



**INTERNATIONAL CHARTER SCHOOL OF TRENTON**

105 Grand Street Trenton, New Jersey 08611

609-394-3111 Fax 609-394-3116

[www.internationalcs.org](http://www.internationalcs.org)

## International Charter School of Trenton 2015-16 Annual Report

cc: Mercer County Office of Education  
Superintendent of Schools  
Trenton Public School District  
105 North Clinton Avenue  
Trenton, NJ 08610

## ANNUAL REPORT QUESTIONS

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### BASIC INFORMATION ABOUT THE SCHOOL

Fill in the requested information below about the basic information of the school:

BASIC INFORMATION	
Name of School	International Charter School of Trenton
Year School Opened	1998
Grade Level(s) served 2016-17	K – 4
Enrollment (as of June 30, 2016, or the last day of school)	90
Maximum Enrollment in 2016-17 (allowed per the school's charter)	90
Current Waiting List for 2016-17 students (as of June 30, 2016, or the last day of school)	104
District(s) / Region of Residence	Trenton
Website Address	<a href="http://www.internationalcs.org">www.internationalcs.org</a>
Name of Board President	Mr. Robert Kull
Board President email address	<a href="mailto:Robertakull@gmail.com">Robertakull@gmail.com</a>
Board President phone number	908-295-7739
Name of School Leader	Melissa Benford
School Leader email address	<a href="mailto:Mbenford@internationalcs.org">Mbenford@internationalcs.org</a>
School Leader phone number	609-394-3111
Name of SBA	Mr. Peter Lanzi
SBA email address	<a href="mailto:Planzi@internationalcs.org">Planzi@internationalcs.org</a>
SBA phone number	906-394-3114

SCHOOL SITE 1	
Site Name	International Charter School of Trenton
Year Site Opened	1998
Grade Level(s) Served at this site in 2015-16	K - 4
Grade Level(s) to Be Served at this site in 2016-17	K – 4
Site Street Address	105 Grand Street
Site City	Trenton
Site Zip	08611
Site Phone Number	609-394-3111
Site Lead or Primary Contact's Name	Melissa Benford
Site Lead's Email Address	<a href="mailto:Mbenford@internationalcs.org">Mbenford@internationalcs.org</a>

**Please add a chart for each additional school site.**

N/A

## **Organizational Performance Areas**

### **Education Program and Capacity**

*The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.*

#### **1.1 Mission and Key Design Elements**

a) State the school's mission and give a brief description of the school's key design elements.

The International Charter School of Trenton has continued to implement the goals laid out in the school's charter. The mission of the school is to provide an educational program that is superior to what the Trenton District schools offer. Statistics and parents indicate that we are achieving that goal. ICST has continuity in the curriculum, continuity of leadership, class sizes than Trenton district schools, and a more responsive, less bureaucratic school environment.

Another aim or mission is to function effectively within tight budget constraints, and to keep the budget based on student and educational needs. ICST "does more with less." Funding is supposed to be 90% of District funding per pupil, but is actually less. We have had many clean audits including for the current year and are a model of fiscal integrity.

We all come from different cultures, backgrounds, religions and economic levels; however, we are all joined by one mission of achieving a well-rounded education that will help up make a positive contribution to society.

Our vision is for ICST students to reach their full potential both in school and throughout their lives. This requires our community to cohesively integrate learning across the curriculum and by fostering a school where teaching and learning achieve the following goals:

- Prepare ICST elementary aged student's educational foundation for years of successful learning.
- Teach students how to become responsible learners.
- Apply information-literacy skills to access, manage, and communicate information using a range of traditional and emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model citizenship.

b) Some schools have a specialized concentration or theme for their educational program which are not assessed by the common measures within the Academic Performance Framework. For example, there may be schools that focus on engineering and technology, the performing arts or second language immersion. Additionally, high schools may also have additional academic goals for graduation.

**If applicable**, provide information regarding school-specific academic goals related to the school's mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome.

**These academic goals may have changed from the school's original charter application.**

**Note:** Mission-specific goals are **optional, rather than mandatory**, and dependent on each individual school. Schools that do **not** have mission-specific academic goals may leave the below section blank in the annual report.

- All goals must be (SMART), e.g. specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- If possible, provide an explanation of whether or not the school has met these goals and how the school is progressing towards the goal attainment.

3.2 Mission-Specific Academic Goals	
<b>Goal</b>	All students will leave ICST reading at or above grade level.
<b>Measure/Metric</b>	Terra Nova Third Edition, Common Core Assessment
<b>Target</b>	Improve ELA scores by 5% annually.
<b>Actual Outcome</b>	The 2016 data reflects all student score data including those with Individual Education Plans increased 5% as measured by the average change from Fall to Spring scores in Common Core objective growth indicators. GOAL HAS BEEN MET.

## 1.2 Curriculum

All charter schools are required to adapt and implement their curriculum to align with the Common Core State Standards (NJ Student Learning Standards).

- a) Please submit [Appendix A](#).

### **1.3 Instruction**

- a) Provide a brief description of the school's instructional practices and how the school defines high quality instruction.

