to, academic performance levels in each subject, learning styles, language proficiency, and any established special needs. Therefore, performance data for all entering students at ICSAtlanta will be requested from their previous school/district upon enrollment. Previous test records such as Writing Assessments, ITBS, GKIDS, GAA, and ACCESS information and the most recent Criterion Referenced Competency Test (CRCT) and End-Of-Course-Tests (EOCT) scores for each entering student will provide the baseline standard of achievement by which the school's goals and objectives will be measured.

ICSAtlanta will use State Mandated test results of schools in our community to derive all baseline trends of student performance. These trends will help us determine how well our students perform in comparison to other local public schools. For entering kindergartners, the Georgia Kindergarten Inventory of Developing Skills (GKIDS) and the Diagnostic Reading Assessment (DRA) will be administered within the first 30 days of the academic year to provide baseline data. This year long, performance based assessment will provide the teacher information about the level of instructional support needed by individual students entering kindergarten and first grade. The assessment data will be collected within the first three months of the academic year and utilized to monitor student progress. ICSAtlanta reserves the right to administer the ITBS for grades 3-7 during the first month of school. Formal Assessments, ongoing unit assessments and informal observations of student progress will all be helpful in determining baseline achievement data during the first 30 days of the school year.

When it comes to language immersion curriculum and methodology, Mercator European Research Center on Multilingualism reports: "The program was carefully planned across all grade levels to allow for developmental language learning. Refinements were made by both parent and teacher groups to continually improve the program. Language learning was integral to the entire curriculum and was highly valued. These components can be aspired to in any program." Accordingly, ICSAtlanta plans to test the language levels and fluency of students in the language they will be learning in accordance to ACTFL (American Council on the Teaching of Foreign Languages) speaking, listening, reading, and writing tests. ICSAtlanta plans to continue to test students in the same manner throughout each year of attendance.

12. Explain how the charter school will ensure all students participate in all state-mandated assessments.

All students enrolled at ICSAtlanta must participate in all required state mandated assessments. In addition to the time set aside for the main testing dates, makeup times will be offered due to the possibility of illness or absence. Teachers and staff will be extremely diligent in assuring all students participate and will give advance notice to students and families, so they are aware of the importance of attending on the necessary testing dates. ICSAtlanta will always aim at 100% participation in all state-mandated assessments.

A complete assessment schedule is located in Appendix Q and more detailed information on assessments by grade can be found in question 13.

The school principal will be responsible for all testing implementation and reporting.

13. Describe how the charter school's assessment plan will measure student improvement and over what period of time.

Grade	Regular Ed.	Special Ed.	ELLs	Optional
Kindergarten	 GKIDS DRA 2ND Language fluency Testing (3) ICS Interim Assessment (three times a year) 	GAA	ACCESS (assessing comprehension/ understanding in English.)	CogAT
First grade	ICS Interim Assessment (three times a year)		ACCESS	CogAT
Second grade	 2ND Language fluency Testing (3) ICS Interim Assessment (three times a year) 		ACCESS	CogAT
Third grade	 ICS Interim Assessment (three times a year) CRCT GA writing assessment 	• CRCT- M • GAA	ACCESS	 ITBS PARCC (aligned to Common Core State Standards) CogAT
Fourth grade	 2ND Language fluency Testing (3) ICS Interim Assessment (three times a year) CRCT 	• CRCT- M • GAA	ACCESS	 ITBS PARCC NAEP-if selected GA writing assessment CogAT
Fifth grade	 ICS Interim Assessment (three times a year) CRCT GA writing assessment 	• CRCT- M • GAA	ACCESS	ITBSPARCCCogAT
Sixth grade	 2ND Language fluency Testing (3) ICS Interim Assessment (three times a year) CRCT 	• CRCT- M • GAA	ACCESS	ITBSPARCCCogAT
Seventh grade	ICS Interim Assessment (three times a year)	• CRCT- M • GAA	ACCESS	ITBSPARCCCogAT

	• CRCT			
Eighth grade	 ICS Interim Assessment (three times a year) 2ND Language fluency Testing (3) EOCT GA writing assessment 	• CRCT- M • GAA	ACCESS	PARCCNAEP-if selectedCogAT

^{*}All methods of assessment will be determined by the current Georgia education standards at the time of implementation.

For incoming Kindergarten students, GKIDS, DRA and an ongoing portfolio will measure student improvement over the course of the school year. Students in grades 3-8 will be assessed using the current Georgia education standards (all methods of assessment will be determined by the current Georgia education standards). These tests will be given according to the schedules provided by the Georgia Department of Education. An anticipated schedule is attached in the Appendix N.

ICSAtlanta reserves the right to further test students in grades 3-7 using the ITBS Complete Battery at the beginning and also at the end of the school year to measure progress during the year.

In addition, ICSAtlanta may work towards accreditation as an International Baccalaureate (IB) school. The Governing Board and school Administration will work together to assess this school-wide transition within the initial charter term. If the school decides to work toward accreditation, IB assessment strategies and methodologies will be phased in as teachers are trained.

All Grades

Assessment is a continuous process that allows teachers, parents, and children to identify areas of strength and areas that need improvement, as well as the effectiveness of the program. At ICSAtlanta, assessment will be a daily activity that takes various forms. There are two main categories of assessment:

- 1) **Formative Assessment** is interwoven with daily learning and helps teachers and students find out what children already know, understand and can do in order to plan for further student learning and growth. Formative assessment occurs throughout a learning unit or process.
- 2) **Summative Assessment** takes place at the end of a learning unit or process. It is a chance for students, teachers and parents to evaluate progress and demonstrate what has been learned over the course of time. It is a formal ending point to a taught unit or of a process, but not necessarily the end of student learning in the areas being assessed.

Student growth is reported to parents and students in the following ways:

- Report cards (three times per year) and progress reports in between report cards.
- Portfolio/Self-reflection form (twice per year)

- Student-Led Conferences (in the spring)
- Parent-Teacher, Teacher-Student, and Parent-Teacher-Student conferences
- Teacher Communication with parents (via notes home, emails, and phone calls)

14. Describe how the charter school will use this assessment data to monitor and improve achievement for students.

ICSAtlanta will have in place a **Student Achievement Team**, consisting of Board members, administrators, and teachers who collaborate regularly to analyze test results, interpret patterns in the data and develop action plans to address areas where students need better understanding, skills or retention of material. This team consists of two teachers from each grade, and five Board/staff members. The ICSAtlanta Interim Assessment will be used to track student learning during the year and inform teachers of students' knowledge and skills relative to a set of academic goals. The Student Achievement Team will work proactively to improve achievement for students by reviewing and revising instructional methods used for a particular area where the students may not have complete understanding or retention of a topic or skill as indicated by the assessment data.

In addition, a **Language Committee** will be formed to measure, interpret and analyze language proficiency and fluency. This Committee will develop new ideas and programs to continue to grow the language proficiency in all students at ICSAtlanta. Recommendations will be made to the Governing Board twice a year for changes to the program to ensure ICSAtlanta's commitment to creating fully bilingual students. This team will consist of two teachers from each language, with at least one trained in the ACTFL testing, the Assistant Principal, and three Board/Staff members. The Language Committee will be tasked with forming partnerships with at least one immersion school for each language offered. The two ICSAtlanta teachers on the committee from each language will cooperate, learn from and visit the partnering school on a frequent basis.

Furthermore, a **Math and Science Committee** will be formed to evaluate, interpret and analyze data from all testing and assessments related to math and science. The Math and Science Committee will work together to come up with activities and strategies to improve student achievement. The committee will consist of five teachers and three Board/staff members. The Math and Science Committee will be tasked with recommendations to the Governing Board of ICSAtlanta. The Math and Science Committee will also create school wide activities to bolster math and science throughout the school.

All committees will report all findings back to the Governing Board who will then approve or deny actions to be taken by the committees and will hold the committees accountable for planned actions.

ICSAtlanta will use software to monitor the progress of mastering all Georgia education standards. This data will be available for teachers to collaborate in a team of two teachers per student. Administration will track progress through this software to establish if curriculum is synchronized between languages and teaching is consistently being delivered, as set out by the teaching team for all students. Parents/guardians will also have access to the system to see his/her child's progress.

V. PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

15. Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and to the extent possible, should be developed in connection with the students' baseline achievement levels.

AND

16. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System.

The mission of ICSAtlanta is to prepare students for a successful future by promoting academic excellence through:

- Rigorous instruction
- Bilingualism
- The integration of cultural awareness and respect throughout all aspects of the curriculum

These components will enable students to make the most of their individual talents and help each student become a world citizen. Based on the mission of ICSAtlanta, the following goals have been set to observe and measure both student and school achievement and objectives.

➤ GOAL 1: Measure Rigorous Instruction through Academic Performance:

ICSAtlanta believes that rigorous instruction balanced with a hands-on, inquiry based curriculum is imperative to allowing a child to have all the tools to succeed in the future because this approach teaches and inspires students to learn and act as global citizens. ICSAtlanta will specifically measure rigorous instruction through the academic achievement of students on standardized testing. In following with the state of Georgia, academic objectives will be tested and assessed based on the current Georgia education standards at the time of testing each year. The Single Statewide Accountability System ensures that all LEAs make adequate yearly progress in student achievement. ICSAtlanta will comply with the Single Statewide Accountability System by requiring our students to participate in all Georgia education standards testing, so they can be evaluated based on indicators of performance achievement. Below is an example of how and when ICSAtlanta will assess performance in the following grades:

- Each year, students will be tested by the statewide education standards set by the state of Georgia in grades 3-8 for Reading, Language Arts, Math, Science and Social Studies. Once ICSAtlanta grows to incorporate students completing academic courses at the high school level, students will be tested with the state-wide End-Of-Course Tests (EOCT).
 - *Note*: ICSAtlanta plans to implement all GA DoE required assessments. In the spring of 2015, the Georgia DoE announced that the state will begin implementing a new program called the Georgia Measures of Achievement & Progress (GMAP) by the time ICSAtlanta opens.

Our school will be measured by our performance on two factors:

- 1. Beating the Odds (BTO)
- 2. College and Career Readiness Performance Index (CCRPI)

BTO:

Our goal is to "beat the odds" as determined by the formula measuring expected student growth by doing as good as or better than all the schools in Georgia that are similar to our school.

CCRPI:

We will use Year 1 to establish a CCRPI baseline. In Year 2, we will score equal or better than both the State and local district. In Year 3-5 we will score better than both the State and local district.

Our academic goals and objectives for grades K-8 are as follows:

A Reading Objectives:

Grades 3-8

For each year of the charter term, students in each subgroup at ICSAtlanta will maintain or exceed the average of their Fulton County School District subgroup peers on the state directed Reading portion of the current Georgia education standards assessment, as demonstrated by a greater percentage of students passing and higher overall average student scores.

***** English Language Arts Objectives:

Grades 3-8

For each year of the charter term, students in each subgroup at ICSAtlanta will maintain or exceed the average of their Fulton County School District subgroup peers on the state directed English/Language Arts portion of the current Georgia education standards assessment, as demonstrated by a greater percentage of students passing and higher overall average student scores.

***** Math Objectives:

Grades 3-8

For each year of the charter term, students in each subgroup at ICSAtlanta will maintain or exceed the average of their Fulton County School District subgroup peers on the state directed Math portion of the current Georgia education standards assessment, as demonstrated by a greater percentage of students passing and higher overall average student scores.

***** Writing Objectives:

Grades 3 and 5

During years 1-4, students in each subgroup at ICSAtlanta will maintain or exceed the average of their Fulton County School District subgroup peers on the state directed Writing assessment of the current

Georgia education standards assessment, as demonstrated by a greater percentage of students passing and higher overall average student scores.

Grade 3, 5 and 8

During year 5, students in each subgroup at ICSAtlanta will maintain or exceed the average of their Fulton County School District subgroup peers on the state directed Writing assessment of the current Georgia education standards assessment, as demonstrated by a greater percentage of students passing and higher overall average student scores.

Science Objectives:

Grades 3-8

For each year of the charter term, students in each subgroup at ICSAtlanta will maintain or exceed the average of their Fulton County School District subgroup peers on the state directed Science assessment of the current Georgia education standards, as demonstrated by a greater percentage of students passing and higher overall average student scores.

Social Studies Objectives:

Grades 3-8

For each year of the charter term, students in each subgroup at ICSAtlanta will maintain or exceed the average of their Fulton County School District subgroup peers on the social studies portion of the CRCT as demonstrated by a greater percentage of students passing and higher overall average student scale scores.

To ensure continuous advancement each academic year in student achievement, ICSAtlanta has set the following goals:

Goal 1: In all years of the charter term, the percentage of students scoring in the *Exceeds* standards category in the Math and Reading/English Language Arts (combined) portions of the current Georgia education standards assessment will increase by 2.5% from the previous year.

Goal 2: Beginning in year 5 of the charter term, when our first class of students finish 8th grade the students who demonstrate successful prerequisite skills, will be given the opportunity to take high school courses that will be credentialed though the EOCT.

➢ GOAL 2: Advanced Second Language Fluency

As a dual-language immersion school, ICSAtlanta will document student achievement in language acquisition by establishing a consistent and proven language fluency evaluation method. The second language fluency objectives listed below are reflective of a student's progression in mastering oral and written dual-language fluency. The objectives are written by considering a student's first age of exposure to a second language. We are assuming that in year one most students will have had little to no second language exposure. Furthermore, second language proficiency usually takes approximately five years, depending on individual ability to acquire a language, before becoming proficient. The goals reflect the fact that the students will be exposed to different amounts of language instruction based on grade level

resulting in varied progression through the levels as well as the percentage of students who will meet each goal every year.

ICSAtlanta will use the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Rubric to evaluate fluency.

Second Language Fluency Objectives for a student who starts at ICSAtlanta in Kindergarten:

By the end of:	
Year 1	Oral Proficiency: 60% of students will achieve at least a Novice-Mid rating in the target language of instruction
Year 3	Oral Proficiency: 70% of students will achieve at least an Intermediate-Low rating in the target language of instruction Written Proficiency: 65% of students will achieve at least a Novice-High rating in the target language of instruction
Year 5	Oral Proficiency: 75% of students will achieve at least an Intermediate-High rating in the target language of instruction Written Proficiency: 65% of students will achieve at least an Intermediate-Mid rating in the target language of instruction

Second Language Fluency Objectives for a student who starts at ICSAtlanta in 2nd Grade:

By the end of:	
Year 1	Oral Proficiency: 60% of students will achieve at least a Novice-Mid rating in the target language of instruction
	Written Proficiency : 50% of students will achieve at least a Novice-Low rating in the target language of instruction
Year 3	Oral Proficiency: 65% of students will achieve at least an Intermediate-Low rating in the target language of instruction
	Written Proficiency: 55% of students will achieve at least a Novice-High rating in the target language of instruction
Year 5	Oral Proficiency: 75% of students will achieve at least an Intermediate-Mid rating in the target language of instruction
	Written Proficiency: 65% of students will achieve at least an Intermediate-Mid rating in the target language of instruction

Second Language Fluency Objectives for a student who starts at ICSAtlanta in 4th Grade:

By the end of:	
Year 1	Oral Proficiency: 50% of students will achieve at least a Novice-Mid rating in the target language of instruction
	Written Proficiency: 40% of students will achieve at least a Novice-Low rating in the target language
Year 3	Oral Proficiency: 55% of students will achieve at least an Intermediate-Low rating in the target language of instruction
	Written Proficiency: 50% of students will achieve at least a Novice-High rating in the target language of instruction
Year 5	Oral Proficiency: 65% of students will achieve at least an Intermediate-Mid rating in the target language of instruction
	Written Proficiency: 55% of students will achieve at least an Intermediate-Low rating in the target language of instruction

The ICSAtlanta Fluency Assessment Process will include the following guidelines:

- Utilization of the ACTFL Oral Proficiency Interview (OPI) to assess oral proficiency
- Utilization of the ACTFL Writing Proficiency (WPT) to assess written proficiency
- At the beginning of each academic year, all students will be assessed using both the OPI and WPT to establish their baseline of fluency expect for Kindergarteners who will only be assessed with the OPI
- Students who exit the school program will be assessed with the OPI and WPT to determine
 their fluency growth while in the program assuming the school has advance knowledge of
 their planned disenrollment
- Students will also be assessed by teachers throughout the school year by other means such as tests, projects, daily class observations, etc.

➢ GOAL 3: Cultural Understanding, Competency and Practice

ICSAtlanta believes that exposure, tolerance, and understanding of all cultures is imperative to creating global students. Our mission states that the integration of cultural awareness and respect throughout all aspects of the curriculum is a pivotal part of our school.

Children develop skills of respect, tolerance, understanding of others in the world and responsible action towards all through learning about and becoming informed about their culture, the culture of others, and awareness and understanding of world events and issues. To achieve this we need to create links between children's learning in the classroom and what is actually taking place in the school, the community, and the world.

The Advisory Group on Education for Citizenship and the Teaching of Democracy in Schools (see www.qca.org.uk/libraryAssets/media/6123_crick_report_1998.pdf) identifies three inter-related components that should run through citizenship education:

- 1) Social and moral responsibility:
 - Pupils learning from the very beginning self-confidence and socially and morally responsible behavior both in and beyond the classroom, towards those in authority and towards each other.
- 2) Community involvement:
 - Pupils learning about becoming helpfully involved in the life and concerns
 of their neighborhood and communities, including learning through
 community involvement and service to the community.
- 3) Political literacy:
 - Pupils learning about the institutions, problems, and practices of our democracy and how to make themselves effective in the life of the nation, locally, regionally and nationally through skills and values as well as knowledge – a concept wider than political knowledge alone.

In keeping with these, ICSAtlanta will evaluate the students on their knowledge, their attitudes and their actions during each inquiry. Cultural open-mindedness is taught in all that we do through the inquiries and the languages. We vary the modes of exposure, the ways the children discover, learn, and accept elements of the cultures they are exposed to. The cultural elements taught at each grade level are reflected on the rubrics below to make sure that every child is assessed and to evaluate his understanding of the cultures. The teachers will determine how they deliver the cultural elements in the classroom and how they are evaluated (written essay, individual or class project, etc.). Specific lesson plans will be approved by the administration and teachers will also report student grades pertaining to cultural competency. The rubrics will be adapted to each unit.

For each grade, ICSAtlanta requires that 90% of students per grade master the cultural element of each unit. For the six units per year the students will be assessed on the cultural components taught in the units. Every end of unit assessment will assess the students' understanding of the cultural concepts taught during the unit.

The following information is taken from Collins, Czarra, and Smith (1995) *Global and International Studies Education: Challenges, Culture, Connection*, which can be found at the American Forum of Global Education website: www.globaled.org. We adjusted their objectives to meet the ICSAtlanta school needs. Specific examples will illustrate how some of the cultural knowledge, skill, or participation may look inside the classroom. Some of the objectives are recurring, but the content learned will change according to each grade and the state standards.

For example: The cultural participation objective for Grades 2 and 4 are the same. The objective teaches about human rights:

Students in Grade 2 will look at Native Americans in the past. How did they live and how was it different from the English settlers? They would look specifically at Cherokee and Creek tribes since they are native to Georgia. In addition, they would look to other countries to see how native inhabitants were treated there. Questions they could ask: What are human rights? Why did the English settlers view the Native American as different? Were any human rights violated by the way Native Americans were treated by the English

settlers? Or were any human rights violated by the Native Americans towards the English settlers? How should people be treated? Their action could be to create posters to make the school community aware of how to treat others respectfully regardless of their skin color or their cultural background. In addition, they could present these posters to their peers in the school (during an assembly or morning message for example)

o In Grade 4, they will learn about slavery in the US and slavery in other countries such as the French Caribbean Islands. They would analyze why slavery was used and why it was abolished in the US and other countries. In addition, they could look at slavery today (e.g. child labor). They could write and publish an opinion piece, demonstrating knowledge they have gained about the complex issue of slavery and could have a public reading of the collected pieces. Another action could be to organize a fundraiser/house party to raise awareness about slavery today. The proceeds would then go to an organization such as *Free the Slaves*. They could also draw awareness to the topic by making posters to inform the school/community or an exhibition showing products made by children's labor, and that they can help by not buying products that use child labor to produce their products.

Kindergarten	Cultural Knowledge	Students will know and understand at least one other culture in addition to their own. Students should study at least one culture in-depth and from many different points of view.
	Cultural Skills	Students will examine cultures in the world and recognize some interconnections with their life in the United States. Students should look for events and ideas in other cultures that have an impact on the United States and on its citizens.
	Cultural Participation	Students will appropriately tolerate cultural diversity. Students should learn to listen to and tolerate the values and opinions of others.

Example of Cultural Knowledge:

Students will be introduced to the culture of their target language (L2). Throughout the year, the teacher will emphasize cultural learning specific to the target language country/countries. For example, while learning German, the German teacher will teach about Germany, Austria, Swiss, Lichtenstein, and other countries that use German in their daily lives. The life of a native child should become alive within the classroom. Students will learn about traditions as they go through the year. They may cook and eat traditional foods, dress up in tradition clothing, make traditional crafts, etc. They will look at what a child in Germany would eat for breakfast and how a school day looks in Austria.

1 st Grade	Cultural Knowledge	Students will know and understand that members of different cultures view the world in different ways. Differences exist within a culture as well as among cultures. Within cultures, diversity may be affected by factors such as race, class, or religion. Cross-cultural educators state that studying other cultures will help students to understand the values and actions of other people as well as their own.
	Cultural Skills	Students will analyze and evaluate major events and trends in a culture. When studying a culture, students should look for events and trends that indicate changes in that culture and be able to analyze how these changes may have an impact on students' lives.
	Cultural Participation	Students will appreciate the study of other cultures. When we study other cultures, similarities and differences emerge clearly in our minds. We are able to put our own cultural values into perspective and thus understand ourselves better.

Example of Cultural Skills:

Students in first grade learn about historic figures from the US and abroad. For example, when they learn about Thomas Jefferson and the signing of the Declaration of independence, they will think about what change that evoked for their country and in turn for them. What would America look like if the Declaration of Independence was never signed? They will then turn to the present and look if any changes in our lives today affect them too.

2 nd Grade	Cultural Knowledge	Students will know and understand that there are universals connecting all cultures. Universals are the ideas that unite us as humans. Material and nonmaterial cultural elements are things and ideas such as food, housing, the arts, play, language and nonverbal communication, social organization, and the like. Ernest Boyer, an educator of renown, listed the universals of culture we all share: the life cycle, symbols of expression, aesthetics, recalling the past and looking at the future, membership in groups and institutions, living on and being committed to planet Earth, producing and consuming, and searching for a larger purpose.
	Cultural Skills	Students will examine cultures in the world and recognize some interconnections with their life in the United States. Students

	should look for events and ideas in other cultures that have an impact on the United States and on its citizens.
Cultural Participation	Students will demonstrate an appreciation of universal human rights. Basic human rights should be honored. Students should understand that there are times when the values of individual cultures will conflict with universal human rights. Students should discuss these conflicts and be prepared to defend human rights.

Example of Cultural Participation:

In looking into Native Americans and English settlers' rights students will look at questions such as: What are human rights? Why did the English settlers view the Native American as different? Where any human rights violated by the way Native Americans were treated by the English settlers? Vice versa? How should people be treated? Their action could be to created posters to make the school community aware of how to treat people respectfully, no matter of their color of skin or their cultural background. In addition, they could present these posters to their peers in the school.

3 rd Grade	Cultural Knowledge	Students will know and understand that culture and communication are closely connected. Languages form bonds that make each culture unique. To fully learn about another culture requires learning its communication system through a study of verbal and nonverbal language.
	Cultural Skills	Students will be able to state a concern, position, or a value from another culture without distorting it, in a way that would satisfy a member of that culture. Understanding other points of view and being able to explain them clearly is a valuable communication skill for all citizens. Understanding other points of view does not necessarily mean that students agree with these opinions. Students should also develop the ability to critique views they disagree with.
	Cultural Participation	Students will appreciate the study of other cultures. When we study other cultures, similarities and differences emerge clearly in our minds. We are able to put our own cultural values into perspective and thus understand ourselves better.

Example of Cultural Knowledge:

We continuously learn about the verbal language and about specific vocabulary and expressions such as idioms that are specific to a language.

Students will learn over the course of the year examples of how different nations express themselves non-verbally and how verbal expression can have different meanings in various counties. For example, in Germany, to wish someone good luck, you would tell him that you would hold your thumbs for them. However, in the U.S. you would cross your fingers. Another example would be that one does not touch the head of children in some Chinese regions as it is considered rude, however, in the U.S. it is acceptable to touch someone's head.

4 th Grade	Cultural Knowledge	Students will know and understand that cultures change. All cultures have histories, present perspectives, and future orientations. Students should know that cultures are always undergoing change and will continue to change, especially in the 21st century. Many cultures in the world are being changed by technology, migration, and urbanization.
	Cultural Skills	Students will analyze and evaluate major events and trends in a culture. When studying a culture, students should look for events and trends that indicate changes in that culture and be able to analyze how these changes may have an impact on students' lives.
	Cultural Participation	Students will demonstrate an appreciation of universal human rights. Basic human rights should be honored. Students should understand that there are times when the values of individual cultures will conflict with universal human rights. Students should discuss these conflicts and be prepared to defend human rights.

Example of Cultural Skills:

In fourth grade, students study the American Civil War. In addition they look at other nations' Civil Wars and determine how these wars/conflicts/events changed the culture and how that change influenced the global society they live in today.

5 th Grade	Cultural Knowledge	Students will know and understand that humans may identify with more than one culture and thus have multiple loyalties. Every human has values and beliefs. Differences should be respected. Family life, education, and friends and fellow workers shape our world view and give each of us different sets of values and beliefs.
	Cultural Skills	Students will compare and contrast diverse cultural points of view and try to understand them. Respect for others is at the heart of cross-cultural understanding. Students should learn to listen to various cultural perspectives in order to understand others. However, understanding does not mean always agreeing with another point of view.
	Cultural Participation	Students will appropriately tolerate cultural diversity. Students should learn to listen to and tolerate the values and opinions of others.

Example of Cultural Participation:

An emphasis will be placed on tolerating cultural diversity. Students will learn about other cultures and their values/opinions, which may not always be congruent with the values they learned or opinions they have. They will first have to identify their culture's commonly held standards of what is acceptable/important/right/workable and what is not. Even within this discovery they will learn that certain values are different in different families/communities/cultures. They will focus on values that are universal in most cultures. They may create a survey and analyzes how even within our school and its cultures there exist differences on certain values.

6 th Grade	Cultural Knowledge	Students will know and understand that culture and communication are closely connected. Languages form bonds that make each culture unique. To fully learn about another culture requires learning its communication system through a study of verbal and nonverbal language.
	Cultural Skills	Students will examine the common and diverse traits of other cultures. An open discussion of differences and similarities in other cultures leads to understanding the values and motives of others and is the first step toward the skill of working with others who have different points of view.

Cultural	Students will seek to communicate with people from other		
Participation	cultures. Students should be given an opportunity to explor		
	their own interests or have their interests stimulated about other		
	people and cultures. Students have multiple opportunities to		
	learn about other cultures in both their communities and		
	larger world. The modern world makes cross-cultural		
	understanding a necessity because of common connections		
	across cultures all over the world.		

Example of Cultural Knowledge:

Students in 6th grade have already been exposed to other cultures. Many may have already identified certain ways to communicate appropriately with other cultures and others may still be learning about the subtle and not so subtle differences in communication systems of different cultures. A specific course of study about body language will be a great way to enhance their understanding of how people in the world communicate nonverbally. In addition, a comparison of the native language and the L2 in terms of verbal communications (e.g. idioms) can be made. Posters may be hung in the classroom that illustrate these differences.

7 th Grade	Cultural Knowledge	Students will know and understand that cultures cross national boundaries. The modern world, through immigration, migration, communication, technology, and transportation, has broken down traditional cultural boundaries. Many cultures are no longer defined by common geographic areas. For example, there are refugees forced out of their homelands and cultural groups that have no national homeland.
	Cultural Skills	Students will compare and contrast diverse cultural points of view and try to understand them. Respect for others is at the heart of cross-cultural understanding. Students should learn to listen to various cultural perspectives in order to understand others. However, understanding does not mean always agreeing with another point of view.
	Cultural Participation	Students will meet and learn from people from other cultures. In the modern world, students have multiple opportunities to meet people of diverse cultures. Schools should provide opportunities for students to learn from one another as well as from international visitors and exchange students.

Example of Cultural Participation:

Parent speakers may be invited to tell students about themselves and how they got to be where they are today.

International Business leaders may be invited to talk about the current demands of the global business community.

8 th Grade	Cultural Knowledge	Students will know and understand that cultures are affected by geography and history. Studying the location of cultures and their past history is important to learning about another culture.	
	Cultural Skills	Students will be able to state a concern, position, or a value from another culture without distorting it, in a way that would satisfy a member of that culture. Understanding other points of view and being able to explain them clearly is a valuable communication skill for all citizens. Understanding other points of view does not necessarily mean that students agree with these opinions. Students should also develop the ability to critique views they disagree with.	
	Cultural Participation	Students will appropriately tolerate cultural diversity. Students should learn to listen to and tolerate the values and opinions of others.	

Example of Cultural Skills:

Students may choose a topic of study (Governments, Economics, and Transportation) to learn about how their own country and another country handle issues concerning their assigned topic. They may then make an objective oral presentation on the topic (e.g. compare and contrast the use of transportation in the United States and Mexico) and write an opinion piece where they analyze the topic and may also choose to critique views they disagree with.

GOAL 4: Community Projects

Objectives:

Project learning is integrated in our academic curriculum. It may be based on a topic in social studies or science and will be closely related to the Cultural Understanding, Competency and Practice Goals for each grade level. Effective community projects foster the development of life-long commitment to community

service, exemplify the role of a world citizen, and teach students how to work effectively as members of a team.

Through community projects students can:

- Improve academic and cognitive development
- Build their self-confidence, competency, and overall personal development
- Develop social and interpersonal skills
- Take responsibility for their own learning
- Build a system of values

Our community projects will be designed to be student-driven and teacher facilitated, as well as supported by the administration. In addition, we will strive to meet community needs through continued evaluation and input from our community.

❖ Grades K-5

95% of students will perform at least 10 annual hours of community service related to serving the local community, multinational populations, and/or global issues, to be completed through service learning projects during the school day in each grade.

Examples include, but are not limited to:

- Develop and sell intercultural cookbook to raise money for charity
- Read to preschoolers in Reading is Fundamental or like program
- Write children's book in target language and illustrate and present to shelters
- Be pen pals with elderly people
- Interview elderly and write paragraph about their childhood years
- Identify nursing home residents who speak little English. Visit and carry on conversation in language of resident
- Food drive, clothes drive, used books collection, toy drive, recycling, etc.
- Fill a backpack for a student in need
- Thanksgiving basket for families in need
- Writing thank you cards to soldiers
- Visiting and caring for animals in shelter

❖ *Grades* 6-8

95% of students will perform at least 20 annual hours of community service related to serving the local community, multinational populations, and/or global issues, to be completed through service learning projects during the school day in each grade of attendance.

Examples include, but are not limited to:

- Plant a garden in a community park using compost and environmentally friendly products with residents at a nursing home or shelter,
- Conduct an environmental project with Elementary school students
- Recycle tools and household items by cleaning up, fixing and given them to a shelter

- Hold a cross-cultural art fair or cultural bazaar of art work
- Help at a homeless shelter or day care for those who don't speak English
- Perform music of cultures at a cultural fair
- Teach cultural songs to our elementary students
- 17. Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

The fulfillment of the following organizational and management goals will be reported annually by the charter school in addition to the Annual Report.

- ➤ GOAL 1: To ensure effective financial management, the school cash flow will demonstrate that ICSAtlanta maintains adequate cash on hand and is able to meet financial commitments by adding to the school reserve a minimum of \$50,000 by the end of June each year until the reserve reaches and maintains a minimum level of \$250,000.
- ➤ GOAL 2: For the charter school to facilitate stakeholders input and confirm satisfaction from a range of stakeholders, the school will distribute an annual survey by the end of each school year to acquire feedback. The survey will include the following rating options: very unsatisfied, unsatisfied, somewhat satisfied, satisfied and very satisfied and ICSAtlanta will acquire an average rating of at least "satisfied" by a minimum of 90% of responding parents/guardians and 80% of the school's educational partners.
- ➤ GOAL 3: Retaining and developing highly capable instructional staff will contribute to ICSAtlanta's organizational viability by facilitating academic excellence and will be accomplished through the following objectives: 1) each academic year all instructional staff will participate in professional development focused on language immersion instruction and/or effective curriculum delivery, and 2) teacher retention rates will be at least 85% as measured by the retention of teachers who are offered a contract for the next academic year.

I. WAIVERS

18. State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter school will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.

The ICSAtlanta is not requesting a blanket waiver from law, rule and regulations permitted by O.C.G.A. § 20-2-2065(a), but will comply with all federal and state laws, policies, procedures, requirements unless specifically waived in the charter. The specific waivers listed below will provide ICSAtlanta with the flexibility needed to meet or exceed the performance-based goals included in this charter.

As required by O.C.G.A. § 20-2-2065(b), The ICSAtlanta shall be:

- (1) A public, nonsectarian, nonreligious, nonprofit school that is not home-based, provided that a charter school's non-profit status shall not prevent the school from contracting for the services of a forprofit entity:
- (3) Organized and operated as a nonprofit corporation under the laws of this state:
- (4) Subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights (including, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act and the Americans with Disabilities Act); insurance; the protection of the physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
- (5) Subject to all laws relating to unlawful conduct in or near a public school;
- (6) Subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
- (7) Subject to the provisions of Part 3 of Article 2 of Chapter 14 of this title and such provisions shall apply with respect to charter schools whose charters are granted or renewed on or after July 1, 2000;
- (8) Subject to all reporting requirements of Code § 20-2-160, subsection (e) of the Code §20-2-161, Code § 20-2-320, and Code § 20-2-740;
- (9) Subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized for local boards by Code § 20-2-133; and
- (10) Subject to the provisions of Code § 20-2-1050 requiring a brief period of quiet reflection.
- 19. If the school will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals and to increase student achievement.

The ICSAtlanta requests the following waivers, in order to give ICSAtlanta the flexibility to set its policies and procedures that allow it to meet its rigorous goals set forth in this charter application:

& GA State Law Waiver Requests:

1. Although required by O.C.G.A. § 20-2-2065(b), ICSAtlanta requests a waiver from the following and shall not be:

(2) Subject to the control and management of a local school board.

As a state charter school, ICSAtlanta will be controlled and managed by an independent Board as provided in the charter. ICSAtlanta requests this waiver to allow the ICSAtlanta Governing Board and not the Local School Board in which we will be located to have any responsibility over the various duties that are normally carried out by the Local School Board. This waiver will give ICSAtlanta complete control over school responsibilities ensuring that the school's organization management is most efficient.

2. Code § 20-2-140 through 20-2-149 Competencies and Core Curriculum

ICSAtlanta seeks a waiver for these sections to the extent it requires specific curricula, sequencing of curricula or a method of delivering curricula that is inconsistent with ICSAtlanta's educational program. However, ICSAtlanta will incorporate all components of the current Georgia education standards every year and will require that students participate in mandatory state assessments. This waiver will help ICSAtlanta achieve its academic performance goals by ensuring that the sequencing and delivery of the curriculum supports language acquisition and allows time for cultural competency learning and community service projects.

3. Code § 20-2-940 through § 20-2-947

ICSAtlanta requests a waiver from these sections to allow its Governing Board and Executive Committee the ability to define all policies and procedures surrounding the termination, suspension, nonrenewal, demotion or reprimand of teachers and other school personnel. As a language immersion school, ICSAtlanta will have unique qualifications and expectations of our staff which will be established by the Governing Board. This flexibility will allow the Governing Board more control over insuring the high standards of excellence expected of staff members and help to ensure academic success in English, German, Spanish, French and Mandarin.

4. Code § 20-2-390 through 20-2-396 – Borrowing for Operating Expenses

ICSAtlanta requests waivers from these sections to allow the school to have the autonomy needed to effectively manage all borrowed funds. This waiver will help ICSAtlanta ensure efficient financial management by prioritize our budget to meet the mission, goals, and objectives of the charter.

5. Code § 20-2-300 – Implementation and Funding Authorized

In an effort to allocate all time toward meeting the mission, goals, and objectives of the charter, ICSAtlanta seeks a waiver from this section to the extent that any proposed programs may contradict or interfere with the delivery of programming and curriculum established at ICSAtlanta. The school has allocated specific time for classroom instruction in both L1 and L2 and this waiver will ensure that outside programs will not interfere with the school's dual-language instructional model and negatively affect academic achievement.

6. Code § 20-2-323 – Unstructured break time for students in kindergarten through grade twelve.

ICSAtlanta requests a waiver from this section to protect the schools practices concerning an unstructured break time for all students in grades K-12. ICSAtlanta should not be forced to comply with regulations in unstructured break time for students, in the event that it interferes with the school day structure that has been determined most effective for student progress and achievement.

7. Code § 20-2-156 – Program for limited-English-proficient students

ICSAtlanta seeks a waiver of this section only to the extent it requires specific curricula, sequencing of curricula or a method of delivering curricula that is inconsistent with ICSAtlanta language immersion model of providing services to ELL students. This waiver will help ICSAtlanta achieve its performance goals by not requiring redundancy in approved instructional delivery models used by ICSAtlanta. However, in educating all children including limited-English-proficient students, ICSAtlanta will as is stated throughout

our charter adhere to and follow State curriculum standards.

8. Code § 20-2-230 through 20-2-232 – Staff Development.

ICSAtlanta seeks a waiver from this part only to the extent that it requires the ICSAtlanta staff to participate in staff development programs that are not consistent with the unique curriculum of our school. ICSAtlanta will offer professional development that is tailored to the unique mission of ICSAtlanta including, but not limited to, professional development offered in other languages and professional development focused on language acquisition and cultural competency. ICSAtlanta will evaluate and make revisions to our curriculum as needed and will offer annual professional development opportunities consistent with our unique academic model. This waiver will help ICSAtlanta achieve its mission by ensuring that all staff development is relevant and beneficial to teachers delivering ICSAtlanta's unique global curriculum. This waiver is not inconsistent with the purpose of this section because the staff will still engage in professional development in support of our mission and instruction of state standards.

9. Code § 20-2-290 – Organization of Schools

ICSAtlanta seeks this waiver because state law has precedent over school board policy and a school's charter. ICSAtlanta believes it is important to make sure that nothing in this section of the law would allow a reorganization of ICSAtlanta by the Georgia Board of Education or the local school district in which we plan to operate, that is incongruent with this charter. This waiver will help ICSAtlanta achieve its performance goals by ensuring that the school's organization is not unilaterally changed by school reorganization.

10. Code § 20-2-850-853 and 20-2-880-925 – Personnel Policies and Benefits

ICSAtlanta seeks a waiver from these policies to the extent they are inconsistent with any personnel policies and benefits programs that may be established from time to time for charter school personnel. ICSAtlanta does not waive the right of any of its personnel to participate in any benefits program that may be available to them as public school teachers.

This waiver will aid ICSAtlanta in achieving its performance goals by ensuring that the ICSAtlanta is able to hire teachers who are best suited to meet the needs of the school's student body and to effectively deliver the school's curriculum. Specifically, employees from other countries may not be able to or interested in teaching in the U.S. for the entirety of their career. This allows ICSAtlanta the needed flexibility to provide benefits that are beneficial for all of ICSAtlanta's staff. This waiver is not inconsistent with the purpose of these parts because the charter school will develop personnel policies and a benefits package that are competitive with those offered by the Fulton County school district in which we plan to operate. ICSAtlanta will utilize the Board Policy Manual available through our partnership with the Georgia Charter School Association to ensure the school utilizes best practices in areas related to personnel.

11. Code § 20-2-1010 through 20-2-1015 – State Board to prescribe textbooks

ICSAtlanta seeks a waiver from these sections to the extent that ICSAtlanta will use instructional materials in multiple languages and it is unlikely that textbooks in other world languages will have been evaluated by the Georgia State Board of Education. This waiver will allow ICSAtlanta to achieve its mission of providing dual language instruction to all students by using instructional materials that help teachers provide instruction in line with state standards and the ICSAtlanta curriculum. Furthermore, instructional materials may be used from different countries and printed in languages other than English. Furthermore, the use of textbooks in the lower grades will be used sparingly.

12. Code § 20-2-240 through 20-2-242 – Powers and Duties of the State Board, State Superintendent, and Local school systems.

ICSAtlanta seeks a waiver only from the below listed State Board Rules, which were declared pursuant to code section 20-2-240:

• Rule 160-5-1-.36 - Local School Board Governance

- o ICSAtlanta seeks a waiver of this rule as its Board of Directors will govern the charter school, as specifically and fully stated in **Section X of this petition**. However, ICSAtlanta will fully comply with all of the ethics and open record and meetings requirements as stated in this State Board Rule.
- Rule 160-5-1-.22 Personnel Required
- Rule 160-5-6-.01 Statewide School Nutrition Program
- Rule 160-3-3-.04 Professional Learning
- Rule 160-5-2-.05 Experience for Salary Purposes
 - o ICSAtlanta seeks a waiver from the four State Board Rules listed above allowing ICSAtlanta the necessary flexibility in the staffing and training of its teachers and other staff members to carry out its stated mission and goals as described in this petition. This flexibility allows ICSAtlanta to guarantee that the amount of funding allocated specifically to the school staff aligns with the school budget and assists in creating financial stability since personnel expenses consume a large portion of the school budget each year.

• Rule 160-5-4-08 School Size

o ICSAtlanta seeks a waiver of this State Board Rule since it specifically relates to school districts and addresses issues such as consolidation, which are not applicable to ICSAtlanta. Consolidating ICSAtlanta with another school would compromise the school's culture and goal of developing and equipping students in a bilingual school environment.

• Rule 160-4-4-.10 Textbook/Instructional Materials Selection/Recommendation

o ICSAtlanta requests a waiver of this State Board Rule in order to give it the flexibility to carry out ICSAtlanta's specific curriculum as detailed in this petition. The Governing Board and school administration needs to have complete control over what materials are used in the classroom to ensure that they are consistent with the needs of a dual language classroom. Most materials utilized in the classroom will not be recommended or approved by the Georgia State Board of Education, but instead are applied for the benefit of our unique program.

ICSAtlanta further seeks a waiver from any actions that may be required or authorized by either the State School Superintendent or the local school system that would be inconsistent with this charter or with the waivers allowed by code section 20-2-2065 that are incorporated into this charter petition.

These waivers will help ICSAtlanta achieve its performance goals by ensuring that the rules, regulations, policies, and procedures that apply to the charter school and the duties of various persons or entities to enforce certain rules, regulations, policies, and procedures are consistent with the charter, including the waivers. These waivers are not inconsistent with the purpose of these sections because the rules, regulations, policies, and procedures that apply to ICSAtlanta will still be enforceable by the appropriate entities at appropriate times as set out in the charter and in the Charter Schools Act of 1998.

VII. <u>DESCRIPTION OF SCHOOL OPERATIONS</u>

20. Describe how the charter school intends to fulfill all responsibilities of acting as its own LEA.

ICSAtlanta will fulfill all responsibilities of acting as its own LEA by first filling Governing Board positions and school staff positions with knowledgeable and qualified candidates that can effectively ensure organizational planning, strategic planning, and financial stability. The school administration, with the principal as the point of contact, will work closely with the Governing Board to continually keep all financial records accurate, reports up-to-date, and school expenses within the budget parameters set by the Governing Board. Specific reporting responsibilities will be delegated among the school administration to ensure that ICSAtlanta is complying with the Commission Charter School Reporting Timeline.

Furthermore, ICSAtlanta will actively seek opportunities to expand the Governing Board and administration's expertise in all of the required legal components of running an LEA. For example, upon charter approval ICSAtlanta will begin to implement the Charter Launch program through the Georgia Charter School Association. This program provides knowledge and assistance to start-up schools in various areas such as how to effectively implement systems, procedures and policies that will enable charter schools to sustain consistent organizational planning and financial stability. ICSAtlanta will also utilize training opportunities hosted by the Georgia Charter Schools Commission such as the "How to be an LEA" two-day workshop training, which is recommended for newly approved charter schools. There are also training opportunities provided by the Georgia Department of Education such as the FY 2015 Data Collections Conference. These various training opportunities will help keep the Governing Board and administration up-to-date on our requirements as an LEA and how to consistently execute them.

Beyond official training opportunities, ICSAtlanta is actively building relationships with existing state charter schools (e.g., Patuala Academy) to explore best practices as an LEA. ICSAtlanta understands that as its own LEA, it is responsible for reporting enrollment-related data and to maintain appropriate school records, its own accounting audit as well as its own special needs resources. After the admission student packets are completed and received by ICSAtlanta, we will then provide names and addresses of enrolled students to the appropriate public school districts. ICSAtlanta will also provide data for state funding reporting and enrollment monitoring according to state mandated timelines, formats, and processes. ICSAtlanta will also procure a Student Information System (SIS) with the necessary functionality required to store and report on critical student information and to assist with instructional planning. Additionally, this system will need to be compatible with the Commission and State BOE systems. ICSAtlanta is prepared to fulfill all of these tasks as well as any others that are normally afforded by the district as a district school.

21. Describe the attendance zone for the charter school.

As a statewide charter school ICSAtlanta is open for application to any student who resides within the state of Georgia.

22. Describe the rules and procedures that will govern the admission of students to the charter school.

The principal and the Governing Board will establish the number of positions available at each grade level on an annual basis. Open Enrollment closes at 5 pm the last Friday of February each year. Each person that submits a completed application on or before the deadline will be given an equal chance of admission to the school. If, as of 5 pm on the last Friday of February, the number of applicants exceeds the number of spaces available in any grade level, ICSAtlanta will hold a random selection lottery in a public location. ICSAtlanta will notify ALL students of their acceptance status by the 3rd Friday in March regardless of whether or not a lottery is necessary.

The Governing Board will conduct the public lottery and the school's legal counsel will review the process to ensure that it abides by all legal requirements. If a random selection lottery is necessary, ICSAtlanta will make an announcement on their website with the date, time and location of the lottery by the close of open enrollment on the last Friday of February. The lottery will be a public and transparent process. The applicants' names will be drawn one by one where every student is either selected for enrollment or receives a waitlist number. Lottery results will then be validated for accuracy. Each grade will have a separate waitlist and will only be in effect for one school year. After the open enrollment deadline passes, all new applicants will be placed at the end of the waitlist on a first-come, first-served basis. In addition, all contacts received by ICSAtlanta will be notified via email with the lottery information as well.

Parents will not be required to be present at the public random selection lottery, in order to earn admission for their child(ren). ICSAtlanta will notify ALL applicants by telephone and/or in writing of their acceptance status by the 3rd Friday in March. If a family is unreachable by phone and a letter is returned without any forwarding information, the school will offer enrollment to the next child on the waitlist. Once accepted, parents have until the 3rd Friday in April to return signed enrollment packets. If an enrollment packet has not been returned by the Monday before the deadline, ICSAtlanta will make three attempts to contact the family before the deadline on the 3rd Friday in April. If the family is still unreachable at 5 pm on the 3rd Friday in April, the school will offer enrollment to the next child on the waitlist.

All families that are interested in completing an application for admission into ICSAtlanta will be required to attend at least one informational presentation to learn and understand the school and its mission. In addition, parents will be required to sign a commitment letter stating that they acknowledge that this is a school of choice and that this dual language immersion program is a long-term commitment to receive the maximum benefits.

Eligible Students: A student's parent(s) or legal guardian and the student themselves must be a full-time resident of the state of Georgia to be eligible to apply to attend. Proof of residency will be required. Any child of a Governing Board member, full-time teacher, professional or other employee of ICSAtlanta, is also eligible to attend.

Students who are accepted to ICSAtlanta must meet the minimum age requirement of being at least 5 years old by September 1st, in order to be eligible to enter Kindergarten.

Students may fill open student slots in any grade up until December 1st. After December 1st each year ICSAtlanta will not accept any new students for the current school year. Interested students after this deadline must participate in open enrollment for the following school year to be considered for admission to ICSAtlanta.

During the first year of enrollment, all priority applicants must turn in their admissions application by 5 pm on February 16^{th} to secure their slot.

Open Enrollment Timeline for Admitting New Students to ICSAtlanta

- **January & February** Formal recruitment will take place as ICSAtlanta communicates information to the community about the school's educational program, curriculum, services, amenities, application procedure, open house event(s), school tours and admissions process. During these two months, ICSAtlanta will be accepting student applications and reviewing them for completeness and student eligibility.
- Last Friday in February Complete applications are due by 5 pm to be considered for the lottery, if one is necessary.
- The Second Week of March If applicable, the lottery process will be held as advertised on the website and in the application packet.
- **3**rd **Friday in March** At the latest all applicants will be notified of their admittance status by this day accepted or on the waitlist with their waitlist number. Notifications will be mailed and emailed when an email address has been provided.
- **After the Last Friday in February** All new applicants will be placed at the end of the waitlist on a first-come, first-served basis.

Re-enrollment Timeline for Returning Students and their Sibling(s)

- **January 15**th **or the Friday before, if it falls on a weekend** Re-enrollment forms will be available for current students of ICSAtlanta to enroll for the next school year. At this time, enrollment forms will also be available for the sibling(s) of returning ICSAtlanta students.
- **February 15**th **or the Friday before, if it falls on a weekend** Re-enrollment forms and sibling enrollment forms are due back to ICSAtlanta in order to secure a student's position at ICSAtlanta for the following year. In the event that there are more siblings applying for a grade than there are open slots, the students will be chosen for enrollment/waitlist order during the lottery during the 2nd week of March.
- **The Last Friday in February** Families will be notified on the status of sibling enrollment accepted or dependent on the upcoming lottery.

All students will be notified of their admittance status by the 3rd Friday in March. Students that will be admitted to ICSAtlanta will receive an Enrollment Packet containing information about the school and forms necessary for registration. The Enrollment Packet is due back to ICSAtlanta by the 3rd Friday in April, in order to accept a student's slot in the student body. Any student that does not return their completed enrollment packet in the time allocated may lose their spot at ICSAtlanta. Parents will also receive a copy of the Student Handbook and will be required to sign a form indicating that they have received the handbook and have read its contents. This form will be kept in the student's file. The Student Handbook will cover a variety of topics including but not limited to: student discipline policies, uniform policy, transportation policies, and the school calendar.

23. Describe whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).

ICSAtlanta will abide by and follow state law O.C.G.A 20-2-2066 (a) for the admission of students to the start-up charter of the International Charter School of Atlanta. Enrollment preferences will be given to the following categories in the order listed:

- 1) A student whose parent or guardian is a member of the Governing Board of ICSAtlanta or is a full-time teacher, professional or other employee at ICSAtlanta or
- 2) Sibling(s) of returning students

ICSAtlanta will not give any further preferential treatment to enrollment of any student other than those set forth in the law and specifically stated in this petition.

The school will not charge tuition. The school will not discriminate in its student admissions policies or practices on the basis of race, color, national origin, religion, age, sex or socioeconomic status. ICSAtlanta will be compliant with federal civil rights and federal laws relating to students with disabilities (ATTACH). ICSAtlanta will adhere to, but not limiting of, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Civil Rights Law Section 504, Title II of the Americans with Disabilities Act of 1990 and Part B of the Individuals with Disabilities Education Act (IDEA).

24. Describe the steps that the school will take to reach students representative of the racial and socioeconomic diversity in the attendance zone for the charter school.

In addition to hosting events at a central location and asking families to come to us, we will also attend free community events already scheduled within the state, as appropriate. ICSAtlanta will target events that are family friendly and attract ethnically, racially, and socioeconomically diverse families. Our marketing efforts will focus on utilizing mediums that will reach diversity across the state. For example, radio advertisements, newspaper articles across every language offered at ICSAtlanta, social media, school website, and word of mouth will all be employed. As a new charter school, our most valuable assets are our community supporters. ICSAtlanta will continually seek out suggestions from the community on how to best serve and augment our student population.

As with respect to the admissions policies, ICSAtlanta will comply with federal civil rights laws and federal laws relating to students with disabilities. These laws include:

- Title VI of the Civil Rights Act of 1964, which prohibits discrimination of the basis of race, color, or national origin;
- Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs;
- Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of disability;
- Title II of the Americans with Disabilities Act of 1990, which prohibits discrimination on the basis of disability; and

• Part B of the Individuals with Disabilities Education Act (IDEA), which calls for a free and appropriate public education (FAPE) for all students and special education and related services to eligible students with disabilities.

25. Describe the charter school's plan for recruiting students and for maintaining/increasing enrollment.

ICSAtlanta will focus its outreach and recruiting efforts toward reaching students and families that are passionate about our mission and vision for education. ICSAtlanta has already begun reaching these families through social media, press releases and word of mouth. As a result, we have built up our contact list to over 575 interested families that have expressed an interest in enrolling their students and prospective teachers. Furthermore, we have had over 300 people attend a total of 5 Town Hall events that have occurred in Forsyth, Fulton, Cobb and Gwinnett County in the past 14 months. Going forward the Governing Board will host and attend more events within a 40 mile radius of the school's planned location. In order to continually recruit and positively impact enrollment, ICSAtlanta will reach out to the community through a well-coordinated advertising and public relations plan that will focus on the following tactics:

- Articles and/or advertisements in local newspapers and magazines to cover publications in English, French, German, Mandarin and Spanish
- Word of mouth among parents in the community
- Participation in local events within a 40 mile radius of the school's location
- Proactive use of social media such as facebook and twitter
- Contacting civic and community associations in Georgia
- Use of the ICSAtlanta website
- Build positive relationships with realtors across the state of Georgia
- Educate day care centers about our school and provide flyers for the families they serve
- Informational material that appeals to various groups and is translated into French, German, Mandarin, and Spanish when necessary
- Hosting parent information sessions and school tours
- Contacting local Consulates and Chamber of Commerce

As of May 10th, 2014, ICSAtlanta has received approximately 650 "Intent to Apply" forms via www.ICSAtlanta.org that encompasses 10 different counties within the state of Georgia and 6 additional states (Appendix T).

26. Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).

ICSAtlanta will strive to create a school culture of high expectations, accountability, and mutual respect. The primary goal of student discipline will be to create a positive school culture where the motivation to work and learn becomes innate rather than tied to the promise of rewards and the threat of punishment. The current Fulton County School's discipline policies listed in the county's Codes of Conduct will serve as the primary model for ICSAtlanta's discipline policies, including those for suspension and dismissal procedures. Rules and procedures concerning student discipline and student dismissal will be included in the Parent/Student Handbook that every family will receive during the enrollment process every spring.

Parents will be advised to carefully review this document with their child(ren). In accordance with State law, a parent or guardian for every student will be required to sign a statement acknowledging receipt of the Code of Conduct.

School administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by any school official should be in proportion to the severity of the behavior while taking into account the totality of the situation, including the student's age, discipline history, and other relevant factors. ICSAtlanta will develop the Parent/Student Handbook during the charter's planning year with the assistance of the Georgia Charter School Association in the form of educational training pertaining to school policy creation and the Board Policy Manual.

27. Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the Governing Board will play in resolving such grievances and complaints.

ICSAtlanta is committed to keeping the lines of communication open between all parents and school staff, and to developing positive, productive relationships will all of the families we serve. The school's grievance procedures will be included in the Parent/Student Handbook that every family will receive before starting school at ICSAtlanta. At any time, the grievance procedure may be revised and updated by the Governing Board to follow what is in the best interest of the school and its students. Any changes made to the grievance procedure will be communicated to every student, parent and staff of ICSAtlanta when the revisions take place.

In the event that a grievance arises, parents, and students will be asked to first speak with the teacher. Only after this contact has been made will a parent or student be encouraged to speak to the principal. If the matter cannot be resolved through informal discussion with the teacher, the aggrieved parent/guardian may make a request for a face-to-face meeting with the school principal, and any other person or persons whose actions or decisions give rise to the matter. Whenever possible, the school principal will schedule such a meeting to occur within five business days of his/her receipt of the request. At such meeting, each party will have the opportunity to be heard and to request relief. Within 24 hours, or by the end of the next business day – whichever comes first, after such meeting, the school principal will reach a decision as to how the matter should be resolved. All parties present at the meeting shall receive notice of the school principal's decision.

In this procedure model, the Governing Board will not engage in grievances unless raised by the principal to the Board or when a parent files a grievance in writing after addressing the issue first with the teacher (if applicable) and principal. When a grievance is presented to the Governing Board the Board will place the item on the next full board meeting and will communicate the event date, time and location to all parties involved as early as possible, so they can arrange to be present and present their issues to the Governing Board. After hearing all sides and possible witnesses, the Governing Board will meet in private to discuss the matter. The Board will vote on a resolution of the matter, and the Board President will issue the Board's written decision within 10 business days after the board meeting at which the grievance was heard. All members of the Board, the school principal, the teacher (if applicable) and the aggrieved parent/guardian will receive a copy of the Board's written decision.

28. Generally describe the charter school's employment procedures and policies.

ICSAtlanta recognizes that the most critical element to securing a functional school culture and ensuring high levels of student achievement will be our school leaders and teachers. Skilled and highly qualified teachers will be the backbone that ensures the effectiveness of our curriculum and educational philosophy. In the spirit of the No Child Left Behind Legislation, ICSAtlanta will aggressively seek the best qualified teacher for every classroom. ICSAtlanta will utilize the Board Policy Manual available through our partnership with the Georgia Charter School Association to ensure the school utilizes best practices in areas related to human resources such as interviewing, hiring practices, employee handbooks, staff development and orientation.

Qualifications and Attributes for ICSAtlanta Teachers:

- All prospective staff must show a strong desire to teach in a multilingual school, so as to support the school's vision and mission.
- Bachelor's Degree or higher, preferably certification in Early Childhood Education for the K-5th grade program or subject area certification for the 6th-8th program.
- Have a love for children and a passion for education
- Have an ability to use student centered methods of instruction that will focus on personalized instruction
- Will communicate with parents to involve them in their student's learning
- Will promote interaction, independent thinking and expression of diverse viewpoints among their students
- Will set high standards for themselves and their students
- Have a global perspective on instruction and curriculum delivery
- Have experience teaching with an inquiry approach or are open to learning how to use an inquiry approach
- A successful employment history with a track record of proven results
- Have a positive attitude with a contagious personality full of enthusiasm and a love of learning
- Will have an extremely high level of language proficiency in the language they plan to teach, which is proven through a formal assessment.

Qualifications and Attributes for the ICSAtlanta Principal:

- Master's Degree or higher in education, administration or a related field
- Familiar with the school's education model language immersion education, inquiry based instruction
- Minimum of 5-7 years of classroom teaching experience
- Minimum of 5-7 years of leadership experience
- Experience implementing a strategic plan within budget
- Excellent organizational, planning and implementation skills
- Ability to work effectively with the Governing Board, teachers and other education colleagues

- Experience creating and fostering relationships with other educational institutions, community business, consulates, etc.
- Experience opening and/or operating a charter, traditional public or private school
- Experience with research, data collection, assessment and data analysis/reporting
- Exceptional verbal and written communication skills with the ability to communicate and relate to range of various stakeholders and audiences

Oualifications and Attributes for the ICSAtlanta Assistant Principal:

- Master's Degree or higher in education, administration or a related field
- Familiar with the school's education model language immersion education, inquiry based instruction
- Minimum 3-5 years of classroom teaching experience
- Knowledge of charter school and state laws
- Proven team player with experience supporting teachers in curriculum implementation
- Excellent organizational, planning and implementation skills
- Experience creating curriculum, monitoring instruction and providing staff feedback to insure quality instruction and increases in student achievement
- Proven ability to demonstrate effective communication, professional standards and ethical behavior
- Ability to support a learning environment based on high expectations and respect for all
- Experience in human resource functions hiring, evaluations, planning staff development, etc.
- Ability to work effectively with teachers, colleagues and school partners
- English Fluency

School Administration and Staff Recruitment:

ICSAtlanta will recruit the school administration and highly qualified teachers through relevant channels of communication, advertisement and language immersion networks. The job descriptions included in Appendix N for the Principal, Assistant Principal, CFO and teachers will be utilized to convey job openings at ICSAtlanta. The following avenues have been identified as methods of staff recruitment:

- 1) **International School Services** (<u>www.iss.edu</u>) which specializes in connecting schools with international teachers and administrators
- 2) **Job Fairs** such as the event held by the GA Charter School Association every March
- 3) **The Confucius Institute** which assists in the hiring and training of native Mandarin speaking teachers from China
- 4) **Partnerships with local GA Colleges and Universities** such as the University of North Georgia College of Education
- 5) **National and Regional Online Job Search Engines** (Possible Examples: teachchinesega.com, teachga.com, clta-us.org, k12jobspot.com, topschooljob.org)
- 6) National Dual-Language and Foreign Language Conferences such as the FLAG/SCOLT Joint Conference in March 2015 in Atlanta (Foreign Language Association of Georgia/Southern Conference on Language Teaching), the Annual Two-Way Bilingual

Immersion Conference, the Annual International Bilingual/Bicultural Education Conference and the La Cosecha Conference

- 7) ICSAtlanta Website
- 8) Visiting International Faculty (VIF) Program

***** Teacher Hiring Procedures:

Each applicant will be expected to fill out an application, provide references, and provide a sample lesson plan, in order to be considered for employment. Each prospective teacher will undergo a rigorous selection process, which will include the following steps:

- 1) Candidates submit their resume, application and a sample lesson plan to the Governing Board's Employee Relations Committee
- 2) Résumé screening will be conducted by the Employee Relations Committee
- 3) An initial phone interview will be completed on the selected candidates
- 4) In-person interviews will be conducted with the school principal and members of the Employee Relations Committee
- 5) Thorough reference checks will be executed by the Employee Relations Committee
- 6) The Employee Relations Committee will then discuss with the school principal and offer the desired candidates employment which will be finalized pending their fingerprinting and background checks

Principal Hiring Procedures:

Each applicant will be expected to fill out an application, résumé, provide references, and three letters of recommendation. Prospective candidates will undergo a rigorous selection process, which will include, but are not limited to, the following steps:

- 1) Candidates submit their application, resume, references, and three letters of recommendation to the Governing Board.
- 2) Résumé screening will be conducted by the Governing Board.
- 3) An initial phone screening interview will be completed with selected candidates.
- 4) Selected candidates will be asked to review the ICSAtlanta petition, complete a competency assessment, and provide a plan that communicates their personal 30-60-90 day plan as well as a 6-12 month plan that they would implement to ensure the school is on track to meet the performance goals from an organizational and student perspective. Additionally, the candidate will be asked to provide a 1200-word statement about his/her credentials, professional experience, and leadership skills and explain how he/she will ensure the success of the school.
- 5) Based on the Board's in-house candidate evaluation form which is point-based and evaluates all the criteria above, top candidates will move to the next step in the process.
- 6) Top candidates will be asked to visit the school and meet with other school staff members (those that have been hired such as Assistant Principal, CFO, and Admissions Coordinator) to gauge, as much as possible, how candidates will engage with their co-workers. Staff feedback will be taken into consideration by the Board before the remaining candidates move to the next step.

- 7) Selected candidates will undergo thorough reference checks which will be executed by the Board.
- 8) The Board will then makes its final selection, develop the employment package, and offer the selected candidate employment contingent on fingerprinting and background check results.

Assistant Principal Hiring Procedures:

Each applicant will be expected to fill out an application, résumé, provide references, and two letters of recommendation. Prospective candidates will undergo a rigorous selection process, which will include, but are not limited to, the following steps:

- 1) Candidates submit their application, resume, references, and two letters of recommendation to the Principal and Employee Relations Committee.
- 2) Résumé screening will be conducted by the Principal and Employee Relations Committee.
- 3) An initial phone screening interview will be completed with selected candidates by the Principal and Employee Relations Committee.
- 4) Selected candidates will be asked to review the ICSAtlanta petition, complete a competency assessment, and provide a 1000-word statement about how his/her credentials, professional experience, and leadership skills bring a value-add to the school.
- 5) Based on the Board's in-house candidate evaluation form which is point-based and evaluates all the criteria above, top candidates will move to the next step in the process.
- 6) Top candidates will be asked to visit the school and meet with other school staff members (those that have been hired such as the CFO and Admissions Coordinator) to gauge, as much as possible, how candidates will engage with their co-workers. Staff feedback will be taken into consideration by the Employee Relations Committee and Principal before the remaining candidates move to the next step.
- 7) Selected candidates will undergo thorough reference checks, which will be executed by the Principal in consultation with the Employee Relations Committee.
- 8) The Board and the Principal will then makes their final selection, develop the employment package, and offer the selected candidate employment contingent on fingerprinting and background check results.

As described in the Governing Structure section of this petition, the Governing Board will have authority over the principal in making hiring decisions. It is the Governing Board's desire to have a strong working relationship with the school principal(s). The Employee Relations Committee will work with the principal(s) in an effort to find the best candidates for ICSAtlanta and will value the principal's hiring suggestions. The Governing Board will approve all hires based on the recommendations of the Employee Relations Committee. The Governing Board will be responsible for the hiring and dismissal of the principal, but will take recommendations from the Employee Relations Committee. All personnel will be in compliance with the Drug Free Public Work Force Act of 1990.

The following proposed positions will be hired as needs and funds dictate:

• **Principal** – will help create a school environment that brings the school's mission and vision to life, will manage the day-to-day operations at ICSAtlanta, will conduct staff evaluations, will work with the Employee Relations Committee in the matters of hiring and staff employment status.

- **Assistant Principal** will assist the principal with the day-to-day operations of the school.
- **CFO/Business Manager** will handle financial matters that include accounting, recordkeeping, payroll, purchasing, and insurance.
- Office Assistant/Secretary will manage the administrative office, assist the principal and assistant principal, take care of student's signing in and out during the school day, and answer the phone.
- **Admissions Coordinator** will manage and coordinate the admissions process, lottery process, enrollment process and managing student data records throughout the school year.
- **Director of Development** will manage community outreach, public relations, fundraising efforts (grants, school gifts, annual fund campaigns), will secure business and community partners.
- **IB** Curriculum Manager will write and develop the ICSAtlanta curriculum to ensure it follows the IB program and work with the teachers in implementing the curriculum.
- **Guidance Counselor(s)** will provide personal counseling services and make referrals to other agencies as needed.
- **Nurse** will take care of our students and teachers while they are at school, administer medicine, and write health and safety policy.
- **Media/Technology Specialist** will oversee the media center and technology areas.
- **Janitorial Staff** will keep the school building clean.
- **Teachers** responsible for classroom instruction and implementing the curriculum.

***** Teacher Evaluations

ICSAtlanta plans to use the Teacher Keys Effectiveness System (TKES) for all teachers. In addition, the ELL teachers will be evaluated using the Sheltered Instruction Observation Protocol (SIOP). All world language teachers will be evaluated using the a Checklist similar to the Immersion Teaching Strategies Observation Checklist proposed by Center for Advanced Research on Language Acquisition (CARLA).

TKES

As part of the Race to the Top Initiative (RT3) in 2012-13, the state of Georgia began the implementation of the Teacher Keys Effectiveness System (TKES), a common evaluation system that allows the state to ensure consistency and comparability across districts. Two administrators will receive training from the Georgia Charter School Association (GCSA) in order to evaluate all teachers in the school.

The primary purposes of TKES are to:

- Optimize student learning and growth.
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The Teacher Keys Effectiveness System (TKES) consists of three components which contribute to an overall Teacher Effectiveness Measure (TEM): Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice (student perception surveys) and Student Growth and Academic Achievement.

1) Teacher Assessment on Performance Standards (TAPS):

- ➤ TAPS provides evaluators with a qualitative, rubrics-based evaluation method by which they can measure teacher performance related to quality performance standards.
- ➤ Observations, including four 10 minute walkthroughs using a limited number of standards (1 to 4 recommended) and two formative observations (on all ten standards), as well as documentation of a teacher's practice, will inform two Formative Assessments and one Summative Assessment each year.
- All ten standards will be rated on the two Formative Assessments and the one Summative Assessment.