As the New Jersey Common Core State Standards were released, ICST modified its school unit plans to incorporate the Model Curriculum school year design of five segments, not four. Math, English Language Arts and Science were rewritten to meet the Common Core State Standards and allow teachers to follow the Model Curriculum with the many new tools available online. The NJCCSS's are linked directly to the Lesson Planning tool that ICST teachers use as they create their lesson plans. There are frequent informal discussions about instructional practices, in addition to daily availability of the chief school administrator and bi-weekly staff meetings that always include a focus on student learning.

The grading periods were divided into Fall-Winter-Spring report card meetings. This allows teachers to share a completed Unit and progress in the current Unit when discussing student achievement with parents. The Unit periods were spread out as five weeks of teaching and two weeks for assessment with enrichment or re-teaching, as needed by individual students. 100% of students have their parents or guardians attend the meetings with teachers on academic performance.

ICST serves students in grades K through 4. Our goal is to have our students master the essential components of Language Arts and Math, the foundation for higher learning. Teachers challenge students to problem solve, find resources, use prior knowledge and do this independently. The ICST staff work as a team to help students meet this goal.

### **1.4 Assessment**

- a) Discuss the school's 2014-15 statewide assessment results (PARCC) with regard to absolute, comparative and growth measures.

ICST serves eighteen students per grade, Kindergarten through Grade Four. Terra Nova indicates strong student growth in nearly every tested objective performance indicator (OPI). However, Growth Percentiles are not available for comparison and measurement in the NJ Performance Report for school year 2014-15 for the reasons described below.

There are several reasons this data is not available. One cause is that after fourth grade, students matriculate from ICST and take their next PARCC test in another district. Only the district where the student is currently enrolled has access to their student's previous test data which means changes between fourth and fifth grade student performance cannot be tracked by ICST.

The Performance Report for SY2015 only includes third grade Academic Achievement. No fourth grade data is included, which limits an analysis of the assessment results. It is hoped that the NJDOE could change this arrangement so that tracking student growth for at least one subsequent school year would be possible. Another constraint to performing an analysis is the limited number of students tested. Because the N number for ICST is too small, the test results are not a statistically valid. Even when combining the all students in third and fourth grade

students, N is not greater than 36. From Terra Nova testing we can see that ICST student scores are closely aligned within the national average results, including the Common Core assessment piece. However PARCC statistics are not available on this point. Nevertheless, ICST moved up in its peer group. No Trenton elementary schools were included the ICST peer group. Additionally, in 2013-14, ICST ranked in the 11<sup>th</sup> State Percentile, and moved up to the 30<sup>th</sup> State Percentile in the 2014-15 Performance Report.

This chart reflects Grade 3 data.

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	42%	81	30
Math Met or Exceeded Expectation	46%		

- b) Provide a list of diagnostic, formative, and summative assessments by grade level administered during the 2015-16 year and describe how results from these assessments are used to improve instructional effectiveness and student learning.

DIAGNOSTIC: DRA; AIMSWeb; SuccessMaker

Every student is given the DRA (Direct Reading Assessment), a placement test in SuccessMaker (Pearson's on-line ELA and Mathematics diagnostic and practice tool), and the AIMSWeb reading fluency assessment by mid-October. The results are the baseline for that school year. Re-testing occurs routinely as students work through the SuccessMaker program; Title I students are re-assessed according to their Tier Level in AIMSWeb and the DRA; and all students are re-assessed on the DRA in the spring.

FORMATIVE: Unit Tests;

ICST follows the Model Curriculum format for delivery of the Common Core State Standards. Grade level content is split into five units, which are aligned to the grade specific learning objectives. Teachers use the assessment results as guides to target areas of student need in order for growth toward student achievement. The Units are six weeks of study, followed by two weeks of targeted re-teaching for specific skills not yet mastered. The assessment may then be taken a second time.

SUMMATIVE: McGraw Hill's Terra Nova III; PARCC 4<sup>th</sup> Grade Students

Students at ICST are assessed on the same tool, Terra Nova III, in the fall and spring. By comparing identical assessments, student growth is measurable when comparing the change between sessions as well as the changes measured by National Percentile Scores. Because class size at ICST is limited to eighteen (18) students, PARCC testing scores are not included because the N number for ICST is too small, therefore the test results would not be statistically valid.

## 1.5 Organizational Capacity - School Leadership/Administration

a) Fill in the requested information below regarding school leadership:

School Leadership / Administration Information		
School Leader / Administrator Name	Title	Start Date at School
Melissa Benford	Lead Person / Principal	1998
Peter Lanzi	Sch. Business Admin.	2010
Nicole Corchado	Business Manager	2007

### School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

## 2.1 School Culture and Climate

a) Fill in the requested information below regarding the school learning environment including methodology used.

Learning Environment / Professional Environment	
Learning Environment	
<b>Attendance rate: (use the total days present divided by the total days in membership)</b>	
Elementary School	96.77%
Middle School	n/a
High School	n/a
<b>Student - teacher ratio</b>	9::1
Professional Environment	
<b>Teacher retention rate (year to year)</b>	100%
<b>Total staff retention rate (year to year)</b>	100%
Frequency of teacher surveys and date of last survey conducted	Once May
Percent of teachers who submitted survey responses	100%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	100%
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> <li>Better communication between administration and staff.</li> </ul>



	<ul style="list-style-type: none"> <li>• Highly motivated student body</li> <li>• Atmosphere of respect within the school community</li> </ul>
List the main school challenges identified in the survey	<ul style="list-style-type: none"> <li>• Increased active Parent involvement</li> <li>• Communication is much improved, however 20% of the respondents indicated it could be improved.</li> </ul>

## 2.2. Family and Community Engagement

a) Fill in the requested information below regarding parent satisfaction and involvement.

Parent Satisfaction	
Frequency of parents surveys and date of last survey conducted	<ul style="list-style-type: none"> <li>January 2016</li> </ul>
Percent of families completing a survey (considering 1 survey per family)	<ul style="list-style-type: none"> <li>96%</li> </ul>
Percent of parents who expressed satisfaction with the overall school environment	<ul style="list-style-type: none"> <li>98%</li> </ul>
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> <li>Safety</li> <li>Teacher Communication</li> </ul>
List the main school challenges identified in the survey	<ul style="list-style-type: none"> <li>Would like more trips</li> </ul>
Parent Involvement at the School	
Number of parents currently serving on the Board of Trustees out of total Board Membership	<ul style="list-style-type: none"> <li>None at this time</li> </ul>
Major activities/events offered to parents during 2015-16 school year (For Example: Monthly Parent University. Topic include...)	<ul style="list-style-type: none"> <li>No More Bullies</li> <li>Child Assault Prevention</li> <li>Weekly Newsletter</li> <li>Numerous field trips</li> </ul>
Major activities/events conducted by the parents to further the school's mission and goals, such as fundraising, volunteering, etc.	<ul style="list-style-type: none"> <li>Fundraising (\$2,656)</li> <li>Volunteering on Field Trips</li> <li>Attending special events (i.e. Science Fair, School Music Concert)</li> </ul>

b) Provide a list of the partnerships with other educational or community institutions.

Community Involvement		
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
<b>EDUCATIONAL INSTITUTIONS:</b>		
The Lawrenceville School	A joint Social Studies Project Based Learning experience.	Thirteen Lawrenceville seniors and their teacher came to ICST for an hour eleven times between January 14 <sup>th</sup> & May 5 <sup>th</sup> to join the Third and Fourth Graders in a study of Civics in Ancient Civilizations. The two regular classroom teachers and the Special Education teacher supervised splitting their students into groups of six. These groups worked with two or three Lawrenceville School students to select a topic (engineering, government, agriculture, manufacturing, etc.) and a mode for presentation.
<b>COMMUNITY INSTITUTIONS:</b>		

Aisles	Annual Garden Plow Event	<p>ICST students are frequent attendees at this event. Farmers from Howell Farm bring teams of horses or oxen for the initial turning of the soil in a community garden near the Trenton Train Station. Third and fourth grade students are divided into small groups to rotate through tasks such as hand sowing seeds or walking behind the team with the farmer as the animals pull the plow through the soil. This is a unique annual opportunity for urban child to experience a team of working farm animals a taste of the Age of Agriculture.</p>
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## Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

### 3.1 Board Capacity

a) Fill in the requested information below regarding the Board of Trustees:

Governance	
# of Board Members required as per charter by-laws	Five
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as a <b>Appendix B</b> )	June 29, 2016
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as a <b>Appendix C</b> )	July 27, 2016
Provide a list of amendments to the bylaws of the board of trustees adopted during the 2015-16 school year.	None adopted.
Critical Policies adopted by the Board during 15-16 academic year (list in bullets)	<ul style="list-style-type: none"><li>• 4112.8 Nepotism</li><li>• 4212.8 Nepotism</li><li>• 5141.22 Medical Marijuana</li><li>• The Board Re-adopted the Critical Policy Manual in February, 2016</li></ul>

### 3.2 Board Compliance

a) Fill in the requested information below regarding the Board of Trustees:

Board of Trustees						
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Binz, Rachael	January 2011	08/2017	VP	<a href="mailto:Rachaeltpl@yahoo.com">Rachaeltpl@yahoo.com</a>	09/2011	Gov. IV 12/28/2014
Briggs, Jason	February 2015	08/2018	Member	<a href="mailto:jbriggs@stgregorythegreat.org">jbriggs@stgregorythegreat.org</a>	02/2015	Gov. I 04/02/2015
Kull, Robert	April 2002	08/2017	President	<a href="mailto:robertakull@gmail.com">robertakull@gmail.com</a>	02/2012	Completed full series per NJSBA.
Ogren, Tom	Sept. 1998	08/2017	Treasurer	<a href="mailto:Togren1607@aol.com">Togren1607@aol.com</a>	10/2011	Gov. IV 02/015
Sdeo, Kimberly	August 2013	08/2016	Secretary	<a href="mailto:Kimberly.sdeo@gmail.com">Kimberly.sdeo@gmail.com</a>	05/2017	Gov. III/CS equivalent 04/2015

## Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

### 4.1 Access and Equity

a) Provide information regarding the school's suspension/expulsion/attrition/backfilling rate

School Suspensions / Expulsions 2015 - 2016			
	Total # Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
K	18	0	0
Grade 1	18	0	0
Grade 2	18	0	0
Grade 3	18	1	0
Grade 4	18	0	0
<b>Total</b>	90	1	0