2) Student Surveys of Instructional Practice (student perception surveys):

- > Student surveys are administered annually to gather perception data regarding teacher practice.
- ➤ The survey component provides data that is used as documentation for the corresponding TAPS performance standards and supplements the observations and other documentation.
- ➤ Student survey results will inform the rating of standards 3, 4, 7, and 8 in the Formative Assessment and Summative Assessment (inform an overall TAPS score).

3) Student Growth and Academic Achievement:

- > Student Growth Percentile Measures: For teachers of tested subjects (4th-8th grade CRCT and high school EOCT), this component consists of a student growth percentile/value-added measure which will be calculated annually for student growth based on state assessment data.
- > Student Learning Objective Measures: For teachers of non-tested subjects whose students are not assessed using state assessments, this component consist of district-developed and GaDOE-approved Student Learning Objectives utilizing district achievement growth measures which will be calculated annually for student growth based on the Student Learning Objective.

--For teachers of both tested and non-tested subjects, this component will be a blended measure in which both types of courses contribute.

29. State whether certification by the Georgia Professionals Standards Commission will be required, and if not, describe the training and experiences that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by ESEA.

ICSAtlanta must meet the federal requirements for "highly qualified" teachers and paraprofessionals under the No Child Left Behind Act. As a charter school, ICSAtlanta reserves the right to hire teachers who, in the school's opinion, are most qualified. ICSAtlanta defines a teacher and/or paraprofessional as being

"highly qualified" when they meet all of the qualifications and attributes of an ideal teacher for ICSAtlanta as listed previously in this petition and meet the following certification requirements:

- 1) Teachers certified in Early Childhood Education for a K-5th grade program
- 2) Teachers with subject area certification for a 4-8th grade program
- 3) When applicable teachers will be required to obtain an International Exchange Certificate issued by the Georgia Professionals Standard Commission once employment is offered
- 4) Teachers must have near-native proficiency in the target language they will teach which is proven by a formal assessment

In the event, that ICSAtlanta identifies an ideal teacher who does not have the appropriate certifications, he/she may be hired contingent upon them obtaining their certification within three years of being hired. Teachers that need to acquire certification will be required to submit their plan and timeline for getting certified. This policy is put in place to allow ICSAtlanta to have autonomy over the hiring of qualified local teachers and international teachers. The Governing Board and Principal will create an inhouse evaluation system to evaluate a prospective teacher's subject area knowledge. This evaluation will be applicable to candidates with at least one year (180 days) or more of teaching experience and will be a points-based evaluation. Candidates must demonstrate subject matter knowledge through the accumulation of 100 points in a combination of at least two of the following six categories: 1) coursework, 2) teaching experience, 3) professional development, 4) internships/work experience, 5) professional leadership, and 6) awards/honors/publication.

***** Professional Development

Opportunities for professional development will be an important component of ICSAtlanta as we aim to develop a teaching staff that can provide high academic standards for our students. We will schedule staff workshops, seminars, interest group sessions, and individual sessions as appropriate for the topic, the school, and the faculty. We will encourage and provide funds for teachers to attend approved professional conferences related to their teaching responsibilities. One such event is the Southeast Dual Immersion Institute (SEDII) which is a 3-day summer institute designed for dual-immersion teachers and held in Georgia every summer. Furthermore, staff training will be held annually to ensure that all teachers are CPR and First Aid certified.

The objectives of our professional development program are to enable teachers to:

- Work effectively with all their students
- Teach an integrated curriculum in a dual-immersion classroom
- Recognize and use different learning styles
- Work towards approval as an International Baccalaureate school
- Make productive use of all the resources that are provided to them

30. Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide the schedule.

ICSAtlanta will not use the state salary schedule. However, ICSAtlanta has reviewed the Fulton County, Cobb County and Gwinnett County pay scales in order to create a 3-tier approach to salaries. Teacher

salaries will take into consideration their experience, education, and past employment history. Guidelines for the anticipated salaries are set forth in the financial projections for the school. Staff will be hired on a year-to-year basis, with contract extensions recommended on an annual basis. Teachers will receive contracts for the next school year by April 20th and all contracts will be due back to the Governing Board by May 20th each year. The principal will formally evaluate all teachers at the end of each school year to determine whether the quality of their performance is sufficient to continue as ICSAtlanta employees.

All staff will be members of the Georgia Teachers Retirement System (TRS). Information on the TRS will be a part of every new hire package and enrollment information will be disseminated to each new recruit. The school will be responsible for insuring delivery of all pertinent information regarding the Georgia TRS.

31. Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.

The principal will ensure that all employees and contractors working with students at ICSAtlanta will be required to submit to a background check and fingerprinting prior to the first day of school. Employees and contractors who neglect to complete this requirement will not be allowed to work with the children until this requirement has been met. The background check and fingerprinting will be completed by a third party vendor.

32. Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof.

ICSAtlanta will arrange for all necessary and applicable insurance policies for the school, its employees, and Board members. ICSAtlanta will procure these insurances in the following categories and minimum amounts:

<u>COVERAGE</u>	LIMIT	
General Liability	\$2,000,000	General Aggregate
	\$2,000,000	Products & Completed Ops
	\$1,000,000	Each Occurrence
	\$1,000,000	Personal & Advertising Injury
	\$100,000	Damage to Rented Premises
	\$5,000	Medical Expense
	\$1,000,000	Employee Benefits
Property	Replacement Cost Value – TBD for the Building Replacement Cost Value – TBD for BPP	
Educators Professional Liability Sexual Misconduct	\$1,000,000 E&O \$300,000 at a minimum	
Crime	\$25,000	Employee Dishonesty

	\$10,000 \$10,000 \$10,000	Forgery & Alteration Money & Securities – Inside Premises Money & Securities – Outside Premises
Commercial Auto	\$1,000,000	Hired and non-owned auto
Workers Compensation	\$100,000 \$500,000 \$100,000	Employer's Liability – Each Accident Employer's Liability – Disease – Policy Limit Employer's Liability – Disease – Each Employee
Umbrella	\$1,000,000 \$1,000,000	Each Occurrence Annual Aggregate
Student Accident	\$25,000 minii	mum each occurrence
Employment Practices Liability	\$500,000	

Furthermore, the school's Governing Board will be insured with a Directors & Officers liability policy for \$1,000,000. The levels of insurance described in the petition will remain in effect and in full force throughout the term of the charter unless changed by a charter amendment. Proof of insurance will be provided to the Georgia State Charter Commission before the first day of school.

33. Describe whether transportation services will be provided and, if so, briefly describe the transportation program for the school. If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school.

In the initial year of operation, ICSAtlanta will not provide bus transportation for our students. As a new statewide charter school, the Founding Board anticipates that such a substantial logistical effort will take a few years of ICSAtlanta operating before it is fiscally responsible to consider offering bus transportation.

If and when bus transportation is approved by the Governing Board, bus routes will be determined based on our students home addresses. The Governing Board will look at counties from which the majority of students are coming from to determine if bus routes are possible. Due to our school's large attendance zone, ICSAtlanta anticipates that buses would stop at centrally located bus stops within each county. To facilitate this plan, ICSAtlanta will contract the bus services of those appropriate counties. ICSAtlanta will consider numerous factors before implementing any bus transportation to include but not limited to: parent feedback, cost, availability of bus services, and child utilization of bus offerings. Each spring the Governing Board will coordinate a bus transportation assessment to determine the best plan for student transportation.

In order to ensure that transportation is not a barrier to access for students, ICSAtlanta plans to secure a location for the school campus in North Fulton County with easy access to GA 400. Furthermore, the school will facilitate a carpool list for families that express an interest in participating in the carpool program. The list will include the name of a household's contact person, email, phone number, number of children attending ICSAtlanta, city of residency and neighborhood name for each family wanting to

participate. It will be the responsibility of ICSAtlanta families to coordinate their own carpool routine. Only families on the list will be provided with the carpool list in an effort to ensure privacy.

34. Describe whether the charter school will provide food services (including participation in federal school meals programs), and if so, briefly describe the proposed food services programs.

ICSAtlanta will provide food services at the school. The school intends to contract with an outside vendor to provide meals for our students. ICSAtlanta will focus on contracting with a vendor who can deliver menu selections to the students that are diverse, international, and healthy. Meal time at ICSAtlanta will be an extension of the cultural classroom that teachers establish and will open the students' minds to how food is shaped by different cultures around the world. Within our menu, students will be able to find selections that are sensitive to various dietary restrictions such as gluten and dairy. Students who wish to bring a lunch to school will be allowed to do so. ICSAtlanta will also implement a nut-free policy due to the seriousness of nut-related allergies. State and national food nutrition guidelines will be followed and reimbursement will be sought through programs such as the National School Lunch Program.

35. State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. § 20-2-880 and § 20-2-910.

ICSAtlanta will participate in the State Health Benefit Plan. A complete description of the school's benefit package will be included in the ICSAtlanta Employee Handbook, which will be distributed to all new hires and at the beginning of each school year.

VIII. PARENT AND COMMUNITY INVOLVEMENT

36. Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school, including involvement with the governing body of the school. This may include letters of support, signed petitions, sign-in sheets from town hall meetings discussing the proposal, or other indication of community interest.

Community Outreach: Town Halls

The ICSAtlanta Governing Board members have been collecting and evaluating data from parents and community members and have used this information to plan and create this petition. In an effort to communicate with the community, ICSAtlanta has focused on public relations and marketing tactics to inform the community and interested parents about the proposed charter school. In January 2013, ICSAtlanta launched its website www.ICSAtlanta.org with information about the school's philosophy, curriculum, proposed location, bilingual international-minded model, and an option to express "Intent to Apply."

In late January and in March 2013, ICSAtlanta issued press releases announcing the February and March Town Hall meetings. As a result, several news articles ran in local Forsyth County and North Fulton media outlets featuring quotes from Governing Board members. The two Town Hall events organized by the Board further educated the community about our school plans and to gain parent feedback from interested families. ICSAtlanta hosted the first Town Hall meeting on Tuesday, February 26th at Fowler Park Recreation Center, accommodating almost 200 interested residents and community members.

At the end of the Town Hall, attendees were allotted time for a Q&A session. During the session, participants expressed their thoughts and questions about the school, proposed locations, curriculum, language track percentages, gifted students, and students with disabilities. As a result, the Board used this feedback to revise the charter school model to address the community demand.

The following month the Board engaged the community by hosting a second Town Hall on Saturday, March 23rd at 1:30pm, at the Forsyth Conference Center in Forsyth County. With over 100 attendees traveling from multiple counties, the interest in ICSAtlanta as a charter school continued to positively grow.

In 2014, in an effort to reach more of the community across other counties such as Gwinnett, Cobb and Fulton, ICSAtlanta issued a press release (see Appendix V) announcing upcoming Town Halls. The Board held its first Town Hall on April 2 at CETPA in Norcross, followed by one at the Alpharetta Adult Community Center at North Park in North Fulton County and one in Cobb County at the Mountain View Community Center.

In total, over the span of two years, 300 people have attended ICSAtlanta Town Halls to learn more about the school model and lend their support. The Board has utilized the information gathered from the Town Halls to better adjust and shape this petition. Once approved, ICSAtlanta would hold a Town Hall in September/October of 2014, to provide the community, partners and other stakeholders the opportunity to learn about the next steps (e.g., enrollment, lottery [if needed], hiring staff/teachers, building acquisition) in preparation to open the school in August 2015. Additional, events (e.g., Town Halls, parent information events, and open houses) will also be held to further engage parents.

In addition to the intent to apply forms, we have received numerous emails of support as well as individuals willing to volunteer their time demonstrating the demand for this school. It is clear that the community is energetic and excited to have a school of choice such as ICSAtlanta for their children. ICSAtlanta is currently extending its outreach into the different counties that we will have students enrolling from. The goal is to attend and/or host events that are family friendly and that will attract ethnically, racially and socioeconomically diverse families.

Other communications efforts have been focused on leveraging social media outlets such as the ICSAtlanta Facebook page and Twitter @ICSAtlanta, where we have shared information with the community, parents, the media, and other interested parties. In order to continue to build on the momentum and database of nearly 650, the Board plans to send a quarterly newsletter to these individuals as well as state and private colleges, local and state legislators, major corporations, teacher and parent associations, consulate offices, and bi-national chambers of commerce in the state of Georgia that share a common interest in developing multilingual, internationally-minded leaders who will contribute to the state's future workforce and economy.

International Community and Business Outreach

Currently, the Board is conducting initial outreach to local Belgian, French, German, Colombian, Peruvian, Chinese, Canadian, Spanish and Mexican consulates and bi-national chambers of commerce (e.g., French-American Chamber of Commerce). These relationships are vital in establishing ongoing support from both a cultural and financial perspective for the school and the community. For example, the German government has a program called the Partner School Initiative (PASCH), a network of schools which focuses on German language education abroad. (For more information, please visit www.gac-foundation.org.)

Parent Involvement

In addition to the creation of a Parent Teacher Organization (PTO), Board committees will provide parents with the opportunity to participate in the development, advancement, and success of ICSAtlanta. These committees will meet monthly or bi-monthly (depending on necessity) and be invited to attend Board meetings, as an appropriate, to provide the Board with updates on progress, discuss issues, and/or present solutions.

IX. DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

37. Describe the level of autonomy the charter school will have over budgets and expenditures.

ICSAtlanta will have complete autonomy over budgets and expenditures. The Governing Board will be responsible for the oversight of all school finances including capital assets, operating budgets, fundraising, and endowments. Financial tasks will initially be fulfilled by the Governing Board, but will increasingly be managed by the Board Finance Committee, Principal, and Business Manager/CFO upon their appointment or hiring.

Fiduciary oversight will ultimately be the responsibility of the Governing Board. The Principal will manage day-to-day financial procedures which will be carried out by the Business Manager/CFO. The Board Finance Committee will be led by a Board member, include the Business Manager/CFO and include volunteers from the local business community who will work closely with the school board to give budget feedback and assist with fundraising efforts.

Daily financial operations will be carried out by the Business Manager (CFO) and will follow established processes and procedures to insure financial integrity, accountability and complete transparency. All financial activities should be recorded and reported according to Generally Accepted Accounting Principles (GAAP).

The following are examples of fiscal controls that will be utilized:

• Bank Accounts – ICSAtlanta will maintain separate operational and fundraising accounts. Checking and deposit transactions will be tracked according to funding source (QBE, federal or local fundraising) and locally raised funds will be tracked as restricted versus unrestricted, using financial software such as QuickBooks. In this manner, we will deliver the level of financial transparency required by the Board and the Georgia State Department of Education.

- **Accounts Payable** Most invoices will generally be approved by the business manager and entered for payment by the office manager to ensure financial accountability and proper segregation of duties. No one will have the ability to pay an invoice without involving another staff member.
- Operational Expenditures All expenses will be paid via paper check. Checks will require dual signatures by approved parties. Thus, both invoices and payments will require the scrutiny of multiple parties.
- Funds Received All cash and checks received will be counted in the presence of two or more staff that will sign an accompanying Daily Funds Receipt Form and then deliver funds to the Business Manager to record and deposit. Only approved parties including the Business Manager and Office Manager will make deposits, ensuring that all funds are received and deposited as intended.
- **Payroll** We will outsource payroll to a professional payroll firm to ensure timely payments to staff and compliance with tax and legal guidelines.
- Annual Audit ICSAtlanta will undergo an annual financial audit, to be conducted by Jennifer McAllister, an independent Georgia Licensed CPA, in order to ensure that financial records and procedures are in compliance with Generally Accepted Accounting Principles (GAAP). This audit has an estimated cost of \$10,000 in the first year of operation and has been included in our budget projections.
- Securing Written Contracts All contractual obligations entered into by ICSAtlanta will be done so as a result of the issuance of an RFP outlining the service(s) needed and directions for submitting the proposal. All properly submitted proposals will be reviewed by the appropriate committee, and they will then submit nominee/nominees to the Governing Board for voting. The contractor/vendors that properly submitted proposals will be notified in writing of selection and/or denial.

Additional fiscal controls will be implemented as required by the Board, the Principal, and the Business Manager, in order to ensure total financial transparency.

Annual budget creation will be the responsibility of the Principal, who will enlist the Business Manager, Board Finance Committee, and others to assist. The Governing Board is ultimately responsible for budget approval, which should happen by the May board meeting. This process will ensure that the budget for each academic year is approved before the close of the prior school year.

ICSAtlanta will produce periodic financial reports and will distribute them to the staff, Board Finance Committee, and general Board members. These reports will be reviewed regularly by school stakeholders to ensure adherence with Generally Accepted Accounting Principles (GAAP). They will also be reviewed to make sure actual and budgeted revenues and expenses are in line with projections. Additionally, the ICSAtlanta's annual budget will be posted to the school's website beginning with the 2015-2016 academic year.

ICSAtlanta will procure and maintain a Crime/Fidelity Bond in the amount of \$1 million covering all persons receiving or disbursing funds for the entire length of the charter.

38. Describe the plans for ensuring that the charter school will be subject to an annual financial audit by an independent Georgia-licensed certified public accountant.

ICSAtlanta will undergo an annual financial audit, to be conducted by Jennifer McAllister, an independent Georgia Licensed CPA, in order to ensure that financial records and procedures are in compliance with GAAP. This audit has an estimated cost of \$10,000 in the first year of operation and has been included in our budget projections.

39. Identify the school's chief financial officer and describe how that person's credentials comply with requirements of the State Board of Education.

Business Manager/Chief Financial Officer:

When ICSAtlanta opens, the Business Manager will serve as the CFO of the school. As such, this individual will possess the following qualifications:

- (a) A baccalaureate or higher degree in business, accounting or finance from an accredited college or university and a minimum of four years' experience in a field related to business or finance; or
- (b) Documented experience of 10 or more years in the field of business and financial management

Bookkeeping/general accounting duties and all other day to day financial processes will be the responsibility of the Business Manager who will collaborate closely with the Principal for oversight and management of fiscal matters.

& Business Manager Hiring Procedures:

Each applicant will be expected to fill out an application, résumé, and provide references. Prospective candidates will undergo a rigorous selection process, which will include, but are not limited to, the following steps:

- 1) Candidates submit their resume, references, and application to Governing Board's Employee Relations Committee
- 2) Résumé screening will be conducted by the Employee Relations Committee
- 3) An initial phone screening interview will be completed on selected candidates
- 4) Selected candidates will be asked to complete a school budget exercise example and answer typical financial scenarios in order to gauge their resourcefulness, analytic thinking skills, and ability to be solutions focused
- 5) In-person interviews will be conducted with the school Principal and members of the Employee Relations Committee
- 6) Top 3 candidates will be asked to meet other school staff members (those that have been hired such as Assistant Principal, Admissions Coordinator) to gauge, as much as possible, how candidates will engage with their co-workers. Staff feedback will be taken into consideration by the Principal and Employee Relations Committee before the remaining candidates move to the next step.
- 6) Selected candidates will undergo, thorough reference checks, which will be executed by the Employee Relations Committee

7) The Employee Relations Committee will then discuss with the school Principal and finalize the employment package and offer the selected candidate employment contingent on fingerprinting and background check results.

40. Provide a proposed timeline as to when the charter school will begin to receive state funds as to when operations begin.

As indicated in the attached budget template, ICSAtlanta has developed a sustainable budget accounting for only state funds. Any additional funding received will go directly to programs that will directly enhance the educational experience of our students and further demonstrate the mission of the school.

Any additional funds received from grant awards or fundraising efforts will be considered Restricted Funds and deposited into a separate bank account in the name of ICSAtlanta. These funds will not be available for use until the Board has approved the purpose and amount of the disbursement and communicated that in writing to the Principal and CFO/Business Manager.

The annual financial audit program will include a section documenting the use of all funding received over and above state funding.

***** Budget Details

Assumptions:

- Students
 - o 572 total students in year one, growing to 1100 students in year five
 - o K-4 in year one, growing by one grade per year to K-8 in year five

Income

- \$5,991.91 per student per year. This funding includes a 2% SCSC administrative fees withheld. The amount is based on information from the budget template provided for the 2014 petition year by the SCSC.
- Meal Fees: We will be using an outside vendor to provide us with hot lunches for our students. We have based our Food Service projections on Fulton County's statistical data for Free, Reduced, and Full Pay eligibility and participation percentages. This data was normalized for Northern Fulton County. The data can be reviewed on the Georgia Department of Education website at the following link: http://app3.doe.k12.ga.us/ows-bin/owa/fte_pack_frl001_public.entry_form
- No other operating income sources have been considered. We will be aggressively pursuing all state, federal and private grant options upon petition approval, but we are not including these amounts in our budget projections. Any funds received from these sources will be utilized to off-set our planning year start-up expenses. Any excess grant money will be used to enhance our current educational programs.

• Expense Detail

o Teacher Salaries: We plan to pay our teaching staff at a rate of 90% of the pay scale used by Fulton County Schools, and the annual increase will be at 2%. Below is a chart outlining the teacher pay scale to be utilized in Year 1 of operations:

Approximate Experience and/or Certification Level	Yr. 1 Full-Time Teachers	Estimated Average Teacher Salary	Total Budgeted Amount
Level 1 Teaching Staff (0-5 yrs.)	18	\$ 37,500	\$ 675,000
Level 2 Teaching Staff (5-10 yrs.)	10	\$ 40,313	\$ 403,130
Level 3 Teaching Staff (10-24+)	6	\$ 43,336	\$ 260,016
Total	34	\$ 40,397	\$ 1,338,146

- o Paraprofessional Salaries: We plan to pay our six paraprofessionals 90% of the pay scale used by Fulton County Schools, and the annual increase will be at 2%. For budget purposes we are using an average salary \$19,375, based on the mid-range of the scale.
- o Principal Salary: We plan to use a rate of 90% of the Administrative (Non-Teaching) pay scale used by Fulton County Schools and the annual increase will be at 2%. For budget purposes we are using an average salary of \$80,000 based on the mid-range of the scale.
- O Assistant Principal: We plan to use a rate of 90% of the Administrative (Non-Teaching) pay scale used by Fulton County Schools and the annual increase will be at 2%. For budget purposes we are using an average salary of \$60,000 based on the mid-range of the scale.
- Our health coverage costs are based on the Fulton County Schools 2014 Benefits. The
 information was provided by the Benefits Manager, Ruth Kennedy. Based on historical
 run rates, they estimate that 81% of eligible employees participate in the County's program.

Medical costs – Certified teachers - \$945 p/mth Medical costs – Non certified - \$596 p/mth Dental (Blended rate) - \$35.06

- o ICSAtlanta students will be required to wear uniforms to school. For economically disadvantaged students we will provide up to 5 uniform shirts per year at no cost to the student. We have projected this cost to be \$50/student per year. The data provided on the R4 Dashboard for Fulton County indicates that this resource will apply to 19.4% of our student population.
- Retirement Benefits: Utilized a 12.28% rate for employer contribution to Teachers Retirement Systems of Georgia for all staff; per TRS web FY 2013-14 rates.
- Employment Taxes: 1.45% of salary-required employer-funded Medicare cost for all employees; 6.2% of salary social security contribution is not required for participants in government pension plans (per state DOE).
- Unemployment Tax: 2.7% of salary unemployment tax for new Georgia employers (per Department of Labor).
- All other expense detail, source, and calculations are included and noted in the Financial Appendix tabs in the Excel spreadsheet for the 5Yr Budget Projection & Cash Flows.

41. Describe the charter school's plans for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

The Board will establish a committee focused solely on securing school funds. This committee will utilize the help of Board members, parents, school staff, and community partners to continually seek out sources of funding, in order to provide the highest level of educational programs. Methods that will be utilized in identifying sources of funding include, but are not limited to:

- Creating partnerships with all Consulates whose countries speak the languages taught at ICSAtlanta
- Networking with local bi-national chambers of commerce
- Partnerships with locally-based international corporations
- Word of Mouth
- Internet Searches

Identified sources of funding include:

- German Government to support the German language track under the Partner School Initiative (PASCH), details about the program can be found at www.gac-foundation.org
- Grants to include but not limited to: State, federal and private as well as specific grants such as food grants, technology grants, and cultural grants
- Community Donations in the form of tax deductible donations or gift-in-kind
- Fundraising Campaign Event focused on getting the community and school families involved in raising funds for a specific cause
- Community Partner Sponsorships to include companies in our community that are dedicated to providing support to educational institutions.

X. DESCRIPTION OF GOVERNANCE STRUCTURE

42. Describe how the governing board will comply with the provisions of O.C.G.A. §§ 50-14-1 et seq. and 50-18-70 et seq.

The Governing Board shall be subject to the control and management of the State Charter Commission who will oversee that ICSAtlanta fulfills the terms of their charter. ICSAtlanta will make every effort to respond to requests from the local board in a timely and efficient manner. The Governing Board is subject to, and shall comply with, the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.* and the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.* The Governing Board will conduct regular meetings that are open to the public. Meeting notifications will be posted on the school website and in the school's appointed methods of parent and community communication, to include, but not limited to, a school newsletter, email correspondence and/or school bulletin board. All meetings will have a consistent form of transparency and avoid any conflicts of interest. For each meeting, an agenda will be structured to include items for spotlight, discussion and action. Documentation of all meeting agendas and minutes will be maintained by the Governing Board's Secretary. Documentation will be made available for public inspection at all times in the areas of budget, school policies, meeting agendas and minutes.

43. Describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.

ICSAtlanta shall utilize a Governing Board who is responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. Furthermore, the role of the Governing Board is to support the mission and vision of the school while maintaining a school-wide perspective on issues. The responsibilities of the Governing Board are divided into four main areas:

1) Strategic Planning and Policy Making, 2) Budget, 3) Hiring and assessment of the school leader/principal, 4) Financial oversight. To effectively fulfill all of these responsibilities, ICSAtlanta will utilize training from various sources such as, but not limited to: Georgia Charter Schools Commission, Georgia Charter School Association, and Georgia Department of Education. Within these four areas the Governing Board will oversee a multitude of school wide issues, including but not limited to: school codes of conduct, uniform dress code, resource allocation, school audits, school budget decisions, community use of school facilities, reports regarding progress towards meeting student achievement goals, hiring of school administration, curriculum priorities, and curriculum materials. The Governing Board will not assist with the day-to-day operations of the school or teacher evaluations, but will ensure that those tasks are executed by the school Principal who will be hired by the Governing Board as a whole. In order to fulfill these roles and to focus on continually improving ICSAtlanta, the Governing Board may at any time organize committees, subcommittees, task forces or study groups to investigate and report to the Governing Board on specific areas of interests. If necessary, the Governing Board will then make changes to school initiatives based on the reports made by said subcommittees, task forces or study groups. These subcommittees, task forces or study groups can be made up of Governing Board Members, ICSAtlanta teachers, administrators, community members, parents and/or students.

The Governing Board will establish guidelines in its bylaws for an Executive Committee, which will consist of a President, Vice-President, Secretary and Treasurer. These positions will be chosen by an election of the Governing Board. The duties of the Board officers will be described in the Governing Board bylaws.

The election of officers for the initial Governing Board shall take place during the first meeting of the ICSAtlanta Governing Board. In each subsequent year, the election of officers will take place during the first Board meeting of the operating year. All officers will hold their positions for a term of one year with the option of renewing their officer position for the subsequent year if reelected.

The Employee Relations Committee will be created to make recommendations to the Governing Board on issues dealing with the school personnel. The responsibilities of the Employee Relations Committee include, but are not limited to: evaluating ICSAtlanta principal(s), and making decisions regarding employment, re-employment and the dismissal of personnel. It is the Governing Board's desire to have a strong working relationship with the school principal(s). The Employee Relations Committee will work with the principal(s) in an effort to find the best candidates for ICSAtlanta and will value the principal's hiring suggestions. The Governing Board will vote on all personnel issues based on the recommendations of the Employee Relations Committee. The Governing Board will be responsible for the hiring and dismissal of the principal(s) and will have authority over the principal(s). The Employee Relations Committee will make candidate recommendations for the ICSAtlanta principal position(s), but every member on the Governing Board will vote on who receives this position. Whenever possible, the members on the Employee Relations Committee will have work experience in the area of human resources, in order to implement industry standards as they relate to employee management. In the event that the Governing Board or Employee Relations Committee meets to discuss personnel issues, the meeting will be considered confidential and not subject to the Open Meetings Act O.C.G.A. § 50-14-1 et seq.

Any Board member who is being considered for employment with ICSAtlanta will not have any input on hiring decisions for the position they are interviewing for, nor have access to any applicants information, and will not be allowed to witness or participate in that portion of the meeting. Any conversations held within a Governing Board meeting about school personnel that includes, but will not be limited to: evaluations, hiring, employment, reemployment and dismissal of personnel will be considered confidential and should not be discussed outside of the meeting.

- 44. Identify each member and describe the composition of the governing board, how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
 - **❖** The Governing Board contains the following individuals whose resumes are included in Appendix L:
 - Marisa Kashapov, Board Chair
 - Brittany Owen, Treasurer
 - Alison Hall, Secretary
 - Dan Murphy
 - Tricia Marsh, MBA
 - Christy Rodriguez, MED
 - Jin Jin, Ph.D.
 - Michael McConnell
 - Kristine Evjen

Composition:

The Governing Board shall have up to 13 and no fewer than 5 members. The Board will aim to maintain an odd number of members to prevent any ties during the voting process. No member on the Governing Board will be an employee of ICSAtlanta as specified in O.C.G.A. § 20-2-2084.

Founding Board members will have first priority in filling the Governing Board member positions and will determine any gap areas of Board representation. The Governing Board will seek candidates who are representative of the community and who possess skills that will benefit the governance and operation of the school. For example, ICSAtlanta requires Board members who possess expertise in the areas of education, school administration, law, accounting, marketing, fundraising, risk management, and human resources while also being dedicated to the vision and mission of the school.

***** Training:

To insure that all Governing Board members are knowledgeable and prepared to successfully fulfill their duties, they will receive governance training and strategic planning training through the Georgia Charter School Association of which ICSAtlanta is a member. Furthermore, as Governing Board members of a state charter school, all members shall participate in annual training conducted by the commission pursuant to paragraph (12) of subsection (b) of Code Section 20-2-2083. ICSAtlanta is aware of the new pending GA law O.C.G.A. 20-2-2072 requiring members of the Governing Board of the nonprofit organization of each charter school shall participate in initial training for Boards of newly approved charter schools and annual training thereafter. ICSAtlanta will ensure that all Governing Board members participate in this training.

In 2014, the Governing Board participated in the GCSC's Petitioners Boot Camp training on January 27th and attended the GCSA Leadership Conference on January 31st. Furthermore, the Governing Board utilized webinars available through the National Charter School Resource Center's Charter Board Governance 101 Webinar Series.

From October 2013-April 2014 The Governing Board has utilized the following webinars:

Board Governance 101

Fix Your Board Meetings, Strengthen Your Boards

School Quality: Pointed Advice and Guidance for Charter School Boards

Identifying and Sharing Best Practices from High-Performing Charter Schools

Charter School Facilities Institute: Planning for Excellent School Facilities

Performance Management: Evaluating Charter School Academic Performance

Facilities Institute 2010: Politics and Fundraising

Financing Mechanisms for Charter School Facilities

Exploring Funding Opportunities for Charter Schools

Implementing the Common Core State Standards: What Do Charter School Educators Need to Know?

Charter Management Organizations: Innovations, Opportunities, and Challenges

What Does the Research Say about Charter Schools, Strategies, and Student Achievement?

Implementing a Dual Language Program: Learning from the Success of Chula Vista Learning Community Charter School

Below is the list of planned webinar training for the Governing Board:

May 2014

Nuts and Bolts of Special Education: What Do Charter School Educators Need to Know?

Developing Policies That Support a Positive Schoolwide Culture and Creating Fair Discipline Processes

June 2014

Next Generation Charter Schools: Meeting the Needs of Latinos and English Language Learners

SEA Community of Practice: Principal Evaluation

July 2014

SEA Communities of Practice: Identifying Leading Indicators of Success in Charter Schools

SEA Communities of Practice: Project Directors Discuss Their Lessons Learned

September 2014

Expanding Learning Time in Charter Schools to Support Student Achievement, Enrichment, and Holistic Development

Charter School Facilities Institute: Predevelopment and Construction Management for Charter School Facilities

October 2014

Charter School Facilities Institute Series: Great School Spaces

Legal Rights of Children with Disabilities and Charter Schools

November 2014

SEA Community of Practice: Performance Frameworks.

Setting Up Special Education Programs: Tools and Resources for Charter School Operators

December 2014

Language Development Standards and Assessments for English Language Learners

SEA Communities of Practice: Dissemination of Best Practices

***** Terms of Office:

As a general rule, each operating year will be from July-June. The election of new Board members or election of current Board members to a second term will occur as the first item of business at the first meeting of the operating year. Board members can hold a one-year, two-year or three-year term position. A staggered rotation schedule will be set up after the appointment of the initial Governing Board. This rotating schedule will help establish a mix of both new and experienced Board members to ensure continuity. Each new Governing Board member will participate in an orientation that will clarify board standards and board member responsibilities.

Process for filling Governing Board Member Positions:

Every candidate considered for a Governing Board position must be willing to volunteer based on their passion and dedication in supporting the mission of ICSAtlanta and will be active ambassadors for the school. Each Board member will bring a diverse set of skills and backgrounds to their position and represent a broad area of expertise. The Board will also seek to have at least one advocate for each language offered at ICSAtlanta to help insure that the Board as a whole is passionate and supportive of each language track.

When vacancies occur current Governing Board members can make candidate suggestions. Parents and community members can also notify the Board Secretary of their interest in becoming a Governing Board member for the following year by April 1st or when a vacancy occurs during the operating year. To assist in member recruitment, the Governing Board will also utilize the following avenues to locate desirable candidates: local chamber of commerce, local colleges & universities, educator networks, professional organizations, accounting firms and law firms.

In the event that a vacancy occurs during the school year, the Governing Board will make every effort to fill the new vacancy by communicating the open position to ICSAtlanta parents and the community. A deadline for interested parties to make their interest known will also be communicated. Vacancies must be filled if the number of Board members drops below the minimum requirements. The Governing Board may choose not to fill a vacancy for any reason, if the minimum requirements are still met even with the new vacancy. Any new member to the Governing Board that is added during the operating year is still subject to the Governing Board composition criteria and will complete the position's term length on the rotation. Once all candidates have been considered for any open Governing Board member positions, the current Governing Board will vote with a majority vote needed to fill the position with a candidate or to choose not to fill the vacancy.