Student Mobility and Retention Rates 2015 - 2016			
	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year	Total # of students not promoted (retained) in the same grade for SY 2016-17
K	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	1	1	0
Grade 4	4	6	2
<b>Total</b>	5	7	2

b) Provide information regarding the school's recruitment, application, admissions, lottery and enrollment numbers for the 2015-2016 school year:

Application/Admissions/Lottery/Enrollment	
Provide the URL to the school's application. If the application is not available online, then, as <b>Appendix D</b> , provide a copy of the schools current application in as many languages as available	<ul style="list-style-type: none"><li>▪ <a href="http://www.internationalcs.org/">http://www.internationalcs.org/</a></li></ul>
List all of the ways the application is disseminated	<ul style="list-style-type: none"><li>▪ Download from school website</li><li>▪ Request paper application via USOP</li><li>▪ Pick-up paper application in person, fill out either on-</li></ul>

	site (with assistance, if needed) or off-site and returned
List all languages in which the application is available	<ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Spanish</li> </ul>
Provide the date on which the initial application for prospective students for the school year 2016-17 <u>was made available</u> .	<ul style="list-style-type: none"> <li>▪ July 1, 2015</li> </ul>
What was the deadline for prospective students for school year 2016-17 to return the initial application to the school? Please provide the exact date.	<ul style="list-style-type: none"> <li>▪ By noon January 27, 2016,</li> </ul>
List all of the ways in which initial applications are accepted.	<ul style="list-style-type: none"> <li>▪ E-mail</li> <li>▪ USPO</li> <li>▪ Hand delivery</li> </ul>
Provide the date and location of the lottery held in the 2015-16 school year for prospective students for the 2016-17 school year. If the school did not have a lottery, provide a brief explanation why.	<ul style="list-style-type: none"> <li>▪ January 27, 2016</li> </ul>
List the public avenues that the school utilized to advertise that initial applications are available to enter the school's lottery (e.g. local newspapers, school website).	<ul style="list-style-type: none"> <li>▪ Local papers: The Trentonian; The Trenton Times; Vision Latina</li> <li>▪ School web-site</li> <li>▪ School newsletter</li> </ul>

## 5.1 Compliance

- a) Every charter school must develop and implement a high-quality, rigorous [educator evaluation system](#), which must be approved by their board of trustees. Provide the following:
- Provide a description of the teacher evaluation system and school leader evaluation system that aligns with [Department guidance](#); and
  - **As Appendix E**, provide a board resolution approving the teacher and school leader/principal evaluation systems.

**Note:** You may use <http://www.nj.gov/education/chartsch/info/evaluation.pdf> for guidance.

The Board of Trustees recognizes that the continuing education of tenured and non-tenured teaching staff members is essential to the achievement of the educational goals of this school. ICST has chosen Charlotte Danielson's Framework for Teaching model as the evaluation tool. The program was selected based on the breadth of the four domains, the ability to select one area for intense study, compatibility with the school information system, and ease of access to focused support.

The purpose of a program of evaluation will be to promote professional excellence and improve the skills of teaching staff members, improve student learning and growth, and provide a basis for the review of teaching staff member performance. The Board will provide leadership, adequate resources for supervision and professional development, time for the proper conduct of evaluations, and time for in-service training.

Each tenured teaching staff member who will be evaluated in accordance with Board Policy, shall be evaluated three times annually by against criteria that evolve logically from the instructional priorities and program objectives and rated using the comprehensive rubric of the Danielson Framework. These teachers will be evaluated three times before April 30 of each year. The number of required observations and evaluations may be reduced proportionately when an individual teacher's term of service is less than one year.

The program of evaluation for non-tenured teaching staff members is similar in method, and broader in scope. The observation and evaluation of these employees in the performance of his or her duties will be conducted by an administrator not less than once per marking period. There will be four evaluations take place before April 30 of each year. The number of required observations and evaluations may be reduced proportionately when an individual teaching's term of service is less than one academic year.

The purpose of the observation and evaluation of non-tenured teaching staff members shall be to improve professional competence, identify deficiencies, extend assistance for the correction of such deficiencies, provide a basis for recommendations regarding re-employment, and improve the quality of instruction received by the students serviced by International Charter School of Trenton. Formal evaluations will be preceded with a conference between the evaluator and the teacher. The pre-conference is an optional component of informal evaluations. Each evaluation shall be followed by a conference between the teaching staff member and the school principal. The teacher is expected to contribute to this discussion and to provide a balanced reflection on the lesson.



## Principal Evaluation Information

As part of the federal requirements for states' receiving funding under Phase 2 of the State Fiscal Stabilization Funds Program, all school districts in New Jersey are providing information to the public on the procedures they use to evaluate teachers and principals. The information presented below will help you understand International Charter School of Trenton's policies and procedures for evaluating the principal.

**Confidentiality concerns:** To protect the confidentiality of individual evaluations, districts are not required to provide a district-level statistical summary of principal evaluation outcomes in those cases where there are fewer than 10 principals in a district. International Charter School of Trenton employs less than ten principals. For reasons of confidentiality no data will be publicized.

The Lead Person/Principal's evaluation system is based on the New Jersey Professional Standards for School Leaders. The following performance domains are measured:

- Instructional Leadership
- School Climate
- Building Administration
- Fiscal Responsibility
- School-Community Relations

### Instructional Leadership:

The ICST Lead Person establishes academic and non-academic goals, including student achievement outcomes as identified and submitted to the NJ DOE in the Annual Report. Progress toward meeting these goals is reviewed regularly and shared with the Board of Trustees at regular Board meetings.

A review is conducted each spring based on evidence supporting the goals in each measured domain. Results from summative evaluation, faculty feedback, parent survey, student input, and current best practices may be used to inform decisions on continued employment, compensation, to develop administrator's professional growth plans for the upcoming school year. The Board of Trustees may choose to receive evaluation of the Lead Person from a third party as a part of this review.

Among the benefits of administrator evaluation is a cohesive understanding of the goals of the schools charter and mission shared between the Board and Lead Person and that vision is then carried through the Lead Person into the learning community. When professional discussions are conducted, the conversation opens around the question of 'what will benefit the students most?' From that vantage point, cooperative discussions, grounded on data collected from student achievement on common standardized assessments, can be initiated. With data to identify student areas of need, the principal can help teachers develop their professional practice in a specific manner with the goal of raising student achievement through targeted delivery of instruction.

### Supervision of the Principal

The Board of Trustees will conduct a mid-year review of progress and results from the teacher evaluation process. The Board may opt to contract with an independent service provider to meet with the principal and conduct the evaluation processes.

Appendices	
<a href="#">Appendix A</a>	Statements of Assurance
Appendix B	Board Self-Evaluation Tool
Appendix C	School Leader Evaluation Tool
Appendix D	Admissions Application (all languages)
Appendix E	Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	2016 – 17 School Calendar
Appendix G	Organizational Chart
Appendix H	Promotion/Retention Policy
Appendix I	Student Discipline Policy
Appendix J	Graduation Policy (if applicable)

**Submit each appendix as a separate attachment to the submission email saved by the appendix name. If necessary, submit all appendices and annual report in one zip folder.**

Appendix A  
Statements of Assurance

**Appendix A**  
*Assurance that the school is meeting statutory and regulatory requirements*

Please print this page. Submit this signed page as an attachment to the emailed saved as Appendix A

By checking each of the boxes and signing below each school is confirming compliance with each of the statements listed.

☒ Instructional Providers. The School shall employ, or otherwise utilize in, instructional positions only those individuals who are certified in accordance with the requirements applicable to other public charter schools, or who are otherwise qualified to teach under section 6A:9 et seq. of the Regulations, and applicable federal law. For purposes of this section, "instructional positions" means classroom teachers and professional support staff.

☒ Background Checks; Fingerprinting. The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections 18A:6-7.1, et seq., and 18A:30-19.1.

☒ Provision of Services. The School shall provide services and accommodations to students with disabilities in accordance with any relevant policies adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section 18A:46-1 *et seq.* and section 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.

☒ Facility; Location. The School currently has all required facility documentation for all school locations including the following:

- The certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:23-2;
- The sanitary inspection report with satisfactory rating;
- The fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4

Signature of School Official (School Lead):

Melissa Benford Date: 6/29/2016

Print Full Name: Melissa Benford Institutional Title: Lead Person

Signature of Signatory Official (President, Board of Trustees):

Robert A. Kull Date: 6/29/16

Print Full Name: ROBERT A. KULL Institutional Title: PRESIDENT

Appendix B  
Board Self-Evaluation Tool

Objective	Measure	Cycle	Method	Analysis	Report	Account-ability
Re-chartering	Dept. of Education	Every five years or as determined necessary by the Dept. of Education.	Evaluation by Office of Innovative Programs.	Renewed in 2011-12. Next evaluation due in 2016-17.	Renewal Application  Letter of Approval from DOE	Board of <u>Trustees</u> <u>BA</u> Lead Person
Progress toward achieving high academic standards.	DRA AIMSWeb Success-Maker Terra Nova (NJ ASK) PAARC	Annually	Rate of Growth measured from Fall to Spring.	Teachers evaluate during school year, NJ ASK results available in August.	Lead Person presents data to the Board of Trustees at regular meetings.	Board of Trustees  Lead Person
Curriculum compliance and adjustment.	Faculty meetings.	Through-out school year.	Examine student progress in key academic areas.	Change or adapt the curriculum to facilitate student achievement.	Teachers, Lead Person	Board of Trustees  Lead Person

The Board of Trustees models their annual review of the Lead Person on the New Jersey School Boards guide. Below are the focal points reviewed each year:

#### STUDENT ACHIEVEMENT

- The Board and the Lead Person agree, student achievement is the #1 priority.
- Regular communication with the Board about student achievement growth and the tools teachers require to implement that goal.

#### FISCAL INTEGRITY

- ICST is funded by public money for the sole purpose of educating public school children. Money is to be spent answering the question: How does this affect students?
- Follow GAAP procedures.
- Ensure compliance with all grant specifications.

#### CURRICULUM

- Review of the how ICST follows the NJ CCSS and its implementation each classroom.
- Review of testing results to be sure that student learning is strong
- Communication of that information and data with the Board at meetings.
- Tracking of trends in test scores and academics.