Process for Removing a Governing Board Member:

A Governing Board Member can be removed from their position at any time for any of the following reasons:

- 1) Conflict of interest
- 2) Three unexcused absences from Board meetings in a year
- 3) Disruptive in meetings and/or is a hindrance to the organizational mission
- 4) Mismanaging ICSAtlanta fiscal responsibilities
- 5) Member resignation
- 6) When a Board Member becomes employed by ICSAtlanta

A Governing Board member that falls within guidelines 1 through 4 shall be notified in writing of their violation(s) and be given an opportunity to defend their actions at the next meeting, if they so desire. If the member is not present at the next meeting, their position will be considered vacant. If they are present at the next meeting to defend their actions, the Governing Board will need a two-thirds majority vote to remove the member from the board. A Governing Board member that falls within guidelines 5 and 6 will vacate their position immediately once a written resignation is received or upon being hired by ICSAtlanta.

45. List any proposed business arrangements or partnerships with existing school, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.

The Governing Board has reached out to and begun relationships with the following organizations, individuals, and charter schools:

- Dell P. Giles, Ph.D., Dual Language Coordinator, Unidos Dual Language Charter School
- Ehab Jaleel, Executive Director, Amanda Academy
- Kylie Holley, Principal, Patuala Academy
- John Wilson, Acting Director for the Center for Global Engagement, University of North Georgia
- Ken Jin, Director, Confucius Institute at Kennesaw State University
- Greg Barfield, Ed.D., Georgia Department of Education, Program Specialist: World Languages and Global Initiatives
- Jose Perez, President of Target Market Trends, and State Charter Schools Commissioner
- Ignacio Taboada, Honorary Viceconsul of Spain
- Jo Sanders, Founder/Curriculum Director, Rilke Schule German School of Arts and Sciences
- Lilah Ambrosi, Co-founder, Add.a.Lingua immersion service provider
- Laura Stowell, MPA, Charter Coordinator Strategy & Innovation Division, Fulton County Schools
- Marie Laumont, Executive Director, French-American Chamber of Commerce
- Petra Reuter, German Expert Teaching Consultant
- Gaby Beyer, President of the German School of Atlanta
- Dr. Susanne Keely, Associate Professor of German
- Dr. LaShawn McMillan, Principal at Ashford Park Elementary
- Jon Valentine, Director of Foreign Languages at Gwinnett County Public Schools

ICSAtlanta Board members have also attended the Globe Academy lottery and the World Language Academy lottery to garner a better understanding of best practices. Additionally, the Board's outreach and conversations with other charter schools in Georgia (e.g., Pataula Academy, Amana Academy) and others such as Rilke Schule (in Alaska) has helped foster an open forum to discuss creating effective teaching atmospheres within each school and consequently helped shape our petition. Further, the Board has met with Add.a.Lingua, which focuses on dual-language immersion, literacy frameworks, and training/professional development to review their services and opportunities for collaboration.

With the Confucius Institute, the Board has been exploring a partnership model in which the Institute would provide Mandarin teachers for the school. Our discussions with the University of North Georgia have centered on leveraging their foreign exchange teaching students as interns who could tutor ICSAtlanta students. Additionally, follow up discussions are scheduled this summer with the University of North Georgia College of Education interim dean since the college is seeking a K-8th"laboratory school."

From a business perspective, the Board is planning to meet with bi-national chambers of commerce in Atlanta to gauge their interest in providing our school with support (financial or otherwise). For example, the Board has an upcoming meeting with the French-American Chamber of Commerce and plans to meet with other chambers beginning in early June 2014.

46. Disclose any potential conflicts of interest of the Founding Board members.

There are not any conflicts of interest among the Founding Board members. Every Founding Board member has completed the State Charter School Conflict of Interest Form which are included in Appendix M.

47. Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

Every Governing Board member will be required to disclose any possible or perceived conflicts of interest and sign an agreement confirming their authenticity as a Governing Board member. ICSAtlanta will assess this topic annually and require board members to resign the form each year.

To help prevent a conflict of interest, as a rule no member of the Governing Board may:

- 1) Act in his or her official capacity in any matter where they or their immediate family member (to include spouse, child, sibling or parent or the spouse of a child, sibling or parent) will benefit financially from decisions made by the Board.
- 2) Be an officer or serve on the Board of Directors of any organization that sells goods or services to ICSAtlanta.

48. Describe how the governing board will ensure effective organizational planning and financial stability.

The Governing Board shall continually focus on the establishment and enforcement of ICSAtlanta policies and the development and achievement of strategic objectives. By taking a proactive approach towards

concerns that arise from school staff, parents and through member's own observations, the Governing Board will strive to use meetings and planning sessions to continually improve ICSAtlanta. The Governing Board can effectively plan for ICSAtlanta's needs through the utilization of subcommittees, task forces and study groups focused on a specific issue that will report back to the Governing Board with suggestions on the issue at hand. Based on their feedback, the Governing Board will make adjustments to school initiatives or organizational structure.

The school administration, with the principal as the point of contact, will work closely with the Governing Board to continually maintain that all financial records are accurate, that reports will be timely and up-to-date, and that school expenses stay within the budget parameters set by the Governing Board. The school budget and cash flow will be presented at every board meeting to ensure financial stability.

49. Describe the method that the local board and the charter school plan to utilize for resolving conflicts.

When conflicts arise between the local board of education and the ICSAtlanta Governing Board, the two groups may request a joint working session to effectively reach a consensus on the issue. Both groups will be expected to be respectful of each other and open to working together to solve the conflict.

50. State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.

ICSAtlanta will not be contracting with a for-profit entity or any other educational management agency.

51. Describe the decision making process and due diligence exercised by the founding/governing board in choosing to contract with the educational management organization.

The Founding Board of ICSAtlanta has chosen not to contract with an educational management organization.

XI. FACILITIES

52. Describe the school facility that the charter school will use and its location. State whether the school facility is new or existing. If the facility plans for the charter school have not been finalized, the petition should describe prospective facilities and the steps the charter school is taking to attain a permanent facility.

ICSAtlanta plans to locate in North Fulton County. This location also offers easy access from all areas served by way of GA 400.

The Founding Board of ICSAtlanta has spent a great deal of time collectively viewing and assessing proposed properties and has identified many viable facilities for our school. At this time, ICSAtlanta has not finalized an agreement on a school facility, but has hired Colliers International Atlanta to assist with this transaction. Colliers has extensive knowledge having worked with hundreds of Charter schools all over the United States and especially here in Georgia. Currently, ICSAtlanta has identified two potential sites that are already built for K-12 education and may not need any modifications at all. Currently, 3100 Old Milton Parkway, Alpharetta GA and 1673 Hembree Road, Alpharetta GA are listed as available for the 2014 to 2015 school year. Both landlords have leased to Charter schools in the past and are comfortable with the Charter School business model. Both buildings currently have site and facility codes already in place, but ICSAtlanta will undertake all necessary steps to proceed through the GA DOE facilities guidelines process. Both Options, assuming availability still exists at the time of approval, should be move in ready.

Option I: 1673 Hembree Road, Alpharetta GA

Existing Building: +/- 40,000 SF School Building

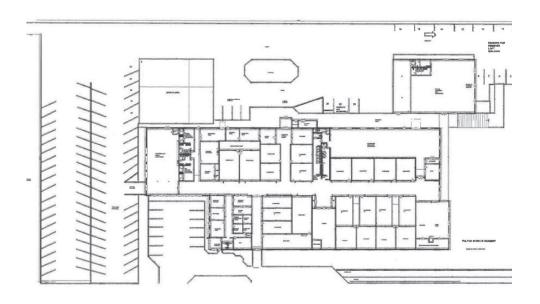
Land: +/- 4.5 Acres, Zoning: O & I

Ownership: Private Owner – Belair Industries

Positives

- > Space is accessible from GA 400
- ➤ Currently has 37 classrooms
- ➤ Has a cafeteria, small gymnasium, plenty of parking, etc.
- ➤ No build out required
- > CO and Site codes already in place





Option II: 3100 Old Milton Parkway, Alpharetta GA

Existing Building: +/- 41,000 SF School Building

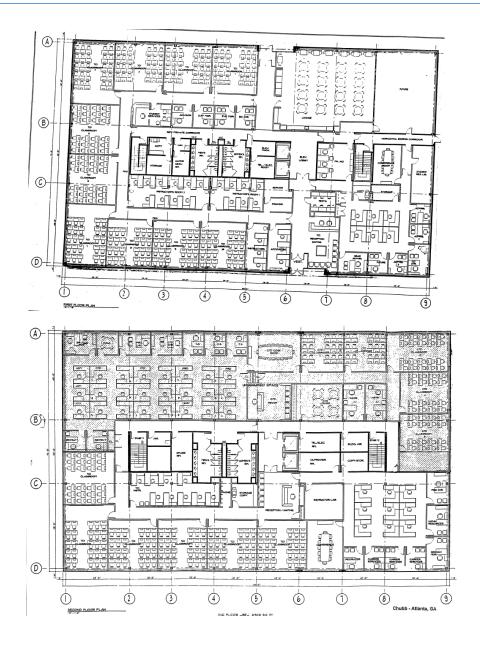
Land: +/- 7 Acres, Zoning: O & I

Ownership: Private Owner – Wilson Nolan

Positives

- > Space is accessible from GA 400
- > Currently has 21 built classrooms
- > Has a cafeteria, plenty of parking
- > flex space that can be divided into more classrooms
- ➤ Little to no build out required in year 1 & 2
- > CO and site Codes already in place





53. Describe any modifications necessary for utilizing the space for educational purposes.

Both sites currently are configured and have Certificates of Occupancy from Fulton County along with site and facility codes from GA DOE. These should not require any modifications to be occupied by students. However, in the event any modifications are necessary, ICSAtlanta will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal Americans with Disabilities (ADA) access requirements and other applicable fire, health and structural safety requirements, local state and federal laws. ICSAtlanta will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. ICSAtlanta will maintain a certificate of occupancy from the required government agency. ICSAtlanta will grant access to local health and fire department officials for inspection of the premises or operations of the

school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101. ICSAtlanta is subject to all federal, state and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

ICSAtlanta will engage contracts with custodial, maintenance, and landscaping service providers to achieve regular maintenance of school facilities and grounds. ICSAtlanta staff will fulfill the obligation of obtaining annual health and safety inspections.

54. Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation.

ICSAtlanta is prepared to take immediate action to secure our facility as soon as we receive notice of our approval from the State Charter Commission. Our plan is to efficiently reassess the real estate market at the time of approval to determine if the two properties listed in the petition are still available or if there are newly listed properties that fit the needs of ICSAtlanta better. After completing this assessment, ICSAtlanta will initiate the leasing of our chosen building. The timeline established for occupying the building will allow time for any necessary changes to be completed by August 1st at the latest.

55. Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility.

A CO already exists for Charter Schools in both facilities. ICSAtlanta will submit plans and any drawings necessary in ample time to have the CO changed to ICSAtlanta.

56. Provide the school's emergency safety plan, or a timeline for preparing a safety plan in accordance with O.C.G.A. § 20-2-1185 and submitting it to the Georgia Emergency Management Agency.

ICSAtlanta will ensure compliance with all local and state health and safety policies. A health and safety plan in compliance with Georgia §20-2-1185 will be submitted to GEMA for approval on an annual basis. A safety plan will be established and published no later than 90 days prior to the first day of school and shall be submitted to the State Charter Commission before classes begin each year as a required part of the safety approvals for the building.

Control No.: 13020716

STATE OF GEORGIA

Secretary of State
Corporations Division
313 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF INCORPORATION

I, Brian P. Kemp, The Secretary of State and the Corporation Commissioner of the State of Georgia, hereby certify under the seal of my office that

INTERNATIONAL CHARTER SCHOOL OF ATLANTA, Inc.

a Domestic Non-Profit Non-Profit Corporation

is hereby issued a CERTIFICATE OF INCORPORATION under the laws of the State of Georgia on **January 14, 2013** by the filing of all documents in the Office of the Secretary of State and by the paying of all fees as provided by Title 14 of the Official Code of Georgia Annotated.

WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on February 05, 2013



Brian P. Kemp Secretary of State

Tracking #: 6ILKn5IB

EIN 46-2945113

Bylaws

ARTICLE I - NAME, PURPOSE

Section 1: The name of the organization shall be International Charter School of Atlanta, Inc.

Section 2: The Organization is organized exclusively for educational purposes.

ARTICLE II - MEMBERS

Membership shall only consist of the Board of Directors.

ARTICLE III - ANNUAL MEETING

Section 1: Annual Meeting. The date of the regular annual meeting shall be set by the Board of Directors who shall also set the time and place.

Section 2: Special Meetings. Special meetings may be called by the President.

Section 3: Notice. Notice of each meeting shall be given to each Board member, by mail or email, not less than ten days before the meeting.

ARTICLE IV - BOARD OF DIRECTORS

Section 1: Board Role, Size, Compensation. The Board is responsible for overall policy and direction of the Organization, and delegates' responsibility for day-to-day operations to the Officers. The Board shall have up to 13 and not fewer than 5 members.

Section 2: Meetings. The Board shall meet at least quarterly, at an agreed upon time and place.

Section 3: Board Elections. Election of new directors or election of current directors to a second term will occur as the first item of business at the annual meeting of the corporation. Directors will be elected by a majority vote of the current directors.

Section 4: Terms. Board members can hold a 1-year-term, 2-year-term or 3-year-term position. In the first year of the new Board's formation, a staggered rotation schedule will be set up at the first official Board meeting. Each new Governing Board member will participate in an orientation that will clarify Board standards and Board member responsibilities.

Section 5: Quorum. A quorum must be attended by at least 51% percent of the Board members before business can be transacted or motions made or passed.

Section 6: Notice. An official Board meeting requires that each Board member have written/electronic notice at least ten days in advance.

EIN 46-2945113

Section 7: Officers and Duties. There shall be four officers of the Board consisting of a President, Vice President, Treasurer, and Secretary. Their duties are as follows:

The President (Chairperson) shall convene regularly scheduled Board meetings, shall preside or arrange for other members to preside at each meeting.

The Vice President (Vice-Chairperson) shall be responsible for running meetings and other issues when the President is unavailable to do so, and other duties as assigned.

The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board members, and assuring that corporate records are maintained.

The Treasurer shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

Section 8: Vacancies. When a vacancy on the Board exists, nominations for new members may be received from present Board members by the Secretary two weeks in advance of a Board meeting. These nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only to the end of the particular Board member's term.

Section 9: Resignation, Termination and Absences. Resignation from the Board must be in writing and received by the Secretary. A Board member shall be dropped for excess absences from the Board if s/he has three unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10: Special Meetings. Special meetings of the Board shall be called upon the request of the President or one-third of the Board. Notices of special meetings shall be sent out by the Secretary to each Board member postmarked two weeks in advance.

ARTICLE V - COMMITTEES

Section 1: The Board may create committees as needed.

Section 2: The four officers serve as the members of the Executive Committee. Except for the power to amend the Articles of Incorporation and Bylaws, the Executive Committee shall have all of the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, subject to the direction and control of the Board of Directors.

ARTICLE VI – FISCAL YEAR

The Organization's fiscal year shall end on June 30.

EIN 46-2945113

ARTICLE VII – AMENDMENTS

These Bylaws may be amended when necessary by a 51% majority of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

ARTICLE VII – ADOPTION

These bylaws were approved and adopted at a meeting of the Board of Directors on May 8, 2014.



PROSPECTIVE STUDENT APPLICATION & INFORMATION

Thank you for your interest in the International Charter School of Atlanta!

This document provides information for prospective students and families regarding how to apply for the 2015 – 2016 school year.

ATTENDANCE ELIGIBILITY REQUIREMENTS:

ICSAtlanta is open to all eligible students entering kindergarten through 4th grade for the 2015-2016 academic year. Proof of Georgia residency and adherence to the application deadlines and requirements are essential to the application process. Students with a parent or legal guardian who is a member of the Governing Board or is a full-time teacher, professional, or other employee of ICSAtlanta, are also eligible to attend. In order to attend, prospective students entering Kindergarten must be five (5) or older prior to September 1, 2015.

ADMISSIONS TIMELINE:

Open Enrollment Applications will be accepted:

January 15th – February 27th

Lottery will be held if necessary: March 12th @ TBD

Applicants will be notified of admittance status by:

March 20th

Enrollment Packets Due back by 5 pm: April 17th

APPLICATION REQUIREMENTS:

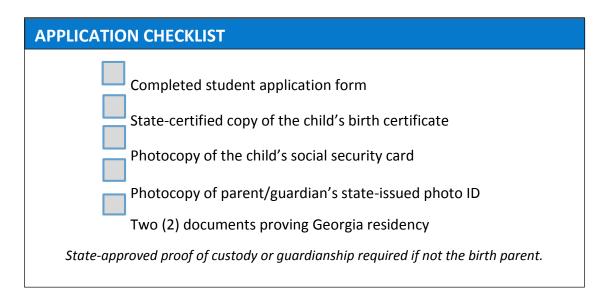
STUDENT APPLICATIONS MUST INCLUDE THE FOLLOWING TO BE CONSIDERED COMPLETE:

- 1. Completed student application form,
- 2. State-certified copy of a child's birth certificate,
- 3. Photocopy of the child's social security card verifiable with the application,
- 4. Photocopy of parent/legal guardian's state-issued photo ID verifiable with the birth certificate.
- 5. State-approved proof of custody or guardianship will be required if not the birth parent,

6. Two documents proving residency within the state of Georgia (the first proof of residency may be established by a current lease, deed or mortgage or Affidavit of Residency, the second proof of residency can include a current utility statement). NOTE: Supporting document copies will not be returned.

ENROLLMENT PROCEDURE:

If the number of qualified applications received during the open enrollment period does not exceed the number of spaces available for a particular grade, all the applicants within that grade will be accepted. If the number of qualified applications received during the open enrollment period exceeds the number of spaces available for a particular grade, ICSAtlanta will hold a public random selection lottery on March 12th to fill the student slots. The full lottery policy is available at www.icsatlanta.org. Applicants selected after the available seats for each respective grade have been filed will be added to the waitlist in the order that the applicant was selected in the lottery. ICSAtlanta will continue to enroll prospective students on a first-come, first-serve basis after the February 27th deadline. All student applicants will be notified of their acceptance status by March 20th by mail and/or email when an email address has been provided. Should a student decline admission or fail to respond by the April 17th, 2015 deadline, that student will be removed from the class roster and the seat will be offered to the first student on the waitlist for that grade level until all seats have been filled.



PLEASE MAIL THE APPLICATION AND ALL REQUIRED DOCUMENTS TO:

ICSAtlanta ATTN: Admissions 2725 Brookside Court Alpharetta, GA 30004



STUDENT APPLICATION FOR ADMISSION 2015-2016

FOR OFFICE U	SE ONLY:					
Date/Time Rec'o	d:					
Rec'd By:						
Documents Confirmed By:						
Circle what applies:						
Accepted	Waitlist #					
Sibling Waiting	Ineligible					

	STUDENT IN	FORMATION					
Last Name:	First Name:		Middle Name:				
Date of birth:	SSN:		Gender (circle): Male Female				
Grade for school year 2015-2016 (circ	le): K 1 2	3 4					
Street Address (No P.O. Boxes):							
City:	State:		ZIP Code:				
Home Phone:							
Special Education (if applicable circle)	: EIP	IEP	504 Plan Gifted Program				
County of Residency:		School District:					
What language(s) did the student first learn to speak?	What language(s) of speak at home?	does the student	What language(s) does the student speak most often?				
Is Student in an ELL/ESOL Program? (if applicable circle): YES NO							

PA	RENT/GUARDIAN(S) INF	ORMATION	
Parent Name:			
Address (if different than student):			
City:	State:	ZIP Code:	
Home Phone:	Cell Phone:	Email:	
Speaks English (circle): YES	NO List Langua	ge Most Comfortable Wi	th:
Parent Name:			
Address (if different than student):			
City:	State:	ZIP Code:	
Home Phone:	Cell Phone:	Email:	
Speaks English (circle): YES	NO List Languag	e Most Comfortable Wit	h:
Student Lives With (circle): Both	Parents Mother(only)	Father(only) Lega	l Guardian Other

Student's	s Last Name:	First Name:		
	PREVIOUS SCHOOL EXPERIE	NCE		
Type of schooling the student is curre	ently receiving (circle): Public	Private Ho	omeschool	Pre-school
If the student is currently enrolled in	another school, please list below:			
Name of School:				
School Address:				
School Phone:				
County School is in:				
	SIBLING INFORMATION			
List additional students who will be pa	articipating in Open Enrollment for 2	2015-2016:		
Name	Date of Birth		Grade Ente	ering
	//			
	/			
	LANGUAGE TRACK PREFEREN	ICES		
Please label each language track in or being the least preferred.	rder of enrollment preference with 1	1 being the high	nest preferer	nce and 4
	Mandarin/English			
	German /English			
	Spanish /English			
	French /English			
Language track preference will not af will have an equal opportunity of beir not guaranteed a class slot in my pre any language track regardless of how	ng assigned a class slot. I acknowle ferred language track. If chosen fo	edge that by list or enrollment, st	ing my prefe	erence, I am
P	ARENT/GUARDIAN SIGNATU	RE(S)		
I swear or affirm that I am a full-time employee of the International Charte document is, to the best of my knowl	r School of Atlanta. I affirm that the			
Parent / Legal Guardian Signature:			Date:	
Parent / Legal Guardian Signature:			Date:	

ICSAtlanta Proposed Calendar 2015-2016

Illustrated below is the proposed calendar for the 2015-2016 academic year. In August of year one, we have provided our teachers and staff with two full weeks for training, teacher collaboration, and planning prior to the school opening on August 17th. As a result, the last day of school will occur in June to account for 180 days of student instructional days. There are numerous benefits to ICSAtlanta for starting school on August 17th which include a positive effect on cash flow for the planning year and more time for teacher training. In year two, ICSAtlanta will open one week earlier in August to become more aligned with a traditional school calendar for the Fulton County School District. We anticipate either following closely along with the Fulton County School District calendar since we will be located in Fulton County or gradually converting to a year round academic calendar. The Governing Board will ultimately decide on the final academic calendar each year after studying the effects on the school and hearing from school families.

	July 2015								
Su	M	Τυ	W	Th	F	S			
			1	2	3	4			
5	6	7	8	9	10	11			
12	13	14	15	16	17	18			
19	20	21	22	23	24	25			
26	27	28	29	30	31				

4 Independence Day Southeast Dual Immersion Institute – 3 day Teacher Training (dates are not set)

August 2015								
Su	M	Τυ	W	Th	F	S		
						1		
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30	31							

3-14 Teacher Planning Days **17** First Day of School

Students: 11

September 2015								
Su M Tu W Th F								
	1	2	3	4	5			
7	8	9	10	11	12			
14	15	16	17	18	19			
21	22	23	24	25	26			
28	29	30						
	7 14 21	M Tu 1 7 8 14 15 21 22	M Tu W 1 2 7 8 9 14 15 16 21 22 23	M Tu W Th 1 2 3 7 8 9 10 14 15 16 17 21 22 23 24	M Tu W Th F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25			

7 Labor Day8 Teacher Work Day

Students: 20

October 2015								
Su	M	Τυ	W	Th	F	S		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30	31		

9 Student/Teacher Holiday12 Student/Teacher Holiday

13 Teacher Workday

Students: 19

November 2015								
Su	Su M Tu W Th F							
1	2	3	4	5	6	7		
8	9	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30							

23-27 Thanksgiving Break

Students: 16

l		December 2015						
l	Su	M	Τυ	W	Th	F	S	
l			1	2	3	4	5	
l	6	7	8	9	10	11	12	
l	13	14	15	16	17	18	19	
l	20	21	22	23	24	25	26	
	27	28	29	30	31			

17 End of 2nd Semester **18-31** Semester Break

Students: 13

	January 2016								
Su	Su M Tu W Th F S								
					1	2			
3	4	5	6	7	8	9			
10	11	12	13	14	15	16			
17	18	19	20	21	22	23			
24	25	26	27	28	29	30			
31									

Su	M	Τυ	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

February 2016

	March 2016										
l	Su	Su M Tu W Th F									
l			1	2	3	4	5				
l	6	7	8	9	10	11	12				
l	13	14	15	16	17	18	19				
	20	21	22	23	24	25	26				
l	27	28	29	30	31						
l											

- 1 New Year's Day
- 4 Teacher Work Day
- **5** First Day of Semester 2
- 18 M.L. King Jr. Birthday

Students: 18

12 Student/Teacher Holiday

- 15 Presidents' Day
- 16 Student/Teacher Holiday

Students: 18

14 Teacher Work Day

Students: 22

	April 2016								
Su	Su M Tu W Th F S								
					1	2			
3	4	5	6	7	8	9			
10	11	12	13	14	15	16			
17	18	19	20	21	22	23			
24	25	26	27	28	29	30			

	May 2016									
Su	Su M Tu W Th F S									
1	2	3	4	5	6	7				
8	9	10	11	12	13	14				
15	16	17	18	19	20	21				
22	23	24	25	26	27	28				
29	30	31								

June 2016									
Su	Su M Tu W Th F S								
			1	2	3	4			
5	6	7	8	9	10	11			
12	13	14	15	16	17	18			
19	20	21	22	23	24	25			
26	27	28	29	30					

4-8 Spring Break

Students: 16

27 Student/Teacher Holiday30 Memorial Day

Students: 21

8 Last Day of School

9-10 Teacher Post Planning

Students: 6

Student Days 180

Teacher Days 196

Proposed Elementary School Student Schedule

Example: Kindergarten student learning French as the L2

	Time / Days	Monday	Tuesday	Wednesday	Thursday	Friday
Ar	7:45-8:00	Breakfast / Before School Care	Breakfast / Before School Care	Breakfast / Before School Care	Breakfast / Before School Care	Breakfast / Before School Care
1	8:00-8:10	Arrival / Morning work	Arrival / Morning work	Arrival / Morning work	Arrival / Morning work	Arrival / Morning work
2	8:15-9:00	LA	LA	Assembly	LA	LA
3	9:05-9:50	LA	LA	SS/SC	LA	LA
4	9:55-10:40	SS/SC	SS/SC	М	SS/SC	SS/SC
5	10:45-11:30	10:40-11:00 SS/SC 11:00-11:30 Recess	10:40-11:00 SS/SC 11:00-11:30 Recess	LA	10:40-11:00 SS/SC 11:00-11:30 Recess	10:40-11:00 SS/SC 11:00-11:30 Recess
6	11:35-12:05	Lunch	Lunch	Lunch at 11:30 Dismissal at 12:00pm	Lunch	Lunch
7	12:05-12:50	Math	Math		Math	Math
8	12:55-1:40	English	English		English	English
9	1:45-2:30	Specials	Specials		Specials	Specials
10	2:30-3:00	Math / Clean up	Math / Clean up		Math / Clean up	Math / Clean up
Dis	3:00	Dismissal	Dismissal		Dismissal	Dismissal

- In year one, all Kindergarten grade students will follow a 80/20 model. All subjects, except for the red highlighted ones are taught in the L2 (in this case, French). All times marked in blue have fixed times and cannot be changed by the teacher. Other times are more flexible; however, a balance of time for each subject must be kept.
- Specials will be put on a Day A-D rotation schedule, to ensure that all specials will be held on a regular basis.

Proposed Elementary School Teacher Schedule

Example: Kindergarten Teacher for the French Track

	Time / Days	Monday	Tuesday	Wednesday	Thursday	Friday
Ar	7:45-8:00	Planning	Planning	Planning	Planning	Planning
1	8:00-8:10	Arrival / Morning work	Arrival / Morning work	Arrival / Morning work	Arrival / Morning work	Arrival / Morning work
2	8:15-9:00	LA	LA	LA	LA	LA
3	9:05-9:50	LA	LA	LA	LA	LA
4	9:55-10:40	SS/SC	SS/SC	SS/SC	SS/SC	SS/SC
5	10:45-11:30	10:40-11:00 SS/SC 11:00-11:30 Recess	10:40-11:00 SS/SC 11:00-11:30 Recess	Lunch	10:40-11:00 SS/SC 11:00-11:30 Recess	10:40-11:00 55/SC 11:00-11:30 Recess
6	11:35-12:05	Lunch	Lunch	Dismissal at 12:00pm	Lunch	Lunch
7	12:05-12:50	Math	Math	Lunch / Vertical Planning (monthly)	Math	Math
8	12:55-1:40	Planning	Planning	Co-Planning*	Planning	Planning
9	1:45-2:30	Planning	Planning	Co-Planning*	Planning	Planning
10	2:30-3:00	Math / Clean up	Math / Clean up	Co-Planning*	Math / Clean up	Math / Clean up
Dis	3:00-3:30	Planning	Planning	Planning	Planning	Planning

- In year one, all Kindergarten grade students will follow a 80/20 model. All subjects, except for the red highlighted ones are taught in the L2 (in this case, French). All times marked in blue have fixed times and cannot be changed by the teacher. Other times are more flexible; however, a balance of time for each subject must be kept.
- Specials will be put on a Day A-D rotation schedule, to ensure that all specials will be held on a regular basis.

Proposed Elementary School Student Schedule

Example: 2nd Grade student learning French as the L2

	Time / Days	Monday	Tuesday	Wednesday	Thursday	Friday
Ar	7:45-8:00	Breakfast / Before School Care	Breakfast / Before School Care	Breakfast / Before School Care	Breakfast / Before School Care	Breakfast / Before School Care
1	8:00-8:10	Arrival / Morning work	Arrival / Morning work	Arrival / Morning work	Arrival / Morning work	Arrival / Morning work
2	8:15-9:00	LA	LA	Assembly	LA	LA
3	9:05-9:50	LA	LA	SS/SC	LA	LA
4	9:55-10:40	Specials	Specials	М	Specials	Specials
5	10:45-11:30	Math	Math	LA	Math	Math
6	11:35-12:20	Math	Math	Lunch at 11:30 Dismissal at 12:00pm	Math	Math
7	12:25-12:55	Lunch	Lunch		Lunch	Lunch
8	1:00-1:45	1:00-1:30 Recess 1:35-1:45 SC/SS	1:00-1:30 Recess 1:35-1:45 SC/SS		1:00-1:30 Recess 1:35-1:45 SC/SS	1:00-1:30 Recess 1:35-1:45 SC/SS
9	1:45-2:30	SS/SC	SS/SC		SS/SC	SS/SC
10	2:30-3:00	SS/SC / Clean up	SS/SC / Clean up		SS/SC / Clean up	SS/SC / Clean up
Dis	3:00	Dismissal	Dismissal		Dismissal	Dismissal

Example:

Monday	Tuesday	Wednesday	Thursday	Friday
F	E	F	Е	F
Monday	Tuesday	Wednesday	Thursday	Friday
E	F	E	F	E

- In year one, all second grade students will follow a 50/50 model. All subjects will be taught daily, alternating the L1 (English) and L2 (in this case, French) on a 10 day rotation schedule.
- Specials will be put on an A-D Day rotation schedule, to ensure that all specials will be held on a regular basis.

Proposed Middle School Student Schedule

Example: 6th Grade student learning French as the L2

	Time / Days	Monday	Tuesday	Wednesday	Thursday	Friday
HR	8:00-8:10	HR	HR	HR	HR	HR
1	8:13-8:58	Math	Math	Math	Math	Math
2	9:01-9:44	LA	LA	LA	LA	LA
3	9:47-10:32	French	French	French	French	French
4	10:35-11:20	SC	SC	SC	SC	SC
5	11:23-12:53	ELT	ELT	ELT	ELT	ELT
6	12:53-12:20	Lunch	Lunch	Lunch	Lunch	Lunch
7	12:23-1:03	SS	SS	SS	SS	SS
8	1:06-1:51	SH French				
9	1:54-2:39	Connections	Connections	Connections	Connections	Connections
10	3:42-3:27	P. E. / Music				
Dis	3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

- The subjects highlighted in red will be co-taught by a certified English speaking teacher of that field and a L2 certified teacher (in this case a French teacher)
- The subjects highlighted in blue will be co-taught alternating with each quarter. For example, 1st Quarter SC, 2nd Quarter SS, 3rd Quarter SC, 4th Quarter SS.
- The L2 teacher will work with the SC and SS teachers as well as teachers in connection schools in other countries to create meaningful learning experiences which will require the students to apply learned concepts in the foreign language by completing projects.

Marisa Salcines Kashapov

2725 Brookside Court, Alpharetta, Georgia 30004 678/520-6429 (c), 770/569-9420 (h) marisa.salcines@gmail.com

SUMMARY

Seasoned corporate communications, social media strategist and PR professional with 18 years of experience with domestic and international organizations and corporations. Keen ability to adapt to new industries quickly and effectively as well as develop and execute successful integrated communications plans that raise awareness, drive sales and increase market share.

PROFESSIONAL EXPERIENCE

8/2013 - Present

Vice President of Strategic Communications, Center for Hispanic Leadership Atlanta, GA

- Cultivating relationships with Fortune 500 companies as well as small businesses interested in capitalizing on the last significant growth opportunity in the U.S. -- the Hispanic market.
- Building relationships with business resource groups/affinity groups interested in culturally-relevant professional development that will allow them to see new opportunities, to do more with less, and to innovate and thus drive profit margins.
- Leading all PR and social media relations efforts to highlight CHL's ebooks, whitepapers, popular twoday leadership workshops, thought-leadership forum series (e.g., Hispanics & STEM event on 12/2 at City of Hope in CA), online training platforms (e.g.,www.HispanicLeadershipAcademy.com, www.KnowYourHispanics.com), and its new marketing division (www.CHLMarketingLab.com).

5/2012 - 8/2013

Employee and Brand Communications Manager, United Parcel Services

Atlanta, GA

- Create effective and measurable communications strategies to inform, engage, and guide company's nearly 400,000 employees about corporate initiatives.
- Work in concert with marketing, customer communications, brand, market research, and multimedia team members to support company's yearly global business objectives.
- Leverage internal channels (e.g., intranet, e-blasts, emails, mobile messages, discussion board, posters, Twitter) to deliver employee messages and evaluate message retention and medium effectiveness.

11/2010 - 3/2012

Director of Hispanic External Affairs, CredAbility

Atlanta, GA

- Develop and execute outreach plan to target audience (B2B and B2C) with goals, strategies, audience segmentation, tactics, measures, expected outcomes and resource requirements in coordination with agency business lines.
- Successfully leveraged relationships with existing partners such as Gas South and BB&T to launch broadcast Public Service Announcements aired on a major television outlet garnering a 16% increase in call volume over a 30-day period.
- Successfully negotiated recurring print and broadcast media opportunities to generate over 100 placements in a 9-month period.
- Established new referral relationships with for-profits and non-profits and increased credit and housing counseling agency website traffic by 14%. Serve as an ambassador and steward for the brand, internally as well as externally with key stakeholders such as partners, corporations, donors, board members, elected officials and representatives of government agencies on local, regional, and national levels.

10/2005 - 11/2010

Manager of Communications, Kellen Company

Atlanta, GA

- Over a five-year period served as media spokesperson for the \$4.6 billion infant formula industry trade association.
- Developed and managed execution of the association's global public relations campaign with key tactics including media relations, educational outreach, scientific research, and international liaison.
- Handled numerous media inquiries and crises with national media outlets such as the Associated Press and the New York Times and managed to also influence journalists to retract inaccurate and misleading information in their articles.
- Led outreach efforts to U.S.- based and international media, health and medical organizations, and government agencies.

9/2002 - 2/2005

Director of Communications, IAC

Atlanta, GA

- Responsible for creating all internal and external communications and collateral materials for IAC including newsletters, press releases, business correspondence, speeches, website content, and presentations.
- Led the promotion, marketing, and event organization of IAC's international symposium with participation from 16 countries, 14 NGOs, and United Nations international speakers.
- Point person for all media relations and outreach activities to promote IAC's mission and key projects.
- Fostered relationship between IAC and Mexican government in order to implement a web-based pilot program to facilitate the management of its orphan population within the country.
- Worked with team in establishing relationships with international government agencies and NGOs in Europe, Asia, Africa, and North America.

1/2000 - 9/2002

Senior Project Manager/Editor, The Winfield Consulting Group

Atlanta. GA

- Managed market research team for the production of in-depth reports outlining revenue projections, facility recommendations, and possible partnerships for clients for 50 YMCAs.
- Acted as project liaison with clients for the successful execution of 12-week market research projects on deadline and under budget.
- Created survey instruments (in English as well as Spanish) for each individual project as well as market audits, developing census tract maps detailing targeted geographic areas, and analyzing demographic trends.
- Responsible for editing all of the company's correspondence, website content, and market research reports.
- Led B2B marketing and corporate communications initiatives to promote firm and generate new business leads.

11/1997 - 9/1999

Senior Program/Public Relations Manager, ARISE

Miami, FL

- Managed seven-member creative team including freelance writers, web developers, graphic designers, and vendors for all aspects of the production of books, posters, and artwork for children pre-kindergarten through high school.
- Collaborated with in-house teacher/trainers for the development of educational curriculum.
- Edited and wrote manuals, pamphlets, and press releases (in English as well as Spanish).
- Spearheaded the organization's national marketing and public relations plan and execution to garner placements, top-of-mind awareness, and opportunities for revenue generation.

12/1995 - 11/1997

Staff Correspondent, Time, Inc.

Miami, FL

- Interviewed, developed, and wrote in-depth profiles on actors, artists, and everyday individuals for People, People en Español (written in Spanish), and WHO (published in Australia).
- One of the first correspondents to work on launch issue (and subsequent issues) of People en Español.
- > Traveled abroad on assignments to across the U.S., Cuba, Guatemala, and Mexico.

EDUCATION

University of Florida 12/1995

Gainesville, FL

> Bachelor's of Science in Journalism; Minor in Spanish

LANGUAGES

Flawless English; Read, write, and speak Spanish fluently; Limited working knowledge of Russian; Limited working knowledge of French.

TECHNICAL SKILLS:

Expert level of knowledge of Twitter, Facebook, YouTube, Google Analytics, LinkedIn, MS Word, MS Excel, MS Publisher, MS PowerPoint, MS FrontPage, MS Outlook, HTML, Adobe PageMaker, Adobe PhotoShop, QuarkXPress, Visio, Contribute, Constant Contact, the Raiser's Edge, Vocus, and Workforce Informer.

Brittany L. Owen

brittanyowen@live.com- 770-265-2955- Canton, GA

Nonprofit Services Management

Specialized Expertise In

Populations with Special Needs ... Medicaid Services... Residential Services for Low- Income Seniors

Dedicated professional with 8+ years of proven leadership experience within a non-profit setting. Adept team builder, exceptionally skilled in motivating others to achieve high performance levels. Passionate about helping others succeed. Specific areas of expertise include:

- Program Development
- Budget/ Financial Management
- Participant Retention
- Volunteer and Staff Recruitment

- Staff Supervision & Training
- Project Management
- Policy and Procedure Development
- Regulatory Compliance
- Community Outreach

- Needs Assessment
- Event Management
- Community Partnership Development
- Health & Safety

Professional Experience

NORTH GEORGIA COMMUNITY SUPPORT SERVICES, INC

May 2009 - Present

Founder/ Director

Directly oversees all operations for 3 PCH/CLA homes in the Metro Atlanta Area. Responsible for maintaining compliance with State and Local Regulatory Divisions. Accountable for approval of all program expenditures. Lead the development of annual operations budget. Identify and petition for all qualifying grants. Recruit, train, schedule and monitor all staff and volunteers. Maintain and organize all resident files in accordance with Medicaid requirements. Cultivate and maintain relationships with other local organizations to obtain additional services/assistance for Participants. Work directly with Participant's Medical Professionals to maximize health and safety. Plan, organize and develop program to support the expansion of 2 addition facilities by 2014 year end.

VICTORY VILLAGE, INC Oct 2007- July 2009

Founder/ Program Developer

Solely Responsible for licensure of Residential Child Caring Institution. Developed Program Plan as well as Policies and Procedures. Worked directly with State and Local agencies to make physical site improvements to meet requirements and standards. Identified, Vetted, Hired and Trained Program Director and all Support Staff. Developed Relationships with other organizations to provide additional services and support to Participants. Accountable for approval of all program expenditures. Responsible for keeping of all fiscal records.

WORLD HARVEST CHURCH INTERNATIONAL, INC

Sept 2005 - Oct 2007

Assistant to the Administrator

Provided administrative support to all Ministerial Staff. Played a key decision-making role through participation in organization's leadership team. Oversaw benevolence and various outreach activities. Developed a Community Resource Guidebook and provided assistance with financial aid process. Designed and produced informational material for Participants. Assisted with recruitment and organization of volunteers. Assisted with coordination of various fundraisers.

Education

GEORGIA STATE UNIVERSITY- Atlanta, Georgia

• Completing Bachelor of Business Administration; Anticipated Graduation Spring 2015

Major: Finance

Minor: Nonprofit Leadership

GEORGIA PERIMETER COLLEGE- Atlanta, Georgia

• Associate of Science- Business Administration, 2009

Alison E. Hall

alison.hall655@hotmail.com 770-778-9946 Johns Creek, GA

Experience

10/07 – 10/08

Wells Real Estate Funds

Norcross, GA

Sales Coordinator

Utilized customer service skills as part of two sales teams by proactively building strong relationships with Financial Advisors around the southern United States.

Responsible for planning calendar logistics for optimal Financial Advisor coverage.

Planned and implemented events for regional teams covering all details: invitations, communication, venue location, catering, audio/visual needs, sales literature.

Successfully provided sales team support earning Region 52 the company-wide distinction of "Top Wells REIT II Sales June 2008"

8/04 – 10/07 Assistant Store Manager

Pottery Barn Kids

Norcross, GA

Successfully managed a \$2.25 million dollar revenue store in 2005, 17.5% increase over 2004 sales.

Developed and implemented a furniture training program designed to increase furniture orders by improving associate product knowledge and ownership of store successes.

Trained associates in accountability and customer service, and maintained their skills throughout the year resulting in 4 perfect scores on our secret shopper evaluations for 2005.

Hire, managed, coached and scheduled a staff of 30 associates.

Recognized as the district winner of the Catch the Spirit Award for providing excellent customer service in February 2005.

Effectively motivated, trained and implemented corporate initiatives with the Sales Managers and Sales Associates in 2006 resulting in our store ranking #7 in Gift Registry sales nationwide and secret shopper scores above the YTD average for the company.

11/03 – 8/04 Sales Leader

Bath & Body Works

Killeen, TX & Morrow, GA

Efficiently coached employees on customer service, product knowledge and company standards, resulting in better sales during the 2003 holiday season than the two previous years.

Upheld the visual standards of both stores as the leader of floorset changes during 6 almanacs by training associates on procedures and effective follow through.

Communicated new company goals and initiatives to employees with enthusiasm and brand support.

9/01 – 11/03 City of Killeen, Volunteer Services Sales Leader

Killeen, TX

Created, organized and managed 20+ community service projects each year. For example, organized the sale and creation of approximately 3,000 Luminaries for the local Relay for Life event, raising \$30,000 for the American Cancer Society.

Managed files, service hours, event publications, and attendance records for approximately 75 students from 4 high schools and 6 middle schools.

Recruited students and increased youth participation at meetings 300% in two years.

Successfully motivated students to serve their community, resulting in a 400% increase in the number of students who earned their President's Student Service Award.

Planned and executed a two-day statewide Youth Advisory Commission Conference with approximately 225 participants from over 10 cities in Texas.

Education

1997-2001 Furman University Greenville, SC

Bachelor of Arts in Business Administration Study Abroad: People's Republic of China, Fall 2000

Daniel R. Murphy Lewis & Murphy, LLP Winder, Georgia 30680 (770) 867-7446 (office) (770) 653-8778 (cell)

Education:

Mercer University. B.A., magna cum laude in Political Science & History (1989). Emory University. M.A. in Political Science (1992). University of Georgia School of Law. J.D., cum laude (1995).

Employment:

Lewis & Murphy, L.L.P. Winder, Georgia. (<u>www.educationlaw.com</u>) Partner (07/2004-current).

The Center for School Law & Policy, Inc. (<u>www.cslap.org</u>) Founder and President (03/2007-current).

General Counsel, Georgia Association of School Business Officials (www.gasbo.org) (07/2007-current).

General Counsel, Georgia School Funding Association, Inc. (www.casfg.org) (11/2008- 2010). North Georgia College & State University. Adjunct Faculty (06/2007-2009) (Education Law).

Harben & Hartley, L.L.P. Gainesville, Georgia. Partner (09/1999-07/2004). Hodges, Erwin, Hedrick & Coleman, L.L.P. Albany, Georgia. Associate (01/1996-09/1999).

Honors & Awards:

Presidential Scholar, Mercer University (1985-1989).

Outstanding Student in Political Science, Mercer University (1989). Outstanding

Male Resident Advisor, Mercer University (1989).

Graduate Fellow, Emory University (1989-1991).

Research Assistant, The Vital South by Merle and Earl Black (1992).

Cody Welborne Scholar, University of Georgia School of Law (1992-1995).

Outstanding Student in Constitutional Law, University of Georgia School of Law (1994).

Publications, Presentations and Major Cases:

Co-Author with A. Murphy, <u>Student Discipline and the Disabled Student</u> (Rowman & Littlefield, forthcoming 2013).

"IDEA, Discipline & the Disabled Student," the Center for School Law & Policy (March 2013).

"Family & Medical Leave: Policies & Procedures," McDuffie County Schools (March 2013).

- "Tribunal Hearing Officer Training," Pike County Schools (March 2013).
- "Student Discipline & Tribunal Training," the Center for School Law & Policy (January 2013).
- "Age Discrimination, Retirement Incentives & Reduction-in-Force Plans," Georgia Association of School Business Officials (November 2012).
- "Updates in Defending Unemployment Compensation Claims," Georgia Association of School Business Officials (November 2012).
- "Contracting with Public Schools after Circle-Y," Georgia Association of School Business Officials (November 2012).
- "New Georgia Open Meetings and Open Record Act," McDuffie County Public Schools (October 2012).
- "Section 504 Update" and "Recent Cases in Response to Intervention," McDuffie County Schools (May 2012).
- "Autism and the Law," the Center for School Law & Policy, (May 2012).
- "Fair Labor Standards: Recent Cases & Developments," the Center for School Law & Policy (March 2012).
- "Family & Medical Leave Review," Georgia School Boards Association (March 2012).
- "2012 FERPA Regulations and Update," the Center for School Law & Policy (March 2012).
- "Ethics for the New Educator," Butts County Schools (February 2012).
- "Discipline & the Disabled Student," the Center for School Law & Policy (January 2012).
- "Defending Unemployment Claims Today," Georgia Association of School Business Officials (November 2011).
- "50 FLSA Tips in 50 Minutes" Georgia Association of School Business Officials (November 2011).
- "New ADA Regulations and Cases," American Association of School Personnel Administrators Workshop in Reno, Nevada (October 2011).
- "Teachers and the Internet: What were they Thinking?" American Association of School Personnel Administrators Workshop in Reno, Nevada (October 2011).
- "Manifestation Reviews in Special Education," the Center for School Law & Policy (October

2011).

"Bullying & Harassment of Public School Students," the Center for School Law & Policy (September 2011).

"Section 504 Update for 2012," the Center for School Law & Policy (September 2011).

"Drafting and Defending Bullet Proof IEP's," Glynn County Schools (August 2011).

"Section 504 Review, Recent Cases and Best Practices," Glynn County Schools (August 2011).

"Section 504 and Student Discipline," Buford City Schools (August 2011).

"Teacher Online Behavior and Personnel Action" American Association of School Personnel Administrators Workshop in Reno, Nevada (October 2011).

<u>Payne v. Barrow County School District</u>, (Employment Litigation/Section 1983/Teacher online activity and personnel action)(Barrow County Superior Court, pending)

"IE2 & Charter School District: Which one is for us?" the Center for School Law & Policy (March 2011).

<u>Jackson v. Early County School District</u> (school bus wreck litigation)(Early County Superior Court, pending).

<u>Bradley v. Oglethorpe County School System</u> (adjoining property owner damage/condemnation claims)(Oglethorpe County Superior Court).

<u>DeLoach v. Montgomery County Schools</u> (Architect contract litigation)(Montgomery County Superior Court, pending).

"Family & Medical Leave Update: 2011," the Center for School Law & Policy (February 2011).

"Educator Code of Ethics," Butts County Schools (February 2011).

"Special Education Legal Update," Lumpkin County Schools (February 2011).

"Bullying Policy and Practical Concerns," Monroe County Board of Education (January 2011).

"Legal Aspects of Bullying," Pike County School System (January 2011).

<u>Smith v. Davis</u> (Election contest/Chairman of Board of Education)(Jeff Davis County Superior Court, November 2010).

"New Cases in Special Education," Dawson County Board of Education (November 2010).

"Teacher Evaluations and Personnel Law" Lumpkin County Schools (November 2010).

"Public School Finance Pre-Conference," for the Georgia Association of School Business Officials (November 2010).

"Fair Labor Standards & the Executive Exemption," for the Georgia Association of School Business Officials (November 2010).

"SB 84, Ethics and the School Business Official," for the Georgia Association of School Business Officials (November 2010).

"Restraint and Seclusion of Public School Students Today," the Center for School Law & Policy (September 2010).

"Manifestation Reviews from A-Z," the Center for School Law & Policy (October 2010).

"Student Harassment, Bullying & Intimidation," the Center for School Law & Policy (October 2010).

Smith v. City Schools of Decatur (Hearing Office in teacher termination case)(July 2010).

"Student Discipline & Tribunal Training," Hart County Board of Education (July 2010).

"Section 504 Update," for Coffee County School System (June 2010).

Delong v. Barrow County School District (FLSA overtime litigation)(N.D. Ga. 2010).

"The New Section 504," the Center for School Law & Policy (March 2010).

Co-Author <u>A Guide to Education Records: FERPA, PPRA and the 2008 Regulations</u> (Rowman & Littlefield, December 2009).

"Legal Review of Section 504," Dougherty County School System (December 2009).

"School Law Ethics and Issues," Butts County School District (November 2009).

"Student Discipline Law and Practice," Monroe County Board of Education (November 2009).

"2009 Georgia Law of Immunity Update" and "Current Issues in Schools under the Fair Labor Standards Act," Georgia Association of School Business Officials (November 2009).

"Where do I sign: Legal and Practical Issues in School Board Purchasing," Georgia Association of School Business Officials (November 2009).

"The Legal and Practical Aspects of Functional Behavior Assessments and Behavior

Intervention Plans," The Center for School Law & Policy, Inc. (October 2009).

"The New FMLA Regulations," American Association of School Personnel Administrators Bootcamp in Hartford, Connecticut (October 2009).

"Special Education Students and Discipline," Monroe County Board of Education (October 2009).

"Georgia Student Discipline and Disciplinary Tribunals," The Center for School Law & Policy, Inc. (September 2009).

Georgia Student Tribunal Notebook, The Center for School Law & Policy, Inc. (August 2009).

Author, <u>The 2009 Supplement to the American Association of School Personnel Administrators</u> <u>Guide to the FMLA (AASPA Summer 2009).</u>

"Fair Labor Standards Act Update," Georgia Association of Pupil Transportation Administrators (June 2009).

"Personnel Files and Documentation" and "The New FMLA Regulations," American Association of School Personnel Administrators Workshop in Charlotte, North Carolina (June 2009).

"Reduction-in-Force: Personnel Plans and Pitfalls," Center for School Law & Policy, Inc. (March 2009).

"Family & Medical Leave Update," Southern Association of School Business Officials in Charlotte, West Virginia (April 2009).

"The Family and Medical Leave Act Regulatory Revisions and the New Americans with Disabilities Act," Center for School Law & Policy, Inc. (March & May 2009).

"IDEA and Student Discipline," Center for School Law & Policy, Inc. (February 2009).

"Legal & Practical Aspects of Autism," Center for School Law & Policy, Inc. (February 2009).

"The New FMLA Regulations" and the "Amended Americans with Disabilities Act of 2008," American Association of School Personnel Administrators Bootcamp in Phoenix, Arizona. (January 2009).

"Teacher Evaluation and Nonrenewal under the Fair Dismissal Act," Lumpkin County Board of Education (November 2008).

"School Board Immunity" and "Fair Labor Standards Law Update," Georgia Association of School Business Officials (November 2008).

- "Manifestation Review" and "Modified FAPE," Georgia Council of Administrators in Special Education (November 2008).
- "Legal Aspects of Student Health Services," Center for School Law & Policy, Inc. (October & November 2008).
- "Code of Ethics for Educators," Jefferson City Schools (October 2008).
- "Cyber-Bullying, Student Threats & the 1st Amendment," Center for School Law & Policy, Inc. (September 2008).
- "Firing the Incompetent Teacher," American Association of School Personnel Administrators Webinar (September 2008).
- "Title IX Rules and Regulations," Wilkes County School System (July 2008).
- "Drug Testing and the 4th Amendment," Belen Schools, New Mexico (July 2008).
- "Legal Aspects of Response to Intervention," Center for School Law & Policy, Inc. (May 2008).
- "Recent Changes to the Family & Medical Leave Act," Southern Association of School Business Officials in Orlando (April 2008).
- <u>Siler v. Hancock County Board of Education (Employment Discrimination Litigation (11th Cir. April, 2008).</u>
- "Student Records and FERPA," Center for School Law & Policy, Inc. (March 2008).
- "Disabled Students and Discipline," Center for School Law & Policy, Inc. (February 2008).
- "FMLA update from the Courts," American Association of School Personnel Administrators Webinar (February 2008).
- "Autism & the Law," the Center for School Law & Policy, Inc. (February 2008).
- "Tribunal Training," the Center for School Law & Policy, Inc. (February 2008).
- "Recent Cases under the FMLA," American Association of School Personnel Administrators in Savannah, Georgia (January 2008).
- "IDEA and Student Discipline," Dougherty County School System (January 2008).
- "School Board Purchasing and Contracting Issues," GASBO (November 2007).

- "Legal Aspects of School Food & Nutrition," GASBO (November 2007).
- "English-Language Learners and Legal Issues," Center for School Law & Policy, Inc. (November 2007).
- "Nonexempt Employees and FLSA Issues," Liberty County Board of Education(October 2007).
- "Discipline & the Disabled Student," Griffin RESA (October 2007).
- "Fair Labor Standards Act Update," Association of School Business Officials, International in Toronto, Canada (October 2007).
- "Code of Ethics for Educators," Jefferson City Schools (October 2007).
- "Educational Records and FERPA," Center for School Law & Policy, Inc. (October 2007).
- "Current issues under the FMLA & FLSA" First District RESA Superintendent's Meeting (September 2007).
- "Constitutional Rights of Public School Students," Center for School Law & Policy, Inc. (September 2007).
- "Student Discipline & Tribunal Training," Center for School Law & Policy, Inc. (August 2007).
- "IDEA 2004, Discipline & the Disabled Student," Center for School Law & Policy, Inc. (August 2007).
- "Critical Issues and the FMLA" AASPA Webinar (August 2007).
- "The Two Spouses/One Employer Rule," AASPA Perspective (August-October 2007).
- "2007 Legislative Update," Wilkes County Board of Education (July 2007).
- "The Family & Medical Leave Act," AASPA Personnel Administrators National Bootcamp (June 2007).
- Co-author <u>The American Association of School Personnel Administrators Guide to the Family & Medical Leave Act</u> (AASPA June 2007).
- "Student Searches and Drug Testing under the Fourth Amendment," Georgia Department of Education (April 2007).
- "The Americans with Disability Act in Schools," Center for School Law & Policy, Inc. (March 2007).

"Nuts and Bolts of FERPA," Center for School Law & Policy, Inc. (March 2007).

"Evaluating Teachers and Nonrenewal," Education Leadership, Inc. (January 2007).

Co-author <u>The Fair Labor Standards Act in American Schools</u> (Rowman & Littlefield, December 2006).

"Harassment Training for School Supervisors," Fulton County School District (December 2006 & January 2007).

"Drug Impairment Recognition Training," Cobb County School District (December 2006).

"Update on Employment Law," Georgia Association of School Personnel Administrators (December 2006).

"Discipline of Special Education Students under the Reauthorized IDEA," Education Leadership, Inc. (November 2006).

Free Speech Rights of Public Employees, Lorman (November 2006).

"Purchasing Law Update," Georgia Association of School Business Officials (November 2006).

"Response to Intervention and the Reauthorized IDEA," Education Leadership, Inc. (October 2006).

"Harassment in the Public Schools," Education Leadership, Inc. (September 2006).

"Student Discipline & Tribunal Training," Education Leadership, Inc. (August

2006). "Student Disciplinary Tribunals," Dalton City Schools (July 2006).

"Code of Ethics for Georgia Educators," Jefferson City Schools (July 2006).

"Review of the 2006 Georgia General Assembly," Wilkes County Schools (July 2006).

"Local Governmental Purchasing and Contracting Update," NIGP, Georgia Chapter (June 2006).

"Drug Impairment Recognition Training & the 4th Amendment in Schools," Education Leadership, Inc. (May 2006).

Georgia Association of School Personnel Administrators, "When Johnny Comes Marching Home: What Human Resource Professionals Need to Know about USERRA," (April 2006).

"Discipline on the School Bus," Georgia Department of Education Transportation Director's Conference (April 2006).

"Student Searches and Drug Testing under the Fourth Amendment," Georgia Department of Education (April 2006).

American Association of School Personnel Administrators, "Employment Law Update: Fair Labor Standards Act and Family & Medical Leave Act," (March 2006).

"Student Disciplinary & Tribunal Training," Education Leadership, Inc. (March 2006).

Georgia Middle School Association, "The Law of Student Discipline," (February 2006).

South Georgia Personnel Directors Consortium, "Georgia Fair Dismissal Act and Family and Medical Leave Update," (February 2006).

"Drug Impairment Recognition Training," Education Leadership, Inc. (December 2005).

"Employment Law Update," Georgia Association of School Business Officials (November 2005).

"School Food Purchasing Policies & Procedures," Georgia Association of School Business Officials (November 2005).

Co-author, <u>The Family and Medical Leave Act: A Compliance Manual for Georgia Schools and Colleges</u>, Georgia School Business Officials (September 2005).

"Dealing with the Sick and Injured Employee: The Family & Medical Leave Act," Education Leadership, Inc. (September-October 2005).

"Purchasing Practices and Procedures in Georgia Municipalities," NIGP, Georgia Chapter (September 2005).

"Local Government Purchasing in Georgia," GPAG (July 2005).

"School Employment Law Update," Georgia Association of School Personnel Administrators (May 2005).

"Fair Labor Standards Act Compliance for School Districts," Education Leadership, Inc. (April 2005).

Co-author, <u>The Fair Labor Standards Act: A Compliance Manual for Georgia Schools and Colleges</u>, Georgia School Business Officials (2005).

"School-based Contracts and other Business-related topics," Metro RESA (2005).

"The Reauthorized IDEA 2004," Barrow County Board of Education (2005).

"Off-Campus Student Misconduct," Georgia Middle School Association (2005).

"Fair Labor Standards Act: Pitfalls and Best Practices" Georgia Association of School Business Officers (2004).

"School Purchasing Policies and Practices" Georgia Association of School Business Officers (2004).

"FERPA Update," Georgia Association of School Public Relations Officers (2004).

"ADD and OHI eligibility issues under IDEA," Pioneer RESA (2004).

"The Reauthorized McKinney-Vento Homeless Student Act," Forsyth County Juvenile Court (2004).

"Recent Cases in Autism," Emory University Autism Conference (2004).

"The Revised Code of Ethics for Georgia Educators," Rutland Psychoeducational Center (2004).

<u>Trenton Brown & Associates v. Putnam County School District</u> (Construction mediation over central office cost overruns) (2004).

"Review of the 2004 Georgia General Assembly," Oconee County Board of Education (2004).

J.K. v. Forsyth County School District, Office of State Administrative Hearings (Special education due process complaint/manifestation review) (2004).

"Section 504 and Extracurricular Activities," Advancing Education Conference (2004).

"Law Enforcement and Disabled Students," Advancing Education Conference (2004).

<u>CCC Builders v. Jeff Davis School District</u>, State Court of Jeff Davis County (Construction litigation over defective carpet and tile installation) (2004).

J.P. v. Pike County School District, Office of State Administrative Hearings (Special education due process complaint/alternative school placement) (2004).

"The Family and Medical Leave Act" Okefenokee RESA (2003).

<u>Pritchett v. Murray County School District</u>, Polk County Circuit of Tennessee (Immunity of a Georgia School District for bus-train collision in Tennessee) (2003).

"Trial Practice: The Trial of a Student Discipline Case from Notice to Final Appeal," Georgia School Boards Association E. Freeman Leverett School Law Seminar (2003).

Womack, Lewis & Smith v. Polk County School District, Superior Court of Polk County, Georgia (Construction litigation over defective roof & flooring) (2003).

Panelist, Georgia Probation and Parole Officer's Annual Conference (2003).

"Student Discipline Workshop," Advancing Education Conference (2003).

"Persistently Dangerous Schools in Georgia under NCLB," Advancing Education Conference (2003).

"School Construction and Business Contracts," Georgia School Boards Association in Ellaville, Georgia (2003).

"Review of the 2003 Georgia General Assembly," Griffin RESA (2003).

"The Revised Code of Ethics for Educators," Advancing Education Conference (2003).

<u>Sauls v. Pierce County School District</u>, Eleventh Circuit Federal Court of Appeals (Title IX case involving teacher-student sexual harassment) (2003).

<u>Energy Education v. Murray County School District</u>, Superior Court of Murray County (Litigation over contract for energy savings services)(2002).

"Student Discipline Workshop" Advancing Education Conference (2002).

"Manifestation Reviews and Discipline of Special Education Students," Advancing Education Conference (2002).

"Review of the 2002 Georgia General Assembly," Georgia School Boards Association in Forsyth, Georgia (2002).

"School-based Contracts: What School Boards Need to Know," Georgia School Boards Association in Washington, Georgia (2002).

Lovinggood v. Elbert County School District, Northern District Court of Georgia (2002) (Title IX case involving teacher-student sexual harassment).

"The Georgia Open Meetings and Open Records Act," Georgia Association of School Public Relations Officers (2002).

"The Fair Labor Standards Act and the Family and Medical Leave Act: What Every Administrator Needs to Know," Northeast Georgia RESA (2002).

"Is that a Threat: An Analysis of Post-Columbine Cases of the Georgia State Board of Education?" Advancing Education, Student Discipline Handbook (2001).

"The Nuts and Bolts of Student Disciplinary Tribunals," Advancing Education (2001).

"Review of the 2001 Georgia General Assembly," Georgia School Boards Association in Albany, Georgia (2001).

<u>Shugar v. Seminole County School District</u>, Middle District Court of Georgia (2001)(First Amendment case involving students disciplined for wearing confederate flag t-shirts in violation of school dress code)(2001).

"Student Drug Testing and the United States Supreme Court," Georgia School Superintendents Association (2001).

Primary author of several chapters in <u>A Guide to School Law in Georgia</u>, Georgia School Boards Association (2000).

"Review of the 2000 Georgia General Assembly," Georgia School Boards Association in Rome, Georgia (2000).

Walton v. Dougherty County School District, Middle District Court of Georgia (Reverse Discrimination case involving applicant for administrative position) (1999).

<u>Baker v. Dougherty County</u>, Georgia State Board of Education (Teacher discipline appeal)(1998).

White v. Dougherty County Board of Education, Georgia State Board of Education (Teacher discipline appeal)(1998).

Smith v. Georgia-Pacific, Middle District Court of Georgia (Age discrimination case) (1997).

Master's Thesis, "How Ronald Reagan won the South: The Presidential Elections of 1980 & 1984," Emory University (1992).

TRICIA S.K. MARSH

4810 Bantry Way, Cumming, GA, 30040 Email: Tricia.Marsh@hotmail.com 203-583-1391 (C)

CORE COMPETENCIES

Hyperion Essbase Hyperion Planning & Reporting

SAP Data Modeling Expert MS Excel SEC Reporting Financial Accounting **Financial Analysis**

SAP BW Query Oracle Decision Support Analysis Smartview

EDUCATION

MBA, University of Bridgeport, Bridgeport, CT - 2005

B Sc. Management, Nova Southeastern University, Fort Lauderdale, FL - 2002

PROFESSIONAL EXPERIENCE

COX COMMUNICATIONS, Atlanta, Georgia (\$9B Revenues)

Sr. Financial Analyst - Enterprise planning & Process Improvement

12/08- Present

- Assist the Director of Financial Planning and Analysis to coordinate the annual budgeting and forecasting cycle for the company.
- Lead the forecast and budget processes from a systems perspective, designing upload templates, troubleshooting, and coordinating communications for users during both processes regarding the planning tool and all other auxiliary tools.
- FP&A leader in cross-functional teams when evaluating and planning for business initiatives to represent the planning process.
- Provide day-to-day end user support including trouble shooting both system and data issues related to Hyperion Planning/Essbase applications.
- Partner with Business owners to assess current capabilities and future needs. Translate the requirements into test conditions and expected results for product, performance and user acceptance testing.
- ❖ Serve in a dual-ownership role with the database administrators of all LRP data and the planning application; communicate business requirements, test and validate.
- Lead the analysis of guidelines between Finance and Accounting to ensure that both current and future planning scenarios are aligned and guidance provided to our partners.
- ❖ Initiate and proactively coordinate with the field locations as well as subject matter experts within functional areas in the organization to ensure that the planning tools and processes are meeting the changing needs of the company.
- Support Business Operations Analysis and Process by identifying, researching and resolving any discrepancies in analytical procedure or process.
- Continuously and proactively improve Hyperion Planning/Essbase to enrich end user experience by providing training documentation and support for system functionality as well as ad-hoc reporting capabilities.

Sr. Financial Analyst - Enterprise Planning & Capital Analysis

07/06-12/08

 Provide analysis as it relates to each Capital metric across all Cox Products, inclusive of calculation scripts behind these metrics.

- FP&A lead for all Operating expense and Capital Expenditure accounting projects, including inventory allocations, capitalization changes, PDC freight cost allocations and other OH allocations.
- Manage the Capital Expenditure budget and forecast process from a systems perspective, design models, conduct end user training, troubleshoot and coordinate communications for users.
- Collaborate with subject matter experts to keep aware of changes that would impact how the company plans. Support capital expenditure changes as required in all lines of business inclusive of Corporate.
- Conduct research and analysis of financial data needed in planning, budgeting, cost control, and project control to provide informed recommendations to leadership across CCI in setting and realizing profit objectives.
- Create, test, distribute and track financial models and reports.
- Prepare regular and special financial statements for CEI.
- Assist in the development and measurement of annual budget and business planning process including the identification of trends and the development of measures to ensure budgets are followed.

Selected Accomplishments:

- Developed Capital Model that was used by Project Managers and Capital Accounting Group to integrate data from Essbase into Capital module
- FP&A lead on numerous projects that aligned Actuals and Budget methodology through Capital transformation activities.
- FP&A Lead support to Supply Chain Management's successful sourcing initiative to impact the Drop Models, so that sourcing savings could be captured in the LRP.
- Counterpart to the Director of Opex/Capex in building the current CPE model.
 Created the guidance, training documentation and post-implementation support.
- Created Benefits Model to determine feasibility of rate adjustment.
- Integral member of Hyperion Planning implementation team, tactical areas were: Creating revenue, operating expense and capital expenditure models, testing models, UAT Testing, data reconciliation between multiple cubes, formula testing, advising on unique Dimensions that were needed in the design of the new multi-dimensional cubes, mapping drivers and calculating and analyzing exception drivers.
- Continuous development and maintenance of Hyperion Planning calculation scripts and models to align with operational changes.
- Provide formal Hyperion Essbase and Hyperion Planning Training to superusers.
- Worked with Sales & Marketing Management to create new metrics and planning quidance.