#### COMMUNICATION

- Ensure Board members are aware of urgent issues, and keep them informed as the circumstances require.
- Promote open communication between teachers/staff and families and students.
- Comply with reporting requirements in a timely and complete manor.

#### INTERNAL OPERATIONS

- Follow and enforce Board Policy in daily operations.
- Follow and apply New Jersey Statutes and Administrative Code.
- Maintain Personnel standards

#### FACILITY MANAGEMENT

- Maintain a safe and secure building.
- Maintain building safety inspection compliance.

#### CHARTER STATUS & PROFESSIONAL CONTACTS

- Work with NJDOE to maintain good relations and stay in good standing.
- Participate with professional organizations to maintain & promote Charter Schools as respectable and professional entities within the NJ education community.



## INTERNATIONAL CHARTER SCHOOL OF TRENTON

105 Grand Street Trenton, New Jersey 08611

609-394-3111 Fax 609-394-3116

[www.internationalcs.org](http://www.internationalcs.org)

### Aplicación para Admisión

*Las escuelas Charter son escuelas públicas gratuitas, de inscripción abierta que son requeridas por la ley a servir a todos los estudiantes. Las escuelas Charter estarán abiertas a todos los estudiantes en función de espacio disponible y no podrán discriminar en sus pólizas o prácticas de admisión sobre la base de la capacidad intelectual o atlética, medidas de logro o aptitud, condición de persona con discapacidad, dominio del idioma Inglés, o cualquier otra base de que sería ilegal si se usa por un distrito escolar.*

#### INFORMACIÓN DEL ESTUDIANTE (letra de molde)

Nombre del estudiante _____			Fecha _____	
Apellido	Primer Nombre	Segundo Nombre		
Sexo M/F _____	Edad _____	Fecha de Nacimiento ____/____/____		
Dirección _____		Ciudad _____	Estado _____	Código Postal _____
Teléfono Casa # _____		Teléfono alternativo# _____		
Grado Actual _____		Nombre de última escuela que asistió _____		
¿Año Escolar al que está aplicando? _____		¿Grado al que está aplicando? _____		

#### INFORMACIÓN DE LA FAMILIA (letra de molde)

Marque Uno: <input type="checkbox"/> Madre <input type="checkbox"/> Madrastra <input type="checkbox"/> Guardián Legal Nombre: _____ Teléfono casa: _____ Teléfono Trabajo: _____ Teléfono Celular: _____ Correo Electrónico: _____	Marque Uno: <input type="checkbox"/> Padre <input type="checkbox"/> Padrastro <input type="checkbox"/> Guardián Legal Nombre: _____ Teléfono casa: _____ Teléfono Trabajo: _____ Teléfono Celular: _____ Correo Electrónico: _____
<b>Póliza de hermanos:</b> Puede darse preferencia a los hermanos de los estudiantes matriculados, según el espacio disponible (NJS 36A-8c). Por favor escriba el nombre hermanos / hermanas que estén aplicando a la escuela o que actualmente estén inscritos en la Escuela Internacional Charter School of Trenton este año.	
Hermano(a) 1 Nombre: _____ Fecha de Nacimiento ____/____/____ Grado _____	
Hermano(a) 2 Nombre: _____ Fecha de Nacimiento ____/____/____ Grado _____	
Hermano(a) 3 Nombre: _____ Fecha de Nacimiento ____/____/____ Grado _____	
Firma de Padre/Guardián _____ Fecha _____	

Todos venimos de diferentes culturas, religiones, orígenes y niveles económicos, sin embargo, todos estamos unidos por una misión de lograr una educación integral que le ayudará a hacer una contribución positiva a la sociedad.

► Se espera esfuerzo y tiempo de los padres. ◄

♦Estudiantes se vestirán en uniformes.♦

Para uso de la oficina solamente:

¿El candidato está en el Distrito? Sí \_\_\_\_\_ No \_\_\_\_\_

Fecha que se recibió la solicitud \_\_\_\_\_



## INTERNATIONAL CHARTER SCHOOL OF TRENTON

105 Grand Street Trenton, New Jersey 08611  
609-394-3111 Fax 609-394-3116  
[www.internationalcs.org](http://www.internationalcs.org)

### Application for Admission

*Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter schools shall be open to all students on a space available basis and shall not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be illegal if used by a school district.*

#### STUDENT INFORMATION (Please Print)

Student's Name _____			Date of Application _____		
_____	_____	_____	_____	_____	_____
Gender M/F _____	Age _____	Date of Birth ____/____/____			
Address _____			City _____ State _____ Zip _____		
Home Phone # _____			Alternate Phone # _____		
Current Grade _____			School Last Attended _____		
Last School Address _____			School Phone # _____		
Applying school year: _____			Applying Grade: _____		

#### FAMILY INFORMATION (Please Print)

Check one: <input type="checkbox"/> Mother <input type="checkbox"/> Step-parent <input type="checkbox"/> Legal Guardian		Check one: <input type="checkbox"/> Father <input type="checkbox"/> Step-parent <input type="checkbox"/> Legal Guardian	
Full Name: _____		Full Name: _____	
Home Phone: _____		Home Phone: _____	
Work Phone: _____		Work Phone: _____	
Cell Phone: _____		Cell Phone: _____	
Email Address: _____		Email Address: _____	
<b>Sibling Policy:</b> Preference may be given to siblings of enrolled students, depending on space available (N.J.S.A 36A-8c). Please list any siblings (brothers/sisters) applying for or currently enrolled at International Charter School of Trenton this year.			
Sibling 1 Name: _____		Date of Birth ____/____/____ Grade _____	
Sibling 2 Name: _____		Date of Birth ____/____/____ Grade _____	
Sibling 3 Name: _____		Date of Birth ____/____/____ Grade _____	
Parent/Guardian signature _____		Date _____	

We all come from different cultures, backgrounds, religions and economic levels; however, we are all joined by one mission of achieving a well-rounded education that will help us make a positive contribution to society.

► Parental involvement (time and effort) is expected. ◄

♦ Students will dress in uniforms. ♦

#### For Office Use:

Is Applicant in the District? Yes \_\_\_ No \_\_\_ Date Application Received \_\_\_\_\_



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**INTERNATIONAL CHARTER SCHOOL OF TRENTON**

105 Grand Street, Trenton, NJ 08611 609/394-3111

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*Resolution of the Board of Trustees*

*Subject: Teacher and School Leader Evaluation Systems, 2016-2017*

*Date of Regular ICST Board of Trustees Meeting: July 27, 2016*

*Whereas, the International Charter School of Trenton is a public New Jersey school, and*

*whereas The Framework for Teaching created by Charlotte Danielson is a NJ Dept. of Education approved teacher evaluation system, and*

*whereas the NJ School Boards Association Leader Evaluation is designed to guide school professionals to become more effective leaders.*

*therefore be it resolved that the Board of Trustees of the International Charter School of Trenton accepts and approves these systems for evaluation purposes for 2016-17.*

R. Binz,

yes

J. Briggs,

yes

Robert Kull,

yes

T. Ogren,

yes

K. Sdeo

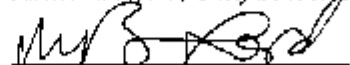
yes

[Note:

Quorum of three required]

*Certification of vote by ICST Board*

*Melissa Benford, Chief School Administrator*



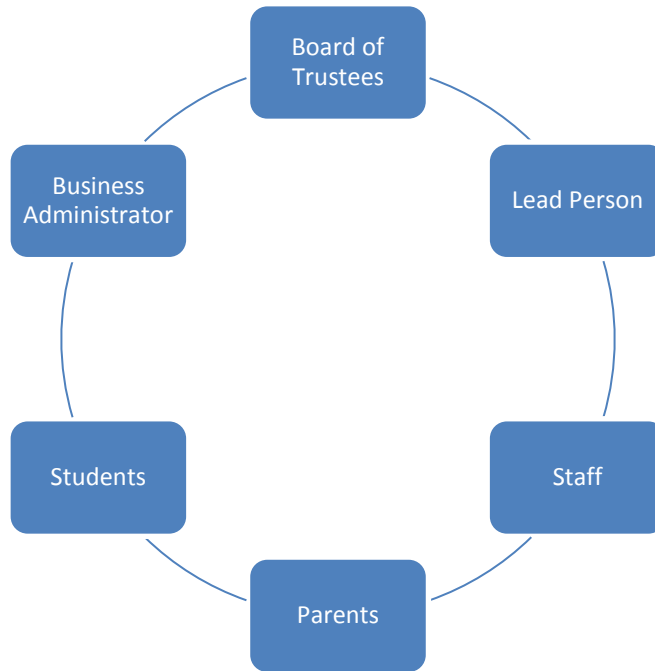
*Date:*

*7/27/2016*

Appendix F  
2016-17 School Calendar

Aug.	29	Classrooms open for preparation.
Sept.	1	All staff report
	5	Closed for Labor Day
	6, 7	First day of classes, early dismissal; staff meetings.
Oct.	10	School Closed, Columbus Day
Nov.	10, 11	School closed for Professional Development
	23	Early dismissal
	24, 25	Thanksgiving break
Dec.	20, 21, 22	Early dismissal: Report Card Meetings
	23, 26 - 30	Winter break
Jan	2	Closed for New Year's Day (observed)
	16	School Closed for Martin Luther King Day
Feb.	20	School Closed for President's Day
Mar	29, 30, 31	Early dismissal: Report Card Meetings
April	14*, 17 - 21	Spring Break
		Spring Break; 14* may be used as make-up day
May	26*	Closed or may be used as a make-up day
	29	School Closed in observance of Memorial Day.
June	13, 14	Early dismissal days; June 14 is last day of the school year.
	15, 16 & 19	Open if make-up days are needed.

Appendix G  
Organizational Chart



## PROMOTION/RETENTION POLICY

Board Policy and Administrative Guidelines stipulate that promotion or retention be based on academic achievement. Promotion for Kindergarten shall be determined on the basis of the individual pupil needs. The factors to be considered are:

### Academic achievement in relation to ability

General Education Pupils in Grade 1 will be promoted by passing at least 3 of the following 4 subject areas: Language Arts, Mathematics, Social Studies; and Science and Reading at a level of at least primer.