SIKORSKY AIRCRAFTS, Stratford, Connecticut (\$6.7B Revenues) **Sr. Financial Analyst (FP&A)**

04/05 - 04/06

- Analyze and report on monthly financial results, variance to budget and rolling forecasts to CFO and Executive team.
- Co-ordinate the planning and forecasting process and manage risks and opportunities inclusive of earnings releases, Management letters and Wall Street Analysts reports.

- Ensure proper integration of BRS components into SAP during Implementation.
- Manage the maintenance of the financial system backbone for the Planning module in SAP.
- Project Administrator for the Capital Expenditure project module in SAP.

Selected Accomplishments:

- Implemented a patch in the SAP system that was previously generating incorrect overhead and assessment rates.
- Authored Training Manual for SAP and BW queries that was used to onboard new Finance employees.

FRONTIER COMMUNICATIONS, Stamford, Connecticut (\$3.8B Revenues) Financial Analyst (FP&A) 06/04 - 04/05

❖ Provide budgetary support and financial analysis to one of four Operating Regions. Responsible for assisting the Operating Region with decision support analysis including NPV, IRR and cash flow analysis. Provide assistance to the Regulatory Department for regulatory filings, data requests and other financial inquiries by both State PUC's and the FCC. Support the Directors in the field preparing the yearly budget by being the central contact for that region to who all budget and system related questions for the budget are submitted prior to being reviewed by the CFO.

Senior Accountant 05/03 - 06/04

Prepare internal and external Fixed Asset reports generated by the department. Ensure that property tax data is gathered and reported accurately. Prepare roll-forward schedule for Depreciation. Analyze property records to ensure asset retirements and transfers are performed. Identify and recommend corrections to reporting issues associated with Fixed Asset Data.

Staff Accountant 03/01 - 05/03

Manage SEC report filing for 10Q and 10K for a subsidiary of Frontier (ELI). Prepare monthly consolidated financial report. Managed General Ledger activity. Calculate Interest payments on all customer deposits held according to various states public commission regulations and reconcile the account. Responsible for Capital Lease schedules. Assist in the preparation of SG&A and Balance Sheet report analytics.

Selected Accomplishments:

- Identified approximately \$300K in interest refunds from prior years that were due to the company.
- Built templates for Capital Leases and P&L allocations that were utilized by the other subsidiaries.

CMP MEDIA, Long Island, New York

Telecommunications Billing Analyst

12/99 - 10/00

Review telecommunications agreements contracts. Verify the accuracy of invoices, evaluating the cost effectiveness of accounts, identifying unnecessary minimum billing charges, and uncovering redundant billing charges. Wireless device administration including new orders, upgrades, repairs, lost or stolen device deactivations. Assist in project coordination in support of telecommunications infrastructure.

Christina Rodriguez

6374 Woodstock Road Acworth, GA. 30102 (770) 330-9956 mrscmrodriguez@msn.com

EDUCATION

Masters in Educational Leadership Georgia Southern University

G.P.A.: 3.5

Bachelor's degree in Elementary Education with ESOL Endorsement
Barry University
Summa Cum Laude

G.P.A.: 3.98

December 2008

May 2012

PROFESSIONAL EXPERIENCE

Sarah Smith Elementary International Baccalaureate School

08/2010-Current

First Grade/ESOL Teacher/Translator

- Chosen to be ESOL Team leader and Translator/Interpreter.
- Served as acting administrator when the administrators were out of the building.
- Created Master Schedule for the school including EIP,ELL, PEC, Specials, and lunch schedules.
- Served as committee chair for the Multicultural Committee and Staff Incentive Committee.
- Assisted the Administrative team during the summer to gain knowledge and experience.
- Organized residency documents and assisted in creating class lists for the upcoming school year.
- Served as an International Baccalaureate Primary Years Program teacher.
- Provided differentiated instruction and implemented Common Core Standards.
- Organized and assisted MALDEF meetings in order to educate our local Hispanic community about the educational system in the United States.
- Attended International Baccalaureate Training in Assessment, The Written Curriculum, and Concept-Based Learning.
- Attended Common Core Implementation of DATA and SIOP trainings.
- Interacted with International Baccalaureate schools around the world via Skype.

University Community Academy Charter School

08/2009-07/2010

Spanish Teacher K-7TH Grade

- Provide an enriching Spanish education by using manipulatives and differentiated instruction
- Created a mentoring program for girls and it has grown to be effective and rewarding
- Oversee morning announcements in English and Spanish
- Use positive reinforcement as a classroom management tool

Doral Academy Charter Elementary

02/2009-06/2009

Second Grade Teacher

- Taught using a technology based curriculum that included the *Smart Board*, educational computer programs, and accelerated reader.
- Created a positive reinforcement classroom management plan.
- Taught Special Education students through differentiated instruction and effectively followed an individualized educational plan.

STUDENT TEACHING EXPERIENCE

Sarah Smith Elementary

Completed Leadership Internship during summer school with Dr. Freda Hamilton. 2011

- Observed teachers and provided feedback.
- Assisted teachers with effective teaching strategies.
- Communicated with parents in Spanish and English.
- Created summer school handbook in Spanish.

Jack D. Gordon Elementary

Completed Internship in a first grade Extended Foreign Language class. 8/2008-12/2008

- Taught a dual language program using English and Spanish.
- Learned how to communicate with parents and local community.
- Learned the importance of differentiated instruction and meaningful classroom centers where students can learn through hands on activities.
- Completed a professional teaching portfolio.

CERTIFICATIONS

- L-5 Certificate Educational Leadership
- T-4 Early Childhood Education (P-5)
- T-4 Middle Grades (4-8) Language Arts

- ESOL Endorsed
- ESE K-12 Certified
- Spanish P-12 Certified

LANGUAGES

Fluent in English and Spanish

COMPUTER SKILLS

- Proficient in Microsoft Windows and Apple
- PowerPoint Presentation
- Microsoft Office
- Microsoft Word
- Internet Explorer
- Smart Board
- Excel

OTHER EMPLOYMENT

Palace Resorts Inc. / Management Position

07/04 -08/08

- Responsible for managing seventeen employees
- Provided exceptional customer services to exclusive members
- Able to multitask in a fast paced environment and maintain order under pressure.

CURRICULUM VITAE



Jin Jin, Ph.D.

Cell: 404-909-6506 Email: jinjin.us@live.com

Education

Postdoctoral Research Fellow (8/2001 –8/2002) Ohio State University, Columbus, OH **Ph.D.** (06/2001) Physical Chemistry, University of Science and Technology of China (USTC) Top 10 Ranked University in China.

B.S. (06/1996) Chemistry, Zhejiang Normal University (ZJNU), China

Working Experience

1/2011 - Current President Atlanta International Education Group LLC (AIEG), Suwanee, GA

- In charge of business management and marketing; directing and training employees and agents in U.S. and in China; created the long-term and short-term strategies surrounding the marketing of AIEG's consulting services; developing programs on international education exchange and other related business with US private schools, colleges and international students and scholars.
- Providing consulting services for various private high schools, public and private colleges and universities in U.S. on recruiting international students; Creating and developing new collaboration programs and expanding global market; Arranging and coordinating the headmasters/president of U.S. schools to visit schools and colleges in China; helping in building, developing, coordinating and maintaining a good friendship between schools in U.S. and in China.

- Evaluating and overseeing international student marketing policies and procedures. Increasing and enhancing business opportunities and networking among various local associations and communities in U.S. as well as schools and agencies in China through business meetings, seminars, and information exchange.
- Directly recruiting international students for many schools and colleges; Providing consulting services for Chinese students and families;
- Establishing and advising on studying abroad programs; strategic planning, developing overseas exchanges and identifying appropriate partners; supervising international students.

6/2009 – 10/2013 Senior Scientist/Consultant
Materials Analytical Services (MAS), Suwanee, GA
Accredited by the American Industrial Hygiene Association

- Provided support and advice on chemical analysis business and various scientific research projects; advised clients on indoor pollutants such as VOCs, fumes, odors, respirable dust and particulates;
- Provided both consulting and analytical testing services on distinguish "Green" products, Help and developed research programs to accelerate global adoption of sustainable green building through accepted tools and performance criteria to meet the growing demand for "Green Building" products, such as Construction Materials, Paints & Finishes, Flooring, Furniture and Components.
- Supervised chemists and technicians on chemical analysis and research, especially on indoor air quality, emissions and VOCs with the most current NIOSH, OSHA, EPA and ASTM methodologies. Conducted research on identification and quantification of chemical compounds, data modeling and interpretation.
- Led research on green construction materials; developed protocols and independent analytical testing programs and methods to address the health concerns and environmental issues and to improve air quality.

Academic/Teaching Experience

9/2002 –5/2009 Senior Scientist and Educator Emory University, Atlanta, GA

• Conducted cutting-edge chemistry research via laser spectroscopy at molecular level; Detected and investigated various molecules which are relevant to combustion chemistry, the environment and pollution control with state-of-the-art spectroscopic

techniques; made remarkable contributions to the field of molecular spectroscopy and laser chemistry; provided valuable information to help create a safe method to treat radioactive waste;

- Instructed and supervised for Undergraduate Research Programs, Summer Undergraduate Research Programs; Engaged in Undergraduate and graduate Molecular Spectroscopy course, Undergraduate Physical Chemistry course; Developed experimental assays in support of senior undergraduate laboratory performance goals.
- Instructed and trained students in scientific research; supervised senior undergraduate students and graduate students on carrying out scientific research; advised them on scientific reports, writing and completing Bachelor thesis, Master and Ph.D. thesis.
- Published and Present original scientific work at meetings and international
 conferences. Dr. Jin's research has been widely recognized and cited by leading
 spectroscopists in the field. Her research has been also widely applied by other
 scientists such as research groups from USA, France, Canada, Japan, Hong Kong
 and China. As an internationally recognized expert in the field of molecular
 spectroscopy and laser chemistry, Dr. Jin has pioneered major advances in the study
 of free radicals and the detection and treatment of nuclear waste.

8/2001 –8/2002 Postdoctoral Research Fellow Ohio State University, Columbus, OH

- Conducted scientific research and experiments on detection and characterization of organic compounds and transient free radicals by laser spectroscopy at molecular level; Designed and improved fluorescence experiments with an Intensified Charge-Coupled Device (ICCD) camera.
- Was the first scientist who successfully detected, observed, recorded and reported
 the dispersed fluorescence spectra of primary and secondary alkoxy radicals and
 conformers. These findings provided critical information on pollution control and are
 considered the cornerstone for future research on the study of fuel combustion and
 pollution.
- Published and Present original scientific results at meetings and international
 conferences. Dr. Jin's original contributions have resulted in outstanding publications
 in the leading national and international scientific journals and numerous presentations
 at leading national and international conferences in her field. Her work has been
 recognized by other scientists in their numerous publications that referred to her work.

9/1996 – 6/2001 Research Assistant in Laser Chemistry Lab of USTC

- Designed and developed a DC discharge/reaction free radicals/molecular beam apparatus to study the transition metal containing compounds; investigated the spectra of transition metal containing compounds via Laser-Induced Fluorescence (LIF) technique.
- Investigated the spectra and dynamics of gas phase molecules, which are relevant to combustion chemistry, the environment and pollution control.
- Published and Present scientific results at meetings and conferences.
- Taught General Chemistry and Physical Chemistry courses.

Community Service

9/2013 – current	President	Zhejiang Association of GA Inc. (ZAGA)
2/2010 - 8/2013	1 st Vice President	Zhejiang Association of GA Inc. (ZAGA) Zhejiang
1/2008 - 1/2010	President	Association of GA (ZAGA), Duluth, GA
1/2006 - 12/2007	Secretary General	Zhejiang Association of GA (ZAGA), Duluth, GA
(A Local Chinese-American non-profit Organization in Georgia with more than 400 members.)		
6/2013 - Current	Director	Association of Chinese Professionals Inc. (ACP)

Managing, planning and organizing various events each year to cooperate and build friendship of association members with and among each other;

Providing leadership in organization and fundraising strategies, taking actively part in the Board committees, meetings and community events to provide an environment for the Members of the Association to network, socialize, and collaborate.

Organizing and coordinating for successful fundraising events, group events, board meetings and annual banquets.

Recruiting new members and in charge of External Relationships & Community Networking Activities.

Increasing and enhancing business opportunities and networking among members through meetings, seminars, and information exchange;

Helping strengthen relationships between U.S. and China and other areas through economic, technology and cultural exchanges; Promoting Chinese culture in the metro Atlanta area.

Honors and Awards:

- 1. OSU Visiting Scholar, Laser Spectroscopy Facility, OSU (2001)
- 2. CAS Fellowship, the Chinese Academy of Sciences (1999).
- 3. HuaWei Fellowship, HuaWei Educational Foundation (1998).
- 4. ZJNU Excellent Student Award, Zhe-Jiang Normal University (1994)
- 5. Fan-Xi Zhang Award, HongKong Fan-Xi Zhang Educational Foundation (1992-1993).
- 6. ShuPing Award, National Shu-Ping Scholarship Committee (1990-1992).

Publications, Invited Talks & Presentations:

- 19 peer-reviewed Publications in leading International Scientific Journals;
 - 21 Presentations/Talks at National and International Conferences.

Selected Publications:

- 1. "Electronic Spectroscopy of UO₂Cl₂ Isolated in a Solid Ar" Jin Jin, Raj Gondalia, and Michael C. Heaven Journal of Physical Chemistry A, 113, 12724, 2009.
- 2. "Dispersed Fluorescence Spectroscopy of Primary and Secondary Alkoxy Radicals" Jin Jin, Ilias Sioutis, Gyorgy Tarczay, Sandhya Gopalakrishnan, Andrew Bezant and Terry A. Miller
- Journal of Chemical Physics, 121(23), 11780, 2004.
- **3.** "Electronic Spectroscopy of UO₂ Isolated in a Solid Ar Matrix" Christopher J. Lue, **Jin Jin**, Mariana J.Ortiz, Jonathan C. Rienstra-Kiracofe and Michael C. Heaven
 - Journal of the American Chemical Society, 126, 1812, 2004.
- **4.** "Spectroscopic Investigation of Four Electronic States of NiF in 17500-25000 cm⁻¹ region"
 - Jin Jin, Qin Ran, Xueliang Yang, Yang Chen and Congxiang Chen Journal of Physical Chemistry A, 105, 11177, 2001.
- 5. "Identification of the Π component of NiF by Laser-induced Fluorescence" **Jin Jin**, Yang Chen, Xueliang Yang, Qin Ran, and Congxiang Chen **Journal of Molecular Spectroscopy**, 208, 18, 2001.

- 6. "Investigation of the $A^2\Sigma^-$ state of CuO by Laser-induced fluorescence" **Jin Jin**, Ran Qin, Zhang, Xiao-Peng, Chen Yang, and Chen Congxiang **Chinese Physics**, 11(5), 481, 2002.
- 7. "Fluorescence Excitation Spectrum of a ${}^2\Pi_{3/2}$ - ${}^2\Pi_{3/2}$ Transition of NiF" Yang Chen, **Jin Jin**, Changjin Hu, Xueliang Yang, Xingxiao Ma, Congxiang Chen **Journal of Molecular Spectroscopy**, 203, 37, 2000.
- **8.** "Fluorescence excitation spectrum of B2+-X2+ of AlO radical in a supersonic jet" **Jin Jin,** Chen Yang, Pei Linsen, Hu Changjin, Ma Xingxiao, and Chen Congxiang **Acta Physica Sinica. 49(9), 1689, 2000.**

Mike McConnell

E-mail: mcconmw@gmail.com

4885 Streamside Dr

Johns Creek, GA 30022

PROFESSIONAL EXPERIENCE

Piedmont Office Realty Trust

Director, IT Services Johns Creek, GA 6/08 – Present

Hired to manage and normalize a newly formed IT organization for a non-traded Real Estate Investment Trust that has since gone public encompassing 27 remote sites across the continental US. Non industry specific key technologies include Microsoft (Exchange, AD, SharePoint, SQL, etc), Cisco (Call Manger, Unity, router, switching), IBM Cognos, Sage FAS, DoubleTake, Citrix, and VMWare. Industry specific technologies include MRI, Angus Anywhere, Nexus, and Argus DCF.

Responsibilities and accomplishments included:

- Provide strategic vision for IT organization.
- Cut original first year budget estimate by 25% by removing contract overlaps, canceling unnecessary services and following through with disciplined spending.
- Set\negotiated SLAs for all key services both internal and external including business critical cloud solutions.
- Created the Change Management and IT Steering Committee charter, policy, and procedures to institutionalize IT change management into the organization.
- Developed, communicated and implemented all IT policies and procedures.
- Directed SOX preparations and passed 5 audits to date with no deficiencies.
- Managed corporate website including a complete site rebuild.
- Negotiated a 60% data circuit cost reduction while increasing bandwidth 25% with a tier 1 provider.
- Implemented Storage Area Network and virtualized the server environment with VMWare.
- Managed multiple site setups and disconnects. Upgraded Citrix environment to 6.5. Managed Exchange 2010 upgrade
- Implemented a Mobile Device Management platform, AirWatch.
- Prepared and tested Business Continuity Plan demonstrating 4-6 hour warm failover of all systems to a co-location facility.
- Performed employee performance reviews and merit evaluations.
- Provided executive reporting dashboards and KPIs including helpdesk statistics, service availability statistics and a customer satisfaction survey.
- Co-chaired and presented sessions on business continuity and disaster recovery as well as the industry software stack as a whole for an industry conference. Key presentation points included co-location and cloud computing.

Hospira, Inc.

Sr. Systems Analyst Rocky Mount, NC 1/00 – 6/08 Hired to manage NT and LAN projects in a large FDA and SOX regulated manufacturing environment that provided support and direction for multiple locations domestically and internationally encompassing over 5000 users, 100 servers, and 2500 networked devices.

Responsibilities and accomplishments included:

- Lead the upgrade and implementation of the infrastructure in a Costa Rica plant and coordinated the replacement and migration of a server room and communication infrastructure design in a Dominican Republic plant.
- Lead team to set up IT operations in a new location and transition all retained resources from a plant closing.
- Introduced VMWare (ESX) for virtualization, Citrix 4.5 to streamline application deployment, and a secure WLAN.
- Conducted pre-audit reviews and support for multiple plant compliance assessments for SOX and FDA standards.
- Managed migration from Lotus Notes to MS Exchange for 900+ e-mail users.
- Lead migration efforts from NT 4.0 to Active Directory at 4 sites. Completed the migration of 3 sites to a new 2003 Active Directory domain per an autonomous spin-off from the parent company.
- Liaison between Corporate engineers, AT&T, and international communication companies to ensure WAN and satellite connectivity between sites.
- Conducted and documented disaster recovery tests in multiple sites.
- Modified VB 6.0, RPG IV\ILE, and Java programs to meet revised user requirements. Developed VBScripts to automate server maintenance and reporting tasks.

North Georgia College and State University

Assistant Network Manager Dahlonega, GA 6/98 – 1/00

Hired to manage helpdesk and technicians in a 1200 node environment with 4000+ users and to plan and maintain a NT/Novell/Unix LAN canvassing 32 buildings.

Responsibilities and accomplishments included:

- Top level participation in the development of two and five year technology plans to aid in budgetary and resource planning.
- Co-headed the design and implementation to a revised network design including an upgrade from NW 3.11 to NW 4.11, the introduction of WinNT 4.0 servers into the environment, and substantial hardware upgrades and replacements.
- Headed the Y2K preparation for the IT department, served as the primary resource for all other departments in their assessment and remediation of department specific technologies, and participated on the Y2K accountability committee that reported to the University System of Georgia.
- Designed the infrastructure for two new buildings brought onto the network.

- Designed VLANs to segment and secure key network elements.
- Addressed all network security issues as they arose and implemented measures to reduce occurrences.
- Created helpdesk position and implemented a work-order control system.
- Managed six direct reports and 2 indirect reports and defined and documented communication flows within a department that doubled in size over the course of two years.
- Designed and managed an inventory project to provide inventory control and reporting for all computer hardware.

Harris Calorific, Division of Lincoln Electric

System Administrator Gainesville, GA 6/97-6/98

Hired as an intern and promoted to System Administrator after three months in a small manufacturing environment with 60 users.

EDUCATION

• North Georgia College and State University Bachelor of Computer Science - 6/98

TRAINING AND CERTIFICATIONS

- Lean Sigma
- ITIL® v3 Foundation
- PMP Training

Kristine Evjen

6650 Eastleigh Circle, Suwanee, GA 30024 (c) 404-434-7210 (e) kkevjen@yahoo.com

I am an energetic, motivated and mature individual with proven ability to manage multiple projects simultaneously. I am a self- starter and a conscientious and dependable worker. I possess an analytical background that may be applied to the surgical environment and has given me years of problem solving experience. I am highly adaptable to changing circumstances and I am a team player focused on attaining the end result by the most efficient means.

PROFESSIONAL EXPERIENCE

Northeast Georgia Medical Center - via Lanier Technical College

<u>Surgical Technology Student</u> – Complete final semester July 2014 <u>Certification</u> - Test Scheduled for August 6, 2014

Solid Source Realty GA – Keller Williams Realty, LLC

Real Estate Agent - Atlanta, GA 2004 – 2012

• Sold residential real estate

ISHR Group / GE Energy

Consultant – GE Energy via ISHR, Group – Atlanta, GA 2011 – 2012

- Contracted by GE Energy's Mergers and Acquisitions division as "SWAT Team"
- Performed job alignment for two most recent acquisitions: Dresser, Inc. and Well Support
- Deployed globally to manage project for over 10,000 employees
- Responsible for data analysis, collection, management and reporting back to Sr. Executives

The Lowell Gallery - Atlanta, GA 2002 - 2004

Owner - Incorporated The Lowell Gallery, Inc. and sold original artwork

Mind Body and Soul – Atlanta, GA 2001 - 2002

Founder - Formed non-profit organization for the purpose of suicide awareness

MCI Corp.

Global Sales Manager - NY, NY - 1998 - 2001

- Performed consultative sales of telecommunications solutions
- Managed a sales team and consistently met sales quota

Marketing Manager - Atlanta, GA – 1996 1997

- Managed a pricing program called the Fund
- Developed pricing parameters and training materials for the Fund
- Trained branch management on its use

Financial Analyst - Atlanta, GA - 1994 - 1996

- Negotiated pricing for small to medium sized businesses
- Approved/disapproved pricing for Southeastern regional sales teams

Delta Air Lines, Inc.

Financial Analyst - Atlanta, GA 1989-1994

- Prepared forecasts and reconciliations for 21 month rolling financial statements
- Presented results and explanations to CFO and Comptroller.
- Wrote MD& A section of the Annual Report.
- Appointed to Leadership 7.5 restructuring project in conjunction with McKinsey and Co.

Federal Reserve Bank

Bank Examiner – Atlanta, GA 1987 - 1987

- Examined member banks in Section 6 for compliance with Federal regulations.
- Wrote reports of findings and submitted to the Board of Directors.

EDUCATION

BBA – Finance University of Georgia: 1983-1987

London School of Economics: Masters studies in international banking, hedging

and arbitrage.

Certified Surgical Technologist – Program completion and certification test on track for 8/2014

Séverine Plesnarski

1690 Laleiah Drive, Cumming, GA 30041 (404) 821-2162

sevbonaime@gmail.com

TEACHING EXPERIENCE

2013 – 2014 Alliance Française d'Atlanta, Atlanta, GA, USA

Teaching French Immersion classes to adults, children and toddlers in private, semi-private and group settings.

2012 – 2013 North Atlanta International Academy/One World Academy, Cumming, GA, USA

Instructed Pre-school age children in French in private language school.

2006 - 2011 Atlanta International School, Atlanta, Georgia, USA

Private IB school, providing 4K-12th grade American and International students a cohesive academic dual language program (English and French, German or Spanish).

- Instructed all grade subject areas in French to both native and non-native speaking students following the Primary Years Program (PYP) curriculum of the International Baccalaureate Organization (IBO)
- Complemented the PYP curriculum with additional requirements from the French Ministry of Education
- Partnered with the English, Spanish and German educators to plan and prepare daily lessons and organize the different units of the inquiry based curriculum.

^{3rd} Grade Teacher 2010-2011

• Welcomed and taught the Immersion students in Language Arts and Math after they were integrated into the class.

5th Grade Teacher 2009-2010

- Conducted individual oral language proficiency assessments with French speaking students.
- Conducted and graded 2nd and 5th grade French National Evaluations.

1st Grade Teacher 2008-2009

- Conducted individual oral language proficiency assessments with French speaking students.
- Participated in the after-school program for homework help in French.
- Co-lead the after-school Art program in French.

Pre-school (Pre-K4) and 2nd Grade Teacher 2007-2008

- Participated in the after-school program for homework help in French.
- Co-lead the after-school Art program in French.

Pre-school (Pre-K4) Teacher 2006-2007

2005 - 2006 Pre-school (Pre-K4) Teacher, The French School of Denver, Denver,

Colorado, USA

Private French immersion school (closed in March 2006 due to lack of funding).

- Instructed (100% in French) all Pre-K4 subject areas to both native and non-native speaking students in the curriculum of the French Ministry of Education.
- Prepared syllabus and report cards for all pre-school (Pre-K3 and Pre-K4) classes.
- Represented teachers at Board of Directors meetings.

2001 - 2005 Head Mistress and Pre-school (2 year old preschool to Kindergarten) Teacher, Ecole Sainte Marie, Champier, France

Private Catholic school of 45 students from 2 year olds to 5th grade:

- Instructed students ranging in age from 2 to 6 years old.
 - Taught reading to 1st graders and English to all levels of students (K through 5th Grade).
 - Responsible for admissions, intermediation between the school and school board, and fund raising.

EDUCATION AND CERTIFICATION

2006-2010	PYP trainings in creating inquiry based units (level 2), in science and social studies (level 3)
2006-2010	French trainings in grading National Evaluations, in helping students with dyslexia
2008	Oral Proficiency Interview Assessment training (ACTFL)
2001-2002	Training for the Headmistress job
2001	Professional Teaching Certification, Primary School, French Ministry of Education
1998	Bachelor's Degree (French equivalent), Languages and Foreign Civilizations Université Stendhal, Grenoble, France

LANGUAGES

Billingual in French and English School level in Spanish

Barbara E. Wiren

974 Winslow Terrace • Sugar Hill, Georgia • 30518 • 404-405-3924 • bwiren@tiger.brenau.edu

Objective:

To obtain a position as an education/curriculum advisory committee member at ICSAtlanta.

Certification:

- Clear Renewable Georgia Educator Certificate in German (K-12)
- Clear Renewable Georgia Educator Certificate in Early Childhood Education (P-5)
- · Certification to teach German as a foreign/second Language (DaF/DaZ) from Austria

Education:

Piedmont College, Demorest, Georgia, July 24, 2010

Master of Arts, Early Childhood Education, GPA: 4.00

Brenau University, Gainesville, Georgia, December 12, 2008

- Bachelor of Science, Early Childhood Education, GPA: 3.96, graduated with Summa Cum Laude honors
- Phi Kappa Phi Honors Society recognizing outstanding academic excellence in all disciplines
- · Kappa Delta Pi International Honor Society in Education

Pädagogische Akademie, Linz, Austria, Fall 2002 - Spring 2004

- Teacher Preparation Program, Early Childhood Education transferred
- · Certification for German as a foreign/second language completed

Currently:

March 2014 South Forsyth High School, Cumming, GA

- Long-term substitute March - May: German I, II, III, IV, AP, and IB

August 2012 The German School of Atlanta (Saturday School) in Marietta, GA

- Education Director
- Administrator for our homepage, moodle platform, and google e-mail accounts
- Education Committee Chair
- Leading teacher workshops several times a year
- Interview process, hiring of teachers
- Coordinator for online classes
- Administration of tests (e.g. AATG)

August 2013 Buford City Schools, Buford, GA

- Substitute teacher
- Long-term substitute January March 2014: Technology Special (I-pad lab)

August 2013 Private Tutor, various locations

Tutoring children in German, ages Pre-K through 2nd grade

Teaching Experience:

February 2009 - May 2013 The German School of Atlanta (Saturday School) in Marietta, GA

- Teacher of the 6-8 year old non-native German class

March 2012-May 2013 North Atlanta International Academy/One World Academy in Cumming, GA

- Full-immersion, multi-age Elementary Teacher Pre-K to 4th Grade

Barbara E. Wiren, Page 2

July 2011-April 2012 Tutor Doctor of Atlanta

- In-home tutor (elementary subjects)

Sept. 2011- Mar. 2012 Buford City Schools, Buford, GA

Substitute and Marchmester Teacher

July - Dec. 2011 Enopi - Tutoring Institute in Lawrenceville, Georgia

Tutor for math, reading, and writing (Pre-K to 8th grade)

January 2009 - May 2011 The Goddard School in Buford, Georgia

- Pre-K Lead Teacher (January 2009 - March 2011)

- Bus Driver (morning route, August 2010 January 2011)
- After School Lead Teacher (January May 2009)

Teacher Preparation Experiences:

Fall 2008: Harmony Elementary School, 1st Grade, Mrs. Ward, Student Teaching

- Complete control and responsibility of the classroom for four consecutive weeks
- Observe and assist teacher for ten consecutive weeks

Language Competencies: Fluent in German and English

Computer Skills: PC

Proficient in Microsoft Office (Word, Excel, Publisher, and PowerPoint)
Proficient in Mozilla Firefox, Internet Explorer, and Google Chrome

Maintenance of homepage with WordPress

Administration of Moodle and Google E-mail for Education

I-Pad

Workshops:

March 2013 & 14 FLAG conference in Augusta and Atlanta respectively

June 2013 Attended conference and lead workshop at the ZfA (German Central Agency for

Schools Abroad) Conference in Atlanta, GA

 "Moodle and more" – an hands-on workshop about the learning platform Moodle in the German Class

Work Experience:

Summers of 2005-2009 Full day babysitter for one or multiple families, ages ranging from newborn

to 13 years while obtaining my degree

Aug. 2004 – Aug. 2006 Nanny for two girls ages three and four.

Babysitter for multiple families, ages ranging newborn to 10 years

Sept. 2002 – June 2004 Temporary Job Agency

Part-time tutor for several elementary school children

Aug. 2001 – Aug. 2002 Au Pair – lived with a family in Suwanee, GA with four children,

ages ranging newborn to 7 years.