General Education Pupils in Grades 2-4 shall be promoted by passing at least 3 of the 5 following subject areas: Language Arts, Mathematics, Social Studies and Science and Reading at a level not more than 1 grade behind.

### ICST Grade Scale

Content Mastery Level Term	Percentage Score	Report Card Grade
Secure	95 - 100%	4
Established	80 - 94%	3
Developing	60 - 79%	2
Beginning	0 - 59%	1

## **PHILOSOPHY**

Education is a lifetime process, which neither begins nor ends with the International Charter School of Trenton. It is our belief that the best interests of our students are served when school officials, teachers, and parents/guardians work together on behalf of the students. ICST believes that an effective instructional program requires an orderly school environment. We have formulated clear expectations especially for the conduct of all students in order to provide a nurturing environment that fosters active learning and positive student-teacher interaction, respecting the developing nature of the learner.

## **STUDENTS RIGHTS TO DUE PROCESS**

Students shall not be deprived of their rights to an education in the International Charter School of Trenton without notice of the charges against them and an opportunity to be heard in their behalf before the person or body with the authority to reinstate them. Each student shall be afforded the opportunity of an informal hearing before the suspension from school, or if circumstances prohibit, as soon as possible after the suspension.

Administrators shall observe the following rights of due process before a student is suspended:

### **INFORMAL HEARING BEFORE THE PRINCIPAL OR HIS/HER DESIGNEE**

1. Explain to the student orally the offense of which he/she is accused.
2. Provide the student with an opportunity to be heard and convey other information he/she thinks is relevant.
3. Advise the parents/guardians of the student.
4. Provide the parent/guardians with an opportunity to consult with the principal or his/her designee.
5. In addition to the foregoing, if the offense is of a more serious nature the principal will make a concerted effort to notify the parents/guardians and provide them with an opportunity to be present at the informal hearing or otherwise consult with the principal or his/her designee.

## **AFFIRMATIVE ACTION AND DESECRATOR POLICIES**

The policy of the ICST is to promote an educational environment that will meet the needs and encourage the development of the abilities of each individual student to the extent of his/her potential within a system that provides equal educational opportunity for all, without regard to race, color, age, creed, religion, sex, national origin, ancestry, handicap, social or economic status.

## HANDLING INFRACTIONS OF BEHAVIORAL EXPECTATIONS

Level Number	Behaviors	Consequences
Level 1	<ul style="list-style-type: none"> <li>Disrupting learning environment</li> <li>Class Attendance</li> <li>Preparedness</li> <li>Disrespect to teacher/staff</li> <li>Uncooperative/Open defiance</li> </ul>	<p><b>First Incident:</b> Parents/Guardians receive Disciplinary Action Form.</p> <p><b>Second Incident:</b> If behavior persists, parent called to discuss student goals and behavior expectations. In-school detention from 2:45 pm to 3:15 pm.</p> <p><b>Third Incident:</b> In-school detention from 2:45 pm to 3:15 pm.</p> <p><b>Fourth Incident:</b> In-school detention from 2:45 pm to 3:15 pm. May result in referral to counselor for behavior modification plan.</p>
Level 2	<ul style="list-style-type: none"> <li>Dishonorable activities</li> <li>Possession of restricted items</li> <li>Unacceptable language</li> </ul>	<p><b>First Offense:</b> Parents/Guardians receive Disciplinary Action Form and in-school detention from 2:45 pm to 3:15 pm.</p> <p><b>Second Offense:</b> Parents/Guardians receive Disciplinary Action Form, student will receive two in-school detentions from 2:45 pm to 3:15 pm, and referral to counselor for behavior modification plan.</p>
Level 3	<ul style="list-style-type: none"> <li>Gang related activity</li> <li>Bias incident</li> <li>Inappropriate sexual behavior</li> <li>Possession/Use of weapons</li> <li>Substance abuse</li> <li>Acts of violence/Fighting</li> <li>Harassment</li> <li>Vandalism</li> </ul>	Parents/Guardians receive Disciplinary Action Form and school will follow New Jersey mandated procedures for the Harassment, Intimidation, and Bullying Laws.
<b>Uniform</b>	<ul style="list-style-type: none"> <li>Not wearing appropriate school and gym uniform</li> </ul>	<p>*First weeks of school student will receive a warning*</p> <p><b>First Incident:</b> Parents/Guardians receive Disciplinary Action Form; parents are called immediately, and must bring an acceptable uniform to school. Student will lose 1 tiger stripe for unpreparedness and may be excluded from gym.</p> <p><b>Second Incident:</b> Above actions are repeated and student receives an in-school detention 2:45 pm to 3:15 p.m. Student will lose 1 tiger stripe for unpreparedness and may be excluded from gym.</p>
<b>Homework</b>	<ul style="list-style-type: none"> <li>Missing homework/assignment</li> </ul>	<p>*First weeks of school student will receive a warning*</p> <p><b>First Incident:</b> Parents/Guardians receive Disciplinary Action Form and in-school detention 2:45 pm to 3:15 pm.</p> <p><b>Second Incident:</b> Parents/Guardians receive Disciplinary Action Form, student will receive two in-school detentions 2:45 pm to 3:15 pm, and parent meeting to discuss student homework.</p>