Community Service: July 2013 – now, Education Advisory Board for a start-up Charter School

June 2013 VBS, recreation helper

June 2012 Catholic Camp, Assistant teacher (3rd Grade)

1.	Do or will you or an immediate family member have any contractual agreements with the proposed charter school?	Yes	(No)
2.	Do or will you or your immediate family have any ownership interest in any educational service provider or any other legal entity contracting with the proposed charter school?	Yes	No
3.	Did or will you or your immediate family lease or sell any real property or facilities to the proposed charter school?	Yes	No
4.	Did or will you or your immediate family sell any supplies, materials, equipment, or other personal property to the proposed charter school?	Yes	No
5.	Have you or your immediate family guaranteed any loans for the proposed charter school?	Yes	No
6.	Are or will you or your immediate family be employed by the proposed charter school or one of its vendors or contractors?	Yes	No
7.	Did you or your immediate family have any ownership interest in any corporation, partnership, or other entity which would answer "Yes" to any of the above questions?	Yes	No
8.	Are you aware of any other board, group, or other entity that believes it has a right to control or provide input on votes that you will cast as a member of the governing board of the proposed charter school?	Yes	No
9.	Do you currently serve as a member on the governing board of any other charter school?	Yes	No
10.	To the best of your knowledge, is there any situation not described above that may create the appearance of a conflict of interest between you and the proposed charter school or that would make it difficult for you to discharge your duties or exercise your judgment independently and in the best interest of the proposed charter school?	Yes	No
Nai	me of the Proposed Charter School:		
I	Hernatimal Charter School of Atlan	sta	,
Sign	nature Sastagos 5/8/14		
Nan	Marisa Kashapor Board Cr Title	Vair	

1.	Do or will you or an immediate family member have any contractual agreements		
_	with the proposed charter school?	Yes	(No)
2.	Do or will you or your immediate family have any ownership interest in any		
	educational service provider or any other legal entity contracting with the	Yes	(No
-	proposed charter school?		
3.	Did or will you or your immediate family lease or sell any real property or facilities	Yes	No
_	to the proposed charter school?		
4.	Did or will you or your immediate family sell any supplies, materials, equipment,	Yes	No
_	or other personal property to the proposed charter school?	res	(NO)
5.	Have you or your immediate family guaranteed any loans for the proposed charter school?	Yes	No
6.	Are or will you or your immediate family be employed by the proposed charter		
	school or one of its vendors or contractors?	Yes	No
7.	Did you or your immediate family have any ownership interest in any corporation,		
	partnership, or other entity which would answer "Yes" to any of the above		
	questions?	Yes	No
8.	Are you aware of any other board, group, or other entity that believes it has a	103	(NO
	right to control or provide input on votes that you will cast as a member of the	Yes	(
	governing board of the proposed charter school?	163	(NO)
9.	Do you currently serve as a member on the governing board of any other charter		
	school?	Yes	(No)
10.	To the best of your knowledge, is there any situation not described above that		
	may create the appearance of a conflict of interest between you and the proposed		
	charter school or that would make it difficult for you to discharge your duties or		
	exercise your judgment independently and in the best interest of the proposed		
	charter school?	Yes	(No)
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_	1 Interpational Charter School of Atlanta		
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1.	Do or will you or an immediate family member have any contractual agreements with the proposed charter school?	Yes	No
2.	Do or will you or your immediate family have any ownership interest in any	163	·
-	educational service provider or any other legal entity contracting with the proposed charter school?	Yes	No
3.	Did or will you or your immediate family lease or sell any real property or facilities to the proposed charter school?	Yes	No
4.	Did or will you or your immediate family sell any supplies, materials, equipment, or other personal property to the proposed charter school?	Yes	No
5.	Have you or your immediate family guaranteed any loans for the proposed charter school?	Yes	No
6.	Are or will you or your immediate family be employed by the proposed charter school or one of its vendors or contractors?	Yes	No
7.	Did you or your immediate family have any ownership interest in any corporation, partnership, or other entity which would answer "Yes" to any of the above questions?	Yes	No
8.	Are you aware of any other board, group, or other entity that believes it has a right to control or provide input on votes that you will cast as a member of the governing board of the proposed charter school?	Yes	No
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Na	me of the Proposed Charter School:		
	International Charter School of Atlanta		
Sig	llise E. Hall 5-8-14 Date		
Na	Hison E. Hall Board Sec	creta	Ry

1.	Do or will you or an immediate family member have any contractual agreements with the proposed charter school?	Yes	No
2.	Do or will you or your immediate family have any ownership interest in any educational service provider or any other legal entity contracting with the proposed charter school?	Yes	No
3.	Did or will you or your immediate family lease or sell any real property or facilities to the proposed charter school?	Yes	No
4.	Did or will you or your immediate family sell any supplies, materials, equipment, or other personal property to the proposed charter school?	Yes	(No)
5.	Have you or your immediate family guaranteed any loans for the proposed charter school?	Yes	No
6.	Are or will you or your immediate family be employed by the proposed charter school or one of its vendors or contractors?	Yes	(No)
7.	Did you or your immediate family have any ownership interest in any corporation, partnership, or other entity which would answer "Yes" to any of the above questions?	Yes	No
8.	Are you aware of any other board, group, or other entity that believes it has a right to control or provide input on votes that you will cast as a member of the governing board of the proposed charter school?	Yes	No
9.	Do you currently serve as a member on the governing board of any other charter school?	Yes	No
10.	To the best of your knowledge, is there any situation not described above that may create the appearance of a conflict of interest between you and the proposed charter school or that would make it difficult for you to discharge your duties or exercise your judgment independently and in the best interest of the proposed charter school?	Yes	No
	me of the Proposed Charter School:		
O	Date Date Murphy Member 30	2014	
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1.	Do or will you or an immediate family member have any contractual agreements with the proposed charter school?	Yes	No
2.	Do or will you or your immediate family have any ownership interest in any educational service provider or any other legal entity contracting with the proposed charter school?	Yes	No
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4.	Did or will you or your immediate family sell any supplies, materials, equipment, or other personal property to the proposed charter school?	Yes	No
5.	Have you or your immediate family guaranteed any loans for the proposed charter school?	Yes	No
6.	Are or will you or your immediate family be employed by the proposed charter school or one of its vendors or contractors?	Yes	No
7.	Did you or your immediate family have any ownership interest in any corporation, partnership, or other entity which would answer "Yes" to any of the above questions?	Yes	(No
8.	Are you aware of any other board, group, or other entity that believes it has a right to control or provide input on votes that you will cast as a member of the governing board of the proposed charter school?	Yes	No
9.	Do you currently serve as a member on the governing board of any other charter school?	Yes	No
10.	To the best of your knowledge, is there any situation not described above that may create the appearance of a conflict of interest between you and the proposed charter school or that would make it difficult for you to discharge your duties or exercise your judgment independently and in the best interest of the proposed charter school?	Yes	No
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1.	Do or will you or an immediate family member have any contractual agreements		
	with the proposed charter school?	Yes	No
2.	Do or will you or your immediate family have any ownership interest in any		
	educational service provider or any other legal entity contracting with the	Yes	No
	proposed charter school?	163	(NO)
3.	Did or will you or your immediate family lease or sell any real property or facilities	V	
	to the proposed charter school?	Yes	(No)
4.	Did or will you or your immediate family sell any supplies, materials, equipment,	V	6
	or other personal property to the proposed charter school?	Yes	No
5.	Have you or your immediate family guaranteed any loans for the proposed charter		
_	school?	Yes	(No)
6.	Are or will you or your immediate family be employed by the proposed charter	222	(
_	school or one of its vendors or contractors?	Yes	No
7.	Did you or your immediate family have any ownership interest in any corporation,		
	partnership, or other entity which would answer "Yes" to any of the above		(
	questions?	Yes	(No)
8.	Are you aware of any other board, group, or other entity that believes it has a		
	right to control or provide input on votes that you will cast as a member of the	Yes	(No)
	governing board of the proposed charter school?		
9.	Do you currently serve as a member on the governing board of any other charter	Yes	No
	school?	103	
10.	To the best of your knowledge, is there any situation not described above that		
	may create the appearance of a conflict of interest between you and the proposed		
	charter school or that would make it difficult for you to discharge your duties or		
	exercise your judgment independently and in the best interest of the proposed		0
	charter school?	Yes	No
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1,	Do or will you or an immediate family member have any contractual agreements with the proposed charter school?	Yes	No
2.	Do or will you or your immediate family have any ownership interest in any educational service provider or any other legal entity contracting with the proposed charter school?	Yes	No
3.	Did or will you or your immediate family lease or sell any real property or facilities to the proposed charter school?	Yes	No
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6.	Are or will you or your immediate family be employed by the proposed charter school or one of its vendors or contractors?	Yes	No
7.	Did you or your immediate family have any ownership interest in any corporation, partnership, or other entity which would answer "Yes" to any of the above questions?	Yes	No
8.	Are you aware of any other board, group, or other entity that believes it has a right to control or provide input on votes that you will cast as a member of the governing board of the proposed charter school?	Yes	No
9.	Do you currently serve as a member on the governing board of any other charter school?	Yes	No
10.	To the best of your knowledge, is there any situation not described above that may create the appearance of a conflict of interest between you and the proposed charter school or that would make it difficult for you to discharge your duties or exercise your judgment independently and in the best interest of the proposed charter school?	Yes	No
-	me of the Proposed Charter School of Atlanta.		
Sign	5/12/2 Date	014.	
5.6	JIN JIN BOD MEM	ben.	
Na	me Title		

1.	Do or will you or an immediate family member have any contractual agreements		
-	with the proposed charter school?	Yes	NO
2.	Do or will you or your immediate family have any ownership interest in any		
	educational service provider or any other legal entity contracting with the	Yes	No
-	proposed charter school?		
3.	Did or will you or your immediate family lease or sell any real property or facilities	Yes	No
_	to the proposed charter school?		
4.	Did or will you or your immediate family sell any supplies, materials, equipment,	Yes	(No)
_	or other personal property to the proposed charter school?		
5.	Have you or your immediate family guaranteed any loans for the proposed charter	Yes	No
_	school?	163	NO
6.	Are or will you or your immediate family be employed by the proposed charter	.,	
_	school or one of its vendors or contractors?	Yes	(No)
7.	Did you or your immediate family have any ownership interest in any corporation,		
	partnership, or other entity which would answer "Yes" to any of the above		
_	questions?	Yes	(No)
8.	Are you aware of any other board, group, or other entity that believes it has a		
	right to control or provide input on votes that you will cast as a member of the	Yes	(No)
	governing board of the proposed charter school?		0
9.	Do you currently serve as a member on the governing board of any other charter	Yes	(No)
	school?		
10.	To the best of your knowledge, is there any situation not described above that		
	may create the appearance of a conflict of interest between you and the proposed		
	charter school or that would make it difficult for you to discharge your duties or		
	exercise your judgment independently and in the best interest of the proposed		0
	charter school?	Yes	(No)
Na	me of the Proposed Charter School:		
	International Charter School of Atlante		
_	1. 1		
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Sig	mature Mike McConnell Board	1	
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Na	Joan Board	Ment	es
IVd	me Title		

1.	Do or will you or an immediate family member have any contractual agreements		
_	with the proposed charter school?	Yes	No
2.	Do or will you or your immediate family have any ownership interest in any		
	educational service provider or any other legal entity contracting with the	Yes	No
	proposed charter school?	163	
3.	Did or will you or your immediate family lease or sell any real property or facilities	V	(5)
_	to the proposed charter school?	Yes	No
4.	Did or will you or your immediate family sell any supplies, materials, equipment,	******	0
	or other personal property to the proposed charter school?	Yes	(No
5.	Have you or your immediate family guaranteed any loans for the proposed charter		
_	school?	Yes	No
6.	Are or will you or your immediate family be employed by the proposed charter	48.5	
	school or one of its vendors or contractors?	Yes	No
7.	Did you or your immediate family have any ownership interest in any corporation,		
	partnership, or other entity which would answer "Yes" to any of the above		
	questions?	Yes	(No
8.	Are you aware of any other board, group, or other entity that believes it has a		
	right to control or provide input on votes that you will cast as a member of the	Yes	No
	governing board of the proposed charter school?		
9.	Do you currently serve as a member on the governing board of any other charter	Yes	No
	school?		110
10.	To the best of your knowledge, is there any situation not described above that		
	may create the appearance of a conflict of interest between you and the proposed		
	charter school or that would make it difficult for you to discharge your duties or		
	exercise your judgment independently and in the best interest of the proposed		(3
	charter school?	Yes	No
Nai	me of the Proposed Charter School:		
1			
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	Jaistac - 5/8/	2016	-
Sig	Date		
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Nar	Title Title		



School Principal Position

JOB SUMMARY

The International Charter School of Atlanta seeks a qualified and dynamic educator and leader to become the school's Principal. As a school that embraces international discovery, the school Principal will actively develop a multicultural learning environment that emphasizes respect for diversity. The ideal candidate will have a passion for language-immersion education; and, will be able to use their strengths to work collaboratively with the Governing Board, parents, teachers, community members and businesses to build our school into a top-performing program.

PRIMARY FUNCTIONS & ESSENTIAL RESPONSIBILITIES

- Ensures the school charter is implemented while continually pursuing the vision and mission of the school
- Leads by example in creating a school environment that embraces diversity and encourages international mindedness
- Collaborates with the Governing Board on school policy and oversees policy-related initiatives of the school, ensuring compliance with all state, local, and national laws that apply
- Plans and executes curriculum-related events and is responsible for curriculum mapping
- Responsible for staff development plans for the instructional staff and leads staff in professional development through various avenues (scheduling professional learning, workshops, meetings/conferences, sharing publications, etc.)
- Continually researches best practices for the school's instructional model and adapts curriculum and staff training as necessary to stay in line with research and trends
- Responsible for decisions related to hiring, contract renewal, and dismissals of instructional staff
- Works with the Governing Board to develop and effectively implement the school's Strategic Business Plan

International Charter School of Atlanta

- Oversight of student achievement including: 1) manages statewide testing policies, procedures and test administration, and 2) data collection and reporting of academic and achievement outcomes
- Recruits and manages the school's portfolio of school and community partners (local businesses, university partners, consulates, chamber of commerce organizations, partnerships with other language-immersion schools, etc.)
- Observes classroom instruction to evaluate teachers and ensure high quality immersion instruction
- Responsible for student health and safety related functions (safety plan, emergency drills, communication plans in the event of an emergency, etc.)
- Attends Governing Board meetings to report on issues such as compliance, operations, state reporting
- Responsible for ensuring the school adheres to the State Charter Schools Commission Reporting Timeline
- Attend necessary training to ensure the school fulfills the responsibilities of an LEA and adheres to all federal and state legal regulations
- Creates a strong working relationship with the school's PTO to help foster parent participation and provide an enriching school environment beyond the classroom

QUALIFICATIONS & EXPERIENCE

- Master's degree or higher in education, administration or a related field
- Familiar with the school's education model language-immersion education, inquiry-based instruction
- Experience opening and/or operating a charter, traditional public or private school
- A minimum of 5-7 years of classroom teaching experience
- A minimum of 5-7 years of leadership experience
- Knowledge of charter school and state laws
- Proven ability to demonstrate effective communication, professional standards and ethical behavior
- Excellent organizational, planning, and implementation skills
- Ability to work effectively with teachers, colleagues and school partners
- English fluency

PREFERRED BUT NOT REQUIRED:

- Experience with the International Baccalaureate Programme (PYP, MYP, and/or DP)
- Experience implementing CCGPS and GPS in elementary and/or middle grade classrooms
- Fluent in one or more of the following languages: French, German, Mandarin, and/or Spanish



Assistant Principal Position

JOB SUMMARY

Opening in August 2015, the International Charter School of Atlanta seeks a qualified and self-motivated educator and leader to become the school's Assistant Principal. The ideal candidate will have a passion for language immersion education; and, have the knowledge necessary to help facilitate the school opening and operating. This leader will play an essential role in the development and implementation of curriculum and assessments. The Assistant Principal must be able to work collaboratively with the school Principal in leading and implementing the school's mission to create a school environment that fosters student achievement.

PRIMARY FUNCTIONS & ESSENTIAL RESPONSIBILITIES

- Assist in facilitating shared leadership activities throughout the school community
- Assists the Principal and CFO with data collection for timely annual reporting
- Support Principal in coordinating school's staff development based on school and staff needs, leading to academic success for the students
- Induct and support new teachers and mentor novice teachers
- Monitor curriculum, instruction, and assessment school-wide, including lesson plans, community projects and cultural competency execution
- Provide staff with feedback and support to insure quality instruction
- Conduct teacher and staff observations using TKES while following all related protocols, procedures, timelines, and legal guidelines
- Serve as a role model fostering and sustaining the school climate and culture by embracing diversity and encouraging international mindedness
- Support a learning environment based on high expectations and respect for all
- Assist in coordinating the school safety procedures and effectively train staff accordingly
- Work collaboratively with the administration to develop and constantly follow the school's daily operations and maintenance of the facility

International Charter School of Atlanta

- Assist the Principal in implementing the school charter while continually pursuing the vision and mission on the school
- Represent the school at events with parents, community members, and various stakeholders
- Attend necessary training to ensure the school fulfills the responsibilities of an LEA and adheres to all Federal and State Legal Regulations
- Creates a strong working relationship with the school's PTO to help foster parent participation and provide an enriching school environment beyond the classroom

QUALIFICATIONS & EXPERIENCE

- Master's Degree or higher in education, administration or a related field
- Familiar with the school's education model language immersion education, inquiry based instruction
- Minimum 3-5 years of classroom teaching experience
- Knowledge of charter school and state laws
- Excellent organizational, planning and implementation skills
- Proven ability to demonstrate effective communication, professional standards and ethical behavior
- Ability to work effectively with teachers, colleagues and school partners
- English Fluency

PREFERRED BUT NOT REQUIRED:

- Experience with the International Baccalaureate Programme (PYP, MYP, and/or DP)
- Experience implementing CCGPS and GPS in elementary and/or middle grade classrooms
- Fluent in one or more of the following languages: French, German, Mandarin, and/or Spanish
- Minimum 3-5 years of leadership experience



Business Manager (CFO) Position

JOB SUMMARY

Opening in August 2015, the International Charter School of Atlanta seeks a qualified and self-motivated individual with a proven track record in finance to become the school's Business Manager (CFO). The ideal candidate will have an entrepreneurial drive; and, have the knowledge necessary to help facilitate the school opening and operating. As a part of the school's administration team, the Business Manager will work collaboratively to ensure that school operations run smoothly in the areas of finance, compliance, facilities, and human resources.

PRIMARY FUNCTIONS & ESSENTIAL RESPONSIBILITIES

- Assists the Governing Board, Principal and Assistant Principal in creating the school budget and is responsible for implementing the budget
- Maintains accounting ledgers, monitors budget balances and reports to necessary staff members and the Governing Board on a consistent basis
- Performs basic Accounts Payable/Receivable functions during the course of daily operations
- Reviews invoices, receives goods and prepares check requests
- Maintains and evaluates all vendor supplier contracts
- Creates and maintains an Asset Management Plan for all school property of value
- Shares responsibility for the development and implementation of the school's strategic and financial plan
- Maintains safety procedures and responsible for facilities management
- Responsible for financial data management and timely reporting to state and federal education agencies in areas relating to finance
- Manages all functions related to the breakfast and lunch program

QUALIFICATIONS & EXPERIENCE

- Bachelor's Degree or higher in business, accounting or finance from an accredited college or university
- Documented experience of at least 10 years in the field of business and financial management
- Previous experience working with multi-million dollar budgets
- Excellent organizational, planning and implementation skills
- Proven ability to demonstrate effective communication, professional standards and ethical behavior
- Ability to work effectively with colleagues, the Governing Board and state officials
- English Fluency

PREFERRED BUT NOT REQUIRED:

• Experience working with finances in a school or education environment setting preferred



1st Grade Teacher with Mandarin Fluency

JOB SUMMARY

Opening in August 2015, the International Charter School of Atlanta (ICSAtlanta) seeks a qualified and passionate educator to teach 2nd Grade students in Mandarin. As a school that embraces international discovery and cultural competency, the ideal teacher will actively develop a multicultural learning environment and have a passion for language immersion education. The curriculum at ICSAtlanta is based on current Georgia education standards with each student receiving instruction in English (L1) and one additional target language known as L2. As a result, teachers work collaboratively in teams of two to ensure that students learn all required standards. For students studying Mandarin at the second grade level, they will receive 80% of classroom instruction time in Mandarin and 20% in English.

PRIMARY FUNCTIONS & ESSENTIAL RESPONSIBILITIES

- Teaches content and skills in all subject areas in Mandarin (simplified) utilizing the ICSAtlanta curriculum which is based on current Georgia education standards
- Works as part of a 2 teacher team with a native English speaking teacher to create lesson plans, teach students, evaluate student progress and create action plans for students who need extra attention in specific areas of study
- Evaluates academic and social growth of students, analyzes data, prepares report cards
- Willingness to continue developing and honing pedagogical strategies and classroom management techniques to increase student achievement
- Ability to teach curriculum in Mandarin 100% of classroom time without converting to English
- Develops standards based lessons, units and assessments that focuses on teaching the school curriculum and assisting in language acquisition of Mandarin
- Keeps accurate records including attendance reports, student grades, etc.
- Participates in staff meetings and professional development opportunities
- Develops a multi-cultural learning environment for all students that emphasizes a respect for diversity

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- Facilitates ongoing parent/guardian communications and conferences to discuss student progress
- Shares best practices with other teachers and collaborates with them to improve instructional and assessment practices
- Establishes a classroom culture of high expectations and that engages all students
- Must be flexible and willing to help in different roles at the school to meet various school needs
- Collaborates with key stakeholders as necessary to ensure purposeful implementation of the school's academic model and provide student enrichment opportunities that enhance academic achievement and cultural competency

QUALIFICATIONS & EXPERIENCE

- Minimum Bachelor's Degree: degree in the field of education preferred
- Currently holds or willing to gain certification for Early Childhood Education in the State of Georgia
- English Fluency
- Mandarin Fluency at a near native level as proven through a formal assessment
- Must support the school's mission, philosophies and goals
- Experience with elementary aged students required
- Excellent organizational, planning and implementation skills
- Proven ability to demonstrate effective communication, professional standards and ethical behavior
- Ability to work effectively with school administration and school colleagues in ensure school culture and student achievement
- Must pass a criminal background check and fingerprinting
- English Fluency
- Mandarin Fluency at a near native level as proven through a formal assessment

PREFERRED BUT NOT REQUIRED:

- Experience with the International Baccalaureate Programme (PYP, MYP, and/or DP)
- Experience implementing CCGPS and GPS in elementary grade classrooms
- Experience working in a school that utilizes a dual-language immersion model
- Experience teaching with student centered, inquiry-based methods



THE BRIDGE: FROM RESEARCH TO PRACTICE

Immersion Teaching Strategies Observation Checklist

by Tara Fortune, Ph.D. Candidate, Second Languages and Cultures Education, University of Minnesota, Minneapolis

he Center for Advanced Research on Language Acquisition (CARLA) fourth annual summer institute on immersion education brought together immersion teachers, curriculum specialists, and administrators to better understand effective immersion pedagogy. Professional development activities drew from a variety of perspectives including research in immersion classrooms, practitioner expertise, as well as an engaging parent panel. In an effort to integrate research and practice-based information, institute participants collaborated to create a new professional development tool-the Immersion Teaching Strategies Observation Checklist.

Observation can be a powerful learning tool for teachers (Wajnryb, 1992). This observation checklist can be used to facilitate useful observation in a variety of ways. For example, pre-service or inservice immersion teachers might use this tool independently to explore their own teaching practices either through audio- or videotape of themselves while teaching. Peer coaching or partnering with another immersion teacher to observe and provide valuable feedback over the course of an academic year is a second possibility (see Belisle's 1999 article in the ACIE Newsletter [Vol. 2, No. 3] for more information about this technique). Thirdly, immersion administrators or curriculum and instructional assistants could use the checklist to assist the observation of individual teachers or to work over time with grade-level teams. It is important to keep in mind that targeting one or two of the seven checklist categories may at times be more valuable than tackling all seven.

This Immersion Teaching Strategies Observation Checklist reflects the topics addressed during the Summer Immersion Institute 2000 as well as the experiences of the participating immersion teachers. It was modeled after the San Jose Unified School District's Two-Way Immersion Teaching Strategies Observation Checklist. It remains a work in progress, as does our understanding of effective immersion pedagogy. We are glad to make it available to immersion educators across the United States and throughout the world.

The checklist is also available on the CARLA web site at http://carla.acad.umn.edu/checklist.html.

REFERENCES

Belisle, T. (1999, May). Peer coaching: Partnership for professional practitioners. The ACIE Newsletter, 2 (3), 3-5. The Center for Advanced Research on Language Acquisition, University of Minnesota, Minneapolis.

Wajnryb, R. (1992). Classroom observation tasks: A resource book for language teachers and trainers. Cambridge: Cambridge University Press.

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Strategies Observation Checklist • Fortune | 1

Immersion Teaching Strategies Observation Checklist

Teacher SchoolObserver	Gra	Grade Level _		Number of Students Date
following seven cate es in the classroom to	gogical goal ii	n immersi	on settings.	The subsequent descriptors illustrate what the effective
The immersion teacher aims to:	Observed	Not Observed	Observed Observed Applicable	Comments
1. Integrate language, content, and culture				
Contextualizes and organizes curriculum around content-based thematic concept(s)	thc			
 Specifies content-obligatory and content-compatible language objectives for each lesson 	8			
 Identifies themerelated culture learning goals to introduce products, practices, and perspectives 				
 Selects appropriate language and outure learning objectives that follow from content goals 	,			
 Uses authentic songs, poems, literature, rhymes, artifacts to teach language and out ure 				
Evaluates language, content, and culture leaming for each lesson/unit				
2. Attend to continuous language growth and improve accuracy	cy			
• Elicits and holds all students accountable for self and peer repair				
 Attends to errors in both oral and written language 				
 Uses a variety of effective feedback techniques including elicitation, metalinguistic clues, clarification requests, repetition, recasts, explicit correction, and non-verbal cues 				
 Differentiates between feedback on form versus meaning, e.g. Titke that idea. How might you say it more precisely? 	at			
 Creates opportunities and activities to assist students in noticing and producing less frequently used, accurate language in oral and written form 	m			
Focuses corrective responses on predetermined language objectives based on the lesson and the developmental level of the learners				
Balances use of feedback with flow of lesson				

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The immersion teacher aims to:	Observed	Not Observed	Not Applicable	Comments
3. Make input comprehensible				
Uses body language, TPR, visuals, realia, manipulatives to communicate meaning				
 Solicits and draws upon prior knowledge and experiences with new themes 				
 Uses a variety of pre-reading and pre-writing activities to make language and content more accessible, e.g. advanced organizers, etc. 				
Breaks complex information and processes into component parts				
 Makes frequent use of comprehension checks that require learners to demonstrate their understanding 				
• Selects and adapts instructional material for learners' devlopmental level				
• Establishes routines to build familiarity and allow for repetition				
4. Create an L2-rich learning environment				
 Extends students' language repertoires by teaching synonyms and antonyms 				
 Displays a variety of words, phrases, and written text throughout classroom and hallways 				
\bullet Invites native speakers to participate in the classroom				
 Makes available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc. 				
• Surrounds learner with extensive oral and written language input				
5. Use teacher talk effectively				
• Articulates and enunciates clearly				
• Slows down and simplifies language when developmentally appropriate				
• Rephrases and repeats messages in a variety of ways				
• Varies intonation to mirror messages				
 Recycles past, present, and future vocabulary and language structures consciously 				
• Models accurate use of language				
• Limits amount of teacher talk				

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Comments																	
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Observed Observed Applicable										_							
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Obs		8		-		36								guju	au	yles	
to:	ıtput	techniques that encourage extend	est, student-centered activities	as role plays, simulations, drama	echniques such as dyads,	ers, e.g. peer editing peer tutorit	nforces dear expectations about	environment	sp	s in audent groups		d on linguistic and cultural	r student choice	blem-solving approaches and lear	ties through learning centers whe ppropriate for them	onsidering a variety of learning sty sthetic, etc.	elligences
The immersion teacher aims to:	6. Promote extended student output	 Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking 	 Smotures and fadilitates high-interest, student-centered activities 	 Uses output-oriented activities such as role plays, simulations, drama, debates, presentations, etc. 	 Makes use of a variety of grouping techniques such as dyads, think-pair-share, small groups, etc. 	· Promotes learning from and with peers, e.g. peer editing, peer tutoring	 Communicates and consistently reinforces dear expectations about larguage use 	 Creates a non-threatening learning environment 	7. Attend to diverse learner needs	 Includes a range of language abilities in student groups 	 Uses cooperative group learning 	 Plans for diverse learner needs based on Inguistic and cultural backgrounds 	· Surveys student interests to allow for student choice	 Invites students to share different problem-solving approaches and learning strategies 	 Makes use of a wide variety of activities through learning centers where students can work at a level that is appropriate for them 	 Reinforces concepts and language considering a variety of learning styles such as visual, auditory, tactile, kinesthette, etc. 	 Fosters development of multiple intelligences
The	6. F	•	•					•	7. A	•	•	•	•	•	•	•	•

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Material List by Language

French

❖ WEBSITES

http://www.lasouris-web.org/: sorted by grades or at least by preschool, elementary school and high school. Targets all subjects

http://www.brainpop.fr/: interactive website for all topics related to science, technology but also social studies, music, arts, math and some language arts.

http://www.lepointdufle.net/p/enfant: French as a second language website, used by the French teachers for non-natives. It targets French for young beginners and is a great resource as teachers share their strategies, their worksheets, their exercises done in class....

http://enseigner.tv5monde.com/collection/cours-pour-les-3-12-ans: website in connection with the TV channel offered to all the French speakers of the world. Through educational activities and topics that interest younger audiences, this website teaches non speakers the French language.

http://www.ortholud.com/: online activities and exercises to allow children to practice what has been taught in Language Arts in class.

BOOKS

Chouette by Hatier: all subjects (language arts, math, reading, writing, Problem resolution, word dictations/spelling) and all grades are covered. It allows the teachers to find a number of exercises that will help the children practice the new concept at school or at home.

A tire d'aile by Hatier: allows the teacher to have some sort of guideline to teach reading in K and 1st grade. Comes with a series of books that will be lent to the students each year and two activity workbooks that can be used as a resource folder for the teacher

Euro Maths/Cap Maths: can be used by the teacher only, to have a series of exercises in the language that she offers for practice at home or in class. Those exercises also target the culture and the language.

Les Docs Ribambelle: a book full of information that the students can use as a reference when they start doing their own research to look for answers to their questions. It will help with the acquisition and the perfection of their language skills, their vocabulary skills as well as their reading skills Maghellan: Histoire des Arts/Histoire/Géographie: can be used in the upper grades (3rd to 5th) to help the children answer all their questions regarding topics in Social Studies. With connection to the French culture and the French History, these three books can be used on site to consult and learn more about a topic

Spanish

❖ WEBSITES

http://www.carla.umn.edu/immersion/resources/spanish.html:

Reading/Listening

http://www.lavacaconnie.com/connie_cast/home.htm

http://pacomova.eresmas.net/paginas/videocuentos/videocuentos.htm

http://www.childrenslibrary.org/icdl/SimpleSearchCategory?ilang=Spanish

http://www.educa.jcyl.es/zonaalumnos/es/recursos/aplicaciones-infinity/aplicaciones/biblioteca

http://www.educalim.com/biblioteca/index.php?c=2

http://www.milcuentos.com/

Writing

http://www.duendecrispin.com/gusanito-de-seda/diario-de-un-gusano-01.html

http://www.educa.jcyl.es/zonaalumnos/es/recursos/aplicaciones-boecillo-multimedia/cofre

Math

http://ares.cnice.mec.es/matematicasep/a/ca00.html

http://ntic.educacion.es/w3//eos/MaterialesEducativos/mem2006/numeros colores/

http://www.aplicaciones.info/calculo/cos01 10.htm

http://recursostic.educacion.es/primaria/cifras/web/intro.html

http://childtopia.com/games/spa/spa-aritmetica-3-00-0002.swf

http://www.genmagic.net/educa/

http://ntic.educacion.es/w3//eos/MaterialesEducativos/mem2009/problematic/index.html

http://tinyurl.com/2e7qxd

http://www.duendecrispin.com/gusanito-de-seda/bertin-matematico.html

Multiple subjects

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http://www.encicloabierta.org/recursos

http://www.educa.jcyl.es/educacyl/cm/zonaalumnos

http://www.lapandilladeleo.com/index.htm

http://conteni2.educarex.es/?a=16

http://www.e-learningforkids.org/es/index es.html

http://www.educalandia.net/alumnos/

http://www.duendecrispin.com/gusanito-de-seda/index.html

Games

http://www.cincopatas.com/index.html

http://eyeok.aido.es/joven/jocs_menu.html

http://www.duendecrispin.com/gusanito-de-seda/bertin-puzle.html

http://ntic.educacion.es/w3//eos/MaterialesEducativos/mem2007/cueva_tragapalabras/

http://ares.cnice.mec.es/ciengehi/alumnos.html

http://www.tudiscoverykids.com/juegos/numeros y letras/nivel avanzado/laberinto pregunton/

For the Teacher

http://www.eduplace.com/graphicorganizer/spanish/

http://www.lenguaje.com/herramientas/tesauro.php

http://www.colorincolorado.org/

Mandarin

WEBSITES/apps

<u>www.studycat.net</u>: language learning games and activities app that is available in Mandarin. Topics covered include colors, numbers, animals, vehicles and the house.

http://www.digitaldialects.com/Chinese.htm: assists with vocabulary using games and pronunciation

http://www.gameslearnchinese.com/: utilize this website to find a wide collection of vocabulary building games that incorporate over 5,000 different words

http://www.chinese4kids.net: a website specifically to assist in learning Mandarin, learning about China and Chinese culture. Includes items like leveled reader ebooks in Simplified Mandarin, authentic Chinese proverbs and songs.

http://new.xjlet.com/news/mulu/579/

http://www.baobao88.com/mov/youjiao/06/09112339.html

http://www.tiantianxuexi.com/html/65/

❖ BOOKS

Books covering various topics such as math, science, history, geography, reading and language arts all in Mandarin can be located at Sprout China (www.chinasprout.com). This company also sells DVDs, games, CDs, workbooks and crafts.

German

❖ WEBSITES

Free Websites:

http://vs-material.wegerer.at/inhalt01.html: Teacher resources for teaching Elementary students including German, German as a foreign language, Math, Social Studies, Music, Arts, and P.E.

http://www.eduhi.at/gegenstand/daz/index.php?kthid=10410: Resources specific to German as foreign language topics such as all about me, feelings, clothing, body parts, animals, etc.

http://materials.lehrerweb.at/: The official homepage for Austrian Elementary and Middle School Teachers. Resources for all subjects.

http://www.unterstufe.ch/index.php: Teacher created materials from Switzerland. Everything from teaching ideas to worksheets (all subjects).

http://www.unterrichtsmaterial.ch/: Swiss homepage with teaching resources (all subjects). Free membership required.

http://www.grundschulstoff.de/: German Teacher Resources and worksheets (all subjects). Some worksheets can be created by the teacher.

http://4teachers.de/: Free membership required. Exchange platform for teachers (for teachers by teachers). Picture collections, videos, sounds, materials, and lesson plans.

http://www.unterrichtsmaterial-schule.de/unterrichtsmaterial1.shtml: Worksheets and other materials for Elementary and Middle Grades.

http://www.nthuleen.com/teach/grammar.html: German as a foreign language teacher resource.

http://www.primaryresources.co.uk/mfl/mfl_german.htm: Lesson Plans for the German as a foreign language elementary classroom.

Paid Membership websites:

<u>www.linguascope.com</u>: Language games and online resources for teachers in the following languages: German, French, Spanish, Italian, and English.

http://www.grundschulmaterial.de/: Great resource for elementary teachers in all subjects areas.

http://www.lingoplay.de/shop/: Resources (books, games, etc.) for reading, writing, and the German as a foreign language classroom.

http://www.edhelper.com/German/tpreporder.htm: Resources for the teacher in all subject areas.

http://www.guj.de/presse/pressemitteilungen/national-geographic-deutschland-gibt-die-lizenz-fuer-national-geographic-kids-ab/: National Geographic German version – National Geographic Kids.

Books and other materials:

Math:



Das Zahlenbuch 1-4, teacher handbook, workbook, student book, CD Rom, and interactive materials.

Reading and Writing:



Funkelsteine 1-4, Lesebilderbuch and Sachbilderbuch, and complete Set D and S95, worksheet, teacher handbook, workbooks, better reading – correct writing book, CD Rom, reading book, handwriting, testing booklets, language/grammar books,

Supporting Materials:

- LÜK
- LOGICO





English

❖ WEBSITES

www.starfall.com: Letter recognition, letter sounds, on set and rhyme, beginning reading skills.

International Charter School of Atlanta

www.wordle.net: Choose a topic and make a word cloud.

www.storylineonline.net: Listen to stories.

http://www.harcourtschool.com/activity/basketball/index.html: Proper and common noun practice.

<u>www.funbrain.com</u>: Educational games.

www.abcya.com : Reading and math practice / educational games.

www.pebblego.com : Research practice.

<u>http://kids.nationalgeographic.com/</u>: science resource for kids.

www.tumblebooks.com: storybooks in various languages.

https://www.khanacademy.org/: Math and science resources.

2015-2016 ICSAtlanta Assessment Schedule

Grade	Assessment	Assessment Dates						
K	GKIDS	Ongoing Portfolio Collection during the school year						
		Fall Window: August – September 19, 2015						
		Spring Window: March – May 15, 2016						
K-12	CogAT	September: Verbal Battery						
optional		September: Quantitative Battery/Non-Verbal Battery						
		September: Makeup						
3	Grade 3 Georgia Writing Assessment	Ongoing Portfolio Collection during the school year						
		March: Final Summary of Assessments						
K-8	ICSAtlanta Interim Assessment	October 2015						
		February 2016						
		May 2016						
3-8	CRCT or Common Core State Assessment	April 2016 Main Tests						
		May 2016 Makeup Tests						
3-8	CRCT-M *Documentation of eligibility	April 2016 Main Tests						
	must be included in the IEP by December 16, 2015	May 2016 Makeup Tests						
4 & 5	Grade 4 Supplemental Writing Assessment	March 2016						
	Grade 5 Georgia Writing Assessment							
K, 3 – 8	GAA (for special needs)	September 2015 – March 2016						
		Ongoing Portfolio Assessment (Kindergarten)						
K-8	ACCESS	January – March 2016						
4	NAEP	February 2016						
3-8	PARCC	May 2016						

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3-7	ITBS	August 2015 – Baseline					
		And last week of April 2016 – End of					
		year					
K-8	ICSAtlanta Second Language Fluency	August 2015 – Baseline					
	Assessment	February 2016 – Mid year					
		May 2016 – End of year					
5 & 8	Grade 5, 8 – Georgia Writing Assessment	January 2017: Main Administration					
		February 2017: Makeup					
8	EOCT	N/A until 2019-2020 school year					
8	NAEP	N/A until 2019-2020 school year					

Task Timeline

The ICSAtlanta projected steps for implementing the charter school from charter approval to the beginning of the 2015-2016 academic year.

Start Charter Launch Program w/ GCSA Governing Board Creation Governing Board Training Acquire Facility Facility Construction Recruit & Hire Principal Student Recruitment Student Open Enrollment Review Student Applications Conduct Lottery (if applicable) Family Notification about lottery results - acceptance/waiting list Enrollment Packets Due Notify FCSD of enrollment/student info. Obtain Student Records from Previous Schools Create School Safety Plan Order and set-up building/teaching supplies Recruit/complete hiring of faculty Develop/Complete Board Policy & Proc. Develop/Complete Student Handbook Develop/Complete Student Handbook						0 .
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Facility Construction Recruit & Hire Principal Student Recruitment Student Open Enrollment Review Student Applications Conduct Lottery (if applicable) Family Notification about lottery results - acceptance/waiting list Enrollment Packets Due Notify FCSD of enrollment/student info. Obtain Student Records from Previous Schools Create School Safety Plan Order and set-up building/teaching supplies Recruit/complete hiring of faculty Develop/Complete Board Policy & Proc. Develop/Complete Personnel Handbook						Ongoing
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Student Recruitment Student Open Enrollment Review Student Applications Conduct Lottery (if applicable) Family Notification about lottery results - acceptance/waiting list Enrollment Packets Due Notify FCSD of enrollment/student info. Obtain Student Records from Previous Schools Create School Safety Plan Order and set-up building/teaching supplies Recruit/complete hiring of faculty Develop/Complete Board Policy & Proc. Develop/Complete Personnel Handbook						July 2015
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Family Notification about lottery results - acceptance/waiting list Enrollment Packets Due Notify FCSD of enrollment/student info. Obtain Student Records from Previous Schools Create School Safety Plan Order and set-up building/teaching supplies Recruit/complete hiring of faculty Develop/Complete Board Policy & Proc. Develop/Complete Personnel Handbook						March 2015
Family Notification about lottery results - acceptance/waiting list Enrollment Packets Due Notify FCSD of enrollment/student info. Obtain Student Records from Previous Schools Create School Safety Plan Order and set-up building/teaching supplies Recruit/complete hiring of faculty Develop/Complete Board Policy & Proc. Develop/Complete Personnel Handbook						March 2015
Enrollment Packets Due Notify FCSD of enrollment/student info. Obtain Student Records from Previous Schools Create School Safety Plan Order and set-up building/teaching supplies Recruit/complete hiring of faculty Develop/Complete Board Policy & Proc. Develop/Complete Personnel Handbook						March 2015
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Order and set-up building/teaching supplies Recruit/complete hiring of faculty Develop/Complete Board Policy & Proc. Develop/Complete Personnel Handbook						May 2015
supplies Recruit/complete hiring of faculty Develop/Complete Board Policy & Proc. Develop/Complete Personnel Handbook						July 2015
Recruit/complete hiring of faculty Develop/Complete Board Policy & Proc. Develop/Complete Personnel Handbook						
Develop/Complete Personnel Handbook						June 2015
						Feb. 2015
Davalan/Complete Student Handbook						May 2015
Develop/Complete Student Handbook						April 2015
Develop Curriculum						June 2015
Develop Textbook/Instructional Materials List						June 2015
Complete required steps to transition						August 2015
our learning disabled & LEP students						
Organize/Implement Community Partnerships						Ongoing
Send 4 teachers & Principal to the						July 2015
Southeast Dual Immersion Institute						July 2013
Plan/Organize/Conduct Teacher & Staff						August 2015
in-service						
Create/Implement/Complete						Ongoing
Technology Orientation Program						
Create/Implement on-going professional						Ongoing
development Student/Family Orientation						August 2015
First Day of School					$\vdash \vdash \vdash$	August 2015 August 2015
Benchmark Assessments						Sept. 2015
Creation/Implementation of PTO	-					Ongoing

Parent/Guardian Commitment Contract

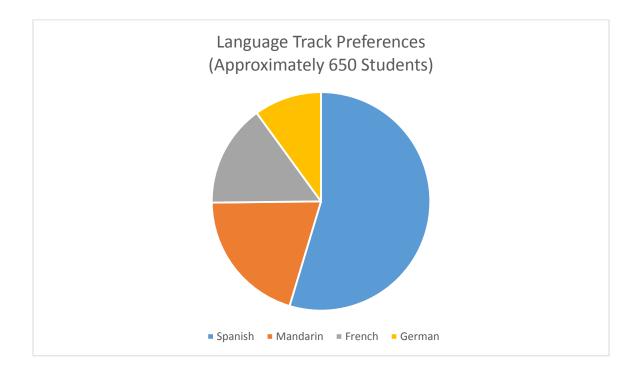
Selection to the International Charter School of Atlanta comes with high standards and high expectations. Students are expected to invest and commit their time and efforts toward academic achievement and language acquisition in their target language. The following statements identify your commitment as the parent/guardian to your child and to the International Charter School of Atlanta, in order for your child to be a student at this school. Parent/guardian commitment and involvement is an extremely important and necessary part of a successful school and good role modeling for your child. Please read and sign this contract if you are truly sincere, willing and able to commit yourself to be involved with your child, the staff, and this school. If this commitment contract is not honored, your child may be dismissed from ICSAtlanta.

- 1) I pledge to be an involved parent/guardian in my child's education. My goal is to help my child persevere and do their best in school in order to graduate from high school.
- 2) I understand that this is an Accelerated School, and I have the opportunity to get involved by attending monthly parent meetings.
- 3) I promise to encourage my child to strive to use his/her intelligence, abilities, and talents to gain a deep knowledge from the academic courses.
- 4) I promise to make sure my child attends school regularly.
- 5) I will only call my child "in sick" if my child is truly sick.
- 6) I will support the Discipline Code of the school and the consequences for my child if they break the rules.
- 7) I understand that if my child does not show commitment to this school through attitude, behavior, and academic progress, my child will be put on Probation. If my child does not meet the conditions for Probation, my child will be dismissed from this school.
- 8) I will not hesitate to call the school if I have ideas, concerns, or suggestions to help my child succeed or the school succeed.
- 9) My child will attend the school community service projects and be an active participant.
- 10) I promise to attend Parent/Teacher Conferences.
- 11) I understand and support the administration to employ native speakers. I understand it is ICSAtlanta's focus to make sure that each teacher has a high level of proficiency in their native language, as well as, teaching.
- 12) I am committed to providing support to ICSAtlanta by volunteering at a minimum of 10 hours per school year.

of the points to the very best of my ability. I then my child,,
Date:

Intent to Apply Statistics

As of May 10, 2014, approximately 650 students have completed the Intent to Apply Form expressing their interest in attending ICSAtlanta. The pie chart below illustrates the language track preferences of these students. The school model for ICSAtlanta has changed from the original intention of a K-8th grade school in year one to a K-4th grade model in year one. With this understanding not all of these 650 students will be within the K-4th ages. At this time, approximately 450 students who have completed the Intent to Apply Form will be eligible to enroll in our school for the 2015-2016 academic year. The geographic distribution of these students cover 10 counties in Georgia and 7 states other than Georgia.



Code: IDDD

160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS.

(1) DEFINITIONS.

- (a) **Differentiated Curriculum** courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students.
- (b) **Georgia Department of Education** (GaDOE) the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates.
- (c) **Gifted Student** a student who meets the eligibility criteria as identified in this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.
- (d) **Local Board of Education (LBOE)** agency charged with adopting policies to govern educational entities within the local educational agency.
- (e) **Local Educational Agency** (**LEA**) local school system pursuant to LBOE control and management.
- (f) **Panel of Qualified Evaluators** experts in relevant fields appointed by the LEA who evaluate student products/performances to determine gifted program eligibility.
- (g) **Qualified Psychological Examiner** a psychologist licensed by a state licensing board in the United States and having training and experience in school psychology or child psychology.
- (h) **State Board of Education (SBOE)** the constitutional authority which defines education policy for public K-12 education agencies in Georgia.

(2) REQUIREMENTS.

- (a) **Notification**. The LEA shall notify parents and guardians of identified gifted students being considered to receive gifted education services in writing of information related to the gifted education program including, but not limited to the following:
 - 1. Referral procedures and eligibility requirements adopted and applied by the LEA.
 - 2. Notification of initial consideration for gifted education services.
 - 3. Evaluation guidelines and documentation of training procedures utilized and maintained by the LEA.
 - 4. The type(s) of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.
 - 5. Performance standards gifted students are to meet to maintain their eligibility and receive continued services in the program.
 - 6. A description of the probationary period applied to students in jeopardy of losing their

- eligibility for services. The description shall include the length of the probationary period and the criteria.
- 7. Termination of services when students on probation have failed to meet criteria for continuation of services.
- (b) **Referrals.** The consideration for gifted education services may be reported or automatic as defined in the *GaDOE Resource Manual for Gifted Education Services*.
- 1. **Reported Referral**. A student may be referred for consideration for gifted education services by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.
- 2. **Automatic Referral**. Students who score at specified levels on a norm-referenced test as defined in the GaDOE *Resource Manual for Gifted Education Services*, for further assessment to determine eligibility for gifted program services.
- (i) The LBOE shall establish the criterion score needed on norm-referenced tests for automatic consideration for further eligibility assessment.
- (ii) The LBOE shall ensure that tests or procedures used in the referral process and to determine eligibility for gifted education services meet standards of validity and reliability for the purpose of identifying gifted students and shall be non-discriminatory with respect to race, religion, national origin, sex, disabilities, and economic background.
- (c) **Consent**. The LEA shall obtain written consent for testing from parents or guardians of students who are being considered for referral for gifted education services. The LEA shall obtain written consent from parents or guardians before providing gifted education services to students determined to be eligible for services.
- (d) **Eligibility**. The LBOE shall adopt eligibility criteria that are consistent with this rule and as defined in the *GaDOE Resource Manual for Gifted Education Services*.
- 1. To be eligible for gifted education services, a student must either (a) score at the 99th percentile (for grades K-2) or the 96th percentile (for grades 3-12) on the composite or full scale score of a norm-referenced test of mental ability and meet one of the achievement criteria described in paragraph (2)(d) 5.(ii) Achievement, or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability, achievement, creativity, and motivation.
- 2. To be eligible for gifted education services, a student must meet the criterion score on a norm-referenced test and either has observational data collected on his or her performance or produce a superior product as described below. Information shall be collected in each of the four areas: mental ability, achievement, creativity, and motivation.
- 3. Test scores used to establish eligibility shall have been administered within the past two calendar years.
- 4. Any data used in one area to establish a student's eligibility shall not be used in any other data category.
 - 5. Data shall be used for eligibility in the four areas according to the following:

- (i) **Mental Ability**. Students shall score at or above the 96th percentile on a composite or full-scale score or appropriate component score, as defined in the GaDOE *Resource Manual for Gifted Education Services*, on a norm-referenced test of mental ability.
- (I) Mental ability tests shall be the most current editions, or editions approved by GaDOE, of published tests that measure intelligence or cognitive ability, which have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10- year period prior to administration.
- (II) Mental ability tests that were designed to be administered individually shall be administered by a qualified psychological examiner.
- (ii) **Achievement**. Students shall score at or above the 90th percentile on the total battery, total math or total reading section(s) of a norm-referenced achievement test or have produced a superior student-generated product or performance, where the superior performance is one that can be translated into a numerical score at or above 90 on a 100 point scale as evaluated by a panel of qualified evaluators.
- (I) Norm-referenced achievement tests shall be the most current editions of tests, or editions approved by GaDOE, that measure reading skills, including comprehension, and shall yield a total reading score and/or a total mathematics score based upon a combination of scores in mathematics concepts and applications. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10- year period prior to administration.
- (II) Performances and products shall be assessed by a panel of qualified evaluators and must have been produced within the two calendar years prior to evaluation.
- (iii) **Creativity**. Students shall score at or above the 90th percentile on the total battery score of a norm-referenced test of creative thinking, receive a score at or above the 90th percentile on a standardized creativity characteristics rating scale, or receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation/evaluation of creative products and/or performances.
- (I) Norm-referenced tests of creative thinking shall be the most current editions of tests, or editions approved by GaDOE, that provide scores of fluency, originality, and elaboration. These tests shall have been reviewed for bias and are normed on a nationally representative sample with respect to race, religion, national origin, sex, disabilities, and economic background within a 10-year period prior to administration.
- (II) Rating scales used to qualify creativity shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate creativity, a rating scale shall not be used to evaluate motivation.

- (III) As evidence of creativity, students, or individuals on behalf of students, may submit products or evidence of outstanding performances completed during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.
- (iv) **Motivation**. Students shall receive a score at or above the 90^{th} percentile on a standardized motivational characteristics rating scale, receive from a panel of qualified evaluators a score at or above 90 on a 100 point scale on a structured observation or evaluation of student-generated products and/or performances, or for grades 6-12 have a grade point average (GPA) of at least 3.5 on a 4.0 scale where a 4.0 = A and 3.0 = B, or a numeric grade point average (NGA) of 90 percent on a 100 point scale where 100 = A and a 89 = B. Grades used to determine the GPA or NGA must be a two-year average of regular school program core subject grades in mathematics, English/language arts, social studies, science, and full year world languages.
- (I) Rating scales used to qualify student motivation shall differentiate levels such that judgments may equate to the 90th percentile. If a rating scale is used to evaluate motivation, a rating scale shall not be used to evaluate creativity.
- (II) As evidence of motivation, students, or individuals on behalf of students, may submit products or evidence of outstanding performances made during the two calendar years prior to evaluation. The products or performances submitted shall be reviewed by a panel of qualified evaluators.
- (III) GPAs of students are determined by calculating the grades earned during the two years prior to evaluation in the subjects of mathematics, science, English/language arts, social studies, and full year world language, if such language study is included in the student's records.
- 6. Assessment data that were gathered and analyzed by a source outside the student's school or LEA shall be considered as part of the referral and evaluation process. External evaluation data shall not be substituted for or used as the sole source of data the school generates during the initial eligibility process. External evaluations shall have been reviewed for bias with respect to race, religion, national origin, sex, disabilities, and economic background.
- (e) **Continued Participation**. The LBOE shall have a continuation policy for students identified as eligible for gifted services to continue to receive such services. The LEA shall review the progress of each student receiving gifted education services each year. Any student who receives gifted education services shall continue to receive services, provided the student demonstrates satisfactory performance in gifted education classes, as described in the LBOE continuation policy and stated in the continuation policy.
- 1. The LBOE continuation policy shall include a probationary period in which a student who fails to maintain satisfactory performance in gifted education classes shall continue to receive gifted education services while attempting to achieve satisfactory performance status. The length of this probationary period shall be determined by the LBOE.

- 2. The LBOE continuation policy shall provide for a final review prior to discontinuing gifted education services for students who fail to demonstrate satisfactory performance in gifted education classes during the probationary period and criteria for resuming gifted education services for such students.
- (f) **Reciprocity**. Any student who meets the initial eligibility criteria in this rule for gifted education services in one LEA shall be considered eligible to receive gifted education services in any LEA within the state. As described in the section on Reciprocity in the GaDOE *Resource Manual for Gifted Education Services*, a student transferring from one LEA to another within the state shall meet the criteria for continuation of gifted services established by the LBOE of the receiving school system. There is no mandated reciprocity between states unless the student is a dependent of military personnel as provided in O.C.G.A. § 20-2-2140 et. seq.

(g) Curriculum and Services to Be Provided.

- 1. The LBOE shall develop curricula for gifted students that incorporate SBOE approved curriculum. LBOE curricula for gifted students shall focus on developing cognitive, learning, research and reference, and metacognitive skills at each grade grouping, using principles of differentiation, in one or more of the following content areas: mathematics, science, English/language arts, social studies, world languages, fine arts, and career, technical and agricultural education. LEAs shall make available to the public and the GaDOE a description of the differentiated curricula used for instruction of gifted students. The LEA shall review and revise, if revisions are needed, its curricula for gifted students at least annually.
- 2. Students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services, using one of the approved models described in the GaDOE *Resource Manual for Gifted Education Services*.

(h) Data Collection.

- 1. The LBOE shall collect and maintain statistical data on the number of students referred for evaluation of eligibility for gifted education services, the number of students determined eligible for services, and the number of students actually served during the school year. These data shall be archived and maintained by subgroups, which shall include at least the grade level, gender, and ethnic group of the students.
- 2. The LEA shall evaluate its gifted program at least every three years using criteria established by GaDOE.
 - (i) **Public Review**. The LBOE shall make available for review by the public and the GaDOE a copy of its administrative procedures for the operation of its gifted education program and the LEA's gifted education curricula. Authority O.C.G.A. § 20-2-151; 20-2-152; 20-2-161.

Adopted: May 10, 2012 **Effective:** May 30, 2012



New Charter School Coming to Forsyth County

February 26 Town Hall to showcase International Charter School of Atlanta's languageimmersion and globally-focused curriculum.

Atlanta, Georgia (PRWEB) January 31, 2013 -- On the heels of the November election results which yielded the passing of a charter amendment in the state of Georgia, a group of parents and educators have joined together to launch the International Charter School of Atlanta (ICSAtlanta) in Forsyth County. If approved, ICSAtlanta would be the first and only triple-language immersion K-8th grade school available to all children in the state regardless county residency.

"By having a public school focused on developing bilingual/trilingual students with an international perspective will only further the economic growth of Atlanta and the state," explains Marisa Kashapov, one of ICSAtlanta's founding board members. "The investment which comes from county taxes for public schools, which will in turn go towards this new international charter school, will both equip our children with a competitive advantage as well as provide a cutting-edge future workforce for the state."

The new charter school will be well-positioned to foster international perspective in students while at the same time meet the Common Core Georgia Standards. By encouraging critical thinking and intellectual curiosity in an engaging environment that intentionally celebrates international discovery, the school will help create tomorrow's leaders. All students, regardless of language fluency or county residency are welcome to apply. "ICSAtlanta will empower each student to reach their academic and social potential," says Kashapov, "by developing them into inquiring, multilingual, and intercultural citizens of a global community."

In order to educate the community, parents, the media, and local businesses about ICSAtlanta, a Town Hall will be held on Tuesday, February 26th at 7 p.m. at Fowler Park in Forsyth County. For additional details and to register for the event, please visit ICSAtlanta Town Hall. Interested families can also fill out an Intent to Apply form on the school's website. For additional information, please call 470-253-0873.

About the International Charter School of Atlanta

The mission of ICSAtlanta is to prepare students for a successful future by promoting academic excellence through rigorous instruction, multilingualism, the integration of cultural awareness and respect throughout all aspects of the curriculum which will enable students to make the most of their individual talents.

About Charter Schools

A charter school is a public school that operates under contract with a local authorizer such as the Forsyth County Public Schools. Charter schools are governed by their own independent, non-profit boards with oversight from the authorizer and the state Department of Education. District charter schools have district-wide enrollment zones and are allowed flexibility in their programming in exchange for specific performance goals. Statewide charter schools can enroll anyone within the operating state regardless of county residence.



Proposed New Charter School Will Foster Cultural and Language Learning

March 23 International Charter School of Atlanta Town Hall at Forsyth Conference Center to highlight curriculum focused on language and subject area proficiency and excellence

Atlanta, GA (PRWEB) March 21, 2013 -- On Saturday, March 23, the International Charter School of Atlanta (
ICSAtlanta) a proposed multi-county, trilingual education K-8th grade charter school, will hold its second
Town Hall meeting for parents and the community at 1:30pm at the Forsyth Conference Center in Cumming,
Georgia.

Based on feedback and questions received from the first Town Hall on February 26 as well as interest expressed in applying once the charter is approved, ICSAtlanta Founding Board Members augmented and improved the charter's educational program model to better reflect community demand.

"With a <u>trilingual educational</u>program, students will naturally become more culturally astute, and thus develop the ability to easily recognize language patterns and cultural expectations in any social or business setting they may encounter in the future," explains Marisa Kashapov, Chair of the ICSAtlanta Founding Board of Directors, who reveals they have received almost 400 Intent to Apply forms in less than two months. "It is this cultural capital that will equip them with a competitive advantage in the global marketplace."

According to a 2001 study, students who learn a third language have "highly developed learning strategies, metalinguistic awareness, and communicative sensitivity" over bilingual learners.*

Once approved, ICSAtlanta would be well on its way to becoming the first public trilingual school in the country. "This dynamic approach to education focuses on using each of the languages as the medium of instruction," explains Christina Crumbley, an ICSAtlanta Founding Board Member. "The goal is for students to master language literacy as well as proficiency in all school subjects, but to achieve true success, a long-term commitment from the student and parents must be embraced from the beginning."

The Town Hall will be held at 1:30pm on Saturday, March 23 at the Forsyth Conference Center (3410 Ronald Reagan Boulevard in Cumming, GA). For more information about the charter school, please visit www.ICSAtlanta.org. To express interest in applying, please visit our Intent to Apply page. If you have any questions, please email info(at)ICSAtlanta(dot)org or call 470-253-0873.

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International Charter School of Atlanta to Hold Community Town Halls in Three Georgia Counties in AprilFirst Event Will be Held on April 2nd in Norcross

Proposed dual-language immersion state charter school to provide informational sessions for parents.

Atlanta, Georgia (PRWEB) March 31, 2014 -- On the heels of overwhelming support last year for its proposed K-4th dual language immersion charter school, the <u>International Charter School of Atlanta</u> (ICSAtlanta) will hold its first 2014 Town Hall meeting for parents and the community on Wednesday, April 2nd, at 7:00pm at the CEPTA Building in Norcross, Georgia.

Based on recommendations received from the State Charter Schools Commission of Georgia, ICSAtlanta Board Members have updated their charter model to better ensure a successful launch and sustainable program while still maintaining the initial school vision. "In a fast-growing globally competitive market, our goal is to offer a bilingual and bicultural educational program for our Georgia students so that they can become more culturally astute in any social or business setting they may encounter in the future," explains Marisa Kashapov Salcines, Chair of the ICSAtlanta Board of Directors. "It is this cultural capital that will equip them with an advantage on professional and personal levels."

Once approved, ICSAtlanta would open for the August 2015-2016 school year with a location in the North Fulton County area and would be open to students across the state of Georgia. The dual-language immersion model would include, in addition to English, instruction in French, German, Mandarin, or Spanish. Adds Salcines, "This approach to education focuses on using the second language as a medium of instruction from an academic and cultural perspective. In order for students to master language literacy as well as proficiency in all school subjects, this type of program requires a long-term commitment from the student and parents which must be embraced from the onset."

In conjunction with parents, the community, educational develop tomorrow's leaders by encouraging critical thinking and intellectual curiosity in an engaging environment that intentionally celebrates international discovery.

The following is information on the Town Halls for the month of April:

Gwinnett County Wednesday, April 2 7:00pm-9:00pm CETPA Merchants Square Shopping Center 4650 Jimmy Carter Blvd., Suite 113 Norcross, GA 30093 Register

Fulton County Wednesday, April 23 7:00pm-9:00pm



Alpharetta Adult Activity Center 13450 Cogburn Rd. Alpharetta, GA 30004 Register

Cobb County Monday, April 28 7:00pm-9:00pm Mountain View Community Center 3400 Sandy Plains Marietta, GA 30066 Register

For more information about the charter school, please visit http://www.ICSAtlanta.org. To express interest in applying, please visit our Intent to Apply page. If you have any questions, please email icsatlanta(at)outlook(dot)com or (678) 667-7324.

About the International Charter School of Atlanta

ICSAtlanta is a proposed charter school that will focus on educating students in a language-immersion environment. Our mission is to prepare students for a successful future by promoting academic excellence through rigorous instruction, bilingualism, the integration of cultural competency and respect throughout all aspects of the curriculum which will enable students to make the most of their individual talents. We will help develop tomorrow's leaders by encouraging critical thinking and intellectual curiosity in an engaging environment that intentionally celebrates international discovery.

Sample Lesson Plan for a 2nd Grader Learning Spanish

		Lesson Plan	
Alignment	of the Teacher Perforn	nance Standards with the Georgia P	erformance Standards
Date: March 20, 2014		Teacher: English/Spanish Teacher	Developed By: English/Spanish Teacher
Curriculum Area: Math		Unit: Money	Grade: 2
	reate word problems u	the value of each coin, then the stu sing money.	dents will work in
Spanish Tea	icher will review the na	ames of coins in Spanish.	
		2.MD.8 Solve word problems involv ies, using \$ and ¢ symbols appropri	_
INSTRUCTIONAL STRATEGIES Researched-based strategies to engages student in active learning	Literacy Integration: We will read and respond to examples of word problems on the board. Students will also trade word problems and read / answer the word problems. Spanish teacher will create the same activity in Spanish. Technology Integration: Teacher will use www.abcya.com to review value of coins for the students who need more practice, and for enrichment, the students will play money bingo.		
OPENING Getting students ready to learn	(Communication of Lean Essential Questions Why is it important to How do we earn mon How do we know if a ¿Por qué es importan ¿Cómo ganamos dine	o learn about money? ey? word problem is asking us to add on te aprender sobre el dinero?	r subtract?
	Step 2: How will you l	know when they have learned it? (C	Communication of Success

ALLENGE AND DIFFERENTIATION
Providing Rigor and Differentiation

I will model the activities that the students need to complete to ensure that they understand how to complete the activity correctly. I will also check on each group and assist as needed. An informal assessment will be performed at the end of the lesson.

Step 3: Activating Approach/Warm Up/Engagement(Build Commitment and Engagement):

The teacher will review the activities that the students have been working on for the past couple of weeks. The teacher and students will have a discussion on why it's important to know about money and how it's earned.

Step 4: Give students new information (Teacher Presentation Strategies-includesAcademic Vocabulary)

The teacher will teach the students how to know if a word problem is asking to add or subtract. I.E. How many in all, all together, how much money is left....

¿Cuántos en total, todos juntos, ¿cuánto dinero le queda?

Step 4: Give students new information (*Teacher Presentation Strategies, Procedures, Exploration*)

The teacher will go over the learning objectives and unpack the vocabulary so that the students understand what they will be learning. Then the teacher will model each activity and modify when needed. The students will work in cooperative groups to ensure understanding.

Critical Thinking and Extension Questions (Differentiation and Academically Challenging Environment) Students at the developing level will be grouped with the teacher for added guidance. The students that are at the advanced level will work with their peers to come up with the money word problems.

Supporting Student Learning (Scaffolding and Accelerating Learning for Different Ability Levels)

The students will be placed in leveled groups to ensure mastery and understanding. Each group will be asked challenging and critical thinking questions.

www.abcya.com will be used to review the value of coins and for money bingo.

WORK PERIOD Releasing students to do the work	Step 5: Have students use the new information (Guided Practice) The teacher will ask the students to provide real life examples of number stories. The students will give examples of how to earn money. Then they will work together on creating and solving the word problems. Spanish- all activities will be in Spanish.
CLOSING Helping students make sense of their learning	Step 6: Make sure they can do it(Closure, Assessment, Evaluation Strategies) The students that are English language learners or novice Spanish learners, they will be given extra time to complete the given assignments. The teacher will monitor progress and differentiate as needed.
	Step 6: Make sure they can do it(Closure,Rubric, Product etc.) The teacher will review the word problems that the students completed. If the students are still confused, the teacher will continue to teach money word problems in different ways.
	Step 6: Make sure they can do it(Closure,Summarizing Strategy) The teacher will review the new concepts that we learned. We will review the money word problems.
	Step 7: Have students practice at home(Independent Practice) The students will work on money at home using www.abcya.com

Resultado : _____ Nombre : _____ Profesor: Fecha:





Name :	Score :	
		\$
2)		\$
3)		\$
4) 666666		\$
5)		\$
		\$
7)		\$
8)		\$
	Math-A	ids.Com

Sample Lesson Plan for a Kindergartener Learning French

Lesson Plan					
Alignment of the Teacher Performance Standards with the Georgia Performance Standards					
Date: May 2, 2014		Teacher: English/French Teacher	Developed By: English/French Teacher		
Curriculum Area: Social Studies		Unit: All About Me	Grade: K		
Lesson Focus: Teacher will review basic vocabulary words that describe a family, food, and animals.					
French Teacher will review the vocabulary in French.					
GPS for Mo	GPS for Modern Languages:				
MLE1.INT2A Demonstrate comprehension through reading of age-appropriate materials and resources. MLE1.CC3B Recognize similarities and differences in writing systems. MLE1.IP1D Give simple descriptions. MLE1INT2A .Demonstrate comprehension through reading of age-appropriate materials and resources.					
STRATEGIES strategies to active learning	Literacy Integration: We will read All About Me books in English or French.				
INSTRUCTIONAL STRATEGIES Researched-based strategies to engages student in active learning	Technology Integration: Students watch and interact with a video on all about me, Matt le Magnifique, https://www.youtube.com/watch?v=CLh8KJib78A				
OPENING Getting students ready to learn	Step 1: Teacher and s (Communication of Lea Essential Questions Why is it important to How are we all differe How are we all the sa Pourquoi est-il import Comment sommes-no Comment sommes-no	o be unique? ent? me? tant d'être unique? ous tous différents?	earn and do		

Step 2: How will you know when they have learned it? (Communication of Success Criteria)

I will model the activities that the students need to complete to ensure that they understand how to complete the activity correctly. I will also check on each group and assist as needed. An informal assessment will be performed at the end of the lesson.

Step 3: Activating Approach/Warm Up/Engagement(Build Commitment and Engagement):

The teacher will review the activities that the students have been working on for the past couple of weeks. The teacher will show engaging video to activate engagement.

Step 4: Give students new information (Teacher Presentation Strategiesincludes Academic Vocabulary)

For novice language learners—pointing/gestures, visual support, basic questions or rewording, slower pace.

For more advanced language learners—extended dialogue with less support, encourage students to expand and develop answers beyond the prompt.

All students—Build on multiple intelligences, student choice centers for enrichment activities

Step 4: Give students new information (Teacher Presentation Strategies, Procedures, Exploration)

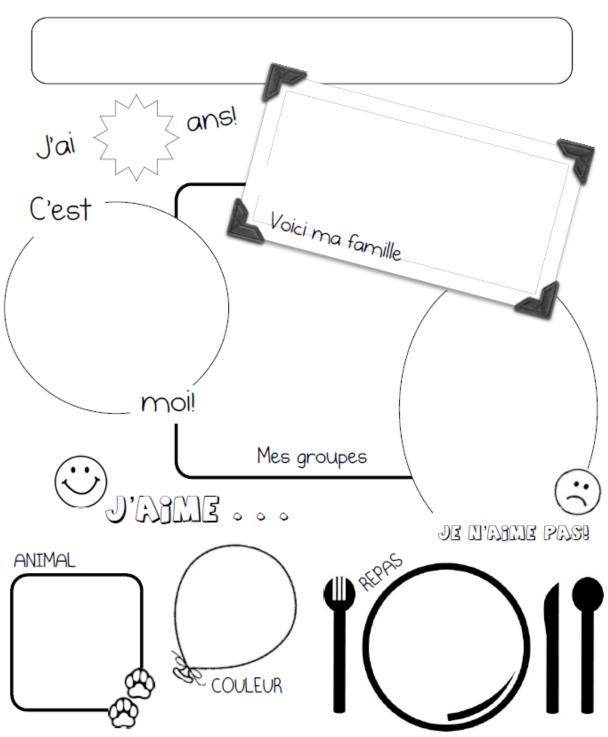
The teacher will go over the learning objectives and unpack the vocabulary so that the students understand what they will be learning. Then the teacher will model each activity and modify when needed. The students will work in cooperative groups to ensure understanding.

ALLENGE AND SIFFERENTI

Critical Thinking and Extension Questions (Differentiation and Academically Challenging Environment) Students at the developing level will be grouped with the teacher for added guidance. The students that are at the advanced level will work with their peers.

	Supporting Student Learning (Scaffolding and Accelerating Learning for Different Ability Levels) The students will be placed in leveled groups to ensure mastery and understanding. Each group will be asked challenging and critical thinking questions.
WORK PERIOD Releasing students to do the work	Step 5: Have students use the new information (Guided Practice) The teacher will ask the students to provide real life examples of number stories. The students will give examples of how to earn money. Then they will work together on creating and solving the word problems. French activities will be conducted in French.
CLOSING Helping students make sense of their learning	Step 6: Make sure they can do it(Closure, Assessment, Evaluation Strategies) The students that are English language learners or novice French learners, they will be given extra time to complete the given assignments. The teacher will monitor progress and differentiate as needed.
	Step 6: Make sure they can do it(Closure,Rubric, Product etc.) The teacher will use a pre-made rubric to ensure mastery.
	Step 6: Make sure they can do it(Closure,Summarizing Strategy) The teacher will review the new concepts that we learned. We will share our work and compare and contrast our similarities and differences.
	Step 7: Have students practice at home(Independent Practice) The students will share their work with their family in English and French.





ALL ABOUT ME